2009 SENATE APPROPRIATIONS

SB 2003

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-12-09

Recorder Job Number: 6816

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg called the committee hearing to order at 8:30 am in reference to SB 2003 regarding the Overview of North Dakota University System (NDUS). We will start with the calling of the roll. All committee members were present.

Chairman Holmberg: Presented written testimony # 1. We have a quorum. Welcome back from a stormy weekend. We have an interesting week ahead of us. Our committee will be, as they demand, charting a course in a sea of demands and it will not be easy but I am very confident that the 14 men and women sitting around this table have done it before and we will do it again. Last week each one of you received an article from the Chronicles of Higher Education talking about what's going on in other states, and frankly, it's pretty dismal as far as what is happening with Higher Education (HE)budgets in other states. We are starting with SB 2003. We will have a subcommittee on this budget which will consist of the same folks as last session, **Chairman Holmberg, Senator Robinson, and Senator Krebsbach**. We will be having meetings in addition to the formal hearings we have flushing out suggestions that committee members also have. We want to make sure some time this week we'll be asking formally are there are other areas of this budget that you want us to gather additional data. Although the system is strong there are numerous improvements we need to accomplish and we should do it now. (5.48)

Richie Smith, President of the State Board of Higher Education (SBHE) I appreciate being here. It is my pleasure to lead today's presentation of the 2009-2011North Dakota University System (NDUS) Budget Request. Before I begin I want to recognize that one member of our State Board is here to support me today and it is our Loan Student Representative. Also a number of our college presidents are here today and please stand as I introduce you. Introductions were given. (6.57) Testimony # 2 was submitted.

Chairman Holmberg : (12.14) Committee members, if you look in the front of your book you will see the University system put together a list of how the morning will go.

Bill Goetz, Chancellor for the NDUS : Submitted Testimony #3 .Shared he was honored to come before this committee with the budget requests and introduced his staff. He continued his testimony, (14.51) Mr. Chairman, I would stand ready as your subcommittee meets to work with you relative to the information that we receive on a day to day basis relative to this important act. (He is referring to the Higher Education Opportunity Act (Public Law 110-315) (HEOA) enacted on August 14, 2008.)

V. Chair Bowman: When you're building a budget like this and there is a lot of one time funding in it do you also look at the state's economy and sustainability?

Chancellor Goetz answered yes and explained more about sustainability and the importance of it. A tremendous amount of thought, energy, staff time, goes into planning where the SBHE wants to go in terms of initiatives and facing the future in terms of keeping our system viable .

Senator Wardner : Who are some of the players in shared goals? Are you talking about internally in the University System or outside of the University System?

Chancellor Goetz: Shared goals, when I look what has taken place in this biennium, interim lot of work into that, Roundtable is a product of Legislature, private sector, very much involved, telling HE what we need, we have the Commission on Education, though not directly, k12 but

certainly had a part, these are not just goals, in my visits around the state this is what the public is saying, parents, and students. These are what our needs are.

Senator Christmann: Two questions: Regarding enhancing student retention, are you talking about once they are in college, keeping them in college, if they don't drop out, or are you talking about keeping them in North Dakota after they graduate?

Chancellor Goetz: A very important issue. Retention defined in broad terms, first of all concerning when the high school student enters college there is a concern that student continue on with their education. It doesn't matter if it's one year program, 2 year program, community college or a 4 year institution retention is a concern. What brings with that, affordability, tuition, ability to pay, family support, student needs, that we need to do and we need to do a better job at. Therefore, affordability critically important, getting student into right setting, instead of a 4 year, I am not in any way diminishing the important role of a 4 year college or research university but I am telling you that there are students that the first step should e a community College. Being able to offer courses by distance learning making sure our technical programs in tact with a sense of immediacy so that students have an opportunity to get that job upon a one year completion of a technical program. Secondly, retention keeping students here in the state after they have received an education. Critically important. First that means that the University System has to meet the challenges so our students are well prepared. Secondly, they have to have the opportunity to get a job that will pay and pay well, that is going to pay comparatively in terms of the market place, and the opportunity as it relates to the competition that exists in the job market with our state. And then most importantly, today, yes many want to venture off to the big city whatever opportunities might exist but when it comes down to the final day the final decision in terms of quality of life we have many students want to return to the state but they also have to have the opportunity to do

so. So first of all retention is an internal thing a policy thing that you have to share with us and secondly our economy at the whole. (37.24)

Senator Christmann: Will we see as we get into the individual campuses and their budgets will we see changes or adjustments in either program availability or in pricing, or hopefully both so that we can educate more students who are available to fill the needs of these types of hot jobs. We got this information from Job Service last week and maybe minimize the numbers of students we are helping to educate in career paths for which there is no chance of them staying in North Dakota?

Chancellor Goetz: I can say yes. You will hear that answer from each president.

Chairman Holmberg: Both retention and completion are issues that are extremely important to the Legislature and to the Board of Higher Education. There are those who suggest we need to retool how we do financial aid and other kinds of programs to reward students and schools that have high retention rates and have high completion rates but to get the folks that are going to complete the programs that they start in. I think the interim committee looked at and the subcommittee will look at on this (40.18)

V. Chair Grindberg: I've been in one of the seats with HE regarding policy and funding in my tenure in the Legislature and last week in the Workforce Committee we met regarding this bill and we were discussing whether to put resources together to attract out of state students. As I stated in the Roundtable meeting last fall, many questions we have on the Legislative side are what is the future? It is an economic question and a stability question. We asked for information from Council last week regarding the enrollment of students. The number is declining. We need to know the numbers of non-resident students, high school students taking courses through our university system, graduate students, we need to have a full mix of that so that as we look at other bills and how we put a strategy together this session that will be

valuable information and I hope as we work as a team that when we leave here not only are we going to address the needs of the students and assist them but also the long term future of our state. (43.46)

Chancellor Goetz: I couldn't agree with you more. A foundation has been laid by the Workforce Committee and interim committee. He also stated the Office of University System is ready to work with the committee. He also stated that they are looking at marketing and retention, also looking at the national scene today and see what's happening in other university systems across this nation, the diminishment of students and opportunities they have in the state. (44.59)

Senator Mathern: I have two questions. What is the plan for the university system to deal with retirement of baby boomers in terms of involving them as consumers and what is the involvement of the university system in training of folks in the correction system? We have evidence to indicate that basically it is a matter of training that determines whether or not they come back to the prison system.

Chancellor Goetz: we will be addressing those areas later. He then introduced Mr. Farnsworth, stating he served on the Education Roundtable and has education very much at heart. He is a North Dakota resident and he has a very interesting testimony for you.

David Farnsworth Power Generation and Engineering Leader for Great River Energy's Coal Creek Station: testified in favor of SB 2003 and presented Testimony # 4 in support of SB 2003. See handout for details. (47.56) the question will be what will provide North Dakota the greatest return on a taxpayer's investment in higher education. (56.12)

Chairman Holmberg: thanked Mr. Farnsworth for his involvement on serving on the Roundtable for Higher Education as the Workforce.

Frank Michael, President of the North Dakota Student Association. Testified in favor of SB 2003. He provided written testimony # 5. (56.51) and stated students not only from North Dakota but the whole region are enrolling in our higher education system because they know it is affordable and also they will have access to a high quality education experience. It may have taken me 2 years to choose what I wanted it to be in, but that is an opportunity that many don't get to fulfill. (61.00)

Chairman Holmberg: You mentioned that you changed your career path as you were going through school. Are you going to graduate in 4 years? Frank replied 5 years and Chairman Holmberg asked if that was related to changing his major. His answer was yes. He also asked if he had friends that this has also occurred to. The answer was yes.

Ken Story, Minot State University Student: (minutes on recorder 61.58) testified in favor of SB 2003 and provided written testimony # 6 (after the hearing, he emailed to our office)

Senator Warner: I assume by your testimony that you are not a native of North Dakota.

Ken Story: I was born in the Philippines on the air force base. I was raised on the air force base here in Minot.

Senator Warner: I was wondering what the evolution of your thought was to chose North Dakota as a place to get an education, what kind of factors you looked at, and if you are comfortable with that kind of factors you would be looking at when you choose to establish permanent residency, where you would be employed and the kind of things we need to enhance North Dakota to attract people like you.

Ken Story: What originally brought me here was Air Force. I was raised on Minot Air Force Base for sixteen years. My dad being a Tennessee native so in 2004 when I graduated from high school at Minot High I ventured toTennessee with him. I applied for financial aid, through the Free Application for Federal Student Aid (FAFSA) and with my dad barely graduating from

high school, my mom receiving a 7th grade education in the Philippines, we did the best we could and we got our return and you see all these numbers and you see something called expected bailout contribution and when you get your award package back sometimes you see that it is not enough I have to look at my mom and convey that this is the number I'm expected to have in my own family. I work a lot to pay for my education and pay for out of pocket campus student loans. That was the main reason I returned to the university system here in North Dakota in 2006 and one of the main reasons why I stayed was the affordable education that I would receive. In declaring permanent residency I'll be looking at future job markets. In the areas I am looking at political endeavors as well as looking to marketing opportunities as companies are starting to spread up in Minot, as they call it the Magic City and opportunities are becoming more and more. So I am taking that into account while I am looking for a place of residency. (68.15)

Tara Mertz, student from University of North Dakota: Testified in favor of SB 2003. Written testimony # 7 was presented. (68.31) through (72.59)

Brad Hanke, Student at Bismarck State College: testified in favor of SB 2003 and provided written testimony #8. (submitted written testimony by email after the hearing)(73.26 to 77.11)

Chairman Holmberg: announced any one testifying today if you are making remarks it helps our record if you share your written testimony with us.

Patti Heisler, Assistant Professor in the division of Business and CIS at Mayville State University: testified in favor of SB 2003 and presented written testimony #9. (78.04) which gave statistics regarding the status of North Dakota in relationship to other states in the issue of salaries and on behalf of faculty and staff of NDUS extended thanks and gratitude for the support of the Legislature. Her presentation focused on turnover, cost of living, and benefits

and she referred to different pages within the report.(79.09) This report is in your booklet or in your packet and called the Salary Report it has a red tab through(90.09)

V. Chair Bowman: When you are comparing salaries to other states do you compare the amount of people they have to pay those salaries versus the number of faculty they have in their states and less people to pay?

Patti Heisler: If you look at the cost of living on that page what I didn't put in there in that graph was the salary ranking compared to how the cost of living did rate. but I actually did sketch that information out. That is a great question and maybe we can include that on future compensation studies.

Senator Mathern: On the reasons that people are leaving I note a number of variables. I don't know anything that relates to dissatisfaction regarding work environment and I don't know if there are isolated kinds of things. I know you don't measure that.

Patti Heisler: Actually we do. There is a HERI survey that campuses do every 18 months or two years, we don't include that here because we just have the exit review information. That is the time we are able to capture that information. It will be published very soon. I know it was administered in February and March of this year.

Senator Mathern: why was it not included.

Patti Heisler It was not available at that time.

Chairman Holmberg : We will take a break (92.29)

The rest of testimony regarding SB 2003 on NDUS for the morning of 01-12-09 is unavailable (Recorder Failure)

Chairman Holmberg called the hearing back to order.

Michel Hillman, Vice Chancellor of NDUS testified in favor of SB 2003 and provided written testimony # 9 Accountability Measures Report in the 2009 Legislator's Guide to the NDUS: Whenever possible we do use national comparisons. I will be talking about just a few key areas. Page 31 -35 student enrollment. We see a dramatic increase in on line student growth in recent years. The Biennial Report on Employee Satisfaction is on page 26-27. The HERI survey will be available shortly.

Chairman Holmberg Do you imagine that will be available prior to carrying this bill on the floor on February 19th?.

Michel Hillman: I expect to get that to you by the end of this month. Back to the Chancellor's comments, the whole industry is meeting the needs of the student and the state. The 3 issues I will report on this morning are

1. Student achievement on page 12 and 13 of report and pages 14 and 15.
2. Student Satisfaction on pages 16 and 17 of report.
3. Employer Satisfaction on page 19 of report.

He continued to share facts regarding these three issues.

Senator Seymour had questions regarding retention of students. one idea on retention, you verify it, say I live in Fargo, and want to transfer where I live, the next year we have retention problems.

Michel Hillman: You are right. Page 1 gives information about the national rate, compared freshman and graduation rates, and how we report it if a student transfers.

Marsha Krotseng, Vice Chancellor for Strategic Planning, Exec. Director,CTEC testified in favor of SB 2003 and provided written testimony # 10 in support of the bill.

Senator Robinson asked for a list of businesses that we have worked with the last year, and then asked for more information regarding the numbers on the page of 5 of the Accountability

Measures document in the legislator's guide. He was told he will be provided with that information.

Chancellor Goetz: Accountability Measures have been presented in the guide book, I do make a comment. As you well know the accountability measures were initiated by the Legislature granting greater flexibility in terms of management. We totally subscribe as well as added what is in the statute. It is more than just measures in a glossy covered book, rather, we have a growing need use as a managing tool. Compare the other states, and we are well ahead of them.

Laura Glatt Vice Chancellor of NDUS gave the Budget Overviews.

Chairman Holmberg questioned if there would be a different agenda for the afternoon. He was told the budget this afternoon will be just the office.

Laura Glatt: Go to second tab NDSU Resource Guide, red tab, 2nd page in table of contents . a lot of good data here, programs under the yellow tabs is very informational for you. She continued to explain the items in the Budget section of the book and the seven base funding increases as well as the Analysis of the 2009-11 Executive Budget Recommendation.

Chairman Holmberg had questions regarding the increased funding but stated he will address it later.

Laura Glatt turn to page 8 and 9, one page summary budget request, what is funded in the executive recommendations, what the board did set forth a number of priority items, far left column on page 8 and 9 those are to represent priorities in priority order. If they don't have sufficient funds, you at least know what the board's priorities are. I will refer to them as line items. Look across the top heading the column is what the board requested. Column two is what the governor requested and column 3 is what was budgeted. She continued reading what the priorities of the board are found on pages 8 and 9 of the budget section of testimony.

Senator Kilzer and Senator Christmann had questions concerning the budget and also funding for the students. They were informed that not all students are able to be funded.

V. Chair Grindberg had questions concerning increasing grants for students.

Laura Glatt: By two approaches. One is providing financial aid as well as holding the line on tuition for all students. We are able to help those students in most need, we are able to get at those middle income families. Priority #5 is on equity adjustment and how that funding is distributed between campuses.

Chairman Holmberg The committee should understand, specific pay grades is not a salary issue.

Laura Glatt: That is correct. Regarding general fund tuition dollars the use of the dollars is left to the discretion of the institutions.

Senator Robinson had questions regarding item #5 SMHS School of Medicine and Health Sciences on page 8.

Laura Glatt continued her testimony. On line 6 is regarding Technology Maintenance and network Bandwidth (no money in this budget for this line item).

Priority # 7 refers to two year and 4 year affordability. We would ask the state to pick up student share of parody costs ,that is only the state's share of the cost. We essentially say at UND and NDSU the state should pick up the numbers you are seeing on line two is state share, the next two years ask the state to pick up part of the share we could freeze the tuition prices on 2 year campus, and lower the tuition on a 4 year college.

Line item # 8 refers to state matching funds on federal dollars .

Priority # 9 is a new initiative, a revolving fund the board could allocate to campuses, providing new industry needs, a lot of that there isn't a source of funding that allows campuses to get equipment or tools. They have to close or phase out another program. It will take awhile to do

that. Institutions can request the money with the expectation the dollars would come back to the board, back to the revolving fund, and then used for other new programs. This is not funded by the governor's budget.

Line 10 is in regards to Disabled Student Services Funding. Disabled students show up on the campus late in the term, they can make an application for help and funding is provided from this fund; tutors, interrupters,

Line 11 is concerning the BSC HE Center is a one time funding which allows us to purchase a facility already on the BSC campus, house all the sister institutions in the Bismarck market, currently Minot and Dickinson are on BSC campus it is difficult at best to continue to house and as other campuses are doing this it into one facility a base funding on top of page on line 11 currently BSC surcharge assessed to students are paying a higher premium on their tuition. Library resource, facilities are open longer, utility costs are higher, it is only fair that BSC get more. What this base funding would allow is for us to eliminate that fee from the students. This is not funded by governor's budget.

Senator Christmann: What building is that? He was told it is the Horizon building which is privately owned. It is used currently for multiple purposes, some staff there and the building is leased.

Laura Glatt continued her testimony. Priority #12 is Student Financial Assistant Programs, including loan forgiveness. The governor put this in his budget.

Priority #13 is the Comprehensive Career Planning Initiative. DPI and tech are trying to come up with solutions to better prepare students for a career in ND. That was not funded in governor's budget.

Priority #14 is the Access, Collaboration and Enhancement Fund (ACE) Needed some funding assistance and it is not in the governor's budget.

Priority #15 is Shared recruitment initiatives..We are looking at different collaboration to recruit students in state and out of state and create partnerships for institutions to do together This is . not funded by governor's budget.

Priority #16 is regarding Legal Assistant, which includes parity costs for FINDET and provide full funding from the general fund. Legal assistant is not funded.

Unumbered line tribal community College Grants come out of needs financially based program.

Senator Christmann asked if that is the same amount we took last time and does it go to the institution or the students.

Laura Glatt: Yes, the funding came from different source, goes to college, not to the student.ND Space Grant Consortium She continued testimony as covered on pages 8 and 9 of the executive Budget Recommendation (yellow color)

Page 9 covers the one-time funding requests

Senator Robinson what is the total budgeted amount for deferred maintenance.

Laura Glatt shared that dollar amount. There is a second amount in governor's budget.

Priority # 2 is Emergency Preparedness Security. We need to make improvements on campus and facilities and to improve security. The use of cell phones can't be our only avenue of contacting students. This will help provide for that increased security. We would go with card access instead of key access. Changing out the doors, have no glass beside the door, if you have an armed person outside he can't see in.

Priority #3 replace our network studies. Emergency pool for the chief information officer to use between institutions. This is not funded in governor's budget.

Prioity # 4 STEM, Science, Technology, Engineering and Math.

Senator Robinson referenced the importance of STEM and stated it is in the Governor's recommendation.

Sandy Deis, OMB Analyst stated the governor has put in additional dollars for STEM and provide grants for 5 years to help students pay them off. It is on the student side.

Laura Glatt continued her testimony. Priorty # 5 Pay off special assessments. The first response is to pay campus special assessments.

Priority # 6 Bismarck HE Center and SMHS Electronic Medical Records System.

Senator Warner one question on item 6; tell me what we are paying in annual rent. He was told they will get that information to him.

Senator Krauter had questions about the dollar amounts also. The committee was informed that these amounts would be explained by each individual campus.

Laura Glatt continued testimony on page 10 which is NDUS Campuses, NDUS Office, medical School and Forest Service, Comparison of SBHE General Fund Request to Executive Recommendation and page11 NDUS Equity Allocation, Comparison of Budget Request to Executive Recommendation The equity dollars in column 6 is distributed by campus and they vary differently. We asked for minimum amount for each institution. There are 5 institutions that would get that minimum amount and the others in column 6 would get thier share, look at governor's budget, column 7 related to their benchmark.

V. Chair Grindberg When was the last time they were right sized and will this then change in our favor?

Laura Glatt Two years from now the numbers will look different. She then asked the committee to turn to page 30 and 31 which is the 2009-11Major Capital Project Priority List which is approved by the State Board of Higher Education. (STHE)

Senator Mathern asked what is the process of communication between the executive office and your office. Does that information get forwarded to you; is it kind of a final item they put forward.?

Chancellor Goetz The process that we have is a cross communication with the governor's office and OMB. That is evident looks at needs based funding. There was a lot of discussion in this area as a major priority and the governor met those.through the board and indicating that to the governor we have the amount in the budget. I also note there are several items the governor did not fund, but we looking at it elsewhere. That concern has been addressed very well in the education commission. You will see dollars in the DPI budget, this issue is being addressed in other places other than the university system with the governor's office. When we look at the tribal community grants, where that will end up it is being addressed in a number of areas. Emergency security is a major issue conveyed to the governor's office. In that area I am comfortable, the end result we are beginning to address the area of security concerns. We need to take a greater look at this across the nation.

Senator Mathern asked for more specific information as he is trying to figure out, there is a major difference and asked if we will be hearing the governor's recommendations and the changes.

Chairman Holmberg the methods and decisions by the governor's office, by the university office and OMB we can get through OMB.

Laura Glatt referred for a short time to the purple sheet entitled PROPOSED AMENDMENTS TO SENATE BILL NO 2003. She briefly touched on this giving an explanation of the Amendments on page 4 on purple sheet (filed directly behind the yellow budget booklet) and then referred back to the yellow booklet which is the Executive Budget Recommendation.

Senator Christmann asked what in the bill is the total of the revenue bonds being brought forth. He was told those projects are detailed in section 16.

Senator Mathern if we were to get into a situation of enhanced federal dollars would you be ready to take on many more capital projects? I am talking about projects that are not funded..

Chairman Holmberg asked are you talking about projects that fall under that cap? These are separate things.

Senator Mathern Do we have projects ready to go that are not on the funded list?

Chancellor Goetz asked if he was making reference if congress may take on projects. First of all approval by congress, categories they may take are health care or education projects. We need to keep our ear to this, I know that the executive branch is sensitive to this. We'll be looking at this very closely if not ready to address.

Senator Mathern is there one project you can name ready to go we need money not in this budget.

Chancellor Goetz I couldn't comment on degree of readiness.

Laura Glatt stated the campuses every 2 years do comprehensive campus management study regarding construction and so forth but are we ready to put shovel in the ground tomorrow, probably not.

Chairman Holmberg reminded people to sign the registration sheet. He stated we would be back at 1:30 to continue hearing SB 2003. He dismissed the committee.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-12-09

Recorder Job Number: 6856

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the committee back to order at 1:38 pm in regards to SB 2003 concerning the University System, DSU, and BSC.

William Goetz, Chancellor North Dakota University System, opened testimony and introduced Cathy McDonald.

Chairman Holmberg clarified that the amendments that were presented earlier today are the total amendments to this bill that are coming from the board office.

Cathy McDonald, Director of Finance (NDUS Office supplement –Budget Overview, page 1) Student Grant Programs -

Chairman Holmberg requested the acceptance rate and cutoff score for the Scholars Program.

10:19

Senator Christmann: Are Indian Scholarships need-based or how are those distributed.

Cathy McDonald: Based on part need and merit – a combination of both.

16:38

V. Chair Grindberg requested the council put together an update on student loan trust fund.

V. Chair Grindberg: In the Student Loan Forgiveness Program, what is the background of putting this together and who decides which industry gets the benefit of the program. This used to cover teachers, dentists, doctors and a few other areas, and although the numbers aren't very large, in 5 years, we'd have every occupation in the state covered. The examples are very broad and he was informed that the shortage areas are determined by DPI.

Mike Hillman, NDUS - came to podium.

V. Chair Grindberg: The incentives seem very broad. Two pages of examples on pages 14-16 – small equipment mechanics, electrical engineers, mixers in a bakery, respiratory therapists. This became a lot larger than what we were lead to believe we were supporting.

Mike Hillman, NDUS - We defined technology as we felt were technology programs - STEM (Science, Technology, Engineers, and Mathematicians). The definition is very broad. We review it often and look at legislative intent.

V. Chair Grindberg encouraged the subcommittee to get into some of the details and wondered how many people in ND even know about this program.

27:55

Chairman Holmberg asked if the Bank of ND does any advertising for these programs and if students who are trying to pay back their loans know that there is some help out there.

Mike Hillman replied that there is no advertising budget, but every spring it is announced and there is a news release that goes out. They are involved in radio talk shows interactions. It's put it loan notices and try to get the word out.

Senator Christmann asked regarding the teacher shortage Loan Forgiveness program – weren't social science teachers rather plentiful and the graph shows they are in short supply. Could we get a list from DPI of how many vacancies were available last summer and how

many graduates were at the various institutions for people who were qualified to fill those positions.

Chairman Holmberg also added that they'd like to see the criteria they use to determine the shortage.

29:57

Cathy McDonald – (continuing with NDUS Office supplement –Budget Overview)

Bill Goetz – introduced Mark Hoffman and EPSCoR program

Mark Hoffman, Co-Project Director at UND read testimony on EPSCoR in NDUS Office supplement. (Experimental Program to Stimulate Competitive Research)

Randall Thursby, Interim CIO ND University System (reading from pink section in NDSUS Office).

Senator Robinson: What's name of facility and total square footage? Is all of it earmarked for use for the information center? What are plans for replacement if legislation works in that direction?

Randall Thursby replied that the location of the center is in Upson II Hall and has 3,000 square feet. It's in the heart of campus.

51:18

Senator Seymour asked about rental possibilities.

52:16

V. Chair Bowman: Who has the vision that if we build another building that in 20 years it will be outdated and we'd need another building. Where does this end?

Randall Thursby relayed that the building was built 1965 to house mainframe computer. It wasn't that far off of state of the art at the time. Things change, like the need for security.

V. Chair Bowman: We have a new push to do this until we get it done and then we have to re-do it. The costs just steamroll, especially in technology. I was here when they first started talking about how this was going to save us money. How can we plan to have the resources for this?

Randall Thursby said they like to look at long term planning and presented a technology plan to the board in September and was accepted. Technology is becoming more and more integral and we try to plan and minimize the costs of the system and to the state

Chairman Holmberg asked for any public comment on what we've heard so far today.

58:33

Nancy Kopp, ND Optometric Association and ND Veterinary Medical Association

(Written attached testimony # 1) Testified in favor of SB 2003.

Tom Bettenhausen, Veterinarian, Bismarck, ND Veterinary Medical Association

(No written testimony) Testified in favor of SB 2003

Spoke on need for veterinarians, especially large animal practitioners.

Jacob Carlson, Veterinarian, Bismarck,

(No written testimony) - Beneficiary of state funding

Senator Mathern asked why demand isn't driving up the salary, and **Jacob Carlson** replied that the cost of veterinary education has been experiencing double digit increases. The AMA has been checking into looking at veterinary businesses and how to increase salaries. The demand is certainly there.

Senator Robinson asked if there were decreases in the rural parts of the state also and was told that there are no farm kids. On a national level, if you can introduce rural lifestyles to city kids, they are finding there is a choice of people choosing rural lifestyles.

Julie Ellingson of North Dakota Stockman's Association

(Written attached testimony # 2) Testified in favor of SB 2003.

Dickinson State University.

Chancellor Bill Goetz introduced Richard McCallum, President of DSU

Dick McCallum, President of Dickinson State University

(Reading from NDUS Office supplement – DSU handout)

Senator Christmann: Most of growth is in international students. Do you have broken down how many are international students are staying in ND.

Dick McCallum: Many on a Visa can stay, but it depends on the Visa. We can track number down for you.

Senator Warner: Are there programs which are magnets to International students?

Dick McCallum: Business and teachers, then biology and sciences. Some countries are sending their students here for pre-med classes.

(Continuing testimony with Tab 4 in the Overview of budget request)

95:00

Chairman Holmberg: (pg 8A) the $35 million dollars is in the budget? **Dick McCallum:** Yes.

Chairman Holmberg: Are you presenting any additional suggestions to increase or do anything with this budget?

Dick McCallum: We have no amendments to submit.

(Continuing testimony on page 9) (Tab 5)

Senator Mathern Are there any studies that compare online education with traditional ed and long term benefits.

Dick McCallum: I know of no studies, but there are many students which set the line.

Senator Robinson: With international students – typically the larger the enrollment, the larger the staff. How have you as an institution responded to those needs?

Dick McCallum: We work hard to make sure the international students succeed. Many of our students make a 3.9 GPA . For many, there is an English as a second language (ESL) coordinator to work with them.

111:12

Senator Kilzer: A large number of students entering college had to take remedial classes. What special arrangements do you have to do to meet these needs? Is it a big problem at your institution?

Dick McCallum: It's a national problem. We are faced with those challenges, and we are working with those students. We are trying to provide them with the remedial courses as they move into the college courses. We have several programs in place to help them – it's multi-faceted.

Chairman Holmberg: this completes the DSU presentation.

Bismarck State College

Bill Goetz, chancellor introduced **Dr. Larry Skogen, President of Bismarck State College**

Dr.Larry Skogen, President of Bismarck State College (1 57 02)

V. Chair Grindberg clarified the enrollment at BSC and the online enrollment. There is a lot of overlap because there are students enrolled at both BSC and DSU as an example.

Larry Skogen: I understand that this isn't B&W 2 12 24

Senator Robinson: What is your fulltime equivalency?

Staff: 2900 FTE

(continuing testimony)

Kirsten Baesler, graduate of Collaborative Student program read testimony which is on green paper in the BSC section in NDUS book.)

Chairman Holmberg: Question about textbook rental. Are you doing this as a pilot project, or are other schools looking at these types of methods that would reduce the costs to the students.

Larry Skogen: We've initiated the program.

Laura (staff): We've completed a comprehensive study of textbooks and we explored text book rental. It's an institutional decision. Challenge is the upfront investment.

146:04

Senator Robinson: Have you formulated policies regarding the right of faculty members to change textbooks on a regular basis?

Larry Skogen: We require the faculty member to commit for 3 years to the same textbook, so they have to commit to using that textbook or we won't consider using them.

(continuing)

151:25

Senator Christmann asked about tuition fees. Is it the exact same as whatever would be your lowest cost program regardless of what they're in? **Larry Skogen** replied that the tuition is going to be the same for on campus residents. Online could be different. There may be a difference between a general education course and a technical course. For programs that are more expensive, we do charge program fees but they come nowhere near to covering the cost.

Senator Christmann: You have to rely on University system to make those type of programs feasible?

Larry Skogen: It's federal dollars that makes the programs feasible.

(continuing)

Kristine Weippert, President, BSC Board of Governors – (p 13 in the BSC section in NDUS)

Dave Clark, Exec. Vice President – Budget Overview – page 15 in BSC section

(continuing)

Senator Seymour asked when the original tech center was built & what did it cost.

Dave Clark said It was built in 2 phases starting in1979 and will get back with cost- another addition was built in 1984.

(continuing)

2 56 28

Discussion centered on renting and leasing buildings saying that it costs less to rent than it costs to operate.

(continuing)

Senator Lindaas asked about training for CNA individuals and was informed that it is done through BSC Medical.

Calvin Hole, President of Bismarck Chamber

Testified in favor of SB 2003. (No written testimony)

Chairman Holmberg closed the hearing on SB 2003.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-13-09

Recorder Job Number: 6910

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the committee hearing to order at 8:30 am in reference to SB 2003 concerning UND Medical System, Williston State College and Lake Region State College. All committee members were present.

Chairman Holmberg announced that SB bills 2003, 2004, 2013, 2014, and 2018 will be returned to the floor, amended on the floor, re-engrossed and sent back down to committee today.

Brady Larson, Fiscal Analyst, Legislative Council – two handouts for student loan trust fund. One is analysis of student loan trust fund for the 2007-09 and 2009-11 bienniums and 2nd one is 2007-2008 enrollment report. (Testimony # 1& 2)

Bill Goetz, Chancellor NDUS – announced **Robert Kelly, President of University of ND**

Robert Kelly, President of UND introduced staff at UND

Alice Brekke, Interim VP for of UND -(Reading from UND section in NDUS Legislator's Guide.)

Senator Christmann questioned the $1.6 M deferred maintenance for building exterior and asked if it included window replacement and if there are other costs that will show up later. **Alice Brekke** said they map out priorities for proposed projects for repair and maintenance projects and roll thru them as dollars are available.

Senator Mathern asked when the building project would start if the legislature approved the education building. **Alice Brekke** said once project is approved, a committee is working on

framework and that group works with architect and uses bid process and would be approx. 6 months to get the project started.

(Continue to read from page 2 in UND handout in NDUS Legislators' Guide)

Showed 4 recruitment videos and then continue reading from page 4

51:35

Chairman Holmberg asked if he could you update the committee on two PHD projects – in energy (oil & gas) and aerospace? **Robert Kelly** informed him that the university does not currently have a PHD program directly in energy. Some programs start at graduate levels and move up. He didn't believe there was a doctorate program in aerospace either.

School of Medicine and Health Sciences -

Joshua Wynne, MD, Senior Executive Vice President for Health Affairs and Executive Dean

Introduced **Dave Molmen, CEO, Altru Health System and Chair, Medical Center Advisory Council**

(Reading from page 2 of UND handout in NDUS Legislators' Guide)

Senator Christmann asked if they limit the spaces available when they see a demand in the School of Medicine.

Joshua Wynne informed him that they are limited by structural issues. There are two applicants for every seat in medical school and they consider increasing the size of the classes. They definitely respond to the demand for family medicine and primary care. Our classes are relatively small. If student chooses a career where there seems to be no future, then they advise counseling.

Dave Molmen: closed comments

Senator Krauter asked how they were addressing concerns for residencies and fellowships across the state of ND.

Joshua Wynne reported that they can potentially think about the students graduating from CMS Center for Medicare and Medicaid. That is the primary funding mechanism. The number of slots has been fixed federally and without federal support, it would fall on local governments to fund programs. Absent of funding it's problematic to increase the program.

Senator Krauter asked if there are federal requirements for the state to match CMS money.

Joshua Wynne said if the money is funded, they could increase.

Senator Mathern asked if there was money for this kind of planning since it was not in the executive budget.

Joshua Wynne said he appreciated everything that was budgeted in the executive budget, but in anticipating their needs for the future, they are asking for the budget approved by the university system.

(Continuing on page 6 in UND School of Medicine section NDUS Legislators' Guide)

Senator Christmann asked for the average size of medical school class – how many international or US student and was informed that there are 55 & 7 in Med students from ND; 0 international; 5-6 from MN. They vary but the majority of the students are from ND.

Senator Kilzer asked if the hospitals still contribute to some of the funding and pay some of the funding for medical students and also asked for the beginning salary of a first year family practice resident?

Randy Eken, Associate Dean for school of Medicine at UND answered that the hospitals in Bismarck pay about $1.2 M annually to the Bismarck Family Medicine residents; Trinity Hospital in Minot contributes about $800,000 annually; about $ 2 M annually comes to the School for training family medicine.

Senator Kilzer wondered if that amount has been steady and **Randy Eken** replied that the amount has gone down about $400,000 from the previous biennium.

Senator Krebsbach asked about Dr. Dwelle's involvement and inquired of a line item in the budget. **Joshua Wynne** informed him that Dr. Dwelle secured funding to study the landscape in the state in developing a program for public health. He secured funding to do the study but he does not have funding to actually implement the study.

Chairman Holmberg: We'll come back at 10:20.

102: 06

Williston State College

Bill Goetz introduced Joe **McCann, President of Williston State College**

Joe McCann, Williston State College

(Reading from the WSC section in the NDUS Legislators' Guide)

Chairman Holmberg asked if would be requesting any additional changes on the budget as it was presented yesterday with the amendments. There were none.

Senator Robinson asked him to repeat a statistic he quoted earlier, that by the year 2015 unless there is an influx of families in the population to your part of the state; did you say the high school population? **Joe McCann** replied that they need high school graduates because the number of students in the lower grades is starting to build up.

Senator Seymour said that the Minot Public Schools are building a tech center and wondered if Williston has used it. **Joe McCann** said they haven't been able to find dollars to get that done. They don't have dollars that that they can call upon and are hoping for a federal grant.

128:48

Senator Lindaas asked about the CNA program, if it was offered at WSC and if they were under any other facility program or on their own.

Joe McCann stated that they have the program and have cooperation with hospitals and long term care facilities.

Senator Robinson asked about the impact of the energy development and if there was an impact on the retention and recruitment of students. What have you experienced with faculty and staff? Have you lost to the oil fields? **Joe McCann** informed him they have lost some staff. We had to get closer to market. Diesel, fuel, diagnostics and computers make serious dollars, so there we can't compete.

(Continuing on Budget Hearing handout in the NDUS Legislators' Guide)

Concluded testimony.

V. Chair Grindberg: Any questions? We will now move to **Lake Region State College**

Bill Goetz introduced **Mike Bower, President of Lake Region State College**

155:21

Mike Bower, President of Lake Region State College thanked the committee for their support and stated that he has no additional amendments to the budget.

(Reading from the LRSC section in the NDUS Legislators' Guide)

Senator Robinson questioned the remedial support programs and wondered about the relationship that smaller institutions have with a 4 year university.

Mike Bower replied that students not admitted because of admission requirements, placement scores, and those students that do not make it thru the first semester need an assessment. Is it their academic or social skills? They come out of small rural school systems and went into large university setting and it didn't work for them. If they are in close proximity to university system, we try to work with them and connect them with developmental services. Quite often it's not the academic side; it's the overwhelmingness of being at a large system. We can encourage them to attend a two year college to take courses from us, get them started and then transfer them into the large university system.

Senator Seymour asked about the TrainND program and asked if there was a directory of all the talent that could do the training at the larger systems, such as faculty & staff, and wondered if he knew who those people are.

Mike Bower said they are putting together a data base that is not in the system at this time but they are working on it.

Chairman Holmberg introduced students from Makoti School in **Senator Warner's** district.

Mike Bower – (continuing with page 2 in the NDUS Legislator's Guide)

Chairman Holmberg thanked **Mike Bower** and said there will be a subcommittee that generally meets but they wouldn't ask him to drive in again and have a teleconference call.

Chairman Holmberg tabled the hearing until 1:30 or after the Senate finishes their session.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-13-09

Recorder Job Number: 6944

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the committee hearing to order at 2:50 pm in regards to SB 2003 concerning MaSU, VCSU, MiSU, MSU-BC

Mayville State University –

Bill Goetz, Chancellor NDUS introduced **Gary Hagen,** President, Mayville State University

Gary Hagen, President, Mayville State University

(Reading from Testimony # 1 – MSUs Window to the Future!)

Senator Wardner: Is there any situations in the system where there's a teacher on another campus, say UND and you can't find a teacher in that area and they are teaching over ITV network class in a computer campus or is there any collaboration like that in the system? (recorder time 21: 27)

Gary Hagen: It's routine. We've had one of our math teachers teaching on campus simultaneously with Lake Region and we have a four year degree on their campus and they don't have to be involved. Several classes are ongoing. Excuse me but I that was really common knowledge.

Senator Wardner : When they are talking online, in my mind, I thought you meant on online classes rather interactive classes.

(continuing pg 10)

(23:18)

Senator Mathern: In light of these collaborations, especially the one UND and the Medical Dept. Do we ever discuss, instead of educating at Mayville, or just naming it a University System Degree?

Gary Hagen: It's intriguing. We've talked about IVEN classroom where they have to be at a sight with a camera and there is a classroom involved. Distance learning of computer to computer ODEN and all the computer work and collaboration we share, all these collaborations, putting those together from campus to campus to campus. It's honestly not my call.

V. Chair Grindberg: I mentioned this Sen. Christmann when I came in this morning, I said, "What do think of putting in a bill and creating a twelfth campus and I got this look, I thought about this this morning, Why don't we create a virtual university and have all the online courses through the virtual university tracked revenue stated at each institution. It's all kind of off-line of traditional higher education. My question is, What percent of online income or tuition income is of your overall budget?

Gary Hagen: (24:50) I wouldn't have that figure unless you do, but it's significant. We're guessing 20% and growing. We had great difficulty time filling summer sessions until we went to this concept and now we have a thriving summer session because it's flexible. The sessions are either very short or online distance.

V. Chair Grindberg Do these courses require a classroom? Or bring me up to date on a traditional online course that you would offer.

(25:28)

Gary Hagen: The term "distant students" means several different things. It might be an IVEN classroom where they have to be at a site with a camera and there is a camera, but there si a classroom involved. Distance learning where computer to computer requires no classroom.

(25:42)

Senator Christmann: Early on, your statistics differentiated between the percentage of teacher graduates who find employment in the state as opposed to the others. What percent of your students are pursuing teaching degrees?

Gary Hagen: It's still our largest major, around one half of our students.

(26:09)

Senator Lindaas: You mentioned the STEM system, what has been your involvement in that? Is it ongoing?

Gary Hagen: It stands for Science, Technology, Engineering, Mathematics. It's an acronym that we've been active in, particularly in mathematics education. We are involved with scientific part – with research activity, but with more collaboration with UND & NDSU. The acronym lately has been applied to money. There was a STEM grant pool that was proposed that was not funded. There is a smaller amount now that the Governor has proposed.

Senator Lindaas: Have you applied for a grant or is that something that you will do in the future?

Gary Hagen: Every campus can apply. We didn't apply.

(27:30)

Steve Benson, Vice President for Business Affairs.

(continuing on page 13 and goes thru page 18)

36:38)

Senator Seymour: When you get your tuition dollars and then you said "other dollars" to match things up. What are some of the other dollars?

Steve Benson: Of the other dollars, we do receive $156,000 of interest and income money from State Land Dept. and that is proposed to increase to $178,000 next biennium, but within that general fund and state budget, those are the two components. Tuition, which is about $2.5M a year: interest and Income from general fund which is about $80,000 a year & then general fund $5M.

Gary Hagen: (continues testimony with page 18)

(40:07)

Senator Warner: Could you give me some idea if you were to move out of those two buildings, what would happen to those two buildings, would they be available for sale or are they something which is still usable by some other agency or private company?

Gary Hagen: The condition is very poor. We have asbestos. There's not a lot to salvage, but the structures themselves outside aren't too bad. We have committees of local people in the community and have held community forums because we are trying to privatize those buildings and find uses for them. An economic development has jumped in to see if there are people who would be willing to come in and refurbish them.

Senator Warner: Has there been any discussion on residual value? That would be offered for dollar or some sale price that would be contributing to it?

Gary Hagen: That's the discussions we're getting into now. Until we know for sure that this is our final building plan, and we have permission to enter into discussions. We're moving ahead. I know exactly what you're saying.

(41:15)

V. Chair Bowman: If, for some reason, you had the money to build this new addition, do you have the figures to tear down the two other buildings? How much would it cost to tear them down?

(41:38)

Gary Hagen: That's in the budget and would cost $375,000 to tear down.

(continuing with pg 20)

(44:13)

Senator Christmann: I want to congratulate you on stopping the red ink and turning things around. But I have to ask you this question and it's not an easy one because I respect the job you've done especially among the institutions that are struggling for students. When I look at half of your students are pursuing teacher education, and half of those aren't going to stay in ND and the half that do will have a representative here in two years telling us that their pay is woefully inadequate and those would have a pretty good percentage of finding jobs here, do these smaller institutions that are struggling for numbers consider completely changing gears and going into a new set of programs like nursing, welding, plumbing, and technology & electrical and the things that Job Service shows us that are careers that are really in demand for ND employers?

Gary Hagen : It's a good question and I think relates to my presentation. That's why we've looked into downsizing the campus. Why fix up space if people drive to campus and are online? We've looked into the bleeding into MN, which is several thousand students a year in our area. That's why we should be more like institutions like ours in other states that have emerging programs. Healthcare – we've linked with UND Med.school and we're in conversations with both Lake Region and Bismarck State with some of the health programs that we have in that area. Exactly my point.

Chairman Holmberg: Any other testimony on this budget? Then we will move on to VCSU .

Bill Goetz, Chancellor introduced **Steven Shirley, President of Valley City State University**

Steven Shirley introduced VCSU staff.

(reading from handout of VCSU in 2009 ND Legislator's Guide)

(74:51)

V. Chair Grindberg: Yesterday, in DSU presentation, point was made that of 300 honor students that certificates were signed last semester, you could just read into that that those students are better prepared than any of our students may achieve. Again, I'm making a general statement, but you could assume that. Your focus on STEM would be to invest in the teacher training to provide for the K12 system, to .....

Steven Shirley: That's right, so when they get to the point when they are 18, science isn't scary, it's something they're interested in.

V. Chair Grindberg: It's priming the pump.

Steven Shirley: That's exactly right. And as a K12 teacher institution, that makes sense for us to do that.

(continuing testimony) turned it over to Trudy Collins

(83:00)

Trudy Collins, Vice President for Business Affairs

(continuing with VCSU handout – pg 7)

(88:39)

Senator Seymour: I have a question on the other page on equity. When you saw your request for equity, and you saw what you got, from your standpoint and all the sources you have, why did you get a reduction on that?

Trudy Collins: That was pro-rated. The original request was $16-17M, I think it was, and in the governor's budget, that was reduced to $10M, and so it was just pro-rated along the line. The $250,000 was a minimum amount that each campus was to receive and when that was pro-rated, it became $135,000.

(continuing testimony)

(90:24)

Senator Christmann: On that subject, if it only costs $33,000 to pay off specials, why do we need $60,000?

Trudy Collins: That's an excellent question. I have new knowledge, the city of Valley City is going to be doing a street re-surfacing project which includes all the underlying infrastructure as well. The bill for our campus for that special assessment is going to be $600,000, and so I was estimating on the biennium what that was going to cost us, I put a place holder of $60,000 in here and it's actually going to be closer to $90–100,000 for the biennium for our portion of the street improvement.

(continuing testimony)

(93:26)

Chairman Holmberg commented that VCSU has a new sound system.

(97:00)

V. Chair Bowman: I have a question in reference to deferred maintenance. As long as I've been sitting on this committee, that's brought out every session. We never have enough money to take care of the buildings and facilities that we have, but we're building buildings as fast as we can get the money to build them. Does that put us farther behind to where it's going to be someday impossible to catch up? Or do we find the money to take care of and update and modernize every one that we have on campuses and then start to look at building new

ones. I don't know that answer to that, but I know that it's been a problem ever since I've been here and it never seems like we get a handle on it.

Steven Shirley: I'll just answer that I can't answer for the system. Hopefully the comment about putting up buildings as fast as we can, obviously, our newest building is 36 years old and we haven't put up any buildings in that time. For us, $2.3 M, I know for some for larger institutions that is not a lot of money, but for us, we could do some tremendous things over the next few years with that kind of support.

V. Chair Bowman: I understand that, but you see what my point is. The gentleman from Mayville said they were going to take down two buildings and build one and save quiet a few million dollars just in deferred maintenance by doing that. It seems to me like somebody is using something upstairs because that's one of the most encouraging things dealing with that issue that heard since I've been here.

Steven Shirley: That was part of the million dollars that was recommended by the Governor. The executive recommendation was to do a true master plan for the campus, but really look at space utilization, so we'd probably be able to get our hands on some of those kinds of issues you're talking about.

(99:01)

Senator Kilzer: Yesterday, I asked another president about the remedial classes. In your situation, your institution prepares a lot of teachers and you also accept freshman students, so you're seeing both sides of the fact that, as I remember, it's close to ¼ of college freshman need remedial courses. I would ask your take on it since you prepare a lot of teachers, are you following up with your teachers to see if, is any measure to see if your teachers are producing students who are problems, who are not in the 25% because as I understand it, the problem is getting worse.

Steven Shirley: Valid question. I don't know the answer off the top of my head. We haven't done that sort of research. The one area where you do typically see over and over in any university in this country is especially in mathematics. That's why the STEM initiative and the different types of curriculum that we can be putting in place, not just at the high school but starting at kindergarten and all the way up. For students, to learn mathematics differently than how they have been taught, may help when they get to a university. We look at the STEM idea and the way science and math have been taught for the past 50 years. It's taught the same today as it was 50 years ago, yet students have changed, the world has changed, technology has changed, but we're still teaching a lot of these four subjects the same way we were teaching them 50 or 100 years ago. Maybe we need to have a real shake-up of our K12 system.

(100:56)

Senator Kilzer: My observation is, and I used to be a high school teacher, is that there are two things; first of all, we're emphasizing STEM here, but one of the problems I hear from a lot of teachers is that composition and English are badly neglected before our kids are out of high school and I think that is a major problem. The other thing is the failure rate. When I went to country school years ago, there were a lot of kids that didn't pass. And now I look at a record of , for example in the Bismarck school system there are 10,000 students. How many kids did not advance to the next grade and it's less than a handful. I have a hard time believing that. Those are problems that I think could contribute. I would like to see some figures, maybe not from you but from DPI, because the answer that I got yesterday, I wasn't really satisfied with. It's kind of the attitude that we'll take the students that come to us. I think we should dig a little deeper.

Steven Shirley: I think there are conversations starting underway between the University System and DPI in a K12 system to really look at exactly what you're talking about.

(102:44)

V. Chair Grindberg: I think it's important to remember where STEM started. How many times have we heard the basics – science, math, reading. STEM derived out of Washington DC over America's loss of competitiveness. It's coming full circle again, back to the basics. Obviously they'll create a national priority or whatever, but we're 3-4 years behind in this discussion. Senator Kilzer's point was right on. In our school in Fargo, everybody has to pass. It's the new way of education, everybody passes. Everybody gets along, and nobody's challenged and fails.

Chairman Holmberg: Thank you very much. I was talking to another member of the committee who was commenting that we hear that ND does not pay salaries well enough to attract good presidents and there is a vacancy but over the last days we have seen some outstanding new presidents. It is amazing how good they are, or seem. My driveway is still full of snow.

Minot State University.

(104:40)

I am **Rep. Matt Klein,** representing **District 40** out of **Minot.** District 40 also complies with Minot State University. I want to prize you of the fact for a situation at the Minot State University power plant where we have a gluge of 4 boilers. The main boiler which is on lignite has not been operated for over a year. The ash handling system is completely broken. When they operated last time they had to rake the ashes out by hand. The pollution control system needs a complete replacement and the grates are warped beyond repair. Possibly the situation didn't get the attention of senior management because the maintenance director left

his position about 6 months ago and the new man came on board and needed some time to evaluate things. Meanwhile the board of higher education had already made their list and didn't want to start over. Fortunately, management made a great decision and bought natural gas on the futures when we had excess gas in storage and now the other boilers are being operated on natural gas at a rate that we couldn't get any more at the time with the temperature and energy where we are at. So that won't happen again. What the board did was approved a $3.5 million dollars to put a temporary bandaid on the old boiler, which can't handle the load, is 35 years old and in 5 years, we'd basically have to rip that out and replace it. That $35 M would go down the drain. If we could add $3.5 M to that existing $3.5 M, we could install a new boiler that could handle the total load. It would be an up to date, a much more efficient system. The remainder 1/3 of that cost could be financed by some low interest bonds. It's the right thing to do. I went through this facility and discussed the problem with the people involved and with the consultants we have. I cannot visualize that we would do the temporary fix and then, in 3-5 years, tear things out and throw them away. Dr. Fuller has additional information and photos of the existing boiler. It hasn't been used. I know you people are busy, but this was key to where we needed to bring it up, so that we don't do a temporary band aid. And then in 3-5 years, come back and start over. Thank you.

(108:05)

David Fuller, **President, Minot State University** (hand out for MSU in 2009 Legislator's Guide)

(127:12)

V. Chair Bowman: I'm interested in the energy study that is being done at other institutions, but is part of that study the shortage of housing because that seems to be a major problem

with this Bakken thing. The availability of places to stay and live is nil and there is definitely a correlation between your work and how far you have to drive.

David Fuller: That's right, but I don't know if that's addressed specifically in this proposal. I know there are many areas that are affected by that and they are studying it. .

(continuing on page 8)

(140:58)

V. Chair Bowman: Did you look at geo-thermal? It's more expensive to put in, but it's a lot more economical after a period of the lifetime of the facility. Have you looked at that? And that's more than $8M for one building?

David Fuller: Yes, we have. They have looked at putting in geo-thermal. It's very costly up front. Over a 20 year period, it's very cost effective. I can't give you the specifics on that, but I know they looked at geo-thermal, but left it out as an option at this point since the boiler doesn't work. I had asked about environmental matters and what we could do as alternative energy and burning other types of fuel. Prairie Engineering indicated that all those sound pretty good, they are very hard to manage those kinds of systems. We tried to look at as many options as we can. The options we have laid out, since our boiler isn't working, we could continue to use our existing, because we have oil and gas to heat fuel on our campus exclusively and not use coal. We have oil and gas – and maybe not use coal. The 2nd option for us in having an allocation of having $3.75 M is to refurbish the boiler and not replace it. We understand from Prairie Engineering that refurbishing the boiler would essentially just be a band aid. You could do some things on a short term but the major engineer said it's not going to last more than 10 years. We can put the $3.75 in there and deal with it as refurbishment, but would that be the right thing over a long period of time? Dealing with the 3rd option for us is to put in a new boiler. That would be $8-10 million dollars. Over a 10 year period, that's the most

cost effective and appropriate was to go on this. Because that 2nd option if we put $3.75 M in and in 10 years we'd have to do it again and put in a new one. The cost of fuel, if you use coal, is very very cost effective to use coal over that 10 year period. I want to emphasize that this came forward from the state board and chancellor's office as a $3.75M understanding that we would use that and take $6.5 M dollars in the performance contract into a bond project to pay for the new boiler. What we're concerned about in that option is having a bond and a cost payoff of that bond at $6.5 M is going to be very very difficult to manage. So in light of that, what we're considering doing is what's our best option here – going into debt at $6.5 M or use the $3.75 M to renovate short term so that we can get back to use coal. I don't want to confuse you, but are there questions?

Senator Krebsbach: My understanding is that the $3.5M repair would last anywhere from a three to five year period, not a 10 year. Am I wrong?

David Fuller: The Prairie Engineering people said that it would be a stretch if we could go up to 10 years. The 3-5 is more realistic approach.

(continuing pg 17)

(153:40)

V. Chair Grindberg: I do have a question, probably for OMB, did the original board request of $630 M dollars, was that request based on no tuition increases for any institution? I don't recall through that process of public media coverage if that included a freeze on tuition.

Sandy (OMB): No that would not. The $12.5 affordability line would have been funded. I believe then it would have indicated four and four percent increase in tuition, but not at the current level. There wasn't a proposal that kept it at, without an increase.

(153:27)

V. Chair Grindberg: In the interest of time, we'll go to our next hearing and get that information because it seems kind of perplexing that we're having to twitching discussion – apples and apples, and oranges and oranges.

(153:57)

MSU – Bottineau

Ken Grosz, President, Minot State University- Bottineau

(Page 3)

(166:24)

Senator Warner: I admire the organic vegetables because there's a certain synergy with organic meats and cheeses as well. Did anyone do any work on those? Both from the marketing standpoint and the synergies, production, recycled waste, the ecosystems. It would be it would be beneficial

Ken Grosz: Only with vegetables.

(continuing with page 7)

(175:26)

In the strategic plan – a name change and had a vote 20-6 to change their name to Dakota College at Bottineau

Jim Borkowski, Director of Financial Affairs

(continuing on page 12)

No questions, at this time

Chairman Holmberg closed the hearing.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No.2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01/14/2009

Recorder Job Number: 6981

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg called the committee hearing to order at 8:30 in reference to SB 2003 in regards to **North Dakota State University (NDSU)**. Roll call was taken. All committee members were present.

Bill Goetz, Chancellor of North Dakota University System (NDUS) We will be having another full day with this committee. There is going to be a considerable amount of information in testimony and written information regarding University of North Dakota (UND) as well as other entities that are in partner with NDSU. As of true of the NDUS there is a lot of positive things and we will hear that. Again not without a certain element of challenge on a day to day basis which is to be expected in this dynamic system. The one thing you have heard from the other institutions is about the amount of cooperation you see taking place in dialogue and real collaboration in real form and that is true of all campuses in the system. I would like to introduce Dr. Joseph A. Chapman, President of NDSU.

Chairman Holmberg stated there have been improvements over the years on campuses as well in the state of North Dakota. He welcomed Dr. Chapman to the hearing at this time.

Dr. Joseph A. Chapman, President of NDSU testified in favor of SB2003 and presented written testimony # 1 in support of the bill. First of all thank you to this committee for the support you have given us. Looking back this is my 5th opportunity to visit with this group. We would not be the university we are today without that support you have given us and we are truly grateful for that support. He began reading his testimony (04.32) Some highlights of testimony include the following:

Roundtable experience; we have used those cornerstones and modified to advance the goals of the Roundtable by building a better future for North Dakota.

Moody's Economy.com, which has identified NDSU as an important driver of the North Dakota economy

The reaccreditation from the North Central Association's Higher Learning Commission, which was chaired by John Campbell, President of Oklahoma State University came to our campus. Members of the team said they were very impressed with the enthusiasm of NDSU students, faculty and staff for the direction NDSU is headed. I got a phone call and they wanted to meet with the students. They felt no group of students can be that involved. They commented they have never seen students be so involved on a campus and asked for a meeting with student leaders. They met with the students, went to dining centers, went on campus with them and this is what they said on the website: collectively, "we have more than 100 years of accreditation and in that 100 years we have never seen an institution so connected to their students. Important for what you are doing." A person said he had been at his institution 25 years, the only thing I regret, I have never been a part of anything like this. We'll see you in 10 years. The point here, the opportunities you gave us has allowed us to be a model of what can happen to grow and mature.(10.26)

The economy - NDSU is North Dakota's original land-grant university. The land-grant mission is three-fold.

A. Education – Morrill Act 1862.
B. Research – Hatch Act 1887.
C. Service – Smith-Lever Act 1914. (12.53)

Student Enrollment on age 3 of testimony talks about the record enrollment and the newest annual employment survey.

Collaboration with other institutions and the private sector (listing on page 4 and 5.

Research Success with a listing of NDSU Research Expenditures as reported to the National Science Foundation. NDSU ranks 41, when ranked by research and development expenditures among 537 research universities without a medical school.

Research Park on page 6 state the Research and Technology Park and the Technology Incubator are home to fast-paced, high-growth companies that promote economic development in North Dakota.

Capital campaign is listed on page 7.

Centers of Excellence are listed on page 7. He concluded his testimony at this time. (30.58)

Senator Warner commented that he had gone to NDSU and emphasized the importance of having international students at the university. His comments stated he was astonished at how misinformed those students were about Americans. I knew a student that was enrolled here when I was in school at NDSU and his parents worried about him all the time when he was here, TV shows influenced his parents not North Dakota and not the US.

Senator Christmann I think of this question now but it applies to the other universities as well. On page 3 you talked about percentages of students employed in ND, do you differentiate between the 4 year degrees and what percentage are employed in North Dakota and your graduate students when they are finished how many of them stay in North Dakota? (33.11)

Dr. Chapman: We can find the answer for you. One of the challenges we have is the in creditably talented international students who would like to stay and are tying to get their visa worked out on the federal level and it is difficult.

Paul steffes, Steffes Corporation: testified in favor of SB2003. (no handout) I want to express my appreciation and support for the wonderful collaboration that we have with NDSU and DSU. In 1973 I graduated from NDSU from Dickinson. My father and I started a business and we grew over the years and today we have two hundred employees. To make it interesting for our employees, we are in a growth path. We have15 engineers, we certainly realize our commitment to innovation is a very important part and the philosophy that we have is that we have to reinvent 20% of ourselves every year in this ever-changing world that's becoming more and more important. If we don't do this we feel in five years we'd be toast, we'd be gone. As we do that we need skilled engineering, there is lots of talent out there , lots of resources, and got into this collaborate effort with NDSU and DSU and feel it is very good to save the kids some money that can go to DSU for a couple of years to build their social roots

in Dickinson. We feel we will very likely end up with more engineers so we are very pleased with the collaborative efforts and we feel this is an asset to the entire state and especially southwest North Dakota and Dickinson.

Joe Heilman, Student Body President for NDSU testified in favor of SB 2003 and provided written testimony # 2. (30.35) On behalf of the 13,229 of my peers I want to echo President Chapman's comments for your support. Thank-you. We could not have done it without you. I am originally from Rugby, North Dakota the geographical center of North America. I can tell you that NDSU is the only school I applied for and I am so thankful I got in. I originally started in mechanical engineering and then migrated to business world. I am a 5th year senior. I will have an undergraduate in business and minor in accounting. The highlights of testimony are:

1. International Students and Study Abroad.
2. Students Involved in Research
3. Students Employed.
4. Internships and Co-Ops.
5. Personal Development and Volunteer Community Service.

I want to touch more on the International Student information. Actually our Student Body Vice President this year is from India and what an honor it has been to work with her. (40.07) Talk about collaboration and competing, from what I learned, if we want to compete internationally we have to collaborate internationally. We can't do that without relationships we set up in institutions like North Dakota State. Just a small example I spent about 40 days with international students at a retreat which name meant TO BUILD put on by our union and that is to encourage multi cultures and learning , I learned there it is disrespectful you don't look your elders in the eye. I was taught in rural North Dakota on a farm you look them in the eye when I am talking to you. Those are things I want to know if I am going to do business with these people in the future. We can learn together. And those are just exchange students. Learn a language. The next part is student leadership. (42.46) I am a 5th year student and some ask how come it is taking you 5 years. In my experience because of the opportunities I've been provided. Being involved with leadership and other things 5 years isn't really that long and it was my choice to do that. Some finish in 4 years but NDSU provides us the flexibility we need

to be able to take our own time in determining what time frame we are going to graduate. He continued his written testimony. He shared the success story of someone who came out of North Dakota and started the Students Today Leaders Forever (STLF) which is a Volunteer Community Service. He shared his own experience doing volunteer work and the good success story of what can happen when somebody with a little drive can make it happen. (48.19). Good success story. The last point is STUDENTS ARE PARAMOUNT. When I first got here in 2004, I thought that is a good slogan, whatever that means. The more I got involved the more I understood what that meant. I can't tell you how much fun it has been to be a part of the decision making process at NDSU and how much it has contributed to my education. There is no better way to say it. In closing 3 things that have contributed to my life; are my family, my community of Rugby and 3rd is NDSU.Thank-you. (49.46)

Senator Seymour: Do you think there should be a tuition increase next year?

Joe Heilman: We feel tuition should be as low as it can. We are right along with the state board that 4% is an appropriate number. Students will be happy with any responsible increase we can make. I think our low tuition rate really gives us a competitive edge. We've got a good education system here and it is affordable, keeping it as low as we can but we also understand the pressure the Legislature goes through in the budget. If it could be lower that would be great.

Senator Mathern had questions regarding students employed on and off campus.

Joe Heilman responded they only know the numbers employed by NDSU It seems to me the students that are employed on campus are more involved in other things on campus. It is a high percentage of students that have to work through college. Just my own experience with a company in Fargo I was involved with I started my own website, and did internet marketing. The experience I got there was great and I actually started my own consumer electronics and from the knowledge I learned in my internship it is doing very well. It is great to be a small business owner in North Dakota. I started a DJ service when I was 15 and continued to do that during college.

Senator Robinson: You referenced question on tuition your concern to keep it at reasonable level. Many of our colleagues have expressed concerns over fees. In many cases those fees

have been self assessed by a vote of the students. You've been very involved so talk to us about the fee issue. That is getting to be more of an issue than tuition. (54.10)

Joe Heilman: student fees are something we deal with all the time. Interesting issue, how they are assessed, most are voted on by the students. Program fees, it is not fair to wrap that into every student's tuition. In my eye they are appropriate. Students there have so much say in how it is allocated and they know where it needs to go, if it was wrapped into tuition, at least with a fee, we know where it is going. I support the way it is being done now.

Chairman Holmberg: Senator Robinson ,if the committee has an interest in the subcommittee looking at fees across the system, whether they be student imposed fees or other kinds of fees, including parking fees which you do hear about. There is probably in difference in campuses, if the committee wants us to delve into that we can. We will have an opportunity in the near future for committee discussion where you give direction to the subcommittee as to what you want.(57.06)

John Adams, Vice President of Finance and Administration testified in favor of SB2003 and referred to page 8 of testimony #1 pages 8 – 20 regarding the Budget. (66.54)

Senator Krauter had questions regarding matching funds, the increase and the status of that pool and matching process, and did the Board of Higher Education (BHE) recommend this.

John Adams I am not really familiar with it. I do know there was a request from the Board and there was an amount in the governor's recommendation. From my experience it is my understanding that those funds are utilized fully so they are critically important.

Chairman Holmberg asked if anyone wanted to testify in this portion of the bill. State College of Science will begin after the 10 minute break.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No.2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-14-2009

Recorder Job Number: Audio File Unavailable

Committee Clerk Signature Alice Delzer

Chairman Holmberg called the committee back to order at 9:45 a.m. in reference to SB 2003 in regards to North Dakota State College of Science (NDSCS)

Bill Goetz, Chancellor of North Dakota University System (NDUS): This next presentation will be the final presentation of a college in this case NDSCS. I will introduce President John Richman and he will present his presentation. As you know this campus is very strong in technical education as well as the area of general education in associated arts degree. The opportunity for students to get that is true of other campuses as well. I would hope that you delve into the concerns regarding program offerings of a technical college; the high cost factor that comes with fewer students, high cost equipment, the necessary faculty to teach in these areas the operation part of the institution, having technical program and associate degree. What decisions does the campus have to make to lower costs? I raise that point we need to think about, delve into technical education particularly. I present President Richman to deliver his testimony.

John Richman, PH.D. President of NDSCS: testified in favor of SB 2003 and provided written testimony # 1. My responsibility is to understand the structure and guide this institution. I refer to the round table process. At the national government level we brought in 18 states to provide policy language for one of the models at this summit at the round table. That is how we drive at NDSCS. I will keep my presentation as brief as possible. I will cover our unique challenges at NDSCS, our accomplishments, our budget, the current biennium and the next biennium.

Chairman Holmberg: In presentation are you going to be requesting anything over and above what is in the executive budget now and the additions presented the other day?

President Richman: No. in order to provide information regarding that I will call upon my colleague, Mike Renk, Vice President of Administrative Affairs. (see Testimony #1 as he went through each page.

Senator Krauter: Going back to page 15, (which shows credit production) what happened in drop in credits in 2004-2005.

President Richman: I don't know. We did a comparison with HS graduates. The vast majority of students come from ND.

Senator Krauter: It may have to do with academic change.

Senator Seymour: Would you please explain AQUIP?

President Richman: It is an accreditation process developed 10 years ago. It is more of an annual ongoing process reporting improvements. There are a couple of institutions that are members. We report on an annual basis. It is an accreditation through higher learning.

Senator Robinson: When you get into budget review, would you talk about tuition dollars? Some institutions are challenged with the shortfall in tuition. He was told that issue would be addressed in the budget portion of testimony.

Chairman Holmberg: Do you have percentages on how this would fit?

President Richman: I will refer that question to Mr.Renk. Mr.Renk spoke from the audience and stated it would be about 50%. President Richman said we will get to that. He continued reading his written testimony.

Senator Robinson: Back to page 48, regarding the unique challenges and managing enrollment, give us some examples and speak to us briefly concerning that. Why are we not getting more students in these areas? (Civil Engineering and Surveying Technology; Machine Tooling and Plumbing). Does it have to do with the equipment or the facility?

President Richman: No to all of those. The equipment we have is state of the art. The facilities, yes we need Horton Hall addressed, whether there are 3 or 4 jobs for every graduate, I don't know. They can make a living for their families. In my opinion we have given the young people an incomplete message.

They've been told we need bachelor degrees, master degrees, we also need technical the message we give is you have to get off the farm to be successful, get a job in Minneapolis or Denver and that is not the truth. People can stay in ND and make a good living. Now we need teachers. I'm preaching that we need more career advisors in the high schools. We need marketing to get to our kids, we need to address our adult population when it changes.

V. Chair Grindberg: Your point is right on. On page 47 the Summary of Instructional Costs per student regarding the middle column, is that tuition and state support?

President Richman: That number would register the tuition. Not state funds.

V. Chair Grindberg: There has to be state added to that? The reply was yes.

Senator Seymour: Regarding enrollment; is part of the reason it has gone down is because your school is located in Wahpeton?

President Richman: I think what you are asking is accessibility. There are some logical challenges for some residence of North Dakota to get to us. We are what we are. We are a creation of our previous people. Our forefathers put the technical school in Wahpeton, at a very high cost. The access in my opinion has to be balance against the cost. Is it because it is in Wahpeton? Student surveys show all are satisfied with our location. From the employer survey all seem very satisfied with our location.

Senator Robinson: A follow up comment. We need more career advisors. Often the folks that talk about the need for more technical education have to be asked if they are at the 4 year university somewhere. We focus on teaching. That is where it starts. We have a lot of marketing to do.

V. Chair Bowman: Do you correspond with the oil industry, pipelines to see what kind of people they need to operate; all these things attract outside kids to come in and work with these companies.

We have 2 major pipelines going across the state and they need skilled people. Do you work with companies to see what skills they will need to be trained in. Like you said these are fairly decent paying jobs. How close do you work with these companies?

President Richman: We work very closely with businesses. We have an advisory committee. That comes from the career advisory you are mentioning. The people that sit on that committee are project foremen, and when you talk about our cooperate programs those are specific curriculums. For instance

John Deer gives us the curriculum to teach. We got in to the global position. We are heading down the path all programs will have a major name cooperating with us. It is that type and state funds, student, business funds. They all go hand in hand.

Senator Krauter: The statement concerning career advisors is accurate. On page 47 regarding the Summary of Instructional Costs do any other programs have a capped enrollment?

President Richman: Good question. When I first started as Vice President we had a dozen capped programs. The only capped ones now are in our health programs- Dental and Nursing. We can take more students in all other programs.

Senator Krauter had further questions regarding those caps.

President Richman: It's a problem regarding a clinical site and accreditations.

Senator Christmann: Regarding the Horton Building you referred to deferred maintenance by half. How much is half?

Joe Morrissette, OMB: The most recent figures we have are in the report. The project would address that issue with remaining approximately 40%.

Senator Christmann: On the Robinson building, is that an old myth that it kind of leans. At least that seems to be the perspective of some of those students.

President Richman: I don't know of a leaning building. Robinson building was built in 1971 and it is 6 stories. That design is no longer desirable. It is a renovation project and it is our intent to have it more like a condo type.

Senator Christmann: Regarding capped enrollments. These different programs, fees and tuitions vary; could you give us a list what it costs to attend?

President Richman: The tuition rate is the same. The thing that may vary is the program fee. Some are higher than others. The big difference in current technical programs would be the tools. A diesel student would spend a great deal the first semester for his tool box, it is required. The variance is usually in tools and supplies that are needed.

Senator Christmann: So really the only thing keeping you from having more students is the cost and desire. There is plenty of room for them.

President Richman: It is not cost. It's affordable. It's their desire. What do we tell our students? Until you tell your son or daughter to be an electrician or plumber this issue will not go away. We have to look at ourselves.

Chairman Holmberg: Senator Grindberg brought up the subcommittee will work on this according to their documents. There is a difference in messages. We can take a stab at it.

President Richman: I'll be willing to come to the table

V. Chair Grindberg: We have fewer and fewer students to advise. We need consistant messages. The supply in our state continues to decline.

President Richman: That is why the apprentices were established to provide more people. That will be the next push

Sen Lindaas: I'm not sure how many technical schools are across the border. Are we losing any students to those if so why?

President Richman: Yes there are a number of them. Here's my story line, state 105 years, for some 70 years, people came to us with a field of dreams, built it and they will come. For the last 30 years we saw competition in Minnesota. We didn't do anything about that. Shame on us. We will very soon ear mark dollars to go on marketing campaign. That needs funding. NDSCS is the best kept secret. Shame on us. We have to tell our story. Within the university system, we need to improve the image of a 2 year college .

Senator Lindaas: A follow up question. Are they going to Minnesota because we don't offer it.

President Richman: I believe it is more of the marketing. The vast majority of classes they offer we offer in North Dakota because the needs in Minnesota are similar to ND.

Chairman Holmberg: I was involved in a study back in 81and 83 and a lot of it is the location. Most students come from Grand Forks and Welsh Counties. He closed the hearing on SB 2003 in reference to NDSCS.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-27-09

Recorder Job Number: 7889

Committee Clerk Signature

Minutes:

Chairman Holmberg opened the general discussion at 2:00 pm in the Harvest Room regarding SB 2003 stating we've added 2203, 2249, 2177, 2208 to the morning schedule. Roll call was taken with Senators Wardner, Krebsbach, and Fischer absent.

Chairman Holmberg stated we want to look at the issue of security and emergency preparedness, the development of a plan, the affordability issue. In the Governor's budget, he rolled the Native American program. We are looking at the differential and they are saying they have to raise tuition if they don't get approved. We are looking at salaries. In June they transferred money, we want to explore that.

Senator Krauter stated too much to look at and could the council provide a memo on this.

Brady said yes they would.

Chairman Holmberg we'd like to find out what it is you want us to explore as we look at this budget.

Vice Chairman Bowman asked if there was any study done with all the kids that had to take an extra year because they couldn't get a class and could those kids take an on line class so they can get out in 4 years instead of 5.

Senator Mathern stated he has an amendment prepared for the medical school. He was asked to bring the amendment to the subcommittee

Discussion followed about the Midwest HED compact meeting, the STEM program, the Horizon Program at BSC, the onetime funding for BSC not included in the Governor's budget, the teacher shortage in the university system, the wind turbine at Devils Lake.

Senator Christmann indicated he has a letter from Dr. Johnson on the teacher shortage and asked if we should get an opinion from someone other than the university system.

Brady indicated he is looking at a memorandum program in the next few days.

Senator Christmann stated it is nice to hear the thoughts from school board or someone who knows.

Additional thoughts and discussion followed regarding:

1. The needs based financial aid in the governor's budget. We should be aiming that money towards specific programs. If we give it to the schools they do with they want, perhaps we should use some of this money to fund programs to entice people to get into these programs.
2. Lastly there is about 50 million dollars in bonds? We ought to consider financing the revenue bonds, and charge the fees, whatever they are going to pay the revenue bonds

Chairman Holmberg thought Karlene Fine in Industrial Commission could be checked with. He indicated all of the issues are good and can be looked at.

Senator Robinson stated he would like to see a spread sheet on outstanding revenue bonds that are in place now.

Chairman Holmberg discussed the parking at UND. He asked Grady to get projections as to when that program was authorized because we are going to do another one across the street and we want that info for other campuses. The STEM program was also discussed.

Vice Chairman Grindberg indicated in his mind he wanted to know how to connect all the dots, and the funding request strategy does not make any sense to him; the amount of loan forgiveness, at the end of day we leave here with major help to students and parents.

Chairman Holmberg indicated the loan forgiveness for teachers was very narrow.

Additional discussions ensued on the need for a building at BSC and if there was a market feasibility, the strategy behind that, the number of kids on campuses, the numbers on line, tuitions.

Chairman Holmberg concluded the discussion indicating if there were any other suggestions to share with subcommittee, there will be other opportunities.

General Discussion
(Check appropriate box)

- ☐ Committee on Committees
- ☐ Rules Committee
- ☐ Confirmation Hearings
- ☐ Delayed Bills Committee
- ☐ House Appropriations
- Senate Appropriations
- x Other

Date of meeting/discussion: 01-27-09

Recorder Job Number: 7907

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg opened the Subcommittee hearing on SB 2003 at 3:45 pm on 01-27-09. **Chairman Holmberg, Senator Krebsbach, and Senator Robinson** were in attendance. The following is a list of requests made by the committee:

Senator Bowman requested information regarding why students do not graduate in the normal program length and if there are statistics regarding this information.

Senator Robinson replied for an answer there are many situations but some are because of financial situations, or they are working full time, going to school as much as they can, and single parents, several factors enter in.

Senator Mathern wanted an amendment to authorize federal inspection for forensic pathology warehouse

Chairman Holmberg stated we should have gotten that done but this is using federal money not state money.

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Senator Seymour asked for an audit as to why people don't go to a particular school.

Senator Christmann had questions regarding STEM programs.

Chairman Holmberg stated If you recall one of the big points of concern once you turn over definition of who can participate in a program, it seems everybody wants to qualify for this loan.

Sandy Deis, OMB Analyst stated when we added the STEM the definition of technology includes engineering, math and science so everyone was aware of that.

Senator Grindberg had concerns focusing STEM money on people who are trying to get these people that are really excelling into teaching.

Senator Krebsbach shared with subcommittee that the Minot Air Force Base put together a consortium with the schools off the base that is STEM related called the STARS program.

Brady Larson, Legislative Council stated he has done some research with the Department of Defense and will get that information to you.

Chairman Holmberg regarding the HE building, there is a difference in philosophy amongst the committee as to whether or not we should be encouraging every campus in the state to open an office in Bismarck.

Senator Robinson stated that was not funded. How does the committee handle something that isn't funded? I am not opposed to it. I know Minot, UND, DSU, and BSC are involved. There is a lot of issues that weren't funded.

Chairman Holmberg stated if you recall at one point there was discussion last session about why doesn't Family Practice Center move up there and everyone will be in one building but they wanted their own free standing building.

Senator Robinson asked the President why they don't move into the 4th floor of that building as was told they have plans for that space but it is unfinished and their administrative offices are there.

Senator Christmann had questions regarding building wind turbines in Devils Lake.

Chairman Holmberg stated this is an interesting question about the Needs based financial aid and should we should aim the money at specific programs instead of funding entire programs.

Sandy Deis stated it is a large sum, the campuses don't support it that much, because they get their money either way.

Senator Krebsbach questioned to give to students or give to institutions so they can distribute to all students.

Chairman Holmberg that is clearly an issue we need to look at.

Senator Christmann asked about revenue bonds.

Brady Larson, Legislative Council, stated he has information regarding some documents for UND and NDSU. (He distributed this information to the subcommittee).

Chairman Holmberg had questions regarding the parking garage and asked for specific information regarding the parking ramp and also the UND bonds payable column.

Senator Robinson had questions regarding the System Office portion. .

Senator Krebsbach asked about the University System having a bond.

Sandy Deis stated that is for state bonded projects over the years.

Senator Robinson asked why aren't they listed as individual campus bonds.

Sandy Deis these are the regular buildings that would have been on campus.

Senator Krebsbach is this prior to individualizing them to the campus.

Sandy Deis replied she will check into that. When I look back it was there in 2005-2007 I can easily go back and see how long it has been there and what it arose from.

Chairman Holmberg had questions regarding the revenue bonds, whether the state Regarding the revenue bonds, the question about financing them and then having them pay us back for new ones, if you would do a dormitory, the state would pay for it with cash and then the school would have to pay the state back.

Senator Krebsbach stated I don't know why we would want to do that.

Chairman Holmberg asked if the state has been left holding the bag on these revenue bonds and have we funded them in the past, and if there might be legal problems if it looks like we are becoming a loan agency.

Sandy Deis These are legitimate projects over the years the state funded but they funded it through state bonds not cash.

Senator Grindberg had questions regarding loan forgiveness.

Sandy Deis stated loan forgiveness is like STEM

Senator Christmann expressed concern regarding the building supported at BSC.also about new teacher and a bill he has concerning that. He also expressed concern about the future economy and if the funds would or would not be there and how to handle that. He suggested it could be put in the language He also expressed concern regarding new teachers .

Senator Krauter asked for a state balance sheet for the campuses.

Brady Larson stated he already provided that information to Senator Krauter .

Senator Kilzer talked about tuition that we shouldn't be going after out of state students. The recruiting is not in this budget, but in commerce budget.

Senator Mathern had questions regarding deferred maintenance and stated some items may come in the federal stimulus package, for instance the IT building is high on the list.

Senator Robinson stated we are blamed for driving up costs for colleges. Tuition is smaller than fees. I don't want to suggest the system is careless when it comes to fees, it seems more liberal and it still drives up the cost. The fees are high. How are we going to get a handle on that. They are for good causes and the students voted for the fees amount.

Chairman Holmberg add into the budget a section on the Board and legislative Council to do a study a couple of these things, tuition and fees. He stated he will have Brady put together, Higher Ed tuition rates compared with other campuses in other states, the big competitors are Moorhead State and Minn. They are going to go way up.

Senator Robinson in response to Senator Kilzer the cost per capita is high; too much government and too few people. Speaking for most of us we try to move forward and have the best quality of life we can.

Chairman Holmberg over half the students, UND and NDSU are the ones with 50% when we can capture 30% to stay in the state that is good.

Senator Robinson asked about career counselors. He also talked about VCS, it's campus buildings and asked why we are not investing in new buildings on our campuses..

Chairman Holmberg asked where they would rather have the funds applied to.

Senator Robinson we'd like it in operating expenses.

Sandy Deis stated we put the language in the amendment to get that study done as well as deferred maintenance.

Senator Robinson they are looking at some doners, why doesn't the state get involved. The affordability.

Chairman Holmberg handed out a sheet that Sandy provided that has the 02-07 - 2009 which shows the change and the difference. We'll see who responds. .

Chairman Holmberg closed the Subcommittee meeting on SB 2003.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 02-03-09

Recorder Job Number: 8449

Committee Clerk Signature Alice Delzer

Minutes:

Higher Education subcommittee minutes.

Chairman Holmberg called subcommittee hearing at 11:00 am. Senator Krebsbach, Senator Robinson, Chancellor Bill Goetz, Vice Chancellor Laura Glatt, Brady Larson, Legislative Council and Sandy Deis, OMB were present.

Chairman Holmberg: Full committee asked a number of questions for us to answer. The memos were done by the Legislative Council, probably with your help. The question on teacher shortage program, when they looked at the number of teacher specialties it appeared to be everything but physical education and elementary education so we got this information. This is the situation where we are at right now.

The other memo deals with science technology, Mathematics initiative, and virtual technology, I know that in SB 2407 and then HB 1013 school for the deaf the only part that we don't have SMART program, the STARBASE program. They asked about that.

Chancellor Goetz: provided written testimony #1 and stated we will go down the list written testimony # 1.

Information on why students do not graduate in the normal program length. Is there a huge issue what campus is it where students can't graduate because they are not offering the courses?

Senator Robinson: Jamestown focusing in 4 years as a marketing tool. Some have to do with the nature and type, work is a big factor here, cost, raising a family, the importance of having more than one major, with the coursework that might be another semester of school. Not a major thorn. Work and cost seem to be driving the length of time

Senator Krebsbach: The indecisive of student, is a factor, they change their major.

Chancellor Goetz: There are accountability measures, financial need, academic preparation, & go through a process of making a decision. I think that if we pinpoint this is coming down to finances.

Chairman Holmberg: The board will provide us with information about this. Senator Seymour asked why students do not attend certain institutions.

Chancellor Goetz: I have been relying on email and the Council will gather the information. The next one was a piece that all we need is information it is not an action item at all, the recollection of folks that the initial projections as to how the parking ramp at UND would cash flow appears to be different and how the fees have changed.

Brady, on the parking ramp, about an hour ago, Brady gave copies to committee. Did not get. By Nov 21 I am assuming that the parking fees for first semester should be on handout. Projections for the parking task force. The second page from the very back, response to committee re parking ramp income. So the annual debt service on bottom of that page. They're fees are listed on page 12 and 13. It is info that we have. Nothing not an action item.

Chairman Holmberg stated the next one Vice Chair Grindberg was concern about STEM producing teachers. Has the board talked about?

Chancellor Goetz: The board budget has submitted to the governor is a whole different approach then what came out it is much more focused toward education and teacher preparation, pilot project. We did allocate dollars and that in turn was looked as a grant concept that the institutions then applied for as we went through the budget process. In my mind a more directive approaches to the issue of STEM throughout our entire education system.

Chairman Holmberg: Would you agree that we have that information and we have that data.

Senator Robinson: The only question I have is: several institutions have requested more dollars that were not in the governor's budget regarding STEM. Did the other institutional requests in same area?

Chancellor Goetz: Yes, they are proposal each campus put together a STEM process they have been either approved or disapproved. Campuses are working with the federal government to get this program started.

Senator Krebsbach: The grant will be sought for by the institutions.

Chancellor Goetz: Money directed toward loan forgiveness.

Sandy Deis: I would add, he is right. We put into loan forgiveness, for up to 5 years and so many dollars a year if they stay in North Dakota.

Senator Krebsbach: made comments concerning the governor's budget in this matter.

Sandy Deis: Techonology program today and we expanded that to include STEM as well as math etc.

Chairman Holmberg: There is a concern on how to direct financial aid to specific programs that the state needs. This is one idea that was suggested over the years. I don't know many states that say you say you get more financial aid if you go into programs that are on short

supply? Or is federal financial aid not based on your program of study but rather based on the need for it.

Chancellor Goetz: We do have a teacher loan forgiveness program, some years back; we had a financial effort focus on the truck driving program through BND.

Laura Glatt: There are some federal programs that are lower paid after graduation, of terms of targeting aid in terms of grant based aid you have to be very careful how they are structured, they could jeopardize federal funding . In terms of scholarships you could create scholarships in a certain field. There is also loan forgiveness on the tail end. At what point do you have to provide the incentive to get the students into the right path. Some would say that the loan forgiveness at the tail end would be too late. But it is also nice that they completed the degree of study so many times the scholarship on the front end will cause the student to pick a certain program area that they otherwise would not have chosen.

Chairman Holmberg: Front end dollars, doesn't it say that if you don't stay in the state do you have to pay it back?

Laura Glatt: We have little, veterans, dental, and optometrist. We had a hard time tracking them down. The challenges of these types, many times it is more costly than letting it go.

Chairman Holmberg: Another suggestion that the state fund capitol project from general fund, in order that the state be the issues of debt. And then the campuses would repay the general fund.

Brady Larson: We checked there would not be an issue with that at all.

Senator Robinson: I don't know if we want to pursue this, the structure is in place, I don't think we want to take on a loaning system see this as a departure from what we are doing.. Our structure is very comfortable.

Chairman Holmberg: The issue may or may not be a way to expend funds. We will ask Sheila for an answer. It is not a big action issue we have discussed it, gathered the information about the legal issue. Does higher education think this a great idea?

Chancellor Goetz: It certainly raises a whole different discussion on policy. I think our system working now through the bonding process is working well. How that would reflect on rates.

Chairman Holmberg: The committee seems cool on this and that is ok with you.

Chancellor Goetz: Yes.

Chairman Holmberg: Bismarck Higher Ed Center proposal was discussed and I know there have been folks who have been saying that it should be added into this. I heard at a meeting that the board's position was, if the legislature wants to fund please keep in mind you are supporting the things that we have now and that are working.

Chancellor Goetz: The entire center was in our budget and was removed by the governor.

Senator Krebsbach: I wonder if the bill you are thinking about is the energy bill.

Chancellor Goetz: BSC priority is the same as the board.

Senator Robinson: Can you give explanation on the Higher Education Center as it relates to the bill?

Chancellor Goetz: There is 4 million asked one time funding for the building. There is 1.2-1.6 million in the base fund.

Senator Robinson: The 4th floor of the energy building is not finished, could that floor become the center?

Chancellor Goetz: BSC would have to answer that. eed further information visit with BSC

Chairman Holmberg: I know there was a push, energy center or higher education center that certain majority leaders were very interested in.

Chancellor Goetz: I think that we are getting into three issues here: 1. Higher education center

2. Research center by city located on the campus 3. Energy center already there of which the 4th floor is vacant.

Senator Robinson: The funding for Higher Ed center is that the city is pushing. Is that the existing building they are talking about?

Chancellor Goetz: the Higher Ed is the Horizon building which $4 million was asked for a one time purchase.

Laura Glatt: The $630,000 in base funding essentially it would replace funding that the other institutions are paying to BSC for hosting students for the indirect cost that they are concurring from hosting students from other campuses. They are paying BSC for the use of their space, they way they get that money to pay BSC is that they are charging the student a premium.

Senator Robinson: Should BSC get our approval for the Horizon Building? A question came up, will there still not need to be an assessment back to the inst that use the facility.

Laura Glatt: They have done an analysis about the cost. Those campuses pay BSC for space, if we bought the building BSC wouldn't charge for use the building. There will be ongoing costs. We do have a cash flow analysis and more information today.

Chairman Holmberg: Faculty salaries have been taken care of. The next two items are the virtual university bill and we have the data about students on line and on campus. Senator Grindberg asked about information about where budgets would be cut in case of a economic downturn, we have had that discussion before; we will come back to that at another time. NDUS balance sheet will be provided. There was a comment made about deferred maintenance in economic stimulus, wondering if there was any opportunity in the economic stimulus package that is a moving target regarding deferred maintenance.

Senator Krebsbach: What about the boiler project at Minot State?

Senator Holmberg: That is not on the list.

Senator Krebsbach: I would like to see it added. Add to the budget increase the lifetime of that project.

Sheila Peterson: It does appear there are budget funds on the House side for construction. Those renovations on green building 25% of the money spent must be done with the efforts of making it energy efficient. There is also bidding requirements any project if they use steel they must use US steel and iron, it would be a challenge

Senator Robinson: Are there are other existing projects that are approved of the governor's budget that could be supplanted to free up funds?

Sheila Peterson: It is so focused on green renovations that I don't know.

Chairman Holmberg: Senator Kilzer has concern have too many out of state students. We have to report back to committee.

Senator Robinson: We market our system 30% stay in state after they graduate. In light of the fact we attract a number of out of state students in the first place, we still retain a lot of these students.

Brady Larson, Legislative Council handed out memo, regarding out of state students, it is helpful. It was prepared by Bill NDUS office.

Chairman Holmberg: Different models measuring student debt, do you have any further information saying that there are better models?

Brady: I did visit with Mr. Jones; look at the state of Oregon. I'll gather information on that.

Chairman Holmberg: Does the board have any information on that?

Laura Glatt: On our state grant program, Oregon has a model somewhat similar to that. I don't' have any specific details.

Chairman Holmberg: if their need is $10,000 a year by various formulas, there is nothing stopping them from taking another loan out, and that counts as debt.

Laura Glatt: The unfortunate part of it is that outside of BND the loan information on student debt falls and BND and EAC out of South Dakota that also doesn't cover all the other debt they are not guaranteed, some legislative and some not.

Senator Robinson: How did we let that happen is that something that is legislative directed. To have one institution so out of the acceptable standards we were surprised at the level. Laura, referring to NDSU the there is discussion going on legislatively. Should we have more

Laura Glatt: It is not just NDSU some of our campuses who we continue to look at debt load very carefully, the biggest concern as long as enrollment stays up, and it is when things start shifting. We do prepare a report for the board, looking at debt load measure where we see overtime campuses, couples with reserves and revenue flow. We rely on bond rating agencies. NDSU has a high bond rating.

Senator Robinson: Does it not drive directly a policy for the system which is dependent on enrollment growth. I question if it is good for the system, it is a vicious system.

Laura Glatt: It is a catch 22. All of you know the residents hall are outdated, the catch 22 you can't update facilities, you can't get students; they come if you build it, but if you don't you will have a difficult time recruiting. We take it very seriously, the chancellor recommends to the board when the board considered all the revenue bond projects, that before the board approved the projects, the campus still has to come back to the board to proceed. We are closer to the construction point. Board has to take a careful analysis per campus.

Senator Robinson: It is pretty serious; the incentives for finishing and growth. We are not doing a good job addressing that issue. I would like to incentivize quality and get away from the mindset of who is going to be number 1. It came up often during interim.

Chairman Holmberg: I talked to Larry Isaac, their folks identified 3 states models to look at and they were going to get back to us and give us information. I'll share with the board and subcommittee. We have to temper what can be accomplished.

Senator Robinson: Comment this fall, UND numbers less than NDSU, we can't have this completion at all costs just too grown numbers.

Chairman Holmberg: How much of that is the local media that hype the issue they put the score cards up there.

Senator Robinson: That is an issue we have to deal with as a system.

Chairman Holmberg: The next two items, salaries have memos on that.Next information regarding how to add a section to the NDUS bill to implement a program, I do not know why that is there.

Chancelor Goetz: What are talking about when you say program?

Brady: I believe it is an incentive for program completion rather than high enrollment numbers.

Senator Krebsbach: We did have some discussion and focus on something other than enrollment.

Chairman Holmberg: if we were to do a model like that couldn't that be something we report back, use the interim committee. Financial aid, grants, that are a huge question. A number of bills in policy, there is not much to do right now.

Brady: Put it on one page.

Chairman Holmberg V. Chair Grindberg asked about ebscor we have data on ebscor.

Review of medical advisory suggestion for enhancements.

Long term plan for needs based we have already but there will be changes we can come to later.

DIRECT Issues

Chancellor Goetz: asked if they mean directly with Lake Region.

Chairman Holmberg: Are we going to do it or not.

Laura Glatt: That is different is that this time it is directly tied into an energy funding the state most of the project would be funded by energy program?

Chairman Holmberg: The stimulus package, a green issue, is that a possible helper in this?

Sheila Peterson: We don't have the data.

Senator Robinson: They are pursing at the campus wind energy program?

Chancellor Goetz: It is an area that is high demand and a tremendous opportunity.

Chairman Holmberg: We have another meeting at 9:00 here. Let's look at tomorrow issues that we might not have on this list but you all want to comment on, Thursday is the tour. By tomorrow we should make sure all issues, not all; issues that we would like the board to bring us information on.

Chancellor Goetz: Our goal is to get it finished this afternoon. We need to be time wise.

Chairman Holmberg: If it is done we would have an opportunity to walk through it. That is why we are not meeting on Friday.

Senator Robinson: Make sure the various bills on the green issue

Chairman Holmberg: By end of next week most bills out of committee. We don't know the budget numbers into next week, and we will spend a lot of time on the floor. He closed the subcommittee hearing on SB 2003.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 02-04-09

Recorder Job Number: 8568

Committee Clerk Signature

Minutes:

Chairman Holmberg opened the subcommittee hearing on SB 2003. Senator Krebsbach and Senator Robinson were present. Also Brady Larson, Legislative Council; Sandy Deis, OMB; Chancellor Goetz, NDUS; AND Vice Chancellor Laura Glatt.

Chairman Holmberg we are going to meet at the school at Thursday. Ex dean Josh will be there. On the Higher Ed Center, what is the dollar amount?

Laura Glatt gave 4 and half million.

Chairman Holmberg (job started here) The committee will be asking about if we would want we to consider them also housing the Family Practice Center (FPC) in the Higher Ed Center at BSC.

Laura Glatt The Chancellor and I discussed both UND and BSC regarding locations if a new FPC is built, maybe there because of the land and we talked about the Horizon Building could be used as the FPC. A medical building is significantly different and the cost would be extreme. (1.43) (inaudible)

Chairman Holmberg I have not visited it. They are in for a Family Practice Center, and we will see the facility Thursday and clearly from the discussions I have had with others, one time

spending is better than ongoing. I don't know if they are interested in going all the way with a FPC so If there is some way to merge and work together on that.

Chancellor Goetz It would be very worthwhile to see both, the Horizon building and as well as FPC.

Chairman Holmberg We won't be able to do that during the day we won't have time. I do know more than great reluctance to add money to the bottom line that the governor had and in fact the pressure is to make reductions in the budget. And the first big one that will come out is the experiment station SB 2020 and that will have a reduction. And things will change after next Monday and will change again once congress decides what to do and that could make major changes. Let's continue to explore that, other possibilities, but I do like the idea if we don't have to buy land. The former dean wasn't a fan of moving up to that campus. I have a sense there is more pragmatism on campus now then there was before.

Bill Goetz That issue no longer exists in terms of that location. There is full support from the president as well as the medical school.

Senator Robinson Part of the Horizon building is rented to another tenant at this time, is that correct?

Chairman Holmberg We will explore that. We might not have any closure on that issue by the time we pass this bill out. The goal is to vote on this bill on the 17th.

Chancellor Bill Goetz provided written testimony # 1 and explained all the points in the report. This report is entitled the Vital Link to a Brighter Future. It is a response to the questions that both the subcommittee and full committee asked concerning NDUS. Both the questions and answers are enclosed in this report. He continued reading the report. (8.45)

Chairman Holmberg asked questions in regards to the STEM and asked if they are talking about UND, the education building which is up for renovation or is this a different classroom that they would build? Do you know how that fits in?(9.03)

Chancellor Goetz stated he doesn't have proposal here but we will answer that. He continued with question 7 on page 5, Senator Christmann's question regarding direct financial aid to specific programs. He continued with the report. (All these points are referred to further in the attachment with the pink tabs in subcommittee minutes dated 02-03-09 – Job #8449) (11.10)

Chairman Holmberg stated we had that discussion regarding point #13 at the meeting the other day on campus with the chairs of appropriations and vice chairs that what we do now is all subject to change. (11.25) And they will be working, obviously, as you would expect us to do is looking for areas where maybe we were going to do X but they will do it which will free up some money.

Chancellor Goetz continued with point #14 with the board pool for security. (11.47) The Board requested the 20 mil .6, the one time funding and the governor in his budget proposed one time funding of 4 million dollars. A lot of preparatory work went into this in terms of a campus response, campus survey, campus analysis and I would entertain any comment here and Laura worked extensively on this project in terms of what we feel is a need and it is certainly a priority area for us. We tried to approach this in a way where we have collaboration between institutions relative to FTE's that are needed as well as a lot of detail work on the infrastructure needs but the bottom line is we have to address this area throughout the system someway. (13.10) He continued his presentation. The next items were concerning out of state students and student debts mentioning the Board is very sensitive to this issue. #18 is incentives for improving completion rates.

Chairman Holmberg When I hear that information regarding rates back from Larry Issac's office we will share that as soon as we get that information.

Chancellor Goetz continued his presentation (14.53) from the testimony he provided.

Continuing from #19 through #26 mentioning that #22, the NDUS IT building,may have a portion of funding through the stimulus package. He also shared the on the bottom chart on page 12 regarding the NEEDS funding that this is a big part of our budgeting initiative and concern and we will have a lot of discussion about that.(17.06) And then #26 you can certainly question the issues on the Lake Region Wind Turbine.

Chairman Holmberg Do you know if there is any opportunities within the stimulus package for this green kind of activity relative to the wind turbine?

Chancellor Goetz There is a lot of emphasis focused on this area interest.

Chairman Holmberg This is one of the things that the governor's office and you folks and everyone will be monitoring this. The Legislative Council will be putting together an analysis as it gets more and more concrete. Of course the legislative question is what can we utilize of that money forwarded to my grandchildren so that they

Chancellor Goetz That would be honoring your requests and if there is anything more that you need pertaining to these areas we will provide it.

Chairman Holmberg The report is suburb. Obviously we haven't gone through this as a committee and there may be a few questions after we have gone through it and we can go to the full committee and give them some answers. This is a very good document for us.

Are there any items at this point that you all want to talk about that wasn't on this list but happens to be in the budget request that you may want to address? When you look at the full budget, I am referring now to the **original budget document on page 8 and 9 in the yellow budget section**.(copy enclosed #2.) I did hear from a committee member a concern regarding

the parity funding. That individual had some concerns that the parity amount for a college, for the University actually, was not correct and should have been more. But you utilized the formula. Could you tell us how, for example, the governor came out with 49 million but part of that included the ? (inaudible) between 5 and 7%. The 49 million, how was that dispersed?

Laura Glatt On page10 if there is a shortage that is the first we heard of it.

Chairman Holmberg They felt they should get more. These are some faculty.

Laura Glatt Do you think they are wanting salary increases?

Chairman Holmberg I am not sure, the differential is 7 to 5.

Laura Glatt On the top of page 10 you will see the components we do calculate the same for every campus. (inaudible) (22.33)

Chairman Holmberg We always were on another number. Could we get another final number?

Sandy Deis We actually took in the final number. It is taken into consideration in the executive recommendation.

Laura Glatt Column 3 is 5% compensation package

Column 5 utilities

Column 6 Utilities for each campus. We used the best estimates we had.

Column 7 if campuses have new buildings coming on line for the first time in 09-11 we allow then to ask for utilities for those new buildings. So when you get to column 8 you can see the total amount by institution.

Column 9 is state share. 60 to 75% of the costs are the state share. The rest of it then gets shifted to students and paid for by tuition.

Chairman Holmberg This budget we have before us, you had submitted a budget that would have you frozen the tuition at the 2 year schools and allowed tuition to go up to 4% in 4 year

schools and the number you had differential after the governor's budget came out was about an 8.2 million dollar difference. The question that you have talked aboutis that the difference has to be made up if we are going to continue that parity adjustment by increases in tuition more than the 0 and the 4 and I will tell you we haven't done this but there is a great deal of support to find that 8.2 million over in the financial aid area where the governor increased the amount and restore that and probably because legislators are always nervous to put in tuition cap, say here's the money, here's the 8.2 so we have funded the affordability issue than tuition won't go over 4% and 0 and that will give the legislators a little comfort but at the same time I think I'd rather provide financial assistance by lower tuition for all students and then we will worry about the new space and those other things when we get to that portion of the buget.(26.40)

Chancellor Goetz I think by action the Board took following the executive budget in providing the amendment that would speak to the tuition issue. It is a demonstration of their expression of support in that area.

Chairman Holmberg Senator Robinson, you are leaning in that direction, are you not?

Senator Robinson (27.22) That's what I am hearing as the caucus discussed this particular budget early on tuition was a big issue. So that would be very helpful. There wasn't much comfort in knowing the flexibility of the issue, it could be 6,7,or 8, we don't know. So if we can confine our increase to 0 as originally proposed, I think a lot of our people will be comfortable with that.

Chairman Holmberg I think you will see also on the 5 and 5 a lot of Senate support for that and health insurance, you will see support on this. That is one of the big issues. And then the whole issue of Needs Based Financial Aid, and we have some other thoughts on the committee, some are more interested in merit, more work in merit, I know we have some other

bills coming in. Do you Chancellor Goetz have your testimony in here. And he said yes. And then the Opportunity Grant Bill is coming our way but I understand it is vastly different than when it was introduced into the House, the Senate Education Committee. I don't know much more about it at this time except they amended it. I will email you Flakkol's, and he does a good job of condensing down what happened, he has his talking points on what's in the bill after amended, and I will see that you get emailed that right away. We don't have the bill yet, it will be on the floor in a couple of days. We'd like to stop because the committee needs to review this material but it is very well laid out, very helpful. Do you all have this handout about the tuition higher education You all got this handout about tuition in regional institutions. Brady will provide this information plus published memos. As soon as they are put up will you notify the office and can you let us know we don't want find out over the next week or so if they will be here for something we will hook up a conference call. We'll work it out.

Chairman Holmberg closed the hearing on the subcommittee for 2003.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 02-18-09

Recorder Job Number: 9665

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg opened the hearing on SB 2003 in regards to Higher Education. He explained the amendments to the committee.

Further discussion followed regarding the amendments.

Chairman Holmberg made comments regarding STEM and the good recommendations made by Senator Robinson regarding that funding. He also made comments concerning the governor's budget regarding security and emergency. The subcommittee felt we would rather have the planning done before the money goes out to the campuses. He commented there may be some funds coming in regards to the stimulus package. (08.36)

Further discussion followed regarding tuition costs, funds for people in food service, maintenance, administrative assistants and the retention of these people who work on the campuses. (12.51)

V. Chair Bowman had questions about the 5 and 5 and if these people received that.

Chairman Holmberg stated if they didn't meet the amount with the 5 and 5 they will get the increase.

Senator Robinson made comments that we have to make all this work. They are the people that we see, the students have more contact with these people more than the professor in the class room. The gap has been growing. (17.21)

Chairman Holmberg continued explaining the changes and the amendments. There was discussion regarding the higher education center concept. He stated there was interest in some campuses. It did not make the grade in the governor's budget and neigher did the IT project. We did not add construction projects at ths time. It is true there are friends in the House interested in that. We did not add any buildings. We did look at the wind tower project at Devils Lake. It is much more than the electricity, but it also involves the training program. We did not touch that.

Senator Robinson stated there is potential of 80 miles away with 130 towers, 130 and more at Ashtabula, not to consider all the ones all over the state, it is a big industry for North Dakota. V. Chair Bowman asked for the total amount of the bill.

Brady Larson, Fiscal Analyst, Legislative Council gave the amount and stated it is a reduction on the amendments.

Senator Robinson moved the amendments. Seconded by Senator Krebsbach.

Senator Krauter had questions regarding the reduction and had questions regarding the Horizon building at BSC. (26.54)

Chairman Holmberg commented that was one on the list, but where do we stop.

Senator Robinson stated the subcommittee would agree that is an important issue.UND, Minot, and Dickinson have students attending at BSC (27.34). If we have the Horizon building the rest of the system could come here and BSC wouldn't charge a surcharge to use the building. It would be nice to go up and look at what is on the campus at BSC. Time was a concern.

Chairman Holmberg stated we did spend part of an afternoon at the wellness center, and we discussed whether it would be conducive to move that up to the Horizon building and we thought they would have the same problems at the Horizon building that the old Red Owl Store

had in that remodeling would be an extremely expensive thing because of the way the building is constructed.

Senator Krauter commented that is a priority and hopes that can be revisited in the second half and in conference committee.

Chairman Holmberg commented he thinks it will and if it comes back from the House on the bill we will take a look at it.

V. Chair Grindberg stated Just for more discussion I guess I have been more of a skeptic on this Bismarck Higher Education Center and I don't know all the details but on the surface what is the business model for it. It should be a request coming from the State Board of Higher Education justifying the Bismarck Higher Education Center and not Bismarck State or one campus that has 300 students. This is a strategic initiative that should have support publically from the Board of Higher Education. This is why this needs to be done and maybe that is going to happen. I am just skeptical of how this thing has come together. It hasn't been thought through and lead us back to the same discussion and frustration about duplication of programs, and what's the market base side of this versus the cost to the taxpayer's money. (30.37)

V. Chair Bowman had questions regarding the utilities on the green house we built at NDSU. He asked if we are tracking these costs as we are building these buildings to see if we are going to be spending more money on utilities than we used to spend running some of these campuses because he thought the request was unbelievably high to turn the lights on for a green house when they should be getting energy from the sun. If that amount is for one building, how much are we spending on all the buildings and by building new buildings are we saving anything in energy because they should be more energy efficient? I want to know if that is being tracked.

Chairman Holmberg commented we need to pass the bill and we will see examples of that, for instance at Mayville State where the construction of a relatively small item 4000 square feet would allow them to tear down two buildings that are costing them a huge amount a year to keep so they are removing 62% of their deferred maintenance.

We have the amendment. All in favor say AYE. It passed a voice vote.

SENATOR ROBINSON MOVED A DO PASS AS AMENDED. SECONDED BY SENATOR KREBSBACH.

Chairman Holmberg had questions regarding the tracking of expenses and how it is done and asked Sandy Deis to explain to the committee this issue.

Sandy Deis, OMB my comment would be that Higher Ed or the University System Office does keep track of that. The colleges or campuses do report what the utilities are and what they will be and that is usually taken into consideration at the time they are looking at the project.

Senator Mathern provided written testimony #1 Listing of Proposed Changes to Engrossed Senate Bill 2003 and talked about these changes that I am not going to offer. But I just want the Senators to know I am on the Board of the School of Medicine at the legislator's request. There are 4 legislators on that board. What I am handing out are the initiatives that that board suggested that are very important for the state of North Dakota. I appreciate the items you were able to put in so that is available to you in case anyone has more questions. ((34.54)

Chairman Holmberg stated he appreciates that and stated they had added in the special funding concerning the forensic request.

Chairman Holmberg provided written testimony # 2, The Vital Link to a Brighter Future prepared by Chancellor William Goetz of the North Dakota University System (NDUS) (he had thought this was handed out some time ago, but committee members only got this information at this time. He did apologize to the committee for this oversight) There were about 30

questions that were asked early on, actually 26 questions asked and we had asked the Legislative Council and the University System and this document has answers for you or responses to each question. There are questions for example on the debt load, grant funding, and I think they are pretty well answered here.

Senator Christmann asked if the building project in Mayville is in here. He was told yes. (36.41) He asked what happened with Minot and the boiler system.

Chairman Holmberg said it is in here but not at the amount to replace them but there is a dollar amount (36.55) and the issue in part was the target was, Senator Krebsbach was looking at this, and the target kept moving and it was extremely difficult to get our hands around it and we decided not to address that any further. We would leave the governor's money in here for boiler repair and then the campus has a better handle on what it is they are asking for then I think the House will address it.

Senator Christmann had questions regarding the FTE's in the bill. What is the terminology of who are these people that show up as FTE's and then how do you classify the people who get paid through the University System?

Chairman Holmberg stated there are the auxiliary folks,. In fact, when we are looking for, remember the people who were transferred from the University System to ITD, those education tech people, they were special funds so they are not in here. So I went looking for some folks and couldn't find them because they are special funds and not listed here.

Senator Robinson stated we have a number of employees that are supported by local funds. Might be in athletics, not in the instruction side, supported by local funds that are generated in the community on the campus through the alumni, student union, in resident halls, all those folks are paid for, they are on the state payroll system but we have to pay those salaries and benefits from non-general funds money. We call that auxiliary outside the state tax base. And

there is a number of them. Those dollars have to come from self-generated funds within the operation.

Chairman Holmberg stated we don't control that. These numbers here are only general fund funded positions. For example, if you look at UND they are reducing 9.6 employees. I can't tell you who those employees are. NDSU has had a large increase in students and they are increasing 19.6, but the system has traditionally had a lot of flexibility in moving positions around too. But this is what they asked for in their budget. The one I don't understand is Dickinson losing 30 employees.

Sandy Deis stated it is not that they have lost their employees, I am not certain of the reason but there is 30 employees are now being paid through tuition funds or another source of funding other than general fund dollars.

Chairman Holmberg asked if tuition funds are considered special funds. He was told yes. He then asked who pays their benefits and asked if we know how many people work at these places. He was told no. they just have to report those people with general funds.

Sandy Deis said the benefits for those employees would be paid from tuition funds. They receive so much in general fund and they make that available for so many FTE and then the remainder will come out of their special funds, which would be tuition, auxiliary charges for food services, grants.

Senator Robinson stated things like food services could be contracted out. At the UND the bookstore and those employees, that is a big operation, those employees report to Barnes and Noble at UND. Valley City has had a commercial food operation. And that contract will pay the student union to be there. That is a big chunk of money that comes in to operate the student union.

Chairman Holmberg asked if I worked at Mayville where Merriot had the concessions did I work for Merriot or the school. He was informed it would be Merriot and they reported the workers daily.

Senator Christmann stated either we are involved with this or we are not. (43.38) I find it a little absurd to think we are trying to come in and we are pouring a lot of money into this because:

A. We want our students to have opportunities to get a good education.

B. We don't want the parents complaining to us because it costs so much to go there.

So we pour our money into and we wash our hands of the fact that the universities can put a fee on for feeding them, or a fee on for housing them, I reckon this time we are doing the tuition thing but in the past we haven't , and we are willing to keep track of how much that amounts to and how they choose to spend it. We don't have much oversight on this and I think we ought to.(44.37)

Chairman Holmberg stated we know for example each campus will report how much it costs to live in a dormitory and how much the food is and the various plans are. I think one of the reason some years ago the Legislature moved away from counting this, we did for a little while, and we had this big spike, and then we haven't been counting it and the way it has evolved, whether it is right or wrong, is that there is so much dynamic change on most campuses. One year they will get an extra 200 students, are they going to come to the budget section or emergency commission to hire five teachers? So the Legislature years ago has stayed out of auxiliary services.

Senator Robinson stated we used to get guidelines from the board office on rooming board rates and that type of thing to have some consistency throughout the system and we lived within those guidelines. They were cast in stone. If they said it would be no more than 4 to 6%

that's where we would be. We tried our level best to keep costs down. We can track all general fund employees right down to the FTE Might be a quarter FTE. The information on auxiliaries is available but the dollars don't come from the general fund. And yet on our campus we didn't move hiring someone or whatever without running it through our upper administration. They knew exactly what we were doing. I think that would be true of all institutions. He made further comments regarding being on the foundation for Valley City State and needing to report the activity regarding that work.

V. Chair Bowman had questions regarding the wages for research people and if it is recorded. He was informed yes. Time is allotted in their schedule for research.

Chairman Holmberg asked for a Roll call vote on SB 2003.

A ROLL CALL VOTE WAS CALLED ON A DO PASS AS AMENDED. THE RESULT WAS 14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING. CHAIRMAN HOLMBERG WILL CARRY THE BILL.

Senator Robinson stated that we used to have legislative tour groups go out and look at campuses. I would like to remind this committee that I am a proponent to do this at least every two years to visit as many campuses as we can. Frankly, our campuses like to see that.

Chairman Holmberg closed the hearing on SB 2003.

Clerk

98046.0102
Title.0200

Prepared by the Legislative Council staff for
Senator Stenehjem
January 12, 2009

PROPOSED AMENDMENTS TO SENATE BILL NO. 2003

Page 1, line 3, remove "to amend and reenact subsections 1 and"

Page 1, remove line 4

Page 1, line 5, remove "Code, relating to student financial assistance grants and technology grants;"

Page 11, remove lines 7 through 26

Page 11, line 29, after the fourth comma insert "and" and remove ", and 18"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment removes Sections 17 and 18 relating to student loan programs and technology grants and student financial assistance grants.

98046.0203
Title. 0300
Fiscal No. 2

Prepared by the Legislative Council staff for
Senate Appropriations
February 18, 2009

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2003

Page 1, line 3, after the semicolon insert "to provide for legislative council studies;"

Page 1, line 17, replace "800,000" with "1,400,000" and replace "6,450,000" with "7,050,000"

Page 1, line 18, replace "903,718" with "765,707" and replace "7,185,612" with "7,047,601"

Page 1, line 20, replace "Common information services" with "System information technology services", replace "4,267,345" with "4,246,745", and replace "30,250,638" with "30,230,038"

Page 1, line 22, replace "34,360,931" with "1,248,728" and replace "40,348,428" with "7,236,225"

Page 2, line 4, replace the first "4,000,000" with "750,000" and replace the second "4,000,000" with "750,000"

Page 2, line 6, replace "2,433,030" with "436,030" and replace "4,173,344" with "2,176,344"

Page 2, after line 6, insert:

"Science, technology, engineering, and mathematics teacher education enhancement 0 1,500,000 1,500,000"

Page 2, line 8, replace "43,674,798" with "7,256,984" and replace "112,149,646" with "75,731,832"

Page 2, line 9, replace "725,828" with "705,228" and replace "4,069,558" with "4,048,958"

Page 2, line 10, replace "42,948,970" with "6,551,756" and replace "108,080,088" with "71,682,874"

Page 2, line 16, replace "3,647,331" with "4,312,999" and replace "23,381,011" with "24,046,679"

Page 2, line 19, replace "7,397,468" with "8,063,136" and replace "27,374,629" with "28,040,297"

Page 2, line 21, replace "6,987,968" with "7,653,636" and replace "26,965,129" with "27,630,797"

Page 2, line 22, replace "6.55" with "5.55" and replace "111.93" with "110.93"

Page 2, line 27, replace "1,079,097" with "1,238,516" and replace "7,590,445" with "7,749,864"

Page 2, line 30, replace "3,782,824" with "3,942,243" and replace "10,337,834" with "10,497,253"

Page 3, line 1, replace "3,782,824" with "3,942,243" and replace "10,337,834" with "10,497,253"

Page 3, line 2, replace "3.48" with "2.48" and replace "33.97" with "32.97"

Page 3, line 7, replace "1,012,870" with "1,159,630" and replace "7,435,374" with "7,582,134"

Page 3, line 10, replace "12,379,872" with "12,526,632" and replace "18,888,851" with "19,035,611"

Page 3, line 12, replace "3,004,872" with "3,151,632" and replace "9,513,851" with "9,660,611"

Page 3, line 13, replace "2.30" with "1.30" and replace "42.10" with "41.10"

Page 3, line 18, replace "16,794,994" with "18,364,555" and replace "123,806,824" with "125,376,385"

Page 3, line 19, replace "54,090,000" with "54,219,000" and replace "56,390,545" with "56,519,545"

Page 3, line 21, replace "78,063,668" with "79,762,229" and replace "187,376,043" with "189,074,604"

Page 3, line 22, replace the first "42,890,000" with "43,019,000" and replace the second "42,890,000" with "43,019,000"

Page 3, line 23, replace "35,173,668" with "36,743,229" and replace "144,486,043" with "146,055,604"

Page 3, line 24, replace "(9.96)" with "(11.96)" and replace "627.28" with "625.28"

Page 3, line 29, replace "17,903,802" with "19,628,094" and replace "107,497,432" with "109,221,724"

Page 4, line 1, replace "94,359,619" with "96,083,911" and replace "185,645,474" with "187,369,766"

Page 4, line 3, replace "36,259,619" with "37,983,911" and replace "127,545,474" with "129,269,766"

Page 4, line 4, replace "19.64" with "17.64" and replace "517.76" with "515.76"

Page 4, line 9, replace "3,160,225" with "4,101,922" and replace "30,550,593" with "31,492,290"

Page 4, line 12, replace "17,030,368" with "17,972,065" and replace "45,174,068" with "46,115,765"

Page 4, line 14, replace "9,894,368" with "10,836,065" and replace "38,038,068" with "38,979,765"

Page 4, line 15, replace "1.47" with "0.47" and replace "158.24" with "157.24"

Page 4, line 20, replace "3,097,863" with "3,116,332" and replace "19,953,973" with "19,972,442"

Page 4, line 23, replace "6,760,035" with "6,778,504" and replace "23,999,835" with "24,018,304"

Page 4, line 25, replace "6,760,035" with "6,778,504" and replace "23,999,835" with "24,018,304"

Page 5, line 1, replace "1,313,518" with "1,399,686" and replace "11,428,583" with "11,514,751"

Page 5, line 4, replace "11,850,463" with "11,936,631" and replace "22,174,522" with "22,260,690"

Page 5, line 6, replace "8,181,963" with "8,268,131" and replace "18,506,022" with "18,592,190"

Page 5, line 12, replace "3,729,881" with "4,339,273" and replace "33,825,003" with "34,434,395"

Page 5, line 13, replace "21,000,000" with "26,000,000" and replace "21,596,870" with "26,596,870"

Page 5, line 15, replace "25,324,992" with "30,934,384" and replace "56,016,984" with "61,626,376"

Page 5, line 16, replace the first "17,250,000" with "22,250,000" and replace the second "17,250,000" with "22,250,000"

Page 5, line 17, replace "8,074,992" with "8,684,384" and replace "38,766,984" with "39,376,376"

Page 5, line 18, replace "5.99" with "4.99" and replace "190.82" with "189.82"

Page 5, line 23, replace "1,659,111" with "1,785,999" and replace "15,009,248" with "15,136,136"

Page 5, line 26, replace "22,464,032" with "22,590,920" and replace "36,072,585" with "36,199,473"

Page 5, line 28, replace "3,964,032" with "4,090,920" and replace "17,572,585" with "17,699,473"

Page 6, line 3, replace "858,097" with "922,959" and replace "5,617,645" with "5,682,507"

Page 6, line 6, replace "3,755,118" with "3,819,980" and replace "8,624,391" with "8,689,253"

Page 6, line 8, replace "1,755,118" with "1,819,980" and replace "6,624,391" with "6,689,253"

Page 6, line 9, replace "1.64" with "0.64" and replace "32.75" with "31.75"

Page 6, line 14, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 15, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 17, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 18, replace "12.82" with "(12.82)"

Page 7, line 3, replace "174,157,391" with "145,140,779" and replace "614,224,947" with "585,208,335"

Page 7, line 4, replace "160,054,828" with "165,163,228" and replace "164,396,044" with "169,504,444"

Page 7, line 5, replace "334,212,219" with "310,304,007" and replace "778,620,991" with "754,712,779"

Page 7, line 21, replace "159,329,000" with "164,458,000"

Page 7, line 24, replace "0" with "0" and replace "225,000" with "225,000"

Page 7, remove line 26

Page 7, line 27, replace "233,482,248" with "234,611,248"

Page 7, line 28, replace "159,329,000" with "164,458,000"

Page 7, line 29, replace "74,153,258" with "70,153,248"

Page 8, line 16, replace "**COMMON INFORMATION SERVICES**" with "**SYSTEM INFORMATION TECHNOLOGY SERVICES**" and replace "$30,250,638" with "$30,230,038"

Page 8, line 17, replace "common information services" with "system information technology services"

Page 8, remove lines 25 through 30

Page 9, line 30, replace "$4,000,000" with "$750,000"

Page 10, line 2, replace "improvement to facilities" with "needs"

Page 10, line 3, remove "and infrastructure"

Page 10, line 4, replace "The" with "Notwithstanding any other provisions of law, the"

Page 11, line 1, replace "5,000,000" with "10,000,000"

Page 11, line 3, replace "55,679,500" with "60,679,500"

Page 11, after line 3, insert:

"**SECTION 16. TUITION INCREASES LIMITED - 2009-11 BIENNIUM.** Notwithstanding any other provision of law, the state board of higher education may not increase tuition rates by more than four percent per year beyond the level in effect during the 2009 spring semester for students attending Dickinson state university, Mayville state university, Minot state university, North Dakota state university, the university of North Dakota, and Valley City state university, for the biennium beginning

July 1, 2009, and ending June 30, 2011. Notwithstanding any other provision of law, the state board of higher education may not increase tuition for students attending Bismarck state college, lake region state college, Minot state university - Bottineau, the state college of science, and Williston state college beyond the level in effect during the 2009 spring semester, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 17. LEGISLATIVE INTENT - NORTH DAKOTA UNIVERSITY SYSTEM EMPLOYEE COMPENSATION ADJUSTMENTS. It is the intent of the sixty-first legislative assembly that each North Dakota university system employee whose documented performance meets all standards is to receive a minimum monthly salary increase of $100 on July 1, 2009, and $100 on July 1, 2010.

SECTION 18. NORTH DAKOTA UNIVERSITY SYSTEM OFFICE EMPLOYEE COMPENSATION - EXCEPTION. Notwithstanding any other provision of law, an employee of the North Dakota university system office whose annual salary exceeded $100,000 on January 1, 2009, must receive a monthly salary at the same level as provided on January 1, 2009, for the biennium beginning July 1, 2009, and ending June 30, 2011. An employee of the North Dakota university system office whose annual salary did not exceed $100,000 on January 1, 2009, may not receive annual compensation adjustments greater than five percent based on each employee's salary as of January 1, 2009, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 19. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS TEACHER EDUCATION ENHANCEMENT. The sum of $1,500,000 included in the science, technology, engineering, and mathematics teacher education line item in subdivision 1 of section 1 of this Act must be used for the benefit of institutions under the control of the state board of higher education, as determined by the board. Funding allocations are to be used to enhance the use of science, technology, engineering, and mathematics in existing teacher education program curriculums and may not be used for infrastructure projects.

SECTION 20. LEGISLATIVE COUNCIL STUDY - BISMARCK FAMILY PRACTICE CENTER. During the 2009-10 interim, the legislative council shall consider studying the facility needs of the university of North Dakota school of medicine and health sciences' Bismarck family practice center. The study, if conducted, must include a review of the feasibility of locating the Bismarck family practice center on the campus of Bismarck state college. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 21. LEGISLATIVE COUNCIL STUDY - COMPLETION-BASED FUNDING. During the 2009-10 interim, the legislative council shall consider studying options for funding higher education institutions. The study, if conducted, must include a review of the feasibility of implementing a higher education funding mechanism based on student completion rates. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly."

Page 11, line 4, remove "security and"

Page 11, line 5, remove "emergency preparedness,"

Page 11, line 6, replace "8" with "7", replace "15" with "14", and replace "16" with "15"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0203 FN 2

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2003 - Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
University System office			
Total all funds	$112,149,646	($36,417,814)	$75,731,832
Less estimated income	4,069,558	(20,600)	4,048,958
General fund	$108,080,088	($36,397,214)	$71,682,874
Bismarck State College			
Total all funds	$27,374,629	$665,668	$28,040,297
Less estimated income	409,500	0	409,500
General fund	$26,965,129	$665,668	$27,630,797
Lake Region State College			
Total all funds	$10,337,834	$159,419	$10,497,253
Less estimated income	0	0	0
General fund	$10,337,834	$159,419	$10,497,253
Williston State College			
Total all funds	$18,888,851	$146,760	$19,035,611
Less estimated income	9,375,000	0	9,375,000
General fund	$9,513,851	$146,760	$9,660,611
University of North Dakota			
Total all funds	$187,376,043	$1,698,561	$189,074,604
Less estimated income	42,890,000	129,000	43,019,000
General fund	$144,486,043	$1,569,561	$146,055,604
UND Medical Center			
Total all funds	$39,932,875	$1,267,426	$41,200,301
Less estimated income	0	0	0
General fund	$39,932,875	$1,267,426	$41,200,301
North Dakota State University			
Total all funds	$185,645,474	$1,724,292	$187,369,766
Less estimated income	58,100,000	0	58,100,000
General fund	$127,545,474	$1,724,292	$129,269,766
State College of Science			
Total all funds	$45,174,068	$941,697	$46,115,765
Less estimated income	7,136,000	0	7,136,000
General fund	$38,038,068	$941,697	$38,979,765
Dickinson State University			
Total all funds	$23,999,835	$18,469	$24,018,304
Less estimated income	0	0	0
General fund	$23,999,835	$18,469	$24,018,304
Mayville State University			
Total all funds	$22,174,522	$86,168	$22,260,690
Less estimated income	3,668,500	0	3,668,500
General fund	$18,506,022	$86,168	$18,592,190
Minot State University			
Total all funds	$56,016,984	$5,609,392	$61,626,376
Less estimated income	17,250,000	5,000,000	22,250,000
General fund	$38,766,984	$609,392	$39,376,376
Valley City State University			
Total all funds	$36,072,585	$126,888	$36,199,473
Less estimated income	18,500,000	0	18,500,000
General fund	$17,572,585	$126,888	$17,699,473
Minot State University - Bottineau			
Total all funds	$8,624,391	$64,862	$8,689,253

Less estimated income	2,000,000	0	2,000,000
General fund	$6,624,391	$64,862	$6,689,253
Forest Service			
Total all funds	$4,853,254	$0	$4,853,254
Less estimated income	997,486	0	997,486
General fund	$3,855,768	$0	$3,855,768
Bill total			
Total all funds	$778,620,991	($23,908,212)	$754,712,779
Less estimated income	164,396,044	5,108,400	169,504,444
General fund	$614,224,947	($29,016,612)	$585,208,335

Senate Bill No. 2003 - North Dakota University System - General Fund Summary

	Executive Budget	Senate Changes	Senate Version
University System office	$108,080,088	($36,397,214)	$71,682,874
Bismarck State College	26,965,129	665,668	27,630,797
Lake Region State College	10,337,834	159,419	10,497,253
Williston State College	9,513,851	146,760	9,660,611
University of North Dakota	144,486,043	1,569,561	146,055,604
UND Medical Center	39,932,875	1,267,426	41,200,301
North Dakota State University	127,545,474	1,724,292	129,269,766
State College of Science	38,038,068	941,697	38,979,765
Dickinson State University	23,999,835	18,469	24,018,304
Mayville State University	18,506,022	86,168	18,592,190
Minot State University	38,766,984	609,392	39,376,376
Valley City State University	17,572,585	126,888	17,699,473
Minot State University - Bottineau	6,624,391	64,862	6,689,253
Forest Service	3,855,768		3,855,768
Total general fund	$614,224,947	($29,016,612)	$585,208,335

Detail of Senate changes to the General Fund

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Reduces Funding for SITS Pool[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office	$600,000	($138,011)	($33,112,203)	($1,997,000)		$1,500,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total general fund	$600,000	($138,011)	($33,112,203)	($1,997,000)	$0	$1,500,000

	Removes One-Time Security and Emergency Preparedness Pool[7]	Removes Security and Emergency Preparedness Funding[8]	Provides Funding for Campus Security and Emergency Preparedness[9]	Provides Funding to Limit Tuition Increases[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office	($4,000,000)		$750,000			
Bismarck State College		(308,437)		974,105		
Lake Region State College		(101,153)		260,572		
Williston State College		(109,364)		256,124		
University of North Dakota		(204,600)		1,774,161		
UND Medical Center				767,426		500,000
North Dakota State University		(192,116)		1,916,408		
State College of Science		(50,000)		991,697		
Dickinson State University		(57,280)		75,749		
Mayville State University		(70,446)		156,614		
Minot State University		(84,000)		693,392		
Valley City State University		(50,000)		176,888		
Minot State University - Bottineau		(107,469)		172,331		
Forest Service						
Total general fund	($4,000,000)	($1,334,865)	$750,000	$8,215,467	$0	$500,000

	Total General Fund Changes
University System office	($36,397,214)
Bismarck State College	665,668
Lake Region State College	159,419
Williston State College	146,760
University of North Dakota	1,569,561
UND Medical Center	1,267,426
North Dakota State University	1,724,292
State College of Science	941,697
Dickinson State University	18,469
Mayville State University	86,168
Minot State University	609,392
Valley City State University	126,888
Minot State University - Bottineau	64,862
Forest Service	
Total general fund	($29,016,612)

Senate Bill No. 2003 - North Dakota University System - Other Funds Summary

	Executive Budget	Senate Changes	Senate Version
University System office	$4,069,558	($20,600)	$4,048,958
Bismarck State College	409,500		409,500
Lake Region State College			
Williston State College	9,375,000		9,375,000
University of North Dakota	42,890,000	129,000	43,019,000
UND Medical Center			
North Dakota State University	58,100,000		58,100,000
State College of Science	7,136,000		7,136,000
Dickinson State University			
Mayville State University	3,668,500		3,668,500
Minot State University	17,250,000	5,000,000	22,250,000
Valley City State University	18,500,000		18,500,000
Minot State University - Bottineau	2,000,000		2,000,000
Forest Service	997,486		997,486
Total other funds	$164,396,044	$5,108,400	$169,504,444

Detail of Senate changes to Other Funds

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Reduces Funding for SITS Pool[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office					($20,600)	
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	($20,600)	$0

	Removes One-Time Security and Emergency Preparedness Pool[7]	Removes Security and Emergency Preparedness Funding[8]	Provides Funding for Campus Security and Emergency Preparedness[9]	Provides Funding to Limit Tuition Increases[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office						
Bismarck State College						
Lake Region State College						
Williston State College					129,000	
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University					5,000,000	
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	$5,129,000	$0

	Total Other Funds Changes
University System office	($20,600)
Bismarck State College	
Lake Region State College	
Williston State College	
University of North Dakota	129,000
UND Medical Center	
North Dakota State University	
State College of Science	
Dickinson State University	
Mayville State University	
Minot State University	5,000,000
Valley City State University	
Minot State University - Bottineau	
Forest Service	
Total other funds	$5,108,400

Senate Bill No. 2003 - North Dakota University System - All Funds Summary

	Executive Budget	Senate Changes	Senate Version
University System office	$112,149,646	($36,417,814)	$75,731,832
Bismarck State College	27,374,629	665,668	28,040,297
Lake Region State College	10,337,834	159,419	10,497,253
Williston State College	18,888,851	146,760	19,035,611
University of North Dakota	187,376,043	1,698,561	189,074,604
UND Medical Center	39,932,875	1,267,426	41,200,301
North Dakota State University	185,645,474	1,724,292	187,369,766
State College of Science	45,174,068	941,697	46,115,765
Dickinson State University	23,999,835	18,469	24,018,304
Mayville State University	22,174,522	86,168	22,260,690
Minot State University	56,016,984	5,609,392	61,626,376
Valley City State University	36,072,585	126,888	36,199,473
Minot State University - Bottineau	8,624,391	64,862	8,689,253
Forest Service	4,853,254		4,853,254
Total all funds	$778,620,991	($23,908,212)	$754,712,779
FTE	2141.42	(10.00)	2131.42

Detail of Senate changes to All Funds

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Reduces Funding for SITS Pool[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office	$600,000	($138,011)	($33,112,203)	($1,997,000)	($20,600)	$1,500,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total all funds	$600,000	($138,011)	($33,112,203)	($1,997,000)	($20,600)	$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Security and Emergency Preparedness Pool[7]	Removes Security and Emergency Preparedness Funding[8]	Provides Funding for Campus Security and Emergency Preparedness[9]	Provides Funding to Limit Tuition Increases[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office	($4,000,000)		$750,000			
Bismarck State College		(308,437)		974,105		
Lake Region State College		(101,153)		260,572		
Williston State College		(109,364)		256,124		
University of North Dakota		(204,600)		1,774,161	129,000	
UND Medical Center				767,426		500,000
North Dakota State University		(192,116)		1,916,408		
State College of Science		(50,000)		991,697		
Dickinson State University		(57,280)		75,749		
Mayville State University		(70,446)		156,614		
Minot State University		(84,000)		693,392	5,000,000	
Valley City State University		(50,000)		176,888		
Minot State University - Bottineau		(107,469)		172,331		
Forest Service						
Total all funds	($4,000,000)	($1,334,865)	$750,000	$8,215,467	$5,129,000	$500,000
FTE	0.00	(10.00)	0.00	0.00	0.00	0.00

	Total All Funds Changes
University System office	($36,417,814)
Bismarck State College	665,668
Lake Region State College	159,419
Williston State College	146,760
University of North Dakota	1,698,561
UND Medical Center	1,267,426
North Dakota State University	1,724,292
State College of Science	941,697
Dickinson State University	18,469
Mayville State University	86,168
Minot State University	5,609,392
Valley City State University	126,888
Minot State University - Bottineau	64,862
Forest Service	
Total all funds	($23,908,212)
FTE	(10.00)

[1] Funding for the competitive research program is increased by $600,000 from the general fund. Of the $600,000 increase, $400,000 is to be used for the National Aeronautics and Space Administration Experimental Program to Stimulate Competitive Research program.

[2] This amendment reduces funding from the general fund by $138,011 relating to 2009-11 biennium compensation adjustments of th Dakota University System office employees with a salary greater than $100,000. A section is also added providing that the th Dakota University System office employees earning a salary greater than $100,000 per year are to receive the same salary as January 1, 2009, for the 2009-11 biennium.

[3] This amendment removes $33,112,203 of increased funding from the general fund included in the executive budget recommendation for needs-based financial aid programs.

[4] The increased funding of $1,997,000 from the general fund included in the executive budget recommendation for education incentive programs is removed.

[5] This amendment reduces special funds appropriation authority for the system information technology to reflect funding provided by the student loan trust fund.

[6] Funding of $1,500,000 from the general fund is provided to establish a funding pool to be used to enhance teacher education programs in science, technology, engineering, and mathematics fields. A section is also added to provide allocation guidelines for the funds.

[7] This amendment removes one-time funding of $4 million from the general fund provided by the executive budget recommendation for an emergency and security preparedness pool.

[8] This amendment removes funding from the general fund for campus emergency security and preparedness.

[9] This amendment provides funding from the general fund of $750,000 for a campus security and emergency preparedness funding pool. The State Board of Higher Education is to determine the allocation of funds to campuses.

[10] This amendment increases funding for campus operations to limit tuition increases to 4 percent at four-year campuses and eliminates tuition increases at two-year campuses. A section is also added to limit annual tuition increases to 4 percent at four-year campuses and provide for no tuition increases at two-year campuses for the 2009-11 biennium.

[11] This amendment adjusts funding for the following capital asset projects:

- Funding is increased by $5 million for the Minot State University wellness center project. The additional funding will be provided from revenue bonds.
- Provides the University of North Dakota School of Medicine and Health Sciences with special funds spending authority of $129,000 to allow the school to accept federal funds for a forensic pathology facility.

[12] Funding from the general fund of $500,000 is provided for the implementation of a rural health initiative by the University of North Dakota School of Medicine and Health Sciences.

Senate Bill No. 2003 - Other Changes - Senate Action

This amendment also:

- Adds a section to limit annual salary increases to 5 percent for North Dakota University System office employees earning an annual salary of under $100,000.
- Adds a section to provide a Legislative Council study of higher education funding methods.
- Adds a section to provide for a Legislative Council study of the facility needs of the University of North Dakota School of Medicine and Health Sciences Bismarck Family Practice Center.

Date: 2/18/09

Roll Call Vote # 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Senate **Senate Appropriations** Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number Amendment 98046.0203

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Robinson Seconded By Krebsbach

Senators	Yes	No	Senators	Yes	No
Sen. Ray Holmberg, Chairman			Sen. Aaron Krauter		
Sen. Bill Bowman, VCh			Sen. Elroy N. Lindaas		
Sen. Tony S. Grindberg, VCh			Sen. Tim Mathern		
Sen. Randel Christmann			Sen. Larry J. Robinson		
Sen. Tom Fischer			Sen. Tom Seymour		
Sen. Ralph Kilzer			Sen. John Warner		
Sen. Karen K. Krebsbach					
Sen. Rich Wardner					

Total Yes Yes Voice Vote No 0

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 2/18/09
Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Senate **Senate Appropriations** Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Robinson Seconded By Krebsbach

Representatives	Yes	No	Representatives	Yes	No
Senator Fischer	✓		Senator Warner	✓	
Senator Christmann	✓		Senator Robinson	✓	
Senator Krebsbach	✓		Senator Krauter	✓	
Senator Bowman	✓		Senator Lindaas	✓	
Senator Kilzer	✓		Senator Mathern	✓	
Senator Grindberg	✓		Senator Seymour	✓	
Senator Wardner	✓				
Chairman Holmberg	✓				

Total Yes 14 No 0

Absent 0

Floor Assignment S. Holmberg

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2003, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2003 was placed on the Sixth order on the calendar.

Page 1, line 3, after the semicolon insert "to provide for legislative council studies;"

Page 1, line 17, replace "800,000" with "1,400,000" and replace "6,450,000" with "7,050,000"

Page 1, line 18, replace "903,718" with "765,707" and replace "7,185,612" with "7,047,601"

Page 1, line 20, replace "Common information services" with "System information technology services", replace "4,267,345" with "4,246,745", and replace "30,250,638" with "30,230,038"

Page 1, line 22, replace "34,360,931" with "1,248,728" and replace "40,348,428" with "7,236,225"

Page 2, line 4, replace the first "4,000,000" with "750,000" and replace the second "4,000,000" with "750,000"

Page 2, line 6, replace "2,433,030" with "436,030" and replace "4,173,344" with "2,176,344"

Page 2, after line 6, insert:

"Science, technology, engineering, and mathematics teacher education enhancement"	0	1,500,000	1,500,000

Page 2, line 8, replace "43,674,798" with "7,256,984" and replace "112,149,646" with "75,731,832"

Page 2, line 9, replace "725,828" with "705,228" and replace "4,069,558" with "4,048,958"

Page 2, line 10, replace "42,948,970" with "6,551,756" and replace "108,080,088" with "71,682,874"

Page 2, line 16, replace "3,647,331" with "4,312,999" and replace "23,381,011" with "24,046,679"

Page 2, line 19, replace "7,397,468" with "8,063,136" and replace "27,374,629" with "28,040,297"

Page 2, line 21, replace "6,987,968" with "7,653,636" and replace "26,965,129" with "27,630,797"

Page 2, line 22, replace "6.55" with "5.55" and replace "111.93" with "110.93"

Page 2, line 27, replace "1,079,097" with "1,238,516" and replace "7,590,445" with "7,749,864"

Page 2, line 30, replace "3,782,824" with "3,942,243" and replace "10,337,834" with "10,497,253"

Page 3, line 1, replace "3,782,824" with "3,942,243" and replace "10,337,834" with "10,497,253"

Page 3, line 2, replace "3.48" with "2.48" and replace "33.97" with "32.97"

Page 3, line 7, replace "1,012,870" with "1,159,630" and replace "7,435,374" with "7,582,134"

Page 3, line 10, replace "12,379,872" with "12,526,632" and replace "18,888,851" with "19,035,611"

Page 3, line 12, replace "3,004,872" with "3,151,632" and replace "9,513,851" with "9,660,611"

Page 3, line 13, replace "2.30" with "1.30" and replace "42.10" with "41.10"

Page 3, line 18, replace "16,794,994" with "18,364,555" and replace "123,806,824" with "125,376,385"

Page 3, line 19, replace "54,090,000" with "54,219,000" and replace "56,390,545" with "56,519,545"

Page 3, line 21, replace "78,063,668" with "79,762,229" and replace "187,376,043" with "189,074,604"

Page 3, line 22, replace the first "42,890,000" with "43,019,000" and replace the second "42,890,000" with "43,019,000"

Page 3, line 23, replace "35,173,668" with "36,743,229" and replace "144,486,043" with "146,055,604"

Page 3, line 24, replace "(9.96)" with "(11.96)" and replace "627.28" with "625.28"

Page 3, line 29, replace "17,903,802" with "19,628,094" and replace "107,497,432" with "109,221,724"

Page 4, line 1, replace "94,359,619" with "96,083,911" and replace "185,645,474" with "187,369,766"

Page 4, line 3, replace "36,259,619" with "37,983,911" and replace "127,545,474" with "129,269,766"

Page 4, line 4, replace "19.64" with "17.64" and replace "517.76" with "515.76"

Page 4, line 9, replace "3,160,225" with "4,101,922" and replace "30,550,593" with "31,492,290"

Page 4, line 12, replace "17,030,368" with "17,972,065" and replace "45,174,068" with "46,115,765"

Page 4, line 14, replace "9,894,368" with "10,836,065" and replace "38,038,068" with "38,979,765"

Page 4, line 15, replace "1.47" with "0.47" and replace "158.24" with "157.24"

Page 4, line 20, replace "3,097,863" with "3,116,332" and replace "19,953,973" with "19,972,442"

Page 4, line 23, replace "6,760,035" with "6,778,504" and replace "23,999,835" with "24,018,304"

Page 4, line 25, replace "6,760,035" with "6,778,504" and replace "23,999,835" with "24,018,304"

Page 5, line 1, replace "1,313,518" with "1,399,686" and replace "11,428,583" with "11,514,751"

Page 5, line 4, replace "11,850,463" with "11,936,631" and replace "22,174,522" with "22,260,690"

Page 5, line 6, replace "8,181,963" with "8,268,131" and replace "18,506,022" with "18,592,190"

Page 5, line 12, replace "3,729,881" with "4,339,273" and replace "33,825,003" with "34,434,395"

Page 5, line 13, replace "21,000,000" with "26,000,000" and replace "21,596,870" with "26,596,870"

Page 5, line 15, replace "25,324,992" with "30,934,384" and replace "56,016,984" with "61,626,376"

Page 5, line 16, replace the first "17,250,000" with "22,250,000" and replace the second "17,250,000" with "22,250,000"

Page 5, line 17, replace "8,074,992" with "8,684,384" and replace "38,766,984" with "39,376,376"

Page 5, line 18, replace "5.99" with "4.99" and replace "190.82" with "189.82"

Page 5, line 23, replace "1,659,111" with "1,785,999" and replace "15,009,248" with "15,136,136"

Page 5, line 26, replace "22,464,032" with "22,590,920" and replace "36,072,585" with "36,199,473"

Page 5, line 28, replace "3,964,032" with "4,090,920" and replace "17,572,585" with "17,699,473"

Page 6, line 3, replace "858,097" with "922,959" and replace "5,617,645" with "5,682,507"

Page 6, line 6, replace "3,755,118" with "3,819,980" and replace "8,624,391" with "8,689,253"

Page 6, line 8, replace "1,755,118" with "1,819,980" and replace "6,624,391" with "6,689,253"

Page 6, line 9, replace "1.64" with "0.64" and replace "32.75" with "31.75"

Page 6, line 14, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 15, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 17, replace "5,905,174" with "7,172,600" and replace "39,932,875" with "41,200,301"

Page 6, line 18, replace "12.82" with "(12.82)"

Page 7, line 3, replace "174,157,391" with "145,140,779" and replace "614,224,947" with "585,208,335"

Page 7, line 4, replace "160,054,828" with "165,163,228" and replace "164,396,044" with "169,504,444"

Page 7, line 5, replace "334,212,219" with "310,304,007" and replace "778,620,991" with "754,712,779"

Page 7, line 21, replace "159,329,000" with "164,458,000"

Page 7, line 24, replace "0" with "0" and replace "225,000" with "225,000"

Page 7, remove line 26

Page 7, line 27, replace "233,482,248" with "234,611,248"

Page 7, line 28, replace "159,329,000" with "164,458,000"

Page 7, line 29, replace "74,153,258" with "70,153,248"

Page 8, line 16, replace "**COMMON INFORMATION SERVICES**" with "**SYSTEM INFORMATION TECHNOLOGY SERVICES**" and replace "$30,250,638" with "$30,230,038"

Page 8, line 17, replace "common information services" with "system information technology services"

Page 8, remove lines 25 through 30

Page 9, line 30, replace "$4,000,000" with "$750,000"

Page 10, line 2, replace "improvement to facilities" with "needs"

Page 10, line 3, remove "and infrastructure"

Page 10, line 4, replace "The" with "Notwithstanding any other provisions of law, the"

Page 11, line 1, replace "5,000,000" with "10,000,000"

Page 11, line 3, replace "55,679,500" with "60,679,500"

Page 11, after line 3, insert:

"**SECTION 16. TUITION INCREASES LIMITED - 2009-11 BIENNIUM.** Notwithstanding any other provision of law, the state board of higher education may not increase tuition rates by more than four percent per year beyond the level in effect during the 2009 spring semester for students attending Dickinson state university, Mayville state university, Minot state university, North Dakota state university, the university of North Dakota, and Valley City state university, for the biennium beginning July 1, 2009, and ending June 30, 2011. Notwithstanding any other provision of law, the state board of higher education may not increase tuition for students attending Bismarck state college, lake region state college, Minot state university - Bottineau, the state college of science, and Williston state college beyond the level in effect during the 2009 spring semester, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 17. LEGISLATIVE INTENT - NORTH DAKOTA UNIVERSITY SYSTEM EMPLOYEE COMPENSATION ADJUSTMENTS. It is the intent of the sixty-first legislative assembly that each North Dakota university system employee

whose documented performance meets all standards is to receive a minimum monthly salary increase of $100 on July 1, 2009, and $100 on July 1, 2010.

SECTION 18. NORTH DAKOTA UNIVERSITY SYSTEM OFFICE EMPLOYEE COMPENSATION - EXCEPTION. Notwithstanding any other provision of law, an employee of the North Dakota university system office whose annual salary exceeded $100,000 on January 1, 2009, must receive a monthly salary at the same level as provided on January 1, 2009, for the biennium beginning July 1, 2009, and ending June 30, 2011. An employee of the North Dakota university system office whose annual salary did not exceed $100,000 on January 1, 2009, may not receive annual compensation adjustments greater than five percent based on each employee's salary as of January 1, 2009, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 19. SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS TEACHER EDUCATION ENHANCEMENT. The sum of $1,500,000 included in the science, technology, engineering, and mathematics teacher education line item in subdivision 1 of section 1 of this Act must be used for the benefit of institutions under the control of the state board of higher education, as determined by the board. Funding allocations are to be used to enhance the use of science, technology, engineering, and mathematics in existing teacher education program curriculums and may not be used for infrastructure projects.

SECTION 20. LEGISLATIVE COUNCIL STUDY - BISMARCK FAMILY PRACTICE CENTER. During the 2009-10 interim, the legislative council shall consider studying the facility needs of the university of North Dakota school of medicine and health sciences' Bismarck family practice center. The study, if conducted, must include a review of the feasibility of locating the Bismarck family practice center on the campus of Bismarck state college. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 21. LEGISLATIVE COUNCIL STUDY - COMPLETION-BASED FUNDING. During the 2009-10 interim, the legislative council shall consider studying options for funding higher education institutions. The study, if conducted, must include a review of the feasibility of implementing a higher education funding mechanism based on student completion rates. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly."

Page 11, line 4, remove "security and"

Page 11, line 5, remove "emergency preparedness,"

Page 11, line 6, replace "8" with "7", replace "15" with "14", and replace "16" with "15"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0203 FN 2

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 HOUSE APPROPRIATIONS

SB 2003

2009 HOUSE STANDING COMMITTEE MINUTES

SB 2003

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 25, 2009

Recorder Job Number: 9715

Committee Clerk Signature Holly N. Arnold

Minutes:

Chm. Svedjan: There is limited time for the agencies today and we asked them to focus on the historical perspectives of the University System but to get into a high level of information related to the budget itself, ongoing, one-time funding issues, and major budget variances. The purpose is to keep the discussion at a very high level and avoid the detail which can be discussed in the Sections.

Each Committee member was provided with "Investing in North Dakota's Future, 2009 A Legislator's Guide to the North Dakota University System" (Attachment A).

Richie Smith, President, State Board of Higher Education approached the podium. Mr. Smith indicated who was in attendance on behalf of the University System. Mr. Smith reviewed his written testimony (behind the "System Overview" tab, Attachment A) (1:44)

Bill Goetz, NDUS Chancellor approached the podium and expressed his thanks for the help of the legislature. Mr. Goetz' presented his testimony (behind the "System Overview" tab, Attachment A). (7:12)

Mr. Goetz emphasized that as this budget is looked at; it is more than just numbers. It is looking to the future in terms of what we need to do in terms of policy development and policy issues. (13:27)

Mr. Goetz emphasized that when we talk about students we talk about a profile of students that is far different than the profile was ten years ago. (17:00)

Mr. Goetz discussed the Higher Education Opportunity Act and asked that the House Appropriations Committee position the discussion, analysis and decision making relative to this act in a somewhat reserved fashion since there is much to understand about the act and its implications on the University System. **Mr. Goetz** concluded his remarks. (19:59)

Chm. Svedjan: I retrieved a document that relates to the American Recovery and Reinvestment Act and so far I don't see any funds specifically targeted to Higher Education. Are you aware of any? (21:19)

Mr. Goetz: The funds come in various forms and programs. The bottom line thus far is that the dollars for Higher Education are much dependent on the current status of the state economically, the status of the Higher Education System of that state, and the resulting impact that the Higher Education System has had in terms of the economy. The dollars if not addressed for Higher Education in that regard specifically to that program then do spill over to K-12. There are other features of the program that deal with grants, grant programs, workforce training, workforce development and emphasis on the community college. (21:44)

David Farnsworth, Power Generation and Engineering Leader for Great River Energy's Coal Creek Station approached the podium. He distributed and reviewed his testimony (Attachment B). (23:32)

Rep. Skarphol: You suggested if we need nurses we should move in that direction to educate more nurses. So we make that move. How do we move away from that in the future when the nursing supply has been met and we have a need for welders? How do we create that mechanism to make that work? (31:53)

Mr. Farnsworth: I would ask that you act more like private industry. Right now we are encountering all kinds of changes in the economy and we react to it. You have to be flexible. You don't create programs that no longer pay for themselves. If you have programs that are out there that are addressing needs that may have existed 50 years ago but you have other needs that aren't being addressed, then redirect those resources and revamp those programs. It's difficult to change programs. You don't want to start a program that you feel is transitory in nature. For example, I know there are not enough nurses in ND. As a result, there is a waiting list to get into the nursing program and they go out of state. I think things do need to be redirected and we need to be more quick on our feet to react to the changes.

Rep. Wald: Do you sense a lack of career guidance, particularly in the lower high school area and perhaps in college where we're not directing people into these professions and job opportunities? (34:02)

Mr. Farnsworth: I think it's improving but I think we can do a better job. It's best for the parents and counselors to be aware of where the opportunities are and where the job growth is going to be, and educate our students so they know. The greatest advice is coming from the parents and if the parents don't know, they won't know where to direct their children.

Rep. Nelson: You make a strong case in your industry how the private/public partnership has worked to identify the growth in your industry and the job creation that revolves around it. In healthcare, for example, we have an aging population and have a critical shortage in physicians. North Dakota has invested in a medical school at UND. One could argue that the citizens of North Dakota are not getting a good return on their investment because the medical school is not filling the gap of physician shortage. I look at your industry as a strong indicator of what needs to be done. What needs to be done with physicians? (35:28)

Mr. Farnsworth: I could only say to be strategic. What specific specialties do we have the need and structure the programs and incentives to encourage those people to stay in the state.

Rep. Williams: When you get into specialized fields like nursing and the waiting list to get in, the market it apparently there. Is our problem not enough graduates or is it a problem with retention relative to salaries from other areas like Minnesota? (37:17)

Mr. Farnsworth: I think it's a little of both. I understand there is a shortage of nursing instructors. So you need to identify the key components that are the log jam and that seems to be one of them. Perhaps one has to do something to entice the nursing instructors into the program to teach. Plus you have to have the facilities and those that will take internship or residencies or whatever they need to do to address that issue. I would say identify the big issues that keep us from getting sufficient number of nurses.

Frank Michael, North Dakota Student Association, was on the schedule but was unable to appear today.

Ken Story, Minot State University student, approached the podium, distributed and reviewed his written testimony (Attachment C). (39:00)

Brad Henke, Student, Bismarck State College approached the podium to speak in support of SB 2003. Mr. Henke reviewed his written testimony (Attachment C.2) which was distributed after the hearing. (44:22)

Tara Mertz, Student, University of North Dakota and North Dakota Student Association Executive approached the podium to testify in support of SB 2003. She distributed and reviewed written testimony (Attachment D). (48:07)

Patti Heisler, Assistant Professor of Business, Mayville State University approached the podium to speak in support of SB 2003. Ms. Heisler reviewed her written testimony (behind "System Overview" tab of Attachment A) (52:00)

Rep. Kempenich: Do you have any numbers that show what we are losing to other university systems or private sector? (56:54)

Ms. Heisler: I don't have the numbers on me. I do know that the primary institutions are Minnesota and Iowa because they pay a lot better, and Wisconsin.

Rep. Kempenich: We are probably losing the majority of them then to other university systems?

Ms. Heisler: Not all faculty leave to take other positions. A lot go to private sector too.

Ms. Heisler continued on page 2 of her testimony (58:06).

Rep. Delzer: The report ("Report of the State Board of Higher Education's Committee on Employee Compensation," behind the "Salary Report" tab of Attachment A) was released in March of 2008. What time period was the information gathered? (62:30)

Ms. Heisler: It was for the previous five years.

Rep. Delzer: In light of the economic change since then, do you have any feeling of what is happening in the three states you mentioned? I don't think they are in great shape at all.

Ms. Heisler: I also agree that there is probably no chance, for example, in Minnesota, Minnesota State University, Moorhead has a hiring freeze on now. If faculty continues to leave some of those positions, we still run the risk of losing them to those particular states. The problem is that we are so far behind in salaries. A lot of people who are laid off are going to turn to Higher Education institutions for retooling and retraining so they can qualify for other jobs. At least that's my thought.

Rep. Dosch: Could you provide a list of salaries of University Presidents and the support staff? I understand that we are paying the President of NDSU more than the President of the United States. I understand that our college Presidents are paid more than the Governor of North Dakota. So when you talk about this terrible wages and salaries, I'm just curious where

this money is going? I'd also like the numbers for the support staff. It seems the money is going to the top and there is little trickle down to the students. Last biennium we provided more than $100 million new dollars in education funding. This biennium we are looking at another $100 million. Is that money going to the wrong spots or what is happening to that if apparently we are taking it out on the educators? (64:05)

Ms. Heisler: Regarding administrative salaries, I can tell you that we have had to recruit many presidents in the last couple of years and I know that has been a struggle because a lot of people who apply for those positions expect to be paid at market value. I'm going to defer the remaining information on what specific dollars are being earned to the State Board of Higher Education. Could you repeat your second question? (65:13)

Rep. Dosch: For the last two biennia we are providing over $100 million new dollars and yet I'm curious where the money is going. If it's not going to better wages, where is it going? (65:49)

Chm. Svedjan: I think we should hold that question for when we get into the discussion of the budget itself. (66:14)

Rep. Kreidt: I ran into a secondary instructor in a southern state. The instructor told Rep. Kreidt that he had taught at a particular institution for a number of years and they are going to be taking a five percent cut in salary and are going to be losing their health insurance. Rep. Kreidt said that he told this man that he could come to North Dakota. (66:24)

Bill Goetz, Chancellor of the North Dakota University System approached the podium to provide an overview of the "2009-11 Budget" in Exhibit A. (67:37)

Mr. Goetz directed the Committee to pages 7 and 8, of the "2009-11 Budget" tab and reviewed this document line by line.

Mr. Goetz moved to the Tribal Community College Grants section. (79:06)

Rep. Kempenich: Are you looking at Higher Education teachers or K-12 teachers? (80:16)

Mr. Goetz: We are looking at this as dollars that would flow to the campuses based upon proposals that these campuses would make under very stringent guidelines. Those would be then taken up by my office, evaluated; making sure that it addressed the legislative intent. In our Board budget we did have dollars in this area as well. The Senate said, "We agree with you on this issue but we don't want money going into infrastructure." We need to be doing more in driving this agenda in student preparation as well as faculty at the campus level. This is money that would go to the campuses.

Rep. Kempenich: If these students are not ready for the college classes, how are you going to back them up? (81:51)

Mr. Goetz: That's a good question since we need to address K-12 as well. We feel that advising and counseling is critically important not only at the University System but down to K-12. This is being addressed in other legislation as well.

Chm. Svedjan: Item 12 regarding Student Financial Assistance Programs, was that money also folded into a different bill? (83:21)

Mr. Goetz: Yes. That was folded into SB 2062.

Rep. Kaldor: Getting back to the STEM initiative (line 16). What are the criteria for STEM grants and will consideration be given to modify those criteria? (83:35)

Mr. Goetz: Yes. We will review the guidelines we used previous as this initiative was brought forward in the budget earlier in our process. In terms of intent relative to the Senate position, if this is carried forward in terms of this body, yes, guidelines would be redone and a different focus is going to be made and one area that needs to be addressed is teacher education. (84:21)

Mr. Goetz continued his remarks on p. 7 of the budget. (85:05)

Mr. Goetz moved to pp. 9 and 10 of the "2009-11 Budget" of Attachment A and reviewed the "Summary of Senate Amendments to SB 2003." (88:14)

Mr. Goetz: I want to speak briefly to the removal that the Senate took action on and that was the issue of removing salary increases for identified office personnel focused on salaries of $100,000 per year and above. That cost brings a reduction then of $138,000. This is an issue that certainly has focused in on my office, in particular the Vice Chancellor and the legal counsel positions. Before I end my testimony I will offer an amendment to give this consideration relative to the action taken by the Senate. (88:41)

Mr. Goetz: We have a Family Practice Center in Bismarck which has presented a lot of problems in terms of physical structure and accessibility. A proposal was made that a new building be built. If we do not go forward with a new structure I recommend that we do a study. (91:09)

Mr. Goetz discussed the funding of Higher Education. (92:45) Mr. Goetz concluded his remarks.

Chm. Svedjan: Back to Rep. Dosch's question having to do with salaries and the substantial increases that we've seen appropriated or that are being requested for appropriation to Higher Education. The budget does lay out where it goes, but I'd like your response to that. (93:27)

Mr. Goetz: Part of my agenda was to speak to the public, to use legislators on issues such as this. We cannot make decisions and draw judgment and draw conclusions and do a good job in policy decisions if we don't have good information. When it comes to the issue of salaries for Presidents, when I came on board in July 1, 2007, the one thing that did take place immediately as a result of Board action was to complete the work of the compensation taskforce. And that did speak to addressing and putting into place a salary schedule arrived at by a detailed analysis of market and what we are competing with to attract good people to

President positions at our 11 campuses. We have had many searches and many new presidents hired. My conviction of the people we have hired are nothing but the best. How did we accomplish that? We did a good job conducting those searches. We addressed salaries and salaries were addressed by putting together a salary schedule that is relative to the type of institution that serves in that particular tier of institutions. It is off that schedule, as a result of work that went into arriving at what was the best, I think, responsible way to do it. We can say what we want in terms of salary levels, but when we have to go out and have to compete nationally or for that matter event to attract people within the state, you have to have a salary that will attract candidates. Granted, salary isn't everything. As I have visited with candidates and new hires, salary is only one piece of it. The other part is the working environment of our system and environment of our state. You still have to deal with the dollars and cents. It is not a haphazard approach. The salary for presidents, for administration is based on what is driven regionally and nationally. It's no different than any of your business operations where you have to go out and hire people. Our markets are different but we still have to address the bottom line. Rep. Dosch, we will provide you the information you want but I would hope it would call for careful analysis, careful judgment and the right kind of conclusion as a result. (94:00)

Mr. Goetz concluded his remarks.

Chm. Svedjan: We have a number of challenges too when you look at what is happening around us. (99:35)

Mr. Goetz: I understand. I'm here to work with you.

Chm. Svedjan recessed the committee for ten minutes.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 2, 2009

Recorder Job Number: 9932

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Opened the hearing on SB 2003 by calling the roll and noting that everyone except Rep. Hawken is present and introducing **William Chancellor Goetz, Chancellor for the North Dakota University System (NDUS).**

Chancellor Goetz: He began his testimony, see attachment # 1, by emphasizing the initiatives itemized on PP. 1-3. He referred to the amendments stated on P. 2 requesting additional appropriations for salaries, and removing the language that sets limits on salaries. He emphasized the need for good communications between the legislature and NDUS.

Rep. Martinson: I agree that you weren't here last session, but wasn't the determination made by your staff who were here that when $200,000 was cut from your budget that they would not be allowed to get a salary increase?

Chancellor Goetz: In terms of the $200,000 reduction in appropriation and the outcome in terms of salaries, the final decisions were made by the Chancellor made by information that was made available through fiscal information as to the status of the budget at that time.

Rep. Wald: On one of your bullet points, you emphasize drug and alcohol use, is that higher than the general public?

Chancellor Goetz: Looking at the higher concentration of this population, it is a problem. You need to look at the concentration of the population at the campuses.

Chairman Skarphol: I would like to have a breakdown of the percentage of the budget is that is dedicated to the four categories, infrastructure costs, operating costs and student financial needs. Of the total dollars you have in your budget, to break it out so we can see where the dollars are flowing.

Chancellor Goetz: A pie chart or something of that nature.

Laura Glatt, Vice Chancellor for Administrative Affairs, NDUS: Filling in for Cathy McDonald, Director of Finance, she reviewed the comparison of SBHE General Fund Revised Request to Executive Recommendation and Engrossed SB 2003, see attachment # 2.

Rep. Williams: How much was in the individual institutional budgets?

Vice Chancellor Glatt: A little over $1.3M.

Brady Larson, Legislative Council Representative. Referring to the Green Sheet, back page, purpose of the amendment beginning on P. 9. The footnotes provide some explanation of the funding changes and changes to each of the campuses

Chairman Skarphol: Estimated to be about $1.3M, and that was reduced to $750,000.

Vice Chancellor Glatt: A lot of that money is now setting in SB 2062, in a later bill a presentation will bring those two bills together. Continues to review the spread sheet. Another bill HB 1394 that was passed that includes $700,000 for the program from the permanent oil trust fund. And moved it into the Need Based Education Program to go to the Tribal Colleges.

Chairman Skarphol: It did not get removed, it got moved to the Needs Based Program.

Larson: The intent of the Senate was to remove $700,000 so that it would not double up with HB 1394. In the preparation of the amendment there was an error and it does remain in SB 2003.

Rep. Martinson: Where exactly is it?

Larson: Page 2, Line 1, of the Reengrossed Bill 2003

Rep. Kroeber: That would just be a part of the $40M

Larson: On the white sheet it would be noted under the Needs Based Financial Aid line, and that is $33.12M was included in the Executive budget and that amount with the $700,000 increase was lumped together in the Assistance Grants line in SB 2003.

Vice Chancellor Glatt: Continuing with the explanation of the Spread Sheet, attachment # 2, delineating the Science, Technology, Engineering and Mathematics (STEM) initiatives.

Chairman Skarphol: Asks for further explanation of the $211,700 that was in the request and that was not granted by either the Executive or the Senate but in lieu of that there's $1.5M.

Vice Chancellor Glatt: B Originally the Board had asked for $4M in one-time funding for STEM initiatives. The $1.5M is base funding not one-time funding.

Chairman Skarphol: In SB 2064 there's another $2M in that technology.

Vice Chancellor Glatt: In SB 2062 there is a $20M increase in the technology occupation loan forgiveness program. Which is a little under $2M. There are more than 1 STEM initiatives floating around.

Rep. Wald: Did you say that one is on-going and one is one-time?

Vice Chancellor Glatt: Turn to P. 23 in the packet, attachment # 2. The Board had asked for $4M in one-time funding for projects with established criteria. These were not included in the Governor's budget.

Continues with P. 24 to point out the $1.5M program in base funding for continuing teacher Ed. Programs and STEM fields and not for infrastructure projects.

Chairman Skarphol: In round numbers how many students do we graduate in education, about 1200? That would be about 3200 students, $500 per student in the biennium.

Vice Chancellor Glatt: This is to provide a better preparation. Referring next to P. 8, a review of how to prepare teachers.

Chairman Skarphol: There is no funding right now for this program.

Vice Chancellor Glatt: Correct, back to P. 1

Chairman Skarphol: Requests further clarification of one-time funding.

Vice Chancellor Glatt: the Senate removed from the Governor's budget and the Boards budget Campus Emergency Preparedness and Security for things like a second level of notification in emergency.

Chairman Skarphol: That was totally removed and not put back anywhere else. The initial money that you requested of $1.3M was reduced to $750,000 in ongoing.

Chancellor Goetz: I highly recommend that we look at more detail at federal mandates regarding security.

Chairman Skarphol: Can you provide us with that?

Rep. Hawken: The Stimulus Fund or Homeland Security money is there anything that we could tag on to for these onetime expenditures?

Vice Chancellor Glatt: Continuing with P. 2 of attachment # 2, an analysis of the 2009-11 Engrossed SB 2003 by Line Item. The largest part is parity. Campuses often spend their own dollars for special needs students. $113,000 is appropriated for FINDIT, the state tracking

system. A variety of data is required and many agencies were involved. This pools all the money into one budget. The Federal fund remains with the other agencies.

Chairman Skarphol: Is FINDIT not going away?

Vice Chancellor Glatt: It will continue until the longitudinal data system is put in place.

Chairman Skarphol: In the stimulus plan, our chances will most likely move forward.

Vice Chancellor Glatt: Continuing with testimony on P. 2.Under the student grant program there was confusion with the Tribal College programs. The Scholars Program has a $450,000 increase to maintain the same number of slots as in this biennium.

Moving on to P. 3, which shows the student financial aid program and combining Engrossed SB"s 2003 and 2062. There is currently a limitation in SB 2062 that says we can't spend over $26M. Currently we award about $800.00 per year per student.

Chairman Skarphol: What are you currently funding?

Vice Chancellor Glatt: Page 4 details that Student Grant program in paragraph 1. We typically award grants until we run out of money. About 20,000 were deemed eligible, we funded about 4100 students.

Chairman Skarphol: What was the total dollar amount that was granted to these 4100 students?

Vice Chancellor Glatt: About $6M in the base budget. At the bottom of P. 4 adds proprietary schools, schools that offer a 2 year program.

Rep. Wald: Business schools?

Vice Chancellor Glatt: The only college that would get it would be Rasmussen.

Rep. Martinson: We passed HB 1400 and didn't have time to look at it. In that they talk about $140,00 that was taken out. Could you explain that further?

Vice Chancellor Glatt: P. 3, column 6 has the explanation. SB 2062 includes $4M for Opportunity grants and provides $2400 grants to any North Dakota resident of 12 months and meets specific academic requirements. There is another scholarship offered in HB 1400. There are really 2 programs in HB 1400. One does not have money attached to it. Continuing with P. 6, reviewing the Merit based program. Students who qualify can receive a $2,000 scholarship.

Chairman Skarphol: Are North Dakota students scoring higher or is National data declining.

Vice Chancellor Glatt: You will see how competitive it is, students are heavily recruited out of state.

Chairman Skarphol: Going back to P. 3, clarifying the residency definition.

Vice Chancellor Glatt: It is competitive to retain these students. We had to make 49 offers to get students to accept this scholarship. They are heavily recruited out of state.

Chairman Skarphol: Going back to P. 3, Opportunity Grants, will provide $2400 per student who is a resident. Any out of state student who lives here for one full year would qualify, right?

Vice Chancellor Glatt: Calls on **Brady Larson, Legislative Council Staff** for clarification..

Larson: SB 2062 does define residency, references students who may live in North Dakota but attend school in another state.

Chairman Skarphol: How does it address an out of state student, asking Larson to check on that explanation.

Vice Chancellor Glatt: On P. 3 there is a $450,000 increase and students must sustain a grade point average requirement.

Rep. Klein: That GPA is 3.5

Vice Chancellor Glatt: Yes, cumulative. Continuing with P. 3, explaining column 3, PSEP. To add 5 new slots at Kansas State. Moving on to P. 10-1, Minnesota has asked that dentistry be removed from the reciprocity program. We have to pay 75% of their non-residency rate. We ask the student to pay the resident rate and the state picks up the no residency rate of $7500. We are asking Minnesota to grandfather in current students. It has to do with the budget shortfall in Minnesota.

Rep. Wald: Could any of the stimulus money be used for this?

Chancellor Goetz: Highly unlikely.

Rep. Williams: The Vet program in Minnesota and Iowa.

Vice Chancellor Glatt: Page 8 has more detail. There are 4 options, Iowa, Minnesota, Kansas State, and WICHE schools listed on p. 11. In dentistry the only option is through WICHE and Minnesota, and optometry is Minnesota.

Rep. Williams: How devastating would it be if Minnesota if that would be replaced.

Vice Chancellor Glatt: There are 10 students in Minnesota. Minnesota is a great deal, referring to P. 8, we pay about $2700 dollars per student to buy those slots.

Chairman Skarphol: Has Minnesota been asked how much they are looking for?

Vice Chancellor Glatt: Who will pick up the additional cost if the agreement changes? If we are going to go to a new negotiation to open the agreement.

Rep. Martinson: What is the agreement with Minnesota on the UND Medical School?

Vice Chancellor Glatt: Programs can set their own reciprocity and admission requirements for Minnesota students.

Rep. Wald: Are we still favoring large animal programs for Vet students?

Vice Chancellor Glatt: At Kansas State, the focus is larger animal. The selection process includes the question of whether the student will come back here to the state to practice. The cost of the program determines where we place these students.

Rep. Wald: There is a critical need for large animal vets.

Vice Chancellor Glatt: The loan forgiveness program is an enticement for them to come back.

Chairman Skarphol: In the dentistry program there are no requirements for them to come back to the state.

Vice Chancellor Glatt: There used to be a repayment requirement, it was found to be a fairness issue.

Chairman Skarphol: the 10 dentistry students in Minnesota are at different levels.

Vice Chancellor Glatt: Page 9 shows the number of new students going in.

Chairman Skarphol: 26 students and would they all be in Minnesota.

Vice Chancellor Glatt: We put 6 in Minnesota each year and at WICHE Schools.

Chairman Skarphol: 26 currently in dentistry?

Vice Chancellor Glatt: That would be combined Minnesota and WICHE schools. I guess about 22-24 are in Minnesota right now.

Chairman Skarphol: The $560,000 is for what?

Vice Chancellor Glatt: To continue the same number of slots to finish their programs.

Chairman Skarphol: That's due to increased tuition costs at various institutions.

Vice Chancellor Glatt: Other state's tuition goes up 10-20% per year.

Chairman Skarphol: In negotiation with Minnesota, make a one-time offer to pay additional tuition so that the slots can be retained?

Vice Chancellor Glatt: Anything is on the table for discussion. Continuing with P. 3, column # 4 for Native American Students and more information on PP. 12-14. The funding remains the same.

Page 3, column # 5 allows a loan forgiveness for STEM programs. The awards program is reducing the number by ½ because the award has increased. Page 14 describes the reduction in the number of slots in the Engrossed Bill.

Rep. Klein: Looking at that figure, $2,000 per year for 4 years, and if they stretch it to 5 they get another $2,000?

Vice Chancellor Glatt: It is not related to how long it takes to complete this program, after graduation. Eligibility requirements are available up to 5 years. It comes after the fact.

Chairman Skarphol: I believe there is a federal loan forgiveness program for teachers.

Vice Chancellor Glatt: Yes, for teaching in underserved areas.

Chairman Skarphol: Is there anything for technology graduates on the federal level? Is the System Office doing some type of analysis of the Stimulus dollars that we will get later on and the applicability of these funds to various programs?

Chancellor Goetz: Yes.

Chairman Skarphol: When will some type of report be available?

Chancellor Goetz: By the end of the session.

Vice Chancellor Glatt: The numbers and types of programs out there is available on a paper that we put together on PELL Grants, etc.

Chairman Skarphol: The committee would appreciate seeing it.

With regard to dentistry and veterinary graduates. Are they coming back, and do we have a tracking system?

Vice Chancellor Glatt: We work with FINDIT. Continuing with P. 19, the professional liability insurance for the UND School of Medicine. It pays for students out in clinical sites. Premiums are covered with a reserve fund. P. 25 is a disclosure of the carry over.

Chairman Skarphol: Do you have any carry forward for construction?

Vice Chancellor Glatt: The individual campuses will have some information on that. We will have in our office budget. We usually don't usually spend down to the dollar.

Rep. Klein: Professional Liability Insurance per student, do you some guess per intern what it costs?

Vice Chancellor Glatt: Medical school will be prepared to answer that.

Rep. Wald: This is the first time we have combined the agency budget and the Governor's budget into a combined bill, 2062. It makes it easier for us to understand.

Rep. Martinson: 2062 is in the Education Committee.

10 Minute break

Dr. Philip Boudjouk, Vice President Research, Creative Activities and Technology Transfer, NDSU EPSCoiR: Provided testimony, see attachments #3 and 4 regarding the increase in funding requests.

Rep. Wald: Give us quick bird's eye view of the qualification requests that is made by the National Science Foundation to score the various states?

Dr. Boudjouk: In our proposal, to bring forth 2 0r 3 scientific thrusts that are of high quality, competitive, and successfully bring in their own funds. Interaction with the private sector has brought us high scores.

Rep. Wald: Take it from the lab to the private sector.

Dr. Boudjouk: In this country, women or overlooked, and a broadening view is taken in science and engineering. This state was fully funded.

Chairman Skarphol: Where is your actual request reflected in the bill?

Dr. Boudjouk: It is on P.1 line 18 in the bill.

Chairman Skarphol: You're asking for an additional $800,000? The $7.5M is adequate? Would that meet your needs?

Dr. Boudjouk: That would meet our needs. We are going in with two other states, South Dakota and Wyoming. The $2.4M does cover us.

Chairman Skarphol: What do you mean by cyber infrastructure opportunities?

Dr. Boudjouk: The National Science foundation has realized that there is a great deal of hardware going in from other sources, Northern Tier, military sponsored projects. They want to foster hardware programs that will utilize that infrastructure to provide data, the people part is what they want to activate.

Chairman Skarphol: Northern tier would be utilized.

Dr. Boudjouk: Absolutely, there are models with very large data sets.

Rep. Wald: In this partnering with Wyoming, why with SD when is next to broke.

Dr. Boudjouk: They offered, showed a willingness to participate and may be able to come with the 1/3. It is a 1/3, 1/3 and 1/3. We don't want to lose the money.

Chairman Skarphol: Is it given a higher priority because it is a cooperative effort?

Dr. Boudjouk: Yes.

Chairman Skarphol: Maybe the South Dakota part of the northern Tier is not quite as adequate as North Dakota's is going to be.

Dr. Boudjouk: My job is to get that money.

Rendell Thursby, Chief Information Officer: Provided testimony, see PP. 21-22 and attachment # 5 PP. 1-4 explaining the appropriation request for ConnectND and technology issues. ITD is used as an operating system.

Chairman Skarphol: We're talking about the hardware that is attached on each end when you refer to access rights?

Thursby: The dark fiber was donated but must be lit.

Chairman Skarphol: Access rates to the dark fiber?

Thursby: And a part of the management rights as it goes from Washington to Minneapolis.

Chairman Skarphol: And that will be lit in Montana the same time as North Dakota? ITD is your vendor.

Thursby: That is right, continuing with testimony.

Rep. Kroeber: You will not increase student fee for Connect North Dakota, does that remain at $80?

Thursby: It is $81 per student. Continuing with testimony, referring to photos on attachment # 5a.

Chairman Skarphol: Referring to attachment # 6, how much square footage are we talking about? 42,831 square feet. All on one storey?

Thursby: The original plan was two storeys.

Chairman Skarphol: Why was this not the Governor's budget. Sandi Deis, OMB Analyst: This was looked at with various other proposals and this is the first time it was on the priority list.

Chairman Skarphol: Is there a copy of that priority list?

Vice Chancellor Glatt: Refers to the handout provided to the full committee during the System overview last week. It is on PP. 31 and 32.

Chairman Skarphol: Does that include which ones were on the list and which ones were not?

Vice Chancellor Glatt: It does, the Board had selected 12 priorities for funding and all except the project that Mr. Thursby just talked about which was number 2 on the list were funded totally or partially.

Chairman Skarphol: That list reflects all locations that are being used.

Thursby: All locations currently being used.

Chairman Skarphol: All on the UND campus or in Grand Forks. This is the data center for Grand Forks.

Thursby: This will be a joint facility for UND and the NDUS.

Chairman Skarphol: that' a counterpart for state government.

Thursby: Yes.

Chairman Skarphol: How much damage was done during the '97 flood?

Thursby: The building had to be evacuated and the equipment as well.

Chairman Skarphol: There is equipment in the basement of only one of these buildings.

Thursby: There's equipment in three of the facilities' basements.

Chairman Skarphol: Referring to the map, attachment # 7.

Rep. Klein: The location of the new facility, would that be well above the 100 year flood plain?

Thursby: A site has not been determined at this time. Referring to **Alice Brekke**.

Alice Brekke, Interim Vice President for Finance and Operations: The final sitting has not been determined. The locations is on the Bronson property, however there have been discussions of locating the facility in downtown Grand Forks or West Campus locations.

Rep. Klein: Are all in the 100 year flood plain?

Brekke: We would check the maps obviously before selecting a final location.

Rep. Wald: Would it be a rental if it is downtown?

Brekke: There are many options. It would not necessarily be a rental. Could be new construction.

Rep. Wald: Logistically, wouldn't it be better on campus?

Brekke: The IT facility would not have things that would make it necessary to access labs. Getting people together in one location is a priority.

Rep. Martinson: Does it have to be in Grand Forks or could it be in Mayville, etc.

Thursby: Not advantages to have it in other places for UND. For the University system it might be possible to select other locations.

Chairman Skarphol: Time now for Public Comment

Nancy Kopp, representing the North Dakota Optometric Association and the North Dakota Veterinary Medical Association and Executive Director for both groups: Provided testimony, see attachment # 8, asking for continued support at the same level.

Chairman Skarphol: Could you provide a copy of students who have graduated and returned to North Dakota?

Rep. Onstad: Are the requirements the same for admission?

Kopp: Possibly, similar.

Rep. Onstad: Are there standards the same for small communities

Kopp: We are not oversaturated in optometry, offering services a few days a week in smaller communities.

Beth Carlson, Deputy State Veterinarian: Provided Testimony, see attachment # 9. Regarding the number of students who return to North Dakota, of the 8 graduating in my class, 1 did not return.

Chairman Skarphol: There is a veterinarian loan forgiveness program, you selected 3 site last year and 3 this year. How much do you forgive on their loan?

Carlson: $80,000 potentially over the course of 4 years.

Julie Ellingson, North Dakota Stockmen's Association: Provided Testimony, see attachment # 10.

Chairman Skarphol: Why 3 loan forgiveness grantees per year? Is it because of dollar amounts?

Carlson: Number specified in the bill that established that program.

Chairman Skarphol: Would it be logical for us to remove the number three and give it to more candidates?

Kopp: We reduced the bill to $100,000, and three slots are adequate. The forgiveness amounts are $15,000 for each. It jumps up to $25,000 the fourth year giving them a total of $80,000.

Chairman Skarphol: That's for three individuals. We have to decide who get loan forgiveness.

Kopp: Yes, that is decided by committee.

Chairman Skarphol: Is that appropriate, giving that amount to six people would be better than limiting it to three.

Rep. Martinson: You're limited on the number of spots, wasn't that the agreement with Kansas that they were going to give us so many spots?

Kopp: It was up to 5 spots, and the State Board awarded 2 spots the first session and last session we required and provided 5 spots.

Rep. Martinson: The debate was funding for 2 for four years rather than 4 for 2 years.

Chairman Skarphol: They are graduates of a specific institution.

Rep. Martinson: Just Kansas that we are talking about now

Kopp: That funding comes from the Loan Trust Fund..

Rep. Wald: Question for Vice Chancellor Glatt, are we allowing all students who are qualified from North Dakota to be admitted to the school of pharmacy or are there slots reserved for other states?

Vice Chancellor Glatt: The North Dakota, Minnesota reciprocity agreement was renegotiated it was to make it available for more students. More students from Minnesota were taking up those slots.

Rep. Wald: I've been told that some North Dakota students are not admitted because of slots given to other students out of state.

Chairman Skarphol: Over the interim, we talked about changing the funding mechanism for higher education, give us a brief update of where you're at.

Vice Chancellor Vice Chancellor Glatt: Focus will be on two components, the investment component and the incentive components to be ready for the Round Table meeting in July. Funding is based upon completers.

Chancellor Goetz: Picking out certain components of a budget this size is very difficult.

Chairman Skarphol: This is a big undertaking and planning should begin during the interim.

Chancellor Goetz: The University System Office agrees and we need to be traveling down the same pathway to reach the end objective.

Chairman Skarphol: The massive amount of time that could be given to this project would take more resources that we have available at this time.

Chancellor Goetz: Agrees that it is a large undertaking and resources available at this time is minimal, at best. He stressed that it is important to have good communication among committees.

Chairman Skarphol: We should put together more language that would be reflective of what the procedure will be.

Chancellor Goetz: Communication would be in order to make the right decisions.

Rep. Onstad: Do we make comparisons with resident versus nonresident students in terms of debt?

Vice Chancellor Glatt: Figures are provided on average debt load by student loan guarantors. They don't report on individual student debt load.

Rep. Onstad: North Dakota average income earners are less than Minnesota's, I wonder if their debt load is the same. Recruitment is an issue. We give out grants.

Vice Chancellor Glatt: Are we providing a subsidy to provide education to out of state students? It is a one for one exchange. We actually get more Minnesota students than we send to Minnesota. If Minnesota sends us more students, they pay their way, this year about $3M. From an efficiency standpoint, non residents pick up part of the tuition cost. It also provides diversity and some stay so it is an economic impact.

Rep. Onstad: $3M cash back, where does it go?

Vice Chancellor Glatt: It goes back to campuses based on the number of Minnesota students they are enrolling.

Rep. Kroeber: Do we have to keep the Student loan Trust fund balanced at that $19M level?

Rep. Martinson: Subsidizing out of state students. Could you provide me with a sheet explaining that?

Vice Chancellor Glatt: Boarder institutions find that as a great recruiting incentive. Are we subsidizing, yes, anyone who attends the university is subsidized.

Rep. Wald: Is there reciprocity with Canada?

Vice Chancellor Glatt: Just a unilateral rate we set on our side. We charge resident rate.

Rep. Wald: How many North Dakota students go to Canada, i.e. the vet school in Saskatoon.

Vice Chancellor Glatt: We can tell you how many Canadians we have here, off hand, I don't know how many go to Canada.

Chairman Skarphol: Find out how many North Dakota students go to Canada

Rep. Wald: There is another one in Brandon, Manitoba.

Vice Chancellor Glatt: The dollars are the limitation. If we had the dollars we could place the students.

Chairman Skarphol: You have more students applying than there are dollars? In turn they are not going to vet school.

Vice Chancellor Glatt: If they are not selected in this program they have to go into the large nonresident pool which is very tough to compete in. Most states don't set aside slots for non residents. If they do get in they pay the whole ride.

Chairman Skarphol: Can you verify the number in that pool?

Vice Chancellor Glatt: We could call of the schools that we funded slots.

Chairman Skarphol: If Minnesota does not have $3M who will pick up the tab?

Vice Chancellor Glatt: For 08-09 they will make up the payment.

Chairman Skarphol: $3M per year? The building that Thursby wants is a good candidate for the stimulus package. Would you address that, Chancellor Goetz?

Chancellor Goetz: There is a possibility.

Chairman Skarphol: You're going have to have approval on how to spend that money.

Chancellor Goetz: There are many other items that need to be addressed.

Recess until 1:30.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 2, 2009

Recorder Job Number: 9973

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Committee back to order to hear SB 2003, Williston State College by calling on **Dr. Joe McCann, President of Williston State College (WSC)**.

Dr. McCann: Provided testimony, see attachment # 1, the WSC Status Report. He highlighted PP. 3-4, student enrollment information.

Chairman Skarphol: What number are Canadian students and the tuition rates?

Dr. McCann: We are in an economic hub because of the location.

Chairman Skarphol: What do you mean by part-time?

Dr. McCann: Part time students would include duel credit students, those with part time jobs. Last fall we had about 160 duel credit students. The demand for part time has dropped. Continuing his testimony P 5, a spread sheet to show the boom the oil field has had on the college. Fall 2005, the college had all time high enrollment. The number of FTE went up to 658, each year increased except for auto mechanics. Other programs began to diminish and 1 of 3 students takes an online class.

Rep. Klein: FTE is 15, isn't that different from other institutions?

Dr. McCann: We changed it, all institutions changed at the same time. Continuing with testimony.

Chairman Skarphol: What is the primary type of online course that students are taking?

Dr. McCann: At the top of page 2, a list is provided.

Chairman Skarphol: Is the enrollment staying consistent?

Dr. McCann: Medical transcription was the top, now down to about 45. The labor market has High School graduation in our area has decreased by 18%. That is happening when job opportunities are the greatest. We started programs to make the curriculum more comprehensive.

Rep. Wald: Are any of the people enrolled in oil field technology programs taking any course credits?

Dr. McCann: We just started a certificate of Petroleum Safety and Technology that are taking credit courses. They have not required or requested new programs. The short answer is "no". Continuing with testimony, attachment # 2, Train ND he calls attention to the chart of Fiscal Year comparisons on P. 1 and the Annual Report P. 2.

Chairman Skarphol: Has the revenue generated been sufficient to pay for the cost of the program?

Dr. McCann: Each of the four quadrants was requested to get out of the fund raising business. They don't want donations to go into operations. The companies have stepped up to the plate.

Rep. Williams: Calling attention to "What our customers say" on P. 2, calls attention to the incomplete sentence.

Dr. McCann: Continuing with testimony, see attachment # 3, he calls attention to the itemized challenges. Housing is a major challenge, the need for a fine arts facility is noted so that the college can offer courses in art, music, humanities.

Rep. Wald: What do you have in sports besides men and women's basketball?

Dr. McCann: Men's baseball and Women's volleyball. Continuing with itemized challenges and on P. 3 the progress from July 2007 through October 2008.

Rep. Klein: You started a commercial driver's license program; there is also one in Dickinson. Is that duplication?

Dr. McCann: The one that has been taken to Dickinson is our program. The vendor, Halliburton has moved up from Denver. It also provides training in Minot.

Continuing on P. 4

Rep. Klein: Nursing program, is it LPN or RN?

Dr. McCann: It is both. It is mobile as long as we can find staff. It is taken out into the rural area.

Continuing on P. 5 he describes the WSC Proposed Master Plan.

Chairman Skarphol: Did you get some authorization to get local dollars?

Dr. McCann: Yes, we got an authorization to build on to the present Crighton Hall in the amount of $1.7M.

Chairman Skarphol: You're not going to use that authorization?

Dr. McCann: No, we are not going to use that authorization. Continuing on to P. 6

Rep. Klein: Is this in the same area or quite a ways away?

Dr. McCann: About a mile away. Out in the industrial park. Continuing on with P. 7 which includes base funding and one time funding. We are a community college functioning on a University level budget.

Chairman Skarphol: Does the green sheet not reflect Senate changes? Addressing **Brady Larson, Legislative Council Staff.**

Larson: The green sheet for the financial numbers at the top that only reflects executive budget highlights.

Rep. Williams: This morning we listened to Mr. Goetz regarding reciprocity, you charge resident tuition to bordering states. Do you decide that unilaterally?

Dr. McCann: We requested permission of the State Board of Higher Education to change our tuition structure.

Laura Glatt, Vice Chancellor NDUS: Institutions come to the board for permission any time they want to change.

Rep. Williams: A citizen was upset that North Dakota is paying to educate out of state students.

Dr. McCann: There are different tuition rates, depending on type of college. We did that to keep students at home. Continuing with testimony on PP. 8-10, attachment # 3.

Rep. Klein: When you get the new building, what are you going to do with the old building?

Dr. McCann: It will give new employees a place to stay.

Rep. Klein: How many beds?

Dr. McCann: About 60 beds.

Chairman Skarphol: Are there legalities with the bed arrangement you referred to?

Dr. McCann: Potentially, because Dickson Hall is on campus.

Chairman Skarphol: The issue is competing with the private sector.

Chancellor Goetz, do you see this as an issue?

Mr. Goetz: We'll have to review that.

Rep. Wald: Is there an elevator?

Dr. McCann: Yes.

Rep. Klein: The generator for $.5M, why is that necessary?

Dr. McCann: It serves other uses, i.e. (inaudible).

Continuing on P. 17, WSC Deferred Maintenance, and P. 18 is highlighted with other 2009-2011 projects and future capital projects. The Roundtable has given us a challenge. The future of WSC is bright.

Rep. Williams: The emergency generator, how does it end up providing service to city and school system?

Chairman Skarphol: Is it on your wish list?

Rep. Klein: $.5M that's got to be a big generator.

Chairman Skarphol: Looking at the green sheet. You got everything you asked for.

Rep. Wald: On P. 18 under section 4. you indicate that you want to renovate the campus to make it more student friendly. Would you expand on that sentence?

Dr. McCann: The attempt is to make the campus more aesthetically attractive.

i.e., enlarging the student center, planting trees

Rep. Klein: The 1.3 FTE, in what position will they be used?

Dr. McCann: A new recruiter.

10 minute break

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 2, 2009

Recorder Job Number: 9974

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Called the Committee to order by calling on **NDUS Chancellor,**

Mr. Goetz who introduced **Mike Bower, President of Lake Region State College.**

Dr. Bower: Provided testimony, see attachment # 1, PP. 1-6. He referred to the appendices beginning on P. 8. Exhibit 5, P.12 displays the Annual Enrollment Report Summary. Exhibit 6. P. 13 displays North Dakota Active Wind Energy Projects. The Exhibit 9, P. 16 displays the technical aspects of that tower. Moving to the Tuition portion of the testimony, he refers to Exhibit s 10-14. PP. 17-21.

He concluded by requesting the 5% annual salary increase, the $2.6M wind turbine project, and consideration to limit tuition rates.

Rep. Wald: Last biennium we had considerable discussion on tuition waivers. How many do you have at your campus and what would the dollar amount be?

Dr. Bower: The last information I had, it was very few. We have about 12 waivers. I do not have the dollar amount. I could get that for you.

Rep. Wald: And that would include sports.

Dr. Bower: Yes, sports and athletics.

Rep. Klein: You've got additional 2.48 FTEs where are they and how will they be used?

Dr. Bower: The wind technician program as we expand and also to provide a program that we're working with the University of North Dakota to help students that are entering college that will be able to start at Lake Region State College and take classes also through UND and be able to move on to other programs.

Rep. Klein: Engineering or any related to UND?

Dr. Bower: For now, just General Education to get those students started.

Rep. Klein: I see last time you got $3M in funding and now you're coming back for another $2M, is there going to be a third one time funding?

Dr. Bower: I do not see that at the present time.

Rep. Klein: That $2.6M, how does that tie into the $3M you got last time..

Sandi Deis, OMB Analyst: The $3.3 that was received last time was for revenue bonds not general funds.

Chairman Skarphol: The major part of that $2M is for the wind tower.

Rep. Klein: What was the $3.3M in bonding for?

Roxanne Woeste, Legislative Council Representative: The $3M of special funds for the -7-09 biennium was for revenue bonds authority and proceeds to build the wind project through that funding source.

Chairman Skarphol: Same project, different revenue source. The $159,000 added by the Senate, was that to cover tuition? To insure there would be no tuition increase? OK, that is the only change made by the senate. Not reflected on the green sheet .....

Woeste: The Statement of Purpose, looking at P. 9, the top of the page, removes security and emergency preparedness.

Rep. Williams: Head count, and percentage of out of state students, are you familiar with that?

Dr. Bower: Approximately 35 international students, the total head count is 416.

Rep. Wald: On P.12, the annual enrollment by campus you show 2499 degree credit which appears to be awful high when you compare it to other 2 year institutions.

Dr. Bower: We have the highest duel enrollment, high school students taking college courses. We are working with 56 high schools. That increases our credit number that we are offering.

Rep. Wald: Is there a conversion factor to FTE.

Dr. Bower: Yes, you'd have 15 credits to one full time. 416 are on campus, North Dakota students, 35 are international.

Concludes testimony for today.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 3, 2009

Recorder Job Number: 10098

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order to hear SB 2003, University of North Dakota (UND) segment noting that all members are present and by calling on the **University System Chancellor, William Chancellor Goetz** who introduced **Dr. Robert Kelly, President of the University of North Dakota. Chancellor Goetz** distributed a paper outlining the research being done at UND and North Dakota State University (NDSU) and how it sparks the economy.

Dr. Kelly: Presented his testimony, see attachment # 1. Beginning the presentation he made introductions of the members present. He highlighted UND at a Glance on P. 2 and the UND Mission and Brand, P. 3. The brand UND will be well known with the degrees offered and the economic impact realized in 2008 alone, see attachment # 1a. In his discussion of "Creative", P.4, he described AgCam as an example of research and innovation. Division One athletics was highlighted. Integrated Studies is a new program offered by UND.

Chairman Skarphol: Is all of this public information so that the public can access it on GIS for the state of North Dakota?

Dr. Kelly: It will be very soon. Continuing with testimony P.4, he further described InMed a program for American Indians in Medicine and RAIN.

Dr. Kelly continued with P. 5 discussing Innovative programs at UND, moving on to P. 6 discussing entrepreneurial programs at UND. A new business called SUNSHINE has been started by students. The University is looking at the Bakken very hard, hoping to make investments toward economic development. The Northern Plains Center for Behavioral Research deals with human behavior.

The discussion on P. 7 describes Spirited and looking ahead. Among the five initiatives, the enrollment challenge is a major issue. The University offers a broad range of programs and research opportunities.

Benjamin C. Axtman, Fifth Year Student and Governmental Affairs Commissioner at UND: Provided testimony in support of SB 2003, see attachment 3. He highlighted the Economic and Workforce Impact of the UND Student Body on the Greater Grand Forks Area.

Rep. Onstad: Students who choose to work along with going to school. What challenges does it present; does it take away from studies?

Axtman: There are challenges.

Rep. Williams: Do you work outside of the classroom?

Axtman: I worked as a Pita Pit roller, drug testing and what I'm doing right now as a lobbyist.

Chairman Skarphol: Can you give us an idea of what students come out with in terms of debt?

Axtman: About $22,000.

Haley Cripe, Senior in Accounting at UND and a Student Member on the State Board of Higher Education: We are back to show you what your investment has done. She presented herself as a product of the legislature's investment.

Chairman Skarphol: Student satisfaction, is there any indication of the dissatisfaction of our students. Are there things we should be doing that we are not doing to help our students progress faster?

Dr. Kelly: Elements of improvement are access to parking, dining hall, and ancillary services expected by students.

Rep. Onstad: Student debt load, students who leave the University have the highest debt load in the nation. Why is that? Is it because parents aren't supporting, there aren't enough grants and tuition waivers to do that sort of things?

Dr. Kelly: We tend to average everything, there is low cost and there are high cost programs such as the aerospace program where the costs are phenomenal. When you are comparing UND to institutions that do not have high cost programs, the debt load is comparable.

Chancellor Goetz: The needs Based Grant program, the technical education programs have high cost of equipment fees for medical students and other specialized programs. There are many factors. The overall factor of cost share at the technology colleges is high. There are a number of factors including the policy in the state of North Dakota for cost share.

Rep. Onstad: We still graduate our students with the highest debt load. Is it because they are not getting the financial support from their homes or don't we have enough grants?

Chancellor Goetz: Considering the ability of families to support... We have a high number of students in North Dakota going on to college. The second consideration is the average income in the state. How well have we been able to respond to the unmet need grant program? In this session you see that we put a sizeable amount into the budget for that program. Many, many states do better in the grants program.

Rep. Kroeber: How are our students doing in completing their programs in the appropriate number of years?

Chancellor Goetz: It is taking students longer to complete. It is not unusual to have students working on programs at several different institutions. We will get that data for you.

Alice Brekke, Interim Vice President for Finance and Operations for UND: Indicated that they are very pleased with the funding projections. She began her testimony by highlighting the UND General Budget Request , see attachment # 4, P. 2. SB 2062 includes funding requests. The Education Building-Renovation and Addition is discussed and reference is made to P. 5 of the attachment.

FTE requirements for NDUS/UND Joint IT Facility are one-time funding.

Chairman Skarphol: You are asking for an amendment being prepared or are you're...

Brekke: We have permission from the Board Office and will get that to you when it is prepared

Chairman Skarphol: That involves spending authority, only.

Brekke: Spending authority only.

Rep. Klein: Your asking for a separate line item for costs regarding utilities for buildings that are coming on line. Is that new cost?

Laura Glatt, Vice Chancellor: No it is not new cost.

Rep. Klein: So eventually it will go into operating.

Vice Chancellor Glatt: Yes, and will reflect only rate increases.

Rep. Wald: Referring to the green sheet, under other funds in the previous biennium there is $77.9M of revenue and in the current biennium there is $42.8M, a drop of $35M. What category represents that drop in revenue?

Brekke: Believe that is capital projects, our authority from the prior biennium projects that have been completed. So that is the decrease when you look at the package that has been put forward for the '09-'11.

Rep. Wald: One-time funding.

Brekke: Yes, other funding sources that were used for facility construction.

Rep. Wald: If you look at the appropriation for the coming biennium for $187.3M and add tuition, grants and other sources of revenue, what would that total be?

Brekke: Up to $400M including the medical school.

Rep. Wald: How much of that would be tuition?

Brekke: I will get that for you.

Chairman Skarphol: Total deferred maintenance, what is that?

Brekke: On the state funded buildings it is about $40M.

Chairman Skarphol: the addition that you're asking for in the education building would do nothing to reduce the deferred maintenance number.

Brekke: The addition would do nothing but the renovation in the education building would.

Chairman Skarphol: We are told we don't get all the budget detail. Tell me how the process works from the time you begin to prepare your budget until it is presented.

Brekke: The biennial budget that we prepare at the campus level is guided by the Executive budget guidelines and then we are given guidance by the State Board of Higher Education. In terms of priorities we can request funds and what is the ceiling within the context of those priorities. We look at our general fund level and what the increases are that we can request. We also need to look at our enrollment, current and projected, tuition revenue together with what the summary total would be.

Chairman Skarphol: When do you do that?

Brekke: In May. From that total we work through numbers with salary increases, inflationary factors, and utility equations. We do not at that point create a person by person detail. We are working at the spread sheet level to build the biennial budget.

Chairman Skarphol: When do you have that request done?

Brekke: In June, because we have to present it in July.

After that we get into the detail, we have about a 6 week window to go into the lowest level of detail, put in place the changes and roll it back up into an annual report.

Chairman Skarphol: You do an annual budget then you go through the process again for the next year of the biennia somewhere on a similar time frame.

Brekke: Correct.

Rep. Williams: On the green sheet, you have a 5% increase for salaries, 2% for operating, and 65 for utilities. You got $2.70M for health increases. What is the percentage you are expecting in that area?

Brekke: It is the PERS rate that comes out of OMB

Rep. Klein: On capital projects, how did you arrive at that?

Brekke: We bring forward our top 3 and those go into the mix and are prioritized by the State Board in terms of the overall system priorities.

Rep. Klein: After that, that is the marching orders.

Chairman Skarphol: How voluminous is your last budget report.

Brekke: Demonstrates a 3" binder. That would give you salary details by person, a breakdown by department within college so it will show the various funds within that college.

Chairman Skarphol: If we did not want to see the salary per person but rather have that list rolled into a number, can roll that back into a less voluminous budget report? We want to become more familiar with your process.

Rep. Martinson: This committee had requested more detailed budget information. Were you aware of that?

Brekke: Yes, I was and understood that there had been an agreement that it wasn't quite clear what should or could be provided. We were not clear and were not asked to provide further detail.

Chairman Skarphol: It was difficult to come up with a plan as to...To utilize, so we can better handle the information.

Brekke: Do you want fund by fund detail?

Chairman Skarphol: If you roll it up, how much detail can you provide us?

Vice Chancellor Glatt: There is a roll of summary schedules they do that shows the total amount by salaries, broken down by major expenditures. Within those categories they break it down major funding source categories. One of the categories we call appropriated funds that combines general fund and tuition income together. You won't be able to break out the general fund dollars separately.

Chairman Skarphol: If we are going to make a transition to a different funding mechanism in higher education, we, as legislators, need to know how the current system works.

Brekke: We do have capability to look some level of detail that would be helpful.

Chairman Skarphol: I'm not interested in something that takes you 500 man hours to count.

Rep. Hawken: Would it give us what you are looking for at a college rather than the entire institution?

Brekke: We'll come back with a sample and see if it helps.

Rep. Wald: You show track and facility projects for $19.5M under other funds. What is the revenue stream to amortize these bonded projects?

Brekke: In order to proceed with the project we would need identify what would be donations and if there is revenue stream that could support the debt stream.

Rep. Wald: It is merely an authorization to proceed and would not trigger any general fund money.

Brekke: Right.

Chairman Ken Svedjan: Listening to what has been stated, it sounds like the budget is a top down process. You create a budget that is after the fact, after we decide things here, you create your budget. You start at the top of the pyramid and then you have to work down after we leave . He describes a bottom to top process.

Brekke: The process used at UND is both a top down and a bottom up process. She described the group that provides information for the resource needs for the strategic needs. Requests that exceed the ability to provide, it has to pass a number of filters before it makes it into the list. That list gives us some priorities to consider. Another challenge is that not all requests are best supported by appropriations.

Dr. Paul LeBel, Provost and Vice President of Academic Affairs: We have a clear understanding of state funding resources. Responding from a Dean's perspective we rely on local funds, grants, contracts, and maintaining the core of higher education through private giving. The ideas are bottom up, funding initiatives are bottom up. The top down is the state funding. Equity funding is determined at the University level.

Chairman Skarphol: In your process, do you reevaluate if a program should be continued? How often do they get reevaluated?

Brekke: They are done at the College and Division level from a programmatic level rather than a budgetary level.

Chairman Skarphol: Do you have a trend of discontinuations versus new programs being added. You'd think some initiatives would be dropped off as new ones are added.

Provost LeBel: And they do, he did not know what the ratio is, but will provide that information.

Rep. Wald: You came from Wyoming. As you understand at how budgets are put together in North Dakota is there anything unique about the way you did it and I think our hunger is for more detail. Is there something you could share with us that you did in Wyoming as contrasted to we structure higher ed budgets in North Dakota?

Dr. Kelly: There are some comparisons and some profound contrasts. UND is a member of a system here that is lacking in Wyoming. In Wyoming the budget is formulated directly with the Board of Higher Education and then directly to the legislature. In terms of details of preparing a budget, there is little difference. Wyoming rolls forward, does not have the parity and the equity details. Wyoming has a budget that is directly appropriated by the state that is 2-3 times greater than UND.

Chairman Skarphol: Were tuition dollars appropriated?

Dr. Kelly: The Hathaway Fellowship scholarship program which was a major endowment funded by the extracted industry revenues coming back to the state providing opportunities for tuition discounting for every student in the state either to attend the University or one of the community colleges. The community colleges were administered by a separate commission.

Rep. Hawken: We have asked for accountability measures, which we get. I am unclear we care exactly what the electric bill is. What do you want in terms of detail?

Chairman Skarphol: It is a bit like buying your first computer, you know so little about what you're buying that you don't know what questions to ask.

Rep. Klein: Endowed chairs, how many do you have?

Dr. Kelly: He doesn't know but will get the number to the Committee.

Rep. Klein: How many were there in Wyoming?

Kelly: About 12-15. They were just beginning to build those endowments.

Rep. Klein: We've got some legislation rolling to address that issue.

Dr. Kelly: Describes the fund raising for endowed chairs that were matching dollars for endowed trust. For every three million dollars toward a faculty chair it became six.

Rep. Svedjan: The extent to which we can incent efficiency in higher education compared to what we get paid to do is of great interest. The assumption is that the University System is not as efficient as it could be. What else are you doing to assure the tax payer that they are getting their money's worth?

Dr. Kelly: Refers back to testimony, i.e. student satisfaction, employer satisfaction, the contributions that the University makes to economic impact.

There are multiple revenue streams, ½ comes from appropriations, tuition and fees, and the rest come from grants, research, several business at the University and private.....

We are looking at ways to control efficiency in plant operation. Costs go up to replace faculty. We are trying control tuition.

Chairman Skarphol: What amount of the budget is actually utilized in educating students?

Brekke: Direct expenditure for instruction is 37%, academic support like the library is 8%, student services 4%, 3% is for scholarships and fellowships. Those are the direct to the student sorts of things. The remainder is as follows: Institutional support is 9%, physical plant is 6%. Amounting to about 2/3. The other 1/3 is 13% for research, 4% is public service and 10% is auxiliary enterprises. Will email it to you.

Dr. Kelly: These research projects engage our students. There is an educational mission connected with research. The same is true for community engagement. Those come in private gifts and go back into nondiscribed educational piece for our students.

Chairman Skarphol: Changes in your funding sources, in BARS, there is an increase in.... $80.7M reduction in capital projects one line and in another its removed capital assets carryover of $38M. What does that mean?

Sandi Deis, OMB Analyst: Recognizes the $80.7M reduction but the carryover is ....

Brekke: We have to remove the number previously before you can put in the next.

Deis: There is a reduction of $80.7M, it's the increase you are looking at.

Chairman Skarphol: There is $11.2 for the technology building. Overall the green sheet reflects a $5M decrease, from this biennium to the next. The Green sheet reflects a $5.664M decrease.

Brekke: (Inaudible)

Chancellor Goetz: It is the capital expenditure side.

Chairman Skarphol: Stimulus dollars, what are you hearing and your ability to use those dollars?

Dr. Kelly: Knowing what is coming to the state and what is coming to the institutions nationally is being added through health and human services because they have a grant

review process. We will look at what is going into research. The state is a piece that is not as clear to us, we have to see how to compete for those dollars.

Chairman Skarphol: Technology parks, there has been amendment added to the Commerce budget which would allow for the retention of tax revenues generated by centers of excellence.

Dr. Kelly: It is related to the Certified Tech Park.

Chairman Skarphol: Our citizens are paying per capita a higher amount for education than most states in the nation , why is it that we want to continue to grow the higher education system as compared to just trying to sustain and improve what we have?

Dr. Kelly: The Round Table will have to answer some of these questions. From the University's perspective academically knowledge is exploding and we want to keep students at the cutting edge. You have to keep a core to maintain these programs. Do we want to be just science, technology, space, or do we want to provide the knowledge base?

Rep. Wald: Is there any discussion about enrollment caps at the two big campuses?

Dr. Kelly: Not aware of any discussion about enrollment caps.

Rep. Wald: The competitive nature of the 2 campuses is a compounding race would create some inefficiencies just for the sake of being bigger.

Dr. Kelly: There are some reasons why their programs that are similar. We are looking at unnecessary duplication. The missions are different. The synergy, the more that can be done with resources……

Chairman Skarphol: Don't have to answer this question, there seems to be an attitude in business that you have to grow or you don't succeed.

We will come back at 11:00 AM and continue with the UND School of Medicine portion of SB 2003.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 3, 2009

Recorder Job Number: 10102

Committee Clerk Signature Shirley Banning

Minutes:

Chairman Skarphol: Continuing the hearing with the Medical facilities who were invited and since we've moved the time, we want to be sure that everyone who wanted to be here has the opportunity to attend.

Dr. Kelly: Introduced **Dr. Joshua Wynne, Senior Executive Vice President for Health Affairs at UND and Executive Dean at the school.**

Dr. Wynne: Presented testimony, see attachment # 1, by first introducing the other members of the system who are in attendance. He described the results of the audit report.

Dave Molmen, Chief Executive Officer of Altru Health System and Chair of the Medical Center Advisory Council: Discussed the health care shortage that exists in North Dakota and rural North Dakota, see attachment # 2. Currently persons age 65 and over consume 50% of the health care needs in North Dakota. North Dakota has the highest population aged 85 and older. The need for health care workers will increase because of that growth. In this state a large percentage of our health care professionals are trained here. This is a source of economic development in the state if we continue to grow our capacity.

Chairman Skarphol: Is there something that the state legislature can do to address these needs?

Molmen: Funding the dollars requested will help.

Chairman Skarphol: Request to increase the class size for physicians is in this, correct?

Molmen: Yes.

Chairman Skarphol: Are we turning away students who are interested who are from North Dakota?

Dr. Wynne: Continues with testimony on P. 3 of the attachment with three major themes including 1) the Center for Rural Health to provide health care providers, 2) the School's Family Medicine, 3) future health care workforce needs.

Chairman Skarphol: Addressing Med Center One CEO, Mr. Cooper, to make comments about the possibility to develop a facility similar to the Altru facility in Grand Forks.

Rep. Williams: Addressing Mr. Molmen, good statistics were provided, could we get a copy?

Rep. Martinson: Is the program losing money and are you aware of that?

Molmen: The numbers would show that there is a loss.

Chairman Skarphol: Can you give us an accurate figure?

Molmen: Do not have it.

Rep. Klein: Do you have a lot of people who go to the family practice center because they don't have insurance and you end up swallowing the cost?

Molmen: Yes. The mission of our training programs is directed to meeting those needs.

Rep. Klein: Would you say 30%

Molmen: Yes

Rep. Martinson: When we lose money in Bismarck, the state picks up the cost, who picks up the cost in your program?

Molmen: Altru worked together with the medical school to set up a model that would work in our community. Altru did not seek additional funding.

Rep. Martinson: Do you run that out of what used to be the UND Family Practice Center?

Molmen: Yes, we are leasing that facility.

Chairman Skarphol: The appropriation of $2M was never been removed and is used to pay the additional faculty. Could this $480,000 annually be used to fund some of those losses being incurred? Is there some way this could be of help.

Molmen: I come today not seeking anything for this. Any infusion of cash is helpful.

Chairman Skarphol: We are trying to figure out the distribution of money. Why do we need to build a facility here when there are 2 hospitals?

Mr. Cooper: We have a long standing relationship with the Family Practice Center. In combination we have the best experience that can be provided to residents in practice. We have the hospital and a clinic model. Trainees get the experience at both hospitals. We have no additional space where we could take in the practice program. Both organizations get an additional bump from Medicare because we are a teaching organization. We are concerned about the manpower capability; they do all the baby deliveries, emergency department, surgery, rotations.

Chairman Skarphol: You referred to pass through, do you mean both direct and indirect?

Cooper: We pass through all of the direct and portion, 65% or so, of the indirect. It is a large portion of that.

Randy Eken, Associate Dean for Administration and Finance: The two hospitals in Bismarck contribute 100%, and 62% of the indirect medical education to the school.

Chairman Skarphol: there is money in here for a new facility. You say you don't have the space but the question in my mind is, would it be more efficient if we were to give you half the money and give St. A's have the money to create the space needed so we had only two facilities that people had to go to instead of three.

Cooper: We meet on a regular basis with the Medical School between both care health care organizations. I am sure we would be happy to review such an option. It is in the best interests of the students to get this experience.

Chairman Skarphol: Tell me how it works under the current system. How much exposure do the residents get to your facility and St. As. Do they get sufficient numbers?

Cooper: They rotate through our departments. They do all the baby deliveries and family practice doctors are required to attend so many deliveries. They rotate through our emergency department, internal medicine, family practice, surgery for 6-8 weeks. They run a clinic, and we don't look at it as competition. It is hard to get the contacts to meet the teaching standards. We jointly run a cancer radiation treatment center. We could cooperate with Family practice

Rep. Martinson: If that were the case, you would be willing to take the loss like Altru does?

Cooper: We cannot take a loss in any program. We subsidize the nursing program at $1M, graduating 53 nurses a year. About 48 of them stay in North Dakota and work. We cannot add another deficit.

Chairman Skarphol: If there is a loss at the Family Practice Center funding could be provided by the state.

Cooper: Not familiar with what medical schools cost. It would be more expensive to send students out of state.

Chairman Skarphol: If this legislature could come forth with a proposal to share the program, do believe there is a willingness to do that?

Cooper: Yes, on our part.

Chairman Skarphol: Do you know if anyone has taken a cursory look at the expenditure in Bismarck and if it would be sufficient to potentially do that?

Cooper: No.

Dr. Wynne: Continues with printed Testimony and the budget request found on PP. 2-4.

Chairman Skarphol: Is there a $700,000 ongoing request?

Dr. Wynne: Continuing with testimony, see attachment s # 1 and 3, PP. 2-3. Asking that all the items presented in the bill and passed by the Senate be approved.

Chairman Skarphol: Is there a $500,000 on going need?

Dr. Wynne: Correct, there is an additional $200,000 request, making it $700,000. Continuing with testimony. The total request in the bill is $7.172M.

Rep. Klein: $460,000, this individual was going to write grants and generate more money than it costs, is that still the plan?

Dr. Wynne: Yes. There are 3 current grants that far exceeds the amount of money allocated.

Chairman Skarphol: Does the gift from Dr. Gilbertson require a match?

Dr. Wynne: It is not required.

Break for lunch, to be resumed at 1:30.

Dr. Wynne: Continued with testimony by answering questions that were directed to him in the morning session. If there were more students who would apply from North Dakota would there be room? The answer is yes. There are typically more students who apply than we can accept. There are 55 places available, most going to North Dakota citizens, and 7 InMed.

Chairman Skarphol: Is there some type of formula that determines how many slots are given to WICHE and Minnesota Students?

Dr. Wynne: No official quota system, over 80% are from North Dakota.

Rep. Wald: What number of Native American students stay in North Dakota?

Dr. Wynne: Does not know.

Rep. Martinson: The Family Medical Center has had difficulty attracting patents because of the location. How critical is it that we do something soon rather than take extra years for another study?

Dr. Jeff Hustetter, Director of the Family Medical Center: Answering Rep. Martinson's question, we traditionally have had problems getting patients for our student practice program. Parking has been a problem. We've gotten enough to fill the requirements, but it has been a problem. We have worked hard to increase patient numbers. I'll work hard to make sure we don't close in the next two years.

Rep. Martinson: You're saying, don't study this for another 2 years.

Dr. Hustetter: We have the largest number of 3rd and 4th year med students. The rotation has been difficult to find enough Doctors for each of the areas to rotate with them. Medicaid does not pay for services provided by medical students. The issue is that it has been difficult to come to an agreement to maximize the billing.

Chairman Skarphol: If there were a willingness to make a capital investment, would St. Alexius be willing to make a commitment in building a building?

Dr. Hustetter: Can't answer that.

Chairman Skarphol: The only solution is to develop a separate Family Medical Practice Center away from the 2 hospitals.

Dr. Hustetter: In 2004 we received $1.97M from Medicaid for graduate medical education. In 2008 we received $1.2M. We have received an over 40% cut from the government. To cut any more could risk losing our accreditation. It costs $250,000 per year to educate nationally, we do it for $240,000. $1.6M came from our clinic revenue, $1.4M came from the School of Medicine and Health Sciences, and $1.2M came from CMS. The ongoing problem of recovering funds from CMS is going to affect any new plan that would happen. Show me the money, show me the plan. How can we make it work? I don't want to take a $1M loss.

Rep. Wald: Mr. Eken, you show your general fund revenue. What would your research revenue be and what would be the tuition revenue?

Eken: The tuition revenue that is not listed would be about $29M. The grants and contracts would be about $37.5M and other local funds would be about $34.1M. The total budget is about $131M per biennium.

Rep. Wald: Could you expand on the local?

Eken: Local fund revenues are patient care revenues for our Family Practice Center, and a variety of other patient care services.

Dr. Wynne: Mr. Gary Miller from St. A's is here and will: attempt to come. He offers to provide information if the Committee could meet in another setting.

Chairman Skarphol: I don't suggest we study something for two years.

Dr. Wynne: We do not wish to have a study for 2 years. The performance report indicates that the facility is not adequate. We collectively need to do something for the citizens.

Chairman Skarphol: Do you have a meeting place where we could access information to get immediate action?

Rep. Klein: On the $1.275M, is this to pay for losses just to continue, or is this to cover what is coming up in the next two years?

Dr. Wynne: Part is helping reverse the negative equity position, and to handle the anticipated the ongoing operating losses that are inherent in running this type of program.

Rep. Wald: The FTE count is down by 12.82. Is this because of lack of funding and what kind of crimp does this put on your operation?

Chairman Skarphol: Where are the decreases is that strictly a funding change,

Eken: It may have to do with grants and contracts.

Sandi Deis, OMB Analyst: You have changed the funding source. We only show the state funded positions. Some may be funded by tuition dollars. Total FTE have not actually declined by 12 but the funding source has changed.

Chairman Skarphol: How many employees do you have that are not paid from the state fund?

Eken: Approximately 145.

Dr. Kim Krohn, Director of the Residency program at the Family Medical Practice Center, Minot: Regarding the numbers of cutbacks in staff, we've not filled nurse positions. Rarely do employees leave our clinic, but have had retirements and haven't replaced them in a resolve to run a more efficient organization.

Chairman Skarphol: Your facility is funded with state dollars and the revenues, no off budget employees.

Dr. Krohn: Staff members are reduced. We have not had applications for an unfilled faculty position for 1 ½ years.

Eken: All staff or funded by local funds. None would show up on these 145 FTE positions.

Chairman Skarphol: Special fund. Masters in public health, cooperative effort with U of Minnesota, now there is a recommendation that we develop a master's in Public Health. Which of those alternatives would be the most logical?

Dr. Wynne: A few years ago that was the case. There has been interest in this state to develop a certificate program. We have looked at developing our own master in Public Health program. The State Board of Higher Education has to sign the application.

Chancellor Goetz: Looking forward, it has potential. It is in stage # 1 academic acceptance.

Chairman Skarphol: Potential candidates?

Chancellor Goetz: Dr. Dwelle, State Health Officer can answer better.

Chairman Skarphol: Is there another funding source

Chancellor Goetz: None I'm aware of.

Rep. Wald: Are you aware of a cooperative effort with aerospace.

Wynne: None.

Chairman Skarphol: Vacant positions?

Eken: None long term, except for the microbiology position.

Wynne: Introduces **Dr. Rob Beattie, Chair of Family Medicine.**.

Dr. Beattie: After a short history he describes the unique qualities of Family Medicine, see attachment # 4. It is not highly regarded by Medicare. In terms of efficiency we utilize benchmarks provided by Medical Group Managers Association (MGMA).

Rep. Klein: That $.5M you pay in bonds on the facility in Minot, where does that come out of?

Dr. Beattie: That comes out of our operations.

Rep. Klein: Is that part of that $4.275M?

Dr. Beattie: No, that comes out of the operation. Roughly 1/3 comes from the medical school, 1/3 from income generated, and 1/3 from the graduate medical education.

Rep. Klein: How long are those bonds going to continue, 20 or 30?

Dr. Beattie: It is 20 years. The first 2-3 years cover the interest.

Rep. Wald: (Inaudible)

Eken: For the two FPCs in Bismarck and Minot.

Rep. Wald: How aggressive are you in your collections? How long do you carry them before you write them off?

Eken: We never can write them off but 6 months is the average length. We lost almost $1.9M in expected revenue from the hospitals due to the actions by Medicare. We actually have a lawsuit against Medicare along with the 2 hospitals.

Chairman Skarphol: Can you file an appeal?

Eken: We actually expect to win the case in the District Court here in Bismarck.

Rep. Wald: How many dollars does that account for?

Eken: $2M. We expect it to go to the Eighth District Court in Minneapolis.

Chairman Skarphol: Will the investment you have in attorney's fees be covered by the $2M?

Eken: Yes, more than cover it.

Dr. Beattie: The stimulus package will provide increased funding to health resource administration. There will be about $2B added to that budget and will provide some funds to infrastructural type issues. There is talk of money coming from Medicare to cover some other payment type issues such as specialty versus primary care. Funding may also come available for community health centers to partner with other education entities, such as universities.

Rep. Wald: Dr. Wynne, what kind of pecking order would you establish in terms of importance?

Dr. Wynne: Looking at the last page of attachment # 3, they are listed in order of importance. Masters in public health, geriatrics training program all need additional funds to be expanded. Doing something is a high priority.

Rep. Wald: Annual bond payment

Dr. Wynne: Biannual

Rep. Onstad: Is the health care plan, is that a work in progress could we get a copy of that?

Dr. Wynne: They are in the plan; a 30% increase in medical staff is needed. Copies of this will be provided.

Rep. Onstad: The current budget considerations does not include this plan?

Dr. Wynne: Those endorsed by the State Board of Higher Education.

Chairman Skarphol: I would like to take you up on your offer to meet, a conference call. Monday or Wednesday?

Rep. Svedjan: How much of tuition is retained by the Medical School?

Eken: 100%

Chairman Svedjan: (inaudible)

Eken: (Inaudible)

Chairman Svedjan: Rent for the facility in Grand Forks, how is that funded?

Brekke: We will get you the history of the arrangement when the facility was built, and when the arrangement was made to have Altru take over the residency and the lease was put in place to give you the specifics of how the dollars are generated and used.

Chairman Svedjan: Is any rent retained by the medical school?

Brekke: Part goes to the operations and maintenance to cover utilities and custodial. Part goes to the Medical School and part is retained.

Chairman Skarphol: Please provide the Committee with that. Close hearing on school of Medicine.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 3, 2009

Recorder Job Number: 10103

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee back to order to hear SB 2003, Mayville State University by calling on **Dr. Gary Hagen, President.**

Dr. Hagen: Presented testimony, see attachment # 1, stressing the Strategic Planning on P. 2. Continuing with P. 3, explaining that it is a laptop campus, a technology center. We stress leadership. Page 4 displays a map of graduate placements in the state. The satisfaction impact study on P. 5, enrollment trends, P. 6, out of state residency on P. 7, and P. 8 displays the growth in technology, Distance Students and Collaborative Efforts, PP. 8-9. Collaborative efforts, Enrollment and Retention are other features that show progress. The challenges are highlighted on P. 12, namely the debt situation and building needs. Tuition Waivers on P. 13 was explained.

Rep. Williams: Asks about the types of waivers that were given and what was done specifically.

Dr. Hagen: there were far more waivers than should have been given, for athletics, diversity. It happened in 2003 and 2004 and put an end to most of it in 2006.

Rep. Williams: Be more specific about what you did here. I realize that your tuition went up but your enrollment went down, can you explain this?

Dr. Hagen: We stopped offering freebies. Some do get waivers but it is down to what North Dakota students pay.

Rep. Wald: You had a soccer team where everyone had a waiver.

Dr. Hagen: That was a $100,000 cost.

Rep. Klein: Looking at shutting down East and West Halls, are you going to continue to heat them? What's the game plan?

Chairman Skarphol: On P. 13, I'm assuming that is dollars.

Dr. Hagen: We had $525,000 in waivers. We set up a 4 year plan to retire the debt. It is actually better than the chart looks. P. 15 shows that we are the most run down campus. P. 16 shows the two buildings that will be torn down.

Rep. Klein: On the coal plant, what is the game plan?

Dr. Hagen: We want to burn lignite.

Rep. Williams: On P. 14 you illustrated the campus heating costs. Did you come to the interim committee and ask for help?

Chairman Skarphol: We may have been aware of it, but the Systems office helped them work through that. You will see a decline in that cost once you get the coal plant.

Dr. Hagen: We're trying to close out two old dormitories, The Appendices show improvements that were paid internally. The new buildings will cut the cost of deferred maintenance. The numbers are on P. 15.

Rep. Wald: Did we give you $1M last biennium for campus planning? Is what you're showing us a result of that money?

Dr. Hagen: Experts came in and gave us a better plan for physical facilities. It puts almost of all of student activity under one roof and takes care of a lot deferred maintenance.

Rep. Kroeber: Are the dollars to remove those building in your budget right now?

Dr. Hagen: Yes. There is conversation in the community to privatize them in some way.

Chairman Skarphol: What is the cost to remove those two?

Hagen: $375,000.

Rep. Williams: Where they are positioned, the lots, is there a plan for the lots?

Dr. Hagen: Parking, greenery, new signage.

Chairman Skarphol: You're asking us for an additional $4M.

Dr. Hagen: Closer to $5M.

Steve Benson, Vice President for Business Affairs: Beginning his testimony on PP. 18-19 of attachment # 1. Utilities increased by 32% this biennium, $548,000.

East Hall is closed and not being heated. West Hall is still being used.

On P. 20 there is still money for emergency Preparedness/Security.

P. 21, itemizes deferred maintenance, it is the highest in the state at 22%. How we account and identify deferred maintenance is described in much more detail than in the past. There was no carryover of general funds from '05-'07 funding.

Chairman Skarphol: You have carry forward over and above that $374,000 of about $134,000?

Benson: Yes, in the deferred maintenance line.

Chairman Skarphol: Would you not use that to pay off your special assessments?

Benson: We prefer to use that deferred maintenance money for improvements on campus.

Chairman Skarphol: Any reason why you wouldn't' just pay them off since you have the appropriation do that?

Benson: I have no reason. Continuing on P. 23, Capital Projects. $4.958M is in the budget to renovate the science-library and education addition. There are a ½ dozen vacancies in our positions. PP. 26-27 show the Agassiz Hall Renovation. Occupancy is 42% of capacity. Students do not want to live on campus reducing capacity from 228 to 144 beds

Chairman Skarphol: You will be at capacity after renovation?

Benson: Yes, we could use about 200 beds.

Chairman Skarphol: The community is supportive of the project.

Benson: There is plenty of rental space in Mayville. P. 28 discusses the coal plant. It will pay for itself in15 years.

Chairman Skarphol: What is your fixed cost going to be? Will it be the same as 07-08?

Benson: Yes it will. We still have the oil plant on campus.

Dr. Hagen: Page 31 lists 6 items that were found by the National Center for Higher Education Management Systems. PP. 31-35 show detail on North Dakota residents attending other colleges. This campus could help to stop the bleeding across state lines. P. 36 discusses retention.

Chairman Skarphol: What can we do to make the funding changes you want to make?

Dr. Hagen: You may not want to do anything, it may not be the will of the state to make changes.

Chairman Skarphol: Are there changes you'd like to make.

Dr. Hagen: P. 37. Is highlighted. I don't want to duplicate programs or cause pain to our sister colleges. We could provide remediation in some of our smaller classes. The Science, Technology, engineering and Math (STEM) initiatives for teachers should be available at our institution, as well.

End of Recording

Chairman Skarphol: Were there things in your analysis that you would do if you didn't have to get permission from the Board?

Dr. Hagen: We would bring in some of the programs from the 2 year colleges and add graduate programs.

Chairman Skarphol: You feel you could do that within your budget.

Dr. Hagen: We want to be of service to the state of North Dakota

Chairman Skarphol: Do you think the Board would not give you approval on other projects to keep students in North Dakota?

Rep. Kroeber: Most of your students went to Minnesota to get those programs and courses.

Dr. Hagen: We see the bleeding, about 3000 students.

Chairman Skarphol: Addresses **Brady Larson, OMB Analyst** to get a list of programs that would not be permitted.

Rep. Williams: You are quite a martyr.

Vice Chancellor Laura Glatt: The board has not received a list of requests. A review of campus missions will be developed to look at duplication issues.

Chairman Skarphol: If there are no further questions, the overview hearing on SB 2003, Mayville State is adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 4, 2009

Recorder Job Number: 10129

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order on SB 2003 by noting that all members are present and began the hearing by calling on **Chancellor William Goetz** to **introduce North Dakota State University (NDSU) President, Dr. Joseph Chapman.**

Dr. Chapman: Began his presentation by introducing his staff members who were present. His testimony began with an overview, see attachment # 1.

Specific information on the economic impact was provided, beginning on P. 2. Enrollment data was reviewed, beginning on P. 3, emphasizing the research programs and 25% of entering students are coming from Merit Scholar ranks. Beginning on P. 4 attention is given to Collaboration. See also attachment # 2, presented by **Chancellor Goetz.**

Research activities are outlined on PP. 5-7. Description of the success of the Capital Campaign is given on P. 7.

Joe Heilman, NDSU Student Body President: Provided testimony with a fact sheet, see attachment # 3.

Chairman Skarphol: How do you raise the $2.8M?

Heilman: It has to be voted on by the student body. Continuing testimony and describing the many opportunities available at NDSU.

Rep. Williams: One of our concerns is student debt. Do you work on the side, how are you financing your education and what will your debt be?

Heilman: It won't be that much because I started a business at the age of 15, as a disc jockey. The average in the state is about $25,000. I will have $7,000-8,000. Continuing on, he stated that there are about 600 students employed at NDSU. Through an internship experience I learned a lot.

Rep. Wald: What do you learn through this process?

Heilman: They have to have 35 signatures. In closing he introduced **Frank Jennings, NDSU Development Foundation.**

Jennings: Details his background as an alumna of NDSU. For the past 12 years he has served on the board of Regents at NDSU. The single purpose is to serve the mission of the University. The Board's mission, through Capital Campaigns is to raise private funds to support the work of the University. A portion goes to scholarships, some goes to provide funding for quality faculty, and other funds go to brick and mortar such as the architecture building and the library. There have been gifts in excess of $15M and gifts continue to come in despite the poor economy.

Rep. Onstad: Donors, do they designate their gifts?

Jennings: More than half are designated or are named gifts. We prefer undesignated gifts.

Rep. Wald: With new funds coming in, where do you invest it?

Jennings: The funds have taken a hit and we've had to reduce the payout for this year. New gifts are sitting in cash. We invest in endowment funds and we've had to reduce the payout for this coming academic year. Reduced by nearly 1/2. We are contacting all of our endowed

donors to see if they have a living donor to see if they would have a disbursement for the current academic year. There was an immediate contribution.

Dave Batcheller, Appareo Systems: We are building a business in the Tech Park, a little company with big ideas, one of the leading electronics design firms in the aero space and defense industry in the same sense with Lockheed, Northrop, Honeywell, etc. It is unique in that 70% of 44 employees are engineering grads. More than 10% of our staff are internationally born and are grads with degrees in computer science or other tech programs. We will grow 50% in personnel and 100% in revenue this year, in spite of the economy. Our company is mostly involved in the aerospace industry, nationally and internationally. Wind energy is a major focus. He attributes the success of the business to the work ethic that has its base in North Dakota.

Rep. Klein: Do you do any work for the government, research on defense contracts, etc.?

Batcheller: About 25% of our business is government. Our predominant business is primarily civil and as we grow our company, it has been a tremendous focus of ours to commercialize those products.

Rep. Klein: What types of business do you serve?

Batcheller: Flat Operations, Quality Assurance, it's been implemented in big aircraft and includes 65% of emergency medical service. A lot of our clients deal with support of oil and natural gas explorations, flying men and materials off shore to oil platforms, utility pipeline patrol activities, air law enforcement, etc. The rest is designing a tracking system for the...Direct Fighter Program. We are involved in some other specialty products like an operation loads monitoring system to substantiate stresses on air craft that fight forest fires.

Rep. Hawken: I have a copy of an article from the Forum describing the business.

Rep. Wald: Is you stock publically traded?

Batcheller: We are small enough so that we don't have articulate our business plan or our ideas or decisions to anybody but ourselves. Our founder previously founded Phoenix International which is a large design manufacturing company in Fargo. We have the great fortune of being able to do some risky design activity that potentially may pay off big without having to substantiate to outside investors that it is a good idea for us.

Rep. Wald: Are you familiar with Killdeer Mountain Manufacturing? What is the collaboration between those groups or companies?

Batcheller: It is lose, in the state at large. The activities are happening in Jamestown and Killdeer and some of the machining activity that goes on to support aerospace refirb and the electronics design that we do. We are all sort of misaligned as far as technical areas and where we have overlap we see very good collaboration, but where there's no overlap, essentially we work well as PR arms for each other, bringing business to other firms that we are aware of in the state. We are aware of these businesses and bring work to businesses.

Rep. Williams: What is your work week like?

Batcheller: 70-80 hour work week. When your work is your hobby, it's easy to do a long work week.

Rep. Onstad: Do you have patents?

Batcheller: We have six patents pending. We have kept the trades' secret. Where software is concerned we hold that trades' secret because it is easy to duplicate so that cuts our patents about in half of where we would be otherwise. That's not always the case when we do custom design. This is more than in the past where we have greater expertise in the property areas.

Rep. Onstad: When research is done at an institution, some of the funds go back to the institution. Would that be a hindrance of any of your ideas or is that a consideration for NDSU as you go forward as a research institution.

Batcheller: From the private sector side. We've hired some very impressive graduate and undergraduate students and the areas we work in are related in their technical complexity but not necessarily in their technology or implementation and that's alleviated a lot of the intellectual property concerns and we are cognizant of those concerns and so we approach them as any good North Dakotan directs, and ethically. It has served us in avoiding any grey areas. We are very much in the black and the white with regard to intellectual property.

Rep. Wald: When you're into aircraft manufacturing of components, etc. How do you find products liability insurance?

Batcheller: I can reference you to our finance and admin guy that handles all of our insurance. We aren't involved in the navigation aspect of the project or its operation, it is recording data. From a liability standpoint, our products go through a certification process where they are beat up or tested for craft survivability. Our major concerns are post incident recreation.

Don Dabbert, President and Founder of Contemporary Builders: I'm here for two reasons; one is to emphasize the value of involvement, i.e. living on campus. Housing becomes a big concern. This also goes to burden of debt that goes to rental units. Vacancy rates are low and that hikes up the price. Second is the concern for retention of students which is dependent on good quality housing for students. Interns who have worked for the business are a great testimony to the quality of the programs at NDSU. It puts dollars back into the community.

Rep. Klein: What was your degree and were you doing some building while you went to school?

Dabbert: Construction engineering and I worked for Sears in the hardware Department during College.

John Adams, NDSU Vice President for Finance and Administration: Provided testimony beginning on P. 8 of attachment # 1.

Rep. Klein: Will this phase complete Minard Hall?

Adams: Yes, the third phase will complete the project. Continuing with testimony regarding the funding PP. 9-20, he emphasized the full funding of parity which is the State's share, the rest is covered by tuition.

Chairman Skarphol: NDSU intended to use equity dollars to hire more professors.

Adams: Yes, tuition dollars are being used to hire faculty. That is not enough to cover all of the faculty that we need so we are also using tuition dollars to hire more faculty.

Chairman Skarphol: How are you going to distribute equity dollars for the existing faculty in order to get them closer to their peers if you are going to use it to hire new professors?

Adams: The budget director will provide information on how the funding will be distributed.

Rep. Kroeber: Regarding fees of $9575, does that include student fees of $246 and your ConnectND of $162.00?

Adams: No, The $5,264 is tuition only, the fees of $962.00 includes the ConnectND fee, the student activity fee, etc.

Chairman Skarphol: Does it include all fees that have been voted on by the students?

Adams: Yes, it includes the fees voted on by the students.

Rep. Onstad: If each of those fees that are not included in the comparison in that $5975, then we are at the regional average.

Adams: The figures at the bottom of P. 9 are tuition and required fees. Continuing testimony on the budget request.

Chairman Skarphol: The Senate did not fully restore what you requested based on what's in Budget and Reporting System (BARS). Your request was for $2.79M and they restored $1.724M.

Adams: We will limit the tuition increase to 4%. Continuing on P. 14 and moving on to P. 15 with the major Capital Project Requests.

Chairman Skarphol: What would the reduction in deferred maintenance be in this?

Adams: About $2M of our deferred maintenance in that building alone. Housing for students is a major concern. P. 17 details renovations in auxiliary buildings. He addresses the Bison Sports Arena Renovations to be carried over, on P. 18 and moving on the P. 19-20 to discuss tuition premiums and faculty ratios at 18 students to one faculty is the goal.

Rep. Williams: You have dorms, what does it cost per month or semester and what arrangements do you make for students who live in motels?

Adams: We make up the difference and provide bus service; the cost of housing per student is about $6,000 a year with a 10 meal plan. In spite of this, we had great retention this year.

Chairman Skarphol: Addressing Dr. Chapman, regarding the follow-up that has taken place with exchanges in China and Memorandum of Understanding (MOU) that were signed.

Dr. Chapman: There is an MOU; we have several countries, China being a good example of that. We are looking at twinning arrangements where students studying at certain institutions in China would take two years there, then come to NDSU for two years and would actually get

degrees from both institutions. We are looking at shared faculty arrangements where those faculty would come back from China, spend a year teaching here. Some of our faculty would spend time going over there and teaching. The Chinese have talked to us having their students take our courses but never set foot on the campus.

Chairman Skarphol: You have not got students to come to campus?

Dr. Chapman: Yes, but challenges are that when their students come here a very high percentage decide to stay here. We have a group of distinguished alumna who have been very interested in trying to save a facility in Fergus Falls to make it a Chinese Cultural Center. We would be interested in an educational enterprise on our campus. We have proposed a Confucius center on campus to bring 3 Chinese faculty to come and bring certain areas of Chinese Culture and teach certain classes in North Dakota.

Rep. Wald: There is a sizable number of Oriental students at Dickinson State; complaints come from students who complain about classes time used for explanations. Do you get complaints about classes being held up because of the language barrier?

Dr. Chapman: Occasionally but have not had much of a problem. One of the big issues for us is that we are competing globally for students and faculty. We make certain that they have the tools to communicate in the classroom.

Chairman Skarphol: Mr. Jennings stated that the Foundation does a certain amount of Student Financial Aid support and faculty support. Can you give us some idea what that financial aid percentage would be and also what kind of faculty support originates in the foundation?

Dr. Chapman: At least half of the dollars go into salaries; most of that support comes through the Colleges as opposed to through general scholarships for starting students. In terms of faculty support we have 10 endowed professorships.

Chairman Skarphol: Does NDSU have stabilization funds that help you as far as keeping tuition somewhat stable? Do you have a Foundation appropriation?

Dr. Chapman: Yes, you are referring to what we would do other than tuition dollars.

Rep. Klein: Endowed chairs, how many do you have?

Dr. Chapman: About 10.

Rep. Hawken: Partnerships, have you had trouble with NDUS to further those?

Dr. Chapman: On the contrary, we look for ways to collaborate.

Chairman Skarphol: And you do find that the State Board is willing to accepting of the changes in missions that we've been talking about.

Dr. Chapman: I have not been involved in that.

Rep. Hawken: When you have brought forth ideas, they have been accepted, was my point.

Rep. Kroeber: This may be for Mr. Adams, Mayville State came in and said that their teachers are the lowest paid, now NDSU came in and said theirs are the lowest paid on the equity.

Dr. Chapman: Equity, that's the state support piece. That's not the salaries.

Rep. Kroeber: It says that currently NDSU is funded at 41% of its peers. Does the University system have an HR that kinda handles all this for all the campuses or do each one of you handle your own human resources?

Dr. Chapman: The number you are referring to, our percentage of the budgets in the state are the lowest. Most of the others are well over 50%.

Moving into the Forest Service Testimony

Larry Kotchman, State Forester, North Dakota Forest Service: Provided testimony, see attachment # 4, PP. 1-4 describing the services and activities of the Forest Service on pages 5 and 6 he detailed the funding and appropriation status report The funding request is found on P. 7 and parity needs are listed on P. 8. Seedlings are produced and marketed for profit.

Rep. Williams: On page 8, the other budgets have a 12.5% increase per year for health insurance. You request is 10% per year, why is that?

Kotchman: I got that from OMB, the Executive recommendation. I may have that wrong.

Rep. Williams: In your priority # 2, do you as an agency where these funds of $826M were diverted to?

Kotchman: It is $826,000 and that amount was diverted because of the federal pressures around the forestry budget specific to USDA Forest service program. State foresters have had a relationship with the USDA Forest Service on formula funding since 1950 when the cooperative Forestry Assistance Act was passed. These are federal funds that support state Forestry programs, not federal programs. The reason those funds are in decline is because of the pressure on the Agencies budget. Cooperative assistance programs are in decline because of growing costs of wildland fire suppression. Within the last five years 4,000,000 acres have burned. That is a 2 fold increase from the previous 5 years. It has caused the agency to borrow from other budgets.

Rep. Williams: Would this replace lost federal funding?

Kotchman: They are federal formula funds that come to the state of North Dakota .

Chairman Skarphol: Do you see an end to this anomaly?

Kotchman: I've never had to ask for this before. The agency has to borrow money. The fix for this is to put up an emergency fire fund for the USDA forest service that funds all of the wildland fire that happens across the United States. They have to fund that out of their constrained budget according to a ten year average and we haven't seen that willingness to change.

Chairman Skarphol: We don't provide general funds where federal moneys are going away but in this case we may have to change that on a temporary basis.

Kotchman: Continuing to the end of testimony, discussing the maintenance aspect of the budget and capital projects. Requesting replacement of the greenhouse to continue the seedling program.

Chairman Skarphol: What is the price on your seedlings that you sell to the districts?

Kotchman: $.95 a piece for containerized seedlings, for bare root at $.50 and $. 40 apiece. Our sales have been down but we think we'll make some collections.

Gene Griffin, Director Upper Great Plains Transportation Institute, NDSU: Spoke in support of SB 2020 sub division # 3

Chairman Skarphol: You are actually a part of Extension's budget but you requested time today because you are here and I agreed to that.

Griffin: Distributed testimony, see attachments # 5 and 6. Requests funding for the project of building a new building for the School of Transportation. He provided further testimony regarding the Transportation RFID and the Sensing capabilities Working Group, see attachment # 7.

Rep. Onstad: You talk about transportation planning and other studies. Are they completed and are they posted anywhere?

Griffin: Yes, they can be viewed on the web site.

There was no discussion or further questions.

Meeting adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 4, 2009

Recorder Job Number: 10199

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the hearing on SB 2003 to order by calling **Chancellor Goetz** to the lectern to introduce **Dickinson State President, Dick McCallum.**

Dr. McCallum: Provided testimony, see attachment # 1. He highlighted the need for housing and said they solved their problem by tripling the two room occupancy. He called attention to Tab 1, the charts on PP. 2-4, emphasizing enrollment of Native American students. Continuing with Tab 2, PP. 1-3, the Hawks Point facility and student involvement with that facility was described as was the Theodore Roosevelt initiative and the Strom Center. The collaborative effort with NDSU is designed to provide internships in engineering. The Memorandum of Understanding (MOU) for each institution is included. There is a nursing program in partnership with a nurses' training program in Russia.

Tab 3 includes a pamphlet that outlines each of the recent accomplishments.

Tab 4, PP. 6-8H details the budget requests. P. 9 discusses the extraordinary repairs, and P. 14 outlines the provisions from the legislature during the last session and how those funds were expended.

Rep. Wald: Deferred maintenance, how much would it take to bring it up to what it should be?

Dr. McCallum: States that this question will be addressed later. Continuing with Tab 5 the details for the Capital Projects are delineated. The request for a library addition is explained on P. 8f. Extraordinary Repairs are summarized on P. 9, including needs for upgrades and renovations of facilities.

Rep. Williams: You have approximately 600 out of state students, what is the tuition arrangement?

McCallum: We have a variety of agreements and scholarships with the contiguous states. The international students are on scholarship and pay about $30 more a semester than North Dakota students. We do not waive fees or reduce the room and board.

Chairman Skarphol: What would be the subsidy that the North Dakota state taxpayer provides to that out of state or out of country student?

Dr. McCallum: The focus is on keeping graduates in North Dakota. We view this as an investment in the state. Last year 14% of the international students graduated and stayed in North Dakota either to work or go on the graduate school.

Chairman Skarphol: Do you track them beyond the first year?

Dr. McCallum: Not beyond the first year.

Rep. Wald: What is the impact with the decline in oil revenue?

Alvin Binstock, Vice President for Business Affairs: There will be a loss, ability to compliment trips, student scholarships…

Rep. Wald: What would be the ball park dollar figure?

Binstock: About $300,000 annually.

Rep. Wald: You will suffer the consequences.

Chairman Skarphol: Translate the $300,000 loss and how that affected students.

Binstock: I would say it is comparative over the last 3-4 years because we had greater production over a moderate dollar level. When production dropped, the price of oil went up so the same dollar amount was still there. Now it's all coming at us at one time.

Chairman Skarphol: Help the committee understand what that $300,000 translates into as far as scholarships. What kind of numbers of students benefited from that $300,000?

Binstock: I would say there were 280-300 students a year that would benefit from that scholarship.

Chairman Skarphol: Scholarships range from maybe $750-$1500 apiece.

Binstock: Anywhere from $500-$1200.

Break between hearings.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 4, 2009

Recorder Job Number: 10200

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee back to order by calling on **President of Valley City State University (VCSU) Dr. Steve Shirley.**

Amanda DeKray, Student at VCSU and a resident of Pettibone, North Dakota: Provided testimony in support of SB 2003. She spoke about the need for an affordable university experience and the value of a small campus.

Senator Larry Robinson, District 24: Made comments on the budget with respect to the funding appropriation.

Dr. Shirley: Used a Power Point presentation to demonstrate Enrollment Trends, see attachment # 1, emphasizing the collaboration with other institutions and the technology programs that are available in VCSU. Science, Technology, Engineering and Mathematics (STEM) certificates are available to train more teachers.

Rep. Kroeber: Have you explored extending your masters program into school administration?

Dr. Shirley: No, but the ESL degree is available on our campus.

Rep. Williams: Is your recruiting the same?

Dr. Shirley: We are bringing back cross country and Track and Field to attract more students

Rep. Wald: Your fisheries and wild life, what will their job opportunities be?

Dr. Shirley: Mostly state government.

Rep. Wald: Does it compete with Bottineau?

Dr. Shirley: These are collaborative program with Bottineau, 2 years there and finish at VCSU.

Continuing with slide show with an explanation of the technology enhanced learning environment and what makes VCSU unique.

Rep. Klein: The nursing degrees, are they registered nurses or practical nurses?

Dr. Shirley: They are called PN. Continuing with testimony...

Rep. Klein: Tuition Rate?

Dr. Shirley: Out of state tuition, I'll check on that.

Chairman Skarphol: How actively are you marketing this?

Dr. Shirley: A once a year visit to the market areas. Continuing with power point presentation. The STEM initiatives was itemized.

Trudy Collins, Vice President for Business Affairs: Provided testimony with a power point presentation, beginning on P. 13 of attachment # 1.

Future Capital Projects were highlighted.

Rep. Klein: The plan that you did was not one that was designed by an architect who went through each facility and made recommendations. It is something you did yourself?

Collins: Yes, we did hire someone to do that plan and they updated our previous plan. Old and aging buildings bring our deferred maintenance to this high level. Restorations should reduce this cost. She supplied a list of buildings and the ages of those buildings.

Rep. Klein: Is it coal or natural gas?

Collins: Lignite.

Rep. Williams: Where is the Student Union in that chart?

Dr. Shirley: In the auxiliary buildings.

Rep. Klein: Are there any buildings you would take down and start over because they are beyond repair?

Collins: None, currently.

Rep. Klein: This residence hall that is unoccupied, are you heating that, is there an electricity bill?

Collins: We have to keep it minimally heated. We use it in the summer for football camps, etc. Completing testimony with top priorities.

Rep. Wald: Dr. Shirley, where do you come from?

Dr. Shirley: From Fargo originally, degrees from UND, worked for the University of Minnesota system for 7 years, most recently at Dakota State University, Madison.

Chairman Skarphol: Addressing Laura Glatt, in reviewing the budgets, some are up and some are down. Why the inconsistency?

Laura Glatt, Vice Chancellor: What we use to report those FTEs are for Risk Management purposes. We reflect those in our numbers.

Chairman Skarphol: the affordability number is different for various institutions.

Glatt: The factor you don't see is hanging enrollments, if enrollment is not growing the student amount goes up.

Rep. Wald: Why risk management?

Glatt: It may have something to do with liability.

Rep. Klein: The student to faculty ratio, doe that hold pretty clear throughout the system?

Glatt: We recommended that we drop that because it is difficult to get consistent data.

Rep. Williams: At NDSU, there were classes that some classes have 200 students in general courses.

Glatt: At UND there are between 250-300 students in the general ed classes.

Chairman Skarphol: Reviews next week's schedule. Meeting adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 5, 2009

Recorder Job Number: 10239

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order on SB 2003, Minot State University, by noting that all members are present and introducing Rep. Klein to begin the hearing.

Rep. Klein: Introducing the hearing on SB 2003 by discussing the Swain Hall project. He distributed attachment # 1, detailing the remodeling estimated Cost Projections. He briefly discusses the amendment # 98046.0301.

Dr. Fuller, President Minot State University and Minot State, Bottineau: provided testimony, see attachment # 3.

Chairman Skarphol: Summarize briefly what is most important to you and we'll ask the others here to give us the other details.

Rep. Wald: Compliments the University on the practicality of the handout.

Dr. Fuller: Continuing with testimony, attachment # 3, PP. 1- 8 and appendices.

On P. 3 he highlighted the North Dakota Roundtable Goal and the Cornerstone Goals for 2008-2009.

Rep. Wald: Under Cornerstone # 3, you have replace boiler, will that be strictly coal?

Dr. Fuller: We have supplementary boilers that use alternative fuels but the coal boiler is in operative.

Rep. Kroeber: Will that use new clean coal technology?

Roger Kluck, Plant Services Director: We have looked into efforts that are going on in Underwood that would help us with some of the extra substances that come along with coal.

Chairman Skarphol: We have the EERC in Grand Forks that has done research in ground source. If there'd be something out there of real benefit, I'd think you'd look into that.

Rep. Klein: The air base has been looking at a ground source system. The stimulus package might have some possibilities. The cost is about 1/3 of what it is for gas or coal.

Chairman Skarphol: Tioga has a water formation that you could pump thousands of barrels of hot water, enough to heat the entire city and the sidewalks if they had the money to develop it. Stimulus money could be used to fund those projects.

Dr. Fuller: Continuing with testimony P. 4-5. He draws attention to Appendix A, detail on how we did on our cornerstone projects.

Rep. Wald: On this major gifts officer, how is that funded?

Dr. Fuller: It is funded through Advancement, the capital campaign

Chairman Skarphol: On the bottom of P. 4 you have a term called Aspiration Peers. Where do you go from there?

Dr. Fuller: We are looking to be a high performer. USA Today uses high quality high performance goals. We are aiming to reach some of those goals. Other indicators we are not reaching and are not so good, are graduation rates. We are at 35% percent and would like to change the culture to be a destination school.

Chairman Skarphol: If you were to compare this to the peers in the Round Table, how would you compare?

Dr. Fuller: We are not making comparisons with peers because we are looking at indicators

Continuing with testimony P. 6 and continuing through P.P. 7-8.

Rep. Wald: What do these partnership agreements encompass?

Dr. Fuller: The effort is to enhance cultural experiences through faculty and student exchanges.

Rep. Wald: There is no cost?

Dr. Fuller: No. On PP. 8-10, he describes the fall enrollment comparison. Full time graduate students dropped by 35%. There are 60 Canadian students. There are serious issues and trends over the last 10 years. The CEL, on line, off campus has declined. A new dean of recruitment management has been hired and a recruiter for Canada is in place.

Rep. Williams: Other institutions are bringing in more and more out of state students. Out of state tuition, how do we justify state funding to fund out of state students?

Dr. Fuller: We have an influx of students coming from other states, some of our students are moving to other states at in state rates, so we are competing with other states. The payoff is that 75% of the students, who graduate here, stay here.

Rep. Williams: Reciprocity, is that an out of date term?

Dr. Fuller: We are admitting students with the intent to support them.

Rep. Williams: We used to be restrictive, do you have formal reciprocity agreements with Canada and out of state.

Rep. Williams: When did we open the doors when institutions could make their own agreements?

Dr. Fuller: Any reciprocity agreement has to have Board approval, such as WICHE and others. Coming back to the principle of the Round table, we have flexibility but have to be accountable to our operations.

Rep. Wald: I don't believe higher ed has convinced the general public that bringing students in is economic development. We are selling the public on this idea.

Dr. Fuller: The facts are quite evident that foreign students have an economic impact and it is up to us to provide that information.

Chairman Skarphol: We have built a system that in order to be efficient and effective has to have a certain level of student number and our state cannot provide that number of students?

Dr. Fuller: Yes. Growth and development will be curtailed if we limit students.

Rep. Williams: You have to have viability. When did we begin this trend to bring in outside students at resident rates?

Chairman Skarphol: We will add that to our list of questions to the Board.

Ron Dorn, Vice President for Financial Affairs: Began his testimony on P. 11 and 12 of Attachment # 1. Reductions and changes were indicating that the state appropriations were used efficiently. PP. 13 and 14, leaking roofs will have to be repaired. We'll do the repairs within the dollars that we have. Page 15 shows the amount of grant funds that have come into the institution and run programs totally on those dollars. Pages 16 and 17 detail deferred maintenance costs.

Chairman Skarphol: The Swain Hall Project. Your institution has in excess of $11M in deferred maintenance. What effect will the completion of Swain Hall have on deferred maintenance?

Dorn: It will be taken it down to $4M. A lot of it is in Swain Hall.

Chairman Skarphol: It will be added in the next cycle in deferred maintenance again.

Sandi Deis, OMB Analyst: It is a calculated number, an inflationary number is added to that.

Chairman Skarphol: Is it roughly 2% of the value?

Vice Chancellor Glatt: What our campus personnel do is evaluate the condition and arrive at a deferred maintenance value building by building. We are hoping to have a new model.

Chairman Skarphol: Could you do an analysis to determine if 2% will equate to the deferred maintenance figure?

Vice Chancellor Glatt: If we look at total deferred maintenance by campus, is that roughly 2% of those facilities.

Chairman Skarphol: We'd like to get rid of this column, too.

Dorn: We've taken other items off the list and made some replacements.

Rep. Wald: On P. 15 you have 5 different projects, are they all grant dollars? Are they all federal?

Dorn: Yes, all federal

Rep. Klein: Do you gain efficiencies?

Dorn: Yes.

Dr. Fuller: Refers to PP. 16 and 17 to discuss salaries, and the importance to maintain the 5% salary recommendation by the Governor.

Utilities are not predictable, and we are likely to experience a $400,000 increase, parity. Swain Hall will cost at $13M to complete that project. This will shift appropriations, $2.5M, from the boiler project to make up the difference in the shortage amount for the Swain Hall project. This is in the amendment presented by **Rep. Klein.**

Rep. Wald: Is there an asbestos problem?

Dr. Fuller: There was, the building is standing gutted now.

Chairman Skarphol: If we transfer this money, you will come back to us in two years for those funds for the boiler.

Dr. Fuller: We are refurbishing the boiler with those dollars, $3.75M. The cost of a new boiler system is now $10M.

Chairman Skarphol: How could you put a ground source system into Minot state without completely tearing up the ground?

Rep. Klein: The ground source heat pump is up and operating at the tribal college and at Dickinson state. It could be done in pieces. It might fit the stimulus thing. There are four boilers at Minot State, in the summer they use a small boiler for hot water.

Dr. Fuller: Health fees have been increased. Referring to P. 21, the new Wellness center. Page 22 provides a summary and future consideration.

Rep. Wald: Another flat roof on the Wellness Center.

Dr. Fuller: (Uneasy laughter.)

Chairman Skarphol: Addressing Vice Chancellor Glatt asking for costs on Swain Hall and how much deferred maintenance it will shave off. Give us a list of 4 or 5 and see how much it can cut costs.

Hearing adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 5, 2009

Recorder Job Number: 10241

Committee Clerk Signature Shirley Braning

Minutes:

Chairman Skarphol: Began the hearing on SB 2003, Minot State, Bottineau (MSU-B) by introducing **Ken Gross, the Campus Dean.**

Gross: Presented testimony, see attachment # 1, beginning on P. 3. He highlights the cooperation with Minot State University as the parent campus. Pages 4-5 details the enrollment. The new enrollment counselor has enhanced the increased admissions. There are 1 and 2 year vocational programs available in 5 areas: Business, caregiver services, computer technology, education and health professions. Forestry has been the primary mission. (Inaudible)

Chairman Skarphol: What is the enrollment in those programs in forestry?

Gross: About 100 on campus students. Continuing with testimony, the College has been requested by Sen. Dorgan to develop the vegetable production for North Dakota and partnerships are now underway and a new center for this effort will employ over 100 workers and create over $31.6M in financial impact for the state.

The online class delivery, detailed at the bottom of P. 8, indicates an increase. Programs are available totally online. The Nursing Program is the fastest growing program. Accreditation is in place for each of the programs, including those delivered online.

Strategic planning is detailed on PP. 9-11.

Rep. Williams: You started a football program. How do you schedule and who do you play?

Gross: I am not confident that we will be able to get into conference. Next year we have a schedule of eight games.

Rep. Williams: How did you do?

Gross: 2 and 6. We converted the first week of class on hands on experiential learning orientation, such as field trips, seminars, etc. The name will be changed to Dakota College at Bottineau to end some of the confusion and to undergird the focus and mission.

Rep. Wald: A couple of years ago we were approached at Dickinson State for Natural resources to study the dying of shelter belts. Has your program done anything to study this?

Dr. Gross: The Forestry Service is located on the campus and they would likely do that study.

Jim Borkowski, Director of Business Affairs at MSU-B: Began his testimony on PP. 12-13. He highlighted the utility cost increases detailed on P. 24.

Rep. Klein: What is left on the Thatcher Addition that you have completed?

Borkowski: Funds were left over. Continuing testimony on PP. 14-19. Students will not have tuition increases for the next two years. Full time students will not be paying $151. We do not have anyone on campus to provide campus security. The City of Bottineau sends its patrol through the campus. An FTE is requested for that.

Rep. Williams: How much of a determent is it to not have security on campus?

Borkowski: We've been fortunate; crime on the campus is low. With recent happenings on campuses around the nation we are making the request for that.

Chairman Skarphol: There may be competitive grants throughout the system; through FEMA. Mr. Goetz could look at that.

Borkowski: Continuing with P. 19, extraordinary repairs. Boilers have to be replaced to meet EPA standards, the burning if lignite is prohibited but could be resumed with the new boiler.

Chairman Skarphol: Have you bid that boiler replacement?

Borkowski: No, this is a firm I trust. Finally, we're asking for a $2M project cost for the center for horticulture. Much of that will be donations and grants.

Chairman Skarphol: How large will it be?

Borkoswki: It will be a 3 season building and should make the project viable.

Hearing adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 5, 2009

Recorder Job Number: 10295

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order to hear SB 2003, North Dakota State College of Science by introducing **Dr. John Richman, President of North Dakota State College of Science (NDSCS).**

Dr. Richman: Provided testimony, see attachment # 1 PP.1-19.

Chairman Skarphol: Are you subject to a higher need for change than the universities because of the technology aspect of your programs?

Dr. Richman: We are expected to change frequently because of the rapid change in industry demand but I can't speak to the other institutions. Continuing on P. 10, at the bottom of the page is Engrossed SB 2019 which would provide a 5% salary increase.

Chairman Skarphol: Why did the senate remove it?

Dr. Richman: It was the belief that when CTE was established, there were 4 legs: Fees charged from companies, each supports the funding. If this money isn't included, fees will be charged to the industries. Our enrollment is going up, but residency is going down and that affects the change in revenues.

Chairman Skarphol: Do the credits that are earned on line cost the same as the on campus?

Dr. Richman: No, there is a fee added to on line. Economic development contributions were highlighted.

Rep. Onstad: When you deal with your program, you limit the numbers of students who can take the classes.

Dr. Richman: Yes.

Rep. Onstad: Are we capable of adding more classes to meet the needs in Western North Dakota? What all does it take to add and can you move rapidly to meet those needs?

Dr. Richman: Continuing with P. 20 and reviewing the financial operations through P. 26. The Extraordinary repairs and deferred maintenance request are detailed on PP. 27 and 28. Moving on to Major Capital requests include the Horton Hall project, Robertson Hall and Parking Lot 4. The Horton Hall project will decrease the deferred maintenance costs. EPA requirements must be met so that we can move forward; Bonding for the parking lot has been approved by the State Board of Higher Education.

In concluding his testimony, Dr. Richmond discussed the unique needs of the institution. On P. 42 he shows a comparison of the high cost of educating students at NDSCS along with the cost per student on P. 44. The only programs that currently have a cap are dental and nursing. There are open seats in other programs and every open seat costs money.

Chairman Skarphol: What can we do to help you with student numbers?

Dr. Richman: Demographics, the number of high school graduates is declining. We need to market and change the mentality that in order to be successful, you have to get off the farm and get a baccalaureate degree. We are not going after the top 20% of the class. We have to be proud to have our sons and daughters go through a tech school.

Rep. Williams: How much competition do you have from the institution across the river?

Dr. Richman: The competition is our fault because we have done nothing in 35 years to compete. The marketing has to change.

Rep. Williams: In your enrollment, how do you handle out of state students?

Dr. Richman: If they are residents on campus, dorm and meals, they get instate rates. 20-30% of our students who finish at NDSCS stay in North Dakota. Minnesota is a good recruiting pool.

Rep. Klein: The telephone bill, some $25,000 in charge run up by some young student. Was that ever resolved and did you use general fund money to do that?

Dr. Richman: $47,000 was charged, the student has been dealt with as well as the faculty member who violated policy. We are in negotiation with AT&T, and has been reluctant to reply to our requests to settle. We have a lawyer and may have to go to court because we don't want that outstanding bill on our account. The money used will not come from the general appropriation funds, but from auxiliary funds to cover that.

Rep. Klein: Have you implemented policies and procedures to preclude this from ever coming up again?

Dr. Richman: Yes, we have. Those cards are no longer available. Getting confirmation from **Mr. Renk, Vice President for Administrative Affairs.**

Rep. Kroeber: On plumbing what other avenues do I have to get this training other than NDSCS in North Dakota?

Dr. Richman: The US Department does have certified apprenticeships in plumbing. An individual can go to work for a company to get this training. If they successfully complete that training we will accept that training for half. We are reducing the time and the expense; additional time can be earned on line or on campus.

Rep. Kroeber: Why don't you require students to stay on campus?

Dr. Richman: Freshman are required to either live with their parents or in the dorm.

Chairman Skarphol: Can you quantify the amount of time you spend trying to market your institution? Have you given consideration to get funding to help with that purpose?

Dr. Richman: There is an RFP to do an image campaign among the 5 Jr. Colleges in the state and that was not funded. Our current budget in our marketing area is $225,000 per year and some of this goes to printing. We are adding another $400,000 to do a major marketing and advertising campaign. The RFP is out and we are waiting for bids.

Chairman Skarphol: Was the imaging request made to the board and not included in the system budget?

Chancellor Goetz: That was submitted but not included in the Board budget.

Chairman Skarphol: Can you give us a potential dollar amount that was requested?

Dr. Richman: It was an estimated number of roughly $350,000.

Senator Anderson, District 25: I am a graduate of NDSCS and have never left. You have to get people out into the schools and show them that their final cost will be so much lower and there are many jobs available.

Rep. Wall, District 25: People don't realize the high cost of the education provided, and asks the committee not to underfund.

Meeting adjourned at 2:23.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 6, 2009

Recorder Job Number: 10338

Committee Clerk Signature Shirley Banning

Minutes:

Chairman Skarphol: Brought the Committee to order to hear HB 2003, Bismarck State College. He noted that all committee members are present and the hearing began with **North Dakota University System Chancellor William Goetz** introducing **President Dr. Larry Skogen, Bismarck State College (BSC)** to the lectern.

Dr. Skogen: He introduced all BSC staff present and guests. He began his testimony, see attachment # 1, by discussing the power point slides listed on PP. 2-3, including the Mission, Vision Statement and Programs. He emphasized the online courses and the partnerships with Dickinson State, Minot State Universities and others, and enrollment projections on PP. 4-5. The work with industry response is bringing in new programs and designed courses to meet needs of companies such as Minot State University (MSU).

Introducing Kirsten Baesler, current President of the Mandan School Board:

Baesler: Spoke in support of the education she received at BSC and the importance of offering programs, in collaboration with Dickinson State University (DSU) that will keep people in North Dakota see attachment # 2.

Rep. Klein: How long did it take you to finish your degree?

Baesler: Three years.

Dr. Skogen: Our core business is producing a foundation for advanced degrees, transfer programs, not to be a four year institution. Continuing with testimony on P. 8, he describes the growth that is taking place on the campus with the Joint Powers Agreements with the Bismarck Public Schools, the Cities of Bismarck and Mandan, and the Bismarck Park Board.

He introduced **Kristine Weippert, sophomore from Tappen and President, BSC Board of Governors.**

Weippert: Spoke about the concern for financing her education and in support from the Student Perspective on Affordability, see attachment # 3 .

Dave Clark, Executive Vice President at BSC: Provided testimony on the budget overview, see PP. 15-22, attachment # 1. Our enrollment growth puts us ahead of our revenue projections. Spending is on target so currently we are not squeezed. He reviewed the improvements completed and upgrades. There was no general fund carry-over. Reserve funds were used with the new buildings and so there is a need for reserve funds.

Rep. Klein: Requested information on the progress on Lidstrom Hall. How many students stay there and are out of town freshmen required to stay there?

Clark: We have 280 resident beds and do not require students to live on campus. All beds are typically filled up.

Chairman Skarphol: The $340,000 in your budget for deferred maintenance.
We'd like to get rid of that term "Deferred Maintenance" , do you actually have $2.400M in Deferred Maintenance on your campus? Do you feel that is the actual number?

Clark: Our greatest need is roof replacement and our underground distribution line there is a need for window replacement and maybe the stimulus package will help. We have some 60's

buildings that need repair. If you were to look at the total needs, our number was $3.4M, it probably is the lowest number.

Schafer Hall project is complete, we will not be coming back to ask for more.

Moving on to the 2009-2011 budget on PP. 17-23. We are supportive of a good operating budget for us. Some relates to parity and parity relates to salary. 75% of the costs are people costs, a 5 and 5 compensation package that is competitive. With utilities, there is an increase because we've added facilities.

Rep. Wald: There were hail storms in Bismarck, were you able to collect anything on the roofs?

Clark: Yes, some from Fire and Tornado. Continuing with testimony, he discussed the funding that will make a tuition freeze possible. He discussed the Tech Center expansion to increase the welding program at $3.4M. Since this is a shared facility with the Bismarck School district the Joint Powers agreement provides some money for the cost of the land.

Rep. Klein: The ongoing operations of this facility, will they be shared?

Clark: Yes, since they are adding a building on campus that will be shared. He went on to discuss the BSC Higher Education Center, see attachment # 4. This includes a business plan.

Chairman Skarphol: There is a $4.5M appropriation and then this business plan would work?

Rep. Wald: What does that figure out per square foot?

Clark: $130.per square foot.

Rep. Wald: How old is that building?

Clark: We moved in in 2004.

Rep. Wald: Flat roof?

Clark: Flat roof. If the operating funds are provided in addition to the building, there is a $600,000 operating fund component over a 2 year period. That would allow the campuses to who currently have a surcharge to pay us the 20%. Continuing with budget report.

There is an issue with the Fire and Tornado that has a coverage lapse, along with discussions with the city of Bismarck regarding the flooding of the Jack Science Center.

Chairman Skarphol: You're not allowed to purchase any kind of supplemental insurance.

Clark: That is the understanding.

Rep. Wald: If you buy this Horizon Building, will that include the ground? How about the underground, i.e. sewer and water, does that have any connection with the main campus?

Clark: It is directly connected to the campus and our main lines are connected so it would include the entire infrastructure, including parking. There is about 20,000 square feet of paved parking.

Dr. Skogen: Making concluding statements, he highlights the standing of the community college and collaboration with other entities.

Rep. Wald: On P. 22 of attachment # 1, extraordinary repairs and special assessments.

I need a definition of extraordinary repairs and equity.

Clark: That is the term that comes out of OMB, it used to be capital improvements. In our case it is improvements that we don't own. It is making improvements and assessed back to the campus. It improves the infrastructure that the city owns but not our campus.

Chairman Skarphol: Special assessments should not be quantified as extraordinary repairs. That expenditure would probably come out of your deferred maintenance. There should be a line for special assessments. We don't have an idea, because they are never brought up.

Clark: It is a semantic issue, it is how the budget terms have changed.

Chairman Skarphol: We would like to use the term funding appreciation.

Chancellor Goetz: Expresses his appreciation for having the campuses before the Committee. The budget is still a work in progress. He expressed respect for the questions asked.

He distributed a letter from the Board President.

Chairman Skarphol: You've been here and have heard our concern about flat roofs.

Chancellor Goetz: Agrees that construction and deferred maintenance versus capital projects need a look at how the figures are derived. All of this should be looked at how it fits with the delivery system of higher education including distance learning.

Chairman Skarphol: What percentage of the budget are people costs. Could you provide that for each institution?

Chancellor Goetz: We are working on that. The conviction of the concept of a Higher Education Center makes a lot of common sense and need to be looked at in the eastern part of the state. Looking at the system in South Dakota, they do have centers. This is a new day in how we deliver education.

Rep. Onstad: The campuses have stated that they need to remain competitive, is it a ratio of the money or is it lack of students? We still seem to be higher in the tuition costs.

Chancellor Goetz: We are high on the tuition side of most colleges that are 2-year but more comparable with the four year institutions.

Rep. Onstad: When we fund, should it be less on the capital end and more on the student end?

Chancellor Goetz: It is difficult to weight one against the other. The infrastructure is important to run a good learning environment.

Rep. Williams: How many student go to Minnesota and how many come to North Dakota?

Chancellor Goetz: 3000 students go to Minnesota to the technical community colleges. They are taking advantage of programs, particularly in health. This is something we have to address.

Rep. Williams: The concept of reciprocity, do we subsidize out of state students to make our institutions viable?

Chancellor Goetz: The benefit is the percentage of those people remaining in the state. This is a perception issue we need to work on.

Rep. Wald: Expresses his pride in the selection of the new presidents.

In the 4-year institutions, there is the old perception of teachers' colleges. Technical colleges have more flexibility. Do we need to refocus?

Chancellor Goetz: There are constitutional matters; it has to be new day on how we look at our 4-year institutions.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 20, 2009

Recorder Job Number: 11356

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the Committee to order to discuss SB 2003, by noting that Committee Members are present with the exception of Rep. Hawken. Discussion will be held on SB 2003, no votes will be done at this time.

Rep. Martinson: Will discuss three amendments that he will ask Legislative Council to draft. First is a motion to take off language on the salary freeze. I don't think that was the proper thing to do. The discussion needs to be with the board. It is not about money but about their integrity and their honesty and how they think legislators perceive them.

Rep. Wald: Second

Rep. Onstad: How much is that?

Rep. Martinson: I think it is a little over $100,000.

Vote Taken: Yes 7, No 0, Absent 1. Motion Carried.

Rep. Martinson: Motion to remove $700,000 and add $50,000 from the tuition stabilization money to appropriate $750,000 to the Theodore Roosevelt Center in Dickinson State.

Chairman Skarphol: Intended in what way? For digitization, is that what you have in mind?

Rep. Martinson: they have $150,000 in seed money to start the process and they are ready for the rest of the money.

Rep. Wald: Second.

Rep. Klein: This is that system where they are putting everything on discs at Dickinson, that Theodore Roosevelt stuff?

Rep. Wald: Teddy Roosevelt is the only president that doesn't have a Presidential Library. They are gonna retrieve documents from Harvard, Library of Congress and it will be an attraction and tourists.

Rep. Klein: That was $750,000?

Rep. Kroeber: Is it not to increase tuition?

Rep. Martinson: There was an error made in the Senate that they didn't deduct $700,000 that was a duplication of money. It would be that $700,000 plus $50,000 from tuition stabilization.

Rep. Kroeber: How does the $50,000 affect the whole tuition stabilization?

Rep. Martinson: It would decrease it by $50,000.

Rep. Kroeber: Are they required that they not increase tuition?

Rep. Martinson: That is the third thing on my list.

Rep. Klein: That is a small amount of the total pot, isn't it? What is the total pot?

Chairman Skarphol: About $8.2M. (Waiting for Rep. Wald to return to the room) Laughter.

Chairman Skarphol: Question regarding Minot State Boiler Fund.

Vice Chancellor Laura Glatt: Money has been shifted from the boiler fund.

Vote Taken: Yes 7, No 0, Absent 1. Motion Carried.

Rep. Martinson: The Board does not want us involved in setting tuition. For discussion, not a motion. There was a bill that would have allowed us to set tuition and that was rejected. By keeping that stabilization fund we are getting involved with tuition and that is not where we

wanna be. I will make the motion that we take the tuition stabilization money out of the higher ed budget.

Rep. Williams: Repeat the reason for your amendment.

Rep. Martinson: Reviews the reason being to cut some budgets. We are setting tuition, we're freezing it and that is the Board's responsibility to manage the tuition. The schools should be allowed to set tuition, or the board.

Rep. Kroeber: It affects the students; we are putting adequate dollars in for students. Is this one time funding, or base budget?

Brady Larson, Legislative Council Representative: Base budget.

Rep. Onstad: If all changes could be put together so we have an idea what the total package is.

Chairman Skarphol: That is probably where the discussion is going today.

Brady Larson: Asked a question regarding amendment # 1 regarding salary freeze language. In the bill, there are two parts, the first part states that salaries would be frozen for people making over $100,000 and the second part regards employees whose salaries do not exceed $100,000 may not receive compensation adjustment of greater than 5%. Is that the intent to take that out? There is also funding removed of $138,000 by the Senate. Is it the intent that it be restored, also?

Rep. Wald: Distributed attachment # 1 which is a letter from Mr. Binstock, the "Bean Counter" at Dickinson State and has to do with oil wells that are horizontally drilled under the property that Dickinson State sits on. The oil revenue has decreased, which is part of their revenue stream. The projected revenue of $677, 227 in 2009 and what it is anticipated to be in 2010-11based on an average of $42.50 a barrel for 2010 and average of $53.50 for 2011.

What the amendment does is, a shortfall would be $369,121 it would appropriate $350,000 from the permanent oil tax trust fund to offset the decline in oil revenue been a part of the revenue to Dickinson State for the past 18 years. I would move that amendment.

Rep. Klein: Second.

Chairman Skarphol: Asked for clarification on what happens in the event that oil goes up.

Rep. Wald: Maybe it would be extra carryover funds. The Legislative Council's projection this is what they are basing their forecast on. It is somewhat of a guessing game.

Chairman Skarphol: When it says "or so much as may be necessary" means that in the event that revenue went up, then the revenue fund would be decreased. Does it set a limit, addressing **Larson?**

Larson: Permanent oil trust fund, it does not set a limit.

Rep. Klein: Same language as with the experiment station? As the price went up, it didn't draw that amount of money. They didn't need it.

Rep. Wald: It would be handled just like the sale of livestock at the Dickinson Experiment station. It is part of the revenue stream and if it is higher than what the budget called for it would be carryover for the next biennium.

Rep. Onstad: Based on oil being $50,it went up to $140. What happened to that additional money that came back to Dickinson State?

Sandi Deis, OMB Analyst: Tuition is not budgeted as part of the state process.

Chairman Skarphol: Tuition is not but the oil revenue that comes to the institution is it part of the budgeted numbers?

Deis: Part of their overall institution's budget.

Chairman Skarphol: but not part of the appropriated .... Quantified as unrestricted funds, in a fashion.

Vice Chancellor Glatt: It is not part of the appropriation process, but it is different than at the research centers where that oil revenue does come through the appropriation process as other fund source.

Chairman Skarphol: Are there any other campuses that are the benefactors of oil royalty revenue sources?

Rep. Onstad: Valley City is gonna be a recipient here soon. They own some minerals north of Parshall. I assume the college has allowed for budgeting.

Vice Chancellor Glatt: As they plan their budget for Fiscal Year 2009 they were taken into account the estimated oil collections and used that as one of their revenue sources for their annual budget. We do annual budgets, they have yet to go through that process. Some of it must go into scholarships.

Rep. Wald: This goes into the operating line item.

Rep. Kroeber: If our idea here is to replace dollars the amendment should also include that. If it is because of reduced oil prices, if oil were to go up and they were to receive those extra dollars we would want some kind of language.

Rep. Wald: If you want to add, "Not exceed $350,000", I would not have a problem with that

Rep. Kroeber: It already does that.

Chairman Skarphol: He is willing to accept a lower price than what they were receiving in '04-'05 when oil prices were not that high. With the $350,000 they could be lower in the next biennium than the previous. It is kind of unique.

Vote Taken: Yes 5, No 2, Absent 1. Motion Carried.

Chancellor William Goetz: Responding to the previous question about Swain Hall at Minot State University. The Board recognizes that there is an increased cost factor involved here and this is not an issue that was taken up by the board. The point we were concerned about is that there was not a real material change in the scope of the project. The Board recognizes that the institution wants to move forward on this project but it is a situation where the Board cannot.....

Chairman Skarphol: Do you think the scope has changed?

Chancellor Glatt: Minimally.

Chairman Skarphol: Does the Board seem to recognize the premature numbers are legitimate?

Chancellor Glatt Yes, cost factors have changed.

Chairman Skarphol: The proposal brought forward is accurate in what the change in cost is going to be?

Chancellor Glatt What has been brought forward in terms of the contractors or the estimated costs.

Chairman Skarphol: Do you have an alternate solution?

Chancellor Glatt No.

Chairman Skarphol: Asking Rep. Klein for review of the additional dollars.

Rep. Klein: It was not an accurate estimate, the costs have gone way out of line. and asbestos problems that were not identified originally. The building is gutted and agencies have moved out. Part of solution was to take some money from the boiler fund, originally it was around $7M and the bids came up to $13M. We shifted some money from another line

item and add to get it up to $10-$11M, they'll have to go back and cut and get it within that number.

The total numbers in '07 was $7M, The bids came in at over $13M.

Chairman Skarphol: What time frame did you receive that?

Rep. Klein: This was a January bid opening for the $13M.

Chairman Skarphol: Transfer how much on the boiler fund?

Rep. Klein: $1.25M from the boiler fund was transferred to the Swain Hall project.

Chairman Skarphol: Right at a $5M request.

Rep. Klein: You should also have the amendment so that the capital line item was changed.

Rep. Onstad: Last time we set some dollars for Swain Hall and it didn't go forward.

Rep. Klein: It was designated as an athletic hall rather than an education facility and it didn't go forward.

Rep. Onstad: Right now there is nothing in Swain Hall.

Rep. Klein: It is gutted, asbestos has been removed.

Rep. Onstad: The only thing over there were some athletic facilities and they are in the Dome now.

Rep. Klein: They all got moved to the Dome and that was another cost that had not been included, over $.5M had to be done to the Dome to move those facilities over there.

Chairman Skarphol: And the $6M that had been appropriated had been used to do what has happened in this point in time.

Rep. Klein: That is not all expended. They used part of that for asbestos removal and gutting the building.

Rep. Wald: We haven't had much for an appetite for funding athletic type buildings. Since then everything has been moved to the dome so now it is not an athletic facility.

Chairman Skarphol: How much do you think is left for that previous appropriation?

Rep. Klein: Reviews costs to now and the only costs that are left ...asbestos abatement took $92,700, construction demolition is $884,500, architect fees $742,000, move to the Dome of $512,000, and miscellaneous costs.

Chairman Skarphol: Square footage in that facility? I'm pushing it around because I wonder if we are better of tearing it down than building a new facility.

Rep. Klein: That was looked at last time.

Rep. Wald: Is it on an historic register?

Rep. Klein: No.

Rep. Wald: We can tear it down.

Rep. Klein: At the time it was thought to be a sound building.

Rep. Wald: Will it be a classroom building?

Rep. Martinson: Give Minot State the option to remodel or tear it down.

Chairman Skarphol: If we totally refurbish a building does that eliminate deferred maintenance?

Vice Chancellor Glatt: It would, totally or largely eliminate deferred maintenance. The exception would be depending on what needs to be done on the exterior.

Chairman Skarphol: Could you tell us about the roof and what deferred maintenance would be as well as on tuck pointing.

Vice Chancellor Glatt: We do have the ability. I sent you those numbers on the specifics of the reduced amount of deferred maintenance as a result of doing this project.

Chairman Skarphol: In doing your analysis could you tell us about the roof potential?

Rep. Klein: To my knowledge they weren't going to do any exterior work on it at this time.

Deis: No exterior work at this time.

Chairman Skarphol: Talk about the overall with regard to this budget, I hear that higher ed is higher than it should be. What is your opinion, Rep. Onstad?

Rep. Onstad: As a committee, if we could put all into one list of changes, it would be easier to look at it.

Chairman Skarphol: Refers to document, Creating the University System for the 21st Century. This is their analysis of the Executive Budget that was provided. Take a short break to get copies for everyone.

Rep. Wald: Addressing Vice Chancellor Vice Chancellor Glatt, We have dollars that go to the private schools, where could I find that?

Vice Chancellor Glatt It is in two places, P. 2 line 1 of SB 2003 and SB 2062 has the $21M in new funding that will be going to that.

Break

Chairman Skarphol: Distributed attachment # 2, regarding grants. 4% is awarded to students in private institutions, 84% awarded to our public institutions, 14% to our private, non-profit 4 years, and 2% of the dollars.

Rep. Wald: The Board office will give us a breakdown by campus, public and private.

Chairman Skarphol: Addresses Larson, You printed the information for us out of the book. Page 34 is the Grant Programs, this is the total dollars in SB 2003 and SB 2062.

Vice Chancellor Glatt: It reflects House Education action since crossover. They increased it by another $1M. Other changes, the opportunity grants, where there was $4M in the Senate

version there is now $3M in the House Education version. The assumptions have changed in terms of the grant award amount because the House changed those, too.

Chairman Skarphol: Welcomes students from Litchville-Marion High School.

Vice Chancellor Glatt: Explains Attachments #s 3 and 4. The State Grant's program, The Governor had $40M in total and referred to it as the ACT North Dakota program. The intent was to award need based grants ranging from $500-$2000 in $500 increments, based on $40M appropriation. That has been reduced to $28.2M in the House Education version. We are looking at a flat $1200 grant per student, funding 11,765 students per year.

Rep. Martinson: Are you talking the House Education 2062?

Vice Chancellor Glatt: Yes.

Rep. Martinson: We have SB 2062 now and .....

Rep. Kroeber: What is the $1200 based on?

Vice Chancellor Glatt: All on financial need based. There's about a little over 20,000 eligible students per year. This would fund shy of 12,000.

Rep. Martinson: Would it help if it were all in one bill?

Vice Chancellor Glatt Yes, we are sensitive to the fact that when there are several bills before you, it is hard to keep track. Continuing with explanation of attachment # 4 columns 2-3, the Professional Student Exchange Program. (PSEP).

Chairman Skarphol: There a number of different repayment loans, requesting a spreadsheet delineating each.

Vice Chancellor Glatt This is already done. It can be sent electronically.

Chairman Skarphol: Add money to it,

Vice Chancellor Glatt Depending on how you want to change PSEP.

Chairman Skarphol: How many places do we have STEM? Requests a list of all the bills where STEM is included.

Vice Chancellor Glatt Going to the reengrossed version of SB 2003, on P. 2, Line # ? the Goal of the Board is to increase the performance of students in STEM with $4M funding, the academic programming money K-12 and to encourage collaboration of the Universities and K-12. Mostly people money, some for renovating science labs. The Governor added the STEM loan forgiveness program that is in SB 2062. The Senate added $1.5M for STEM activities and gave the Board the authority to allocate that money back to programming functions but cannot be used for bricks and mortar or infrastructure. This is Section 19 in the bill. Continuing with Opportunity grants, in column 6. $15,000 scholarship annually.

Chairman Skarphol: Is there potential for a student who gets a merit scholarship to qualify for the $12,000 of needs based?

Vice Chancellor Glatt: Certainly, because on the scholarship there are no requirements beyond just the academic requirements.

Rep .Williams: Is this the same as the merit or is it different?

Vice Chancellor Glatt: This is how it came out of the Senate, it will now be called the Merit scholarship.

Rep. Williams: Is the Opportunity grant still being used?

Vice Chancellor Glatt: That term is not being used.

Chairman Skarphol: What are the two Merit Scholarships? One in SB 2062 and SB 1400, what is the difference?

Vice Chancellor Glatt: There really aren't any differences, in 2062 the eligibility requirements point to HB 1400 each refer to Merit, but they start at different times and there is a different dollar amount.

Rep. Williams: What is the rational for postponing?

Vice Chancellor Glatt: It came out of the Governor's office, I don't know.

Chairman Skarphol: Maybe it has more to do with the fact that students aren't prepared to qualify for all of the criteria.

Rep. Williams: If they are not a duplicate, is it a way of sustaining it or continuing in the next biennium.

Vice Chancellor Glatt: There is not intent to let this stand at the end. This will likely be resolved in conference committee.

Larson: A document is being developed that will detail funding sources, not programs specifics.

Chairman Skarphol: Ask the Council personnel who work on program specifics to take a look at what this committee would have to do with 2062 in order to make sure if we choose to kill that bill that we have the necessary parts of it transferred to the appropriate places.

Rep. Wald: Line 7 in the bill, there's $40,244M for various grants and scholarships, etc. This is a 201% increase that includes SB 2003 and 2062. Does it also include anything in HB 1400?

Vice Chancellor Glatt: There is no funding in HB 1400 for the Merit Scholarship because it doesn't have to be funded until the '11-'13 biennium.

Chairman Skarphol: What is the 201% of?

Vice Chancellor Glatt: Of the '07-'09 adjusted appropriation. It would be of the $13.379M. When you compare the engrossed version to the current '07-'09 adjusted appropriation, it is over a 200% increase.

Chairman Skarphol: What funding is left in 1400 for higher ed?

Larson: None. Some for K-12 initiatives but no funding for higher education.

Chairman Skarphol: It has to go to appropriations yet.

Rep. Wald: The 2009 adjusted appropriation was $13.3M, to go to $40M that is more than 200%?

Chairman Skarphol: The increase is 200%.

Vice Chancellor Glatt: Looking at Section 4, the Engrossed version, of SB 2003 and SB 2062. The funding is going into 3 primary areas, one is the large increase in financial aid programs, another is on line 2, and the parity cost is almost $50 M, the equity on Line 5, and the affordability on line 7. About 98% of the new money in the Higher Ed bill is in those line items. The financial aid money goes to the students. The parity piece only represents the state share of that cost so the total cost of the calculation is $72M. We are only asking the state to pick up $50M. The students have to pick up the difference with a tuition rate increase in excess of 6% per year. The Board asked for the $8.2M to have the state for 2 years pick up the student share of the cost so tuition hates don't have to be raised. If the $8.2M is not funded, the choices are to not pay health insurance increases or we have to go to the students for additional money. The funding increase in the higher ed bill is large. It doesn't put any more money in the pocket of the institutions unless there were an increase in enrollment.

Rep. Martinson: Does the Board want the Legislature to set tuition rates?

Vice Chancellor Glatt: The Board takes that very seriously and feel it is important for the Board to set the tuition rates. In the end students could end up paying for it.

Rep. Martinson: It will be $8M increase in the base budget for 2 years.

Vice Chancellor Glatt: If you funded '09-'11 it would just stay in the base, so it's not like you have to come back and fund another $8.2M next biennium.

Rep. Martinson: Everything is going to up in 2 years. So if you don't you'll still have those tuition increases that you're trying to avoid now.

Vice Chancellor Glatt: Agreed.

Chairman Skarphol: The $73.6M, attachment #3 at the end of column 4. How much of that is not going to increase the base?

Vice Chancellor Glatt: The $73.6M will all be base funding increases in '09-'11. It is the bottom half on P. 8 which is onetime funding. There is very little flexible money. Most is committed to specific predetermined expenditures.

Chairman Skarphol: $98M is what it should be to reflect funding.

Rep. Wald: Line 2, the salary, what does a 1% a year salary increase amount to

Vice Chancellor Glatt: About $5.5M, just for higher ed..

Chairman Skarphol: You said 49% reflects the general fund portion and there is $22M in other funds. Does that mean there are twice as many general funded employees as other funded employees?

Vice Chancellor Glatt: By other funded we're talking only tuition income. A large portion of it is employees because it is health insurance and other benefits that drives those dollars.

Chairman Skarphol: I was under the impression that higher education employees were general funded. Two-thirds must be, then.

Vice Chancellor Glatt: In these numbers we are talking about only general funded tuition income, not all those other revenue sources which is grant and contract, auxiliary enterprises, etc. Even though you are funding a $7M cost to fund health insurance, salaries, etc., it is only on positions funded with general fund and tuition income. Information can be found in *Creating a University System for the 21st Century,* P. 11. The yellow edition is the Governor's budget, the green edition is after crossover. New green books will be delivered. She explained the detail column by column. Tuition increases are used to pay salary increases.

Rep. Martinson: Hope we have discussions about what we are going to do about higher ed. If we only talk about the increases, we are not doing our job. We should have a discussion with the board.

Chairman Skarphol: We won't have time before the end of the session

Rep. Martinson: If it is business as usual, shame on us.

Chancellor Glatt: Offered further comment. The three areas of focus are mission, tuition and funding as the role of the institutions. We have underway a thorough study of the by-law of our mission. We cannot single out one institution, it is a cooperative effort.

Rep. Wald: The problem is the issue of the ballot; it is not an education issue, but a chamber of Commerce issue. We have a communication problem. Cities want to keep their institutions.

Chairman Skarphol: Could we have a discussion with the Board?

Chancellor Glatt Based on the agenda before us, as an interim committee. My concern is the arena of the legislative process and the environment of the legislative process. As far as the budget process is concerned that would meld as far as your work is concerned, time wise. Following the legislative session, I would encourage every opportunity for that joint meeting to be held.

Chairman Skarphol: It may be easier for the Board if the legislature says this has to happen. We need input from the Board.

Chancellor Glatt: There is improvement. A larger scope is, what is the expectation of the University System in this state? In terms of Mission, today is different from 10 years ago in terms of how we meet expectations of education in this state.

Chairman Skarphol: the Boards budget says to us, "We are in a crisis mode" If language needs to be legislated that we need to come to consensus. The public's view is that "We are in a crisis mode and we can't afford this kind of contribution." There has to be some middle ground.

Chancellor Glatt: How do we discuss tuition, affordability without putting the concept in the budget? If we look at increases, we have to look at where they are at.

Rep. Martinson: Our interim study last time was a waste of time. We don't have one recommendation.

Chancellor Glatt: Let's not forget what we are faced with by the constitution.

Rep. Martinson: I appreciate that but the board could say we need to change the constitution.

Rep. Kroeber: There is more coordination going on now than in the past. I think Valley City State would be very open to two-year programs.

Vice Chancellor Glatt: Referring to the discussion about parity and equity, it is not all that we need. Some would come from the students and the option campuses would face if you don't fund that affordability piece, that $40M. There are other ways campuses could absorb that short of tuition rate increases. The budget has $10M for equity. Those are the only true flexible dollars in the budget at the campus level. Campuses are looking at that to enhance existing programs, salary increases, etc. That money could be used in whole or in part at the

campus level to help offset tuition rate increases. Not everyone participates in that equity pool so some would be able to control increases if they use that equity money. Institutions can just cut, I. e. they still have to pay the health insurance and salary increases paid from tuition increases. They will have to look for reallocations elsewhere in the budget to avoid a tuition rate increase.

Chairman Skarphol: The Green Book, PP. 7-8 has the information Rep. Onstad has asked for information on where changes can be made. Minot has a request for $25M, incorporating 2062. Our constituents want to know what we will do. Do we want to take money out of the needs based line. Flexible moneys. What is the Committee's opinion?

Rep. Wald: Education has inflation like anything else. If you're going to get an education you have to make the sacrifice.

Chairman Skarphol: P.34, column 7, refers to a $40M figure.

Rep. Klein: When you see that big an increase, I wouldn't have any problem cutting that back.

Move to reduce the $40M figure in ½ out of the grants line.

Chairman Skarphol: do you have any particular areas in mind?

Rep. Williams: Reduce to $20M.

Rep. Kroeber: We have a carryover, Hold increases down for students. The grants line would do just that. I will not support this.

I do not see it as my goal to cut the budget.

Chairman Skarphol: We are, in essence, going back to where we were before. If you reduce $40M by $20M and then by $8M we are back to $12M, so you're lower than it was before.

Rep. Williams: You are trying to cut money out of this budget?

Chairman Skarphol: Trying to get a recommendation on how we can change this?

Rep. Kroeber: Differences of opinions, when we take and do this, we want to hold increases down for students. This grant line is one of the areas where we do just that. I would not support that.

Chairman Skarphol: Do you have other areas that you support?

Rep. Kroeber: It isn't my goal to come in and cut the budget. We have the dollars to do what we can do.

Rep. Williams: You're trying to cut the money out of this budget.

Chairman Skarphol: I'm trying to find out what the committee's position is on the amounts on how we can change it.

Rep. Onstad: We'll have recommendations on Monday.

Rep. Wald: Take we take out of Grant item, 1 $7.236M and $2M out of the opportunity grants because they are gone. We could have an $8.235M reduction be cause for a conference committee.

Chairman Skarphol: Are you thinking in terms of an addition to what Rep. Martinson talked about earlier? Or in lieu of?

Rep. Wald: I'm not sure what Bob's suggestion was

Chairman Skarphol: I need to have some idea of what the committee wants.

Rep. Klein: With the 27% increase, I find it hard to sell that at home and we need to make some changes where the major increases are.

Chairman Skarphol: With regard to the equity, there's $10M there. If this were $5M what would be the difference?

Vice Chancellor Glatt: Refers to P. 12, column 6 you see how the $10M gets distributed by institution. Williston, Wahpeton, Bottineau and Valley City receive the same amount. NDSU and UND receive the most and BSC and Dickinson would be next. If you cut that in half, you would see what the impact would be. They use it to hire more faculty, enhance new programs, increase salaries, etc.

Chairman Skarphol: If we told you that we are going to take $10M, what would your recommendation be on where to take it?

Vice Chancellor Glatt: Going back to PP. 7-8, this is a priority order. Start at the bottom and cut up.

Rep. Klein: Withdraws motion.

Chairman Skarphol: Meet early Monday to continue discussion.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 24, 2009

Recorder Job Number: 11485

Committee Clerk Signature Shirley Banning

Minutes:

(45:27)

Chairman Skarphol: Continued discussion moving from SB 2062. Items in this budget, onetime. Addressing Sandi Deis, OMB Analyst. Can you point out to us where it is listed?

Deis: Turn to P. 8, at the bottom is one time funding request. That would be the deferred maintenance which is all that is left plus the $225,000 for the Med School. That is that section then we have to go to the Capital Projects which would be the other onetime funding.

Chairman Skarphol: Let's look at Capital Projects. Where are they listed?

Deis: PP. 29 and 30. Nothing has been changed in Capital Projects, it remains as the Executive recommendation.

Chairman Skarphol: Remind yourselves of all that is included in here so that when we do take this to full committee we can all participate in the discussion.

Deis: Look at column # 1 going all the way down on each campus, that would be the General Fund authority, on PP. 29-30.

Chairman Skarphol: At this point in time, stimulus dollars and how they relate to any type of higher ed funding potential.

Rep. Klein: I was under the impression that the stimulus dollars at Lake Region for that wind energy project were hit.

Brady Larson: Legislative Council Staff: I did contact the University System for more information and to check different entities to ensure that their projects are eligible for funding but have not heard back.

Chairman Skarphol: Brady, I recommend that you contact the Commerce Department, the Community Development Block Grant folks because I know that Rep. Johnson and Rep. Hofstad have had conversations with them and they believe that wind energy projects do qualify. It would reduce the general fund appropriation by that amount.

Deis: Jim Boyd is the contact person. I have been in contact briefly with him. There are eligibility requirements.

Rep. Klein: The second item is renovating the Education Building at UND, I thought that also qualified and they were thinking of using the money for the ITD building.

Chairman Skarphol: That was part of the $19M in what is flexible dollars. That was an Executive Branch recommendation. Not sure that Legislative Leadership agrees with that recommendation.

Rep. Martinson: At some point I wanna do that, I'm still putting my little construction project together to renovate that building and take that money out and reduce the Higher Education budget by another $11M. I will put that IT building in my building project and if we do take highway dollars, then I'm gonna propose that. I will have Council make a list of them and put them in the proper form.

Rep. Hawken: An email from Dr. Wynne and he will be sending it to all of you and there is a hand out I could get to us.

Chairman Skarphol: Anything else on our capital projects that might have potential stimulus dollars, i.e. geothermal?

Rep. Klein: I have an amendment to address that just providing flexibility using that for the boiler money, using a ground source heat pump and I have an amendment to that effect.

Chairman Skarphol: And that would be only up to the dollars available in the event you wanted to use it for the ground source heat pump.

Rep. Klein: Yup.

Rep. Onstad: I called about the Mayville State Campus, on the new dorm it could go to Ground Source heating.

Deis: that is revenue bonds, so it isn't in the general fund, it would be the incremental cost that would be..

Chairman Skarphol: In the case of new construction would it not all qualify? If you do a new construction it all qualifies, if it is a remodel it is only the difference.

Rep. Onstad: I understand that this is new, so maybe the whole heating project could be taken care of. They don't have contractors in place.

Chairman Skarphol: If it is a new building, I don't think it qualifies. What is the new building they are putting up?

Rep. Onstad: Of the two projects at Mayville State, one could qualify under the stimulus for the geothermal.

Chairman Skarphol: Pursue that and let Brady know.

Rep. Klein: Senator O'Connell had an amendment on the boiler.

Rep. Williams: He had an amendment relative to the security issue at Bottineau.

Chairman Skarphol: Also, thinking the president wasn't aggressive enough asking for it.

The boiler thing, we'll have to get in contact with him on that.

Requesting from Brady a list of amendments that have been made and recommendations.

Rep. Onstad: On thought and it has to do with tuition waivers, results in a loss of revenues for the Universities, is that correct?

Chairman Skarphol: It does to the extent they don't collect the revenues that were normally collected if you had an out of student pay the out of state rate. They waive only over and above the resident student.

Rep. Onstad: Either way someone else is paying that. It can't be any higher than what is paid for North Dakota residents. It cannot be any higher than 25% of the total population. Some of them are at 30 and 35 percent of their population. If we restricted part of that. They'd make that up on the other end.

Chairman Skarphol: Don't agree or disagree. They have a certain capability with regard to class size. If the waivers don't require more instructors, but optimize class size they are in effect increasing the revenue to the institution. Would you want to include staff and student tuition waivers?

Rep. Onstad: Take the nonresident waivers that can be greater than the North Dakota waivers minus staff waivers.

Rep. Williams: Brady ran off some data and I was upset with the number of out of state tuition waivers, but the more I looked at it, the number of kids going out of state for technical training and to Moorhead state, we are losing a lot of our students and getting out of state students. We need more study to figure out what to do.

Rep. Wald: Minnesota is planning to reduce out of country athletic waivers.

The interim should consider this study.

Chairman Skarphol: The Chancellor came and said that he found $200,000 in his existing budget in this biennium that he would be carrying forward to through into that bill. There is also a pending issue with Northern Tier operating of $1M and that has gone away.

If the wind generation qualifies, that is a $2.6M savings to reinvest back into the advertising for 2 year institutions.

Rep. Wald: Move that we include in SB 2003 an interim study addressing the issue of tuition waivers, specifically for foreign students ....diversity of athletic.

Rep. Klein: Second.

Rep. Hawken: I am not so sure you want to, look at a study of waivers, those are all pieces but I wouldn't limit to be as specific as.....

Rep. Wald: You want it all encompassing.

Rep. Hawken: I think it needs to be

Rep. Wald: Tuition waivers, period.

Chairman Skarphol: Brady, put the language together and let us look at it.

Committee, go back and look at 2038, the reauthorization of the Round Table.

Any other discussion on the motion? Take a voice vote.

Motion carried.

We'll have all afternoon to work tomorrow.

Rep. Martinson: I would like to put together a study the possibility to develop a cabinet level department of education that combines DPI and Higher Education.

Rep. Hawken: Second.

Rep. Wald: Rep. Hawken, you were going to check with SD to see if they have one board of education. Maybe get a copy of their law

Chairman Skarphol: Voice vote on the motion for the study.

Motion Carried.

Meeting adjourned.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 25, 2009

Recorder Job Number: 11536

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Brought the discussion back to SB 2003 by calling on Brady Larson, Legislative Staff, to explain Board Pools.

Larson: Most of the Board pools had been removed during the last session, there still a few pools at the Board level that can be used at their discretion. One is for security for $750,000, then disabled student services of $150,000, STEM Teacher Education pool of $1.5M and System Information Technology Services at a little over $30M.

Rep. Martinson: Do we allow them flexibility to move that money from one pool to another?

Larson: Most of it probably will be in one line called System Governance so they will have a little flexibility there where they don't have to transfer between line items.

Chairman Skarphol: The $30M in the System Information Technology pool, how does that compare to the previous appropriation? It is for Connect North Dakota, etc.

Larson: Currently they have $30.2M for system information services. Out of that $30.22M, $29.2M is from the general fund and a little over $1M is from special funds which all of that is from the student loan trust fund. That represents an increase of $4.2M from the '07-'09 ongoing appropriation of $25.9M.

Rep. Kroeber: Anything out of the Student Loan Trust fund we have OK the movement of those dollars.

Larson: In SB 2003 there is a section stating that.....

Chairman Skarphol: Why did they request the increase?

Larson: Out of the total increase in the Information Technology budget increase, $2.3 M of that is for parity, $1.2M is for increased band width costs, and $1.04M is for ConnectND support positions. That should be on the System Office green sheet, # 8.

Chairman Skarphol: $2.3M for parity which is salary increases of 5 and 5 and health insurance, operating expense inflation. Band width cost increase was $1.2M, funding for ConnectND positions from the Student Loan Trust was $1M.....

Rep. Martinson: What would anybody think if we took away the flexibility for them switch the money from those line items to other line items and just restricted the use to specifically what it is to be used for.

Rep. Wald: What if we said "they can move what they can to the budget section?"

Rep. Martinson: The budget section is full of a bunch of wienies, too. I resemble that remark. The emergency commission and the budget section are just rubber stamps. Do we ever turn anything down. We turn it down for one month and the next month we pretend like we never did that and we say "Oh, sure." I'd vote for it if you want that.

Chairman Skarphol: Calls for a break in the discussion and calls on **Senator David O'Connell, District 6.**

Senator O'Connell: Presented amendment 98046.0307 and explained the appropriation of $495,000 with regard to providing security and the Greenhouse repairs at Bottineau State

College. (Inaudible). Discussing break ins that have happened in the city. A request for a one-time grant writer is requested.

Rep. Klein: There is security money that was appropriated to the main office, how that would funnel out, I'm not sure but the big part was taken out.

Rep. Wald: Everything but $120,000 would be a onetime expenditure.

Senator O'Connell: Good for only two years. (Inaudible)

Rep. Wald: The Grant Writer wouldn't stay on?

Rep. Kroeber: The bill states that it is only from July 1, '09 to June 30, 2011, including the Grant Writer position.

Chairman Skarphol: How large is the greenhouse that needs repair?

Senator O'Connell: It is for the water and (Inaudible) Warped floor, stimulus will pick up the difference.

Rep. Klein: This is not the new greenhouse, it is an existing one and has probably been there for .....

Senator O'Connell: (Inaudible)

Chairman Skarphol: That's what a portion of the $280,000 would go for? The energy portion of the community Development? And $95,000 for safety and security, you view that as equipment, cameras, etc.

Senator O'Connell: (Not using the microphone)

Rep. Williams: $107,000 was removed relating to one FTE, green sheet, why did the Senate do that?

Senator O'Connell: No understanding of why.

Rep. Williams: Was the green house off the priority list?

Senator O'Connell: (Not using microphone)

Rep. Wald: On the green sheet, item 5, onetime funding for maintenance and security. Are they doubling up on security?

Senator O'Connell:

Chairman Skarphol: Have they gone to bids on Center for Horticulture?

Senator O'Connell: Matching……

Rep. Wald: Grant writer is primarily for Stimulus money.

Senator O'Connell: That and other areas……..

Rep. Wald: Would you have a whole lot of heartburn if we remove $120,000?

Senator O'Connell: Prefer money for greenhouse…

Rep. Onstad: Grant writers get a percentage of the grant and that is how they operate.

Rep. Wald: Is there a grant writer at Minot?

Rep. Klein: No, large amount stays with the one who submitted it and the department gets a percentage and what gets left over is less than half.

Rep. Onstad: Too bad salaries for professors aren't funded at such a level that they are forced to ask for the additional dollars.

Rep. Martinson: UND Medical school break down of percentage of grant allotments is 10% goes to the writer as a bonus, 10% goes to the University, 10% goes to the University Medical School, and 70% goes to what the grant is to be used for. The government allows that in their policies. Most schools encourage their professors to write grants.

Senator O'Connell…….

Chairman Skarphol: Bringing the discussion back to the pervious points regarding SB 2003.

Rep. Klein: Refers to Amendment 0301, it addresses the Swain Hall problem. I took $13/4M away from the boiler project and moved it to Swain Hall project and then added some general fund money to bring us up to get that building complete.

Chairman Skarphol: We discussed that in your absence. How much is retained, how much has been spent. The one I have says the remodeling of the addition is $3.7M, the electrical and mechanical is $2.3, the construction is demolition was $2.50M, Architect's fees was $500,000, asbestos abatement was $166,000 but it doesn't tell me whether that remodel addition has been spent or if the electrical and mechanical upgrades have been done.

Rep. Klein: All that was done is the move to the Dome, the demolition, and the removal of the asbestos.

Chairman Skarphol: The intention is to rebrick the rest of the building so it matches the rest of the campus. Should we just start over, would a new building be more appropriate? You probably have $6M in hand you're asking to spend another $6M, that's $12M. We built the bank for $10M. Would you be better off a new building would be more appropriate. If we're gonna spend $12M on a building and still have an old building.....

Rep. Klein: It was looked at before and the idea was, the structure is sound and it didn't make much sense to tear down the building and start over. Part of the rebricking was to match the existing because some of that on the outside was changed.

Rep. Wald: Do you need a foundation to rebrick?

Rep. Klein: It would apply to the existing building.

Chairman Skarphol: We would like to do the right thing. Rebricking is significant, we could do away with that cost, would it substantially change the picture? If you were picking up the tab, you'd have a more thorough analysis available to like at.

Rep. Klein: When they put that original estimate together, they didn't allow for a number of things, and didn't expect the costs to increase the way they did. We're sitting there with a gutted building and where do we go from here?

Rep. Kroeber: On the priority list that they handed out to us, it says that we appropriated $6.3M last time. And they have used $1.4M of that. They must have about $5M left from our appropriation.

Rep. Klein: Yes.

Rep. Martinson: Everybody knows that I'm putting my building project together so the question is, do I put it on this bill, the Department of Transportation, commerce. If you want I'll put it on the Higher Ed bill.

Chairman Skarphol: I am not comfortable that we are doing the right thing. We built a three story bank, 66000 square feet, for $10M. How many square feet are we talking about? Is there a required match?

Rep. Klein: Yes.

Rep. Kroeber: It states that Minot had provided $703,615....

Rep. Klein: That was in the original and there is an additional on the additional.

Rep. Williams: Was any of this included in the Governor's. budget?

Rep. Klein: A part of it was. The part that I was transferring from the boiler project, $1.25M taken from the boiler to be added to Swain Hall.

Rep. Williams: You're transferring, but in the Governor's budget itself, for onetime funding, boiler replacement, there's $10M, student wellness center is included, parking lot repair, $1M, and the Senate increased special fund authority for the Student Wellness Center by an additional $5M.

Rep. Klein: The Wellness Center is not General Fund Money.

Chairman Skarphol: The $10M for the boiler fund had been taken out.

Rep. Klein: A part was taken out and moved over to Swain Hall, that $1.25M.

Chairman Skarphol: the intentional spending would be $8.75M.

Rep. Klein: I have a second amendment that I would propose in that area to take the existing money that's in there, $2.5M and proceed with the ground Source heat pump system.

Chairman Skarphol: Addressing Larson, # 6 on the green sheet is for funding for onetime projects including boiler replacement of $10M, a Student Wellness Center $10M, and a parking lot for $1M. Only $3.1M of that is general fund,

Rep. Klein: The rest of it for the boiler was going to be energy conservation similar to what went on at Mayville. That was never funded. It is a total allowable cost but not as being funded.

Larson: That $3.75M of general fund appropriation, that's for the boiler and the remainder would be local funds for capital projects.

Rep. Klein: My second amendment would allow that boiler money to be used as a portion of the ground source heat pump and the rest would be stimulus money, again on an energy conservation deal

Rep. Wald: Is the Wellness Center a $15M project?

Rep. Klein: I understand it is.

Rep. Wald: All from student fees?

Rep. Klein: No general fund money.

Chairman Skarphol: On the Wellness Center, the problem is that half of the kids use it and they all pay for it. They all use the technology and they complain about the fees.

Rep. Wald: Would the nursing program use that?

Rep. Klein: Yes, they have an RN program.

Rep. Wald: So it is another student union.

Chairman Skarphol: Is there possibility you could get more information.

Break for a conference call and returning to continue this discussion. (78:00)

Rep. Wald: Referring to Senator O'Connell's request, I would like to offer an amendment that we reduce the Safety and the Equipment from $95,000 to $65,000 and scratch the grant writing position but leave the Green House repairs as is. So it would be $280,000 for the, $65,000 for Safety and Security and 0 for the one FTE grant writing position.

Chairman Skarphol: There's $750,000 in a pool in Higher Education to be distributed amongst all of the campuses and it is Senator O'Connell's contention that they have such limited law enforcement capabilities that he feels the school needs some additional money. Maybe this will only get him the key swipes that he talked about, a little less then....

This would a direct appropriation over and above what they might be eligible for.

Hearing no further discussion, take the roll.

Vote Taken: Yes 7, No 0, Absent 1. Motion Carried on the Amendment.

Chairman Skarphol: This will be discussed again on Monday afternoon.

I have asked Higher Education what it would take to switch to the consultant recommendation.

Larson: The System Office sent an email, and said it would be difficult to work into a new funding mechanism, and have done nothing to date.

Chairman Skarphol: Anything else on Higher Ed? Addressing Larson, I will think about this over the weekend, and a new spreadsheet will be appreciated.

Larson: We'll have everything ready for you to review over the weekend.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 30, 2009

Recorder Job Number: 11564

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Discussion to continue with discussion of Swain Hall. The student body has never voted on that Wellness Center. The $20M Wellness Center was approved and moved forward by the Student Council by 24 students. Based on that Rep. Martinson and Rep. Hawken had some language that works for me. I think we could amend the bill to move forward pending the student body approving the project.

Rep. Klein: I talked to President Fuller and in discussions with the Chancellor; they claim that the procedures are that they don't need to go to a vote of the students at that time.

Rep. Wald: What's the additional fee?

Rep. Klein: I don't know.

Chairman Skarphol: Our committee should approve the action, it is a $20M project and all the students pay the fees. Anything else to hammer out on the higher ed budget? Brady is going to go through and explain, Needs Based, is that the one?

Brady Larson, Legislative Council Staff: Referring to email sent on the 28th, he explained the listing of proposed changes to Reengrossed Senate Bill 2003. When we discussed funding for Needs Based Financial Aid, there was a motion made to have $15M put into that. Originally the Governor's budget recommended an increase of around $33M to provide a total

funding for $40M. When the motion was made to have $15M of Needs Based financial aid put into SB 2003, I put that $15M on top of the existing budget for Needs Based which is around $6.5M. So the question of whether or not that $15M should be on top of the $6.5M or if it should include the $6.5M that is already in the budget.

The second issue comes in with another motion that was made to put around $8.1M that was designated for Tuition Stabilization into Needs Based Financial Aid. Should that $8.1M be included in that $15M total or is it on top of that to provide $23M. The sheet that is coming lists an increase in Needs Based financial aid of $23M, which represents an increase of $15M plus an increase of $8.1M. That would be in addition to the $6.5M that's already in the budget.

Chairman Skarphol: I thought our action took all of the money that was in SB 2062, moved it back into SB 2003. That would have left us, as the Executive recommendation reflected in the book that they handed out on PP. 7-8. In doing that I did not address the $8.1M that the Senate put into the tuition stabilization fund. When the motion was made to reduce the Needs Based Financial item under # 4 to $15M it meant taking $18M out. The only way you could do that is if you also put the $8.1M back into there. Otherwise it would not have been the full $33M that's reflected on this page. We need to make sure that our motions are correct. On line # 7, the Senate put $8.215M into the tuition Stabilization. Rep. Martinson was making a motion with regard to that, and he needs to tell us what his intentions were. Did you intend for that to go back into Needs Based Education?

Rep. Martinson: I'm gonna get a little confused here myself. I thought the idea here was that we would take everything out of 2062 so that would receive a do not pass. And then we reduced .....

Chairman Skarphol: Then we put the money back from the tuition stabilization fee but then we also took it out.

Rep. Kroeber: We moved it into the Needs Based, the $8.215M.

Chairman Skarphol: But we took enough out so we only left $15M in it.

Rep. Klein: My notes say move all dollars from 2062 to 2003.

Rep. Kroeber: What were those figures?

Chairman Skarphol: there was $3M in Merit Scholarships, $1M in STEM Loan forgiveness and $21M in Needs Based Financial. That is the Senate version with the House amendments.

Rep. Klein: the second thing I have is move $18.12M out of Needs Based which left $15M.

Chairman Skarphol: Before that could happen, when we took the $18M out, we actually went lower than $15M because there wasn't the full $33M in there since the $1.5M hadn't been moved back. So it actually went lower.

Rep. Klein: The third item is move equity $10M out of 2003. The fourth item is remove stabilization dollars $8.215M.

Chairman Skarphol: You said remove the $8.15M.

Rep. Kroeber: We transferred them into the Needs Based, did we not?

Larson: That was my understanding.

Chairman Skarphol: I don't believe that .....

Rep. Kroeber: So we transferred the $25M out of SB 2062 and back to SB 2003. Already in SB 2003 what did we have?

Chairman Skarphol: When we did that, what did the Senate leave in the needs based?

Larson: $6.5M left by the Senate that was included in the base. The Senate just removed the increased funding and put it into SB 2062. When the bill came over from the Senate, it was just the original base of $6.5M for Needs Based Financial Aid.

Chairman Skarphol: The Senate left Needs Based Financial Aid at $700,000.

Larson: That was the amount for the Tribal College Grants that was removed in this committee..

Chairman Skarphol: We moved $21M out of SB 2062 back into SB 2003 to the Needs Based line. Rep. Martinson's motion was to take out everything in excess of $15M. But there was only $21M in there. We actually took out only $6M.

Larson: That depends on if you add that base fund of $6.5M so when you move the $21M in SB 2062 to SB 2003 with the based funding added to that $21M you actually moved $27.5M.

Rep. Martinson: I remember that I was confused about that stabilization fund, but it seems to me that what we ended up with was $15M, no more or no less.

Chairman Skarphol: Left in the Needs Based.

Rep. Onstad: It was at that point when we took that $15M out and part of the discussion was that if you take that out and let the colleges deal with their tuition, the burden is being put back on the students, it was to take that $8M and put it back in the Needs Based to assist students with tuition.

Rep. Martinson: Shirley, could you listen to those.....

Chairman Skarphol: My logic and my thinking was that we were moving from $6.5M to $15M in Needs Based when all is said and done, without any tuition stability which in my mind was about a 250% increase of what it was.

It is hard to reconsider our action until we know what our action was.

Rep. Kroeber: We all agree that the $21M from the Needs Based went over and there was $6.5M there so at that point there was $27.5M in SB 2003. And we still had the $3M for Merit and $1M from STEM.

Chairman Skarphol: We didn't take any action on those at all.

Rep. Kroeber: We all agree on the $27.5M but $15M that is the question. I am almost positive we transferred the $8.5 to add it to the $15M. That was a motion.

Deis: (Inaudible)

Chairman Skarphol: Take a break to peruse the minutes from the 24th.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 30, 2009

Recorder Job Number: 11571

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Skarphol: Took up the discussion of Swain Hall at Minot State University (MSU).

Rep. Klein: We have additional information. Rep. Klein distributed Attachment A relating to how much was spent in various categories.

Chairman Skarphol: I am assuming on this handout that you gave us at the top of the handout where it says "Approved Spending Authority", there's about $7M between the $6.3M and the $703,000. On the bottom, at the end is the expenditures under the grand total and then what's left. So there's about $5.6M left, $5.5M left in spending authority.

David Fuller, President, MSU approached the podium.

Dr. Fuller: We brought people who were specifically aware of Swain Hall. He introduced Ken Story, Heather Gaule, Don Davison, and Mr. Kluck. There have been questions about the overrun and details about the building. This started back in 2005 and we received approval in 2007. We had a very decrepit building and believed that renovation was feasible at that point. Between then and now the figure has jumped considerably due to construction and labor costs – costs we have no control over. We have moved ahead to make sure we are using money appropriately. We work with the Chancellor and Vice Chancellor to know in what direction to proceed. We have a gutted building that needs to be finished.

Dr. Fuller said there is a new major. We were told that any state money could not go toward any kind of athletic facility. At that time there were teams in that building.

Rep. Martinson: We don't need any information on why you need this. The questions have to do with costs and design.

Dr. Fuller: I had heard that there was some indication that we had received that we are making significant changes to this building, we have used the funds responsibly.

Chm. Skarphol: Is the most appropriate action to remodel or just rebuild. We spent $10 million to build a new bank building and we don't understand why we should spend $24M to refurbish a building. How many square foot are in the building?

Dr. Fuller: 6300 square feet.

Chm. Skarphol: Rather than rebrick the outside of an existing building would it be advisable to just start over?

Dr. Fuller: We came back with a figure of $10 - $11 million for a new building. We were led to believe that renovating at $7 million would be better. I did not anticipate those costs and overruns.

Chm. Skarphol: Now we are at $11M, if we give you what's being requested and even more. **Would a new facility serve your purpose better and be more energy efficient in the long run?**

Rep. Wald: Tear down or start scratch, that's what we wanna know.

Dr. Fuller: The best information is . . . we put about $5M into the project as it has been and we have a building that is gutted out, done in phases. The first phase is preparing to renovate and that is where we are stopping. If we were to tear it down, we would be losing $1M.

Chm. Skarphol: Part of what you have done is relocation which you would have had to do anyway. Tearing out the asbestos that's really not a loss because it woulda had to be done anyway. What is the best process moving forward?

Dr. Fuller: The relocation cost was about $440,000. We have $1 million that has gone into the reconstruction. We have that frame and we'd like to move forward.

Don Davison, Davison Larson and Associates Architects approached the podium.

Chm. Skarphol: What is the best way to proceed?

Mr. Davison: We have gone to great extents to make sure that the building that is remaining is in very good shape. The roof, walls and floors are in good shape. It will cost about $225,000 to tear down what has been started. Once we got into the project, removing the front portion of the building and back down was not necessary and that was part of the building that was in the worst shape. We tried to maximize the space on the inside of the building to meet their program needs with handicapped access to the first floor. We added a third floor on the other side of the gymnasium space. That added more space on the inside by adding a third floor on the existing gymnasium space. The third level added more classroom space to meet their program needs.

Chm. Skarphol: You have 21,000 feet per floor.

Mr. Davison: That would be correct. We added an addition on the north side, a small addition on the south side, provided new stairwells and elevators to make it handicapped accessible. As far as recovering the exterior with the new additions on the two sides, only the east and west sides need to be recovered to make the building look uniform, the old brick is impossible to match. By adding the new facing we were insulating that at the most appropriate location.

We looked at the costs when we took bids. We talked to the low bidder and if we were to remove that the savings would be about $165,000.

Rep. Wald: On Attachment B, that looks like a flat roof. What would be the additional cost to add some pitch?

Mr. Davison: The new addition is the only part of the roof that we have to deal with, a flat roof with insulation. If it's put on properly it should never leak. The majority of the roof there is already flat with a little taper to the edges.

Chm. Skarphol: What kind of roof is it?

Mr. Davison: It's a single ply application.

Chm. Skarphol: How old is the roof today and what is the expectancy.

Mr. Kluck, Plant Services Director, (MSU): It's about 10 years old. It was inspected within the past two weeks, it's not leaking.

Chm. Skarphol: If it's a rubber roof, after about 30 years it needs to be replaced. Is putting a pitch on it, is that doable?

Mr. Davison: The existing building does have a taper to it, its build right into the structure. It has a high spot in the middle and drains to the edges.

Rep. Klein: Referring to deferred maintenance, about $11M. By doing this you are eliminating about $7M.

Mr. Kluck: $11.7 million would be removed. See page 27 of attachment B, column # 3 of the highlighted portion. This is a report we worked on with the University System.

Rep. Hawken: It's not an athletic facility but it has locker rooms? Why?

Mr. Kluck: We've got some locker room space in there for the people in the Athletic Training portion of the program. That provides a place for them as well as some faculty that would train who would use that.

Rep. Hawken: There was a new boiler proposed as well. Where are we on that?

Mr. Kluck: The study is being done. One study is looking at geothermal. The other study is looking at a decentralized boiler that we would over time put in.

Rep. Hawken: The grapevine tells me the boiler you have is fine.

Mr. Kluck: it's not usable. It has not worked in 14 months.

Chm. Skarphol: There was originally a $10M estimate to replace and you have a refurbishing estimate for $3.5M. In fact, you're gonna deal with $2M something and therefore you're able to transfer some appropriation of that $3.75M to this project.

Mr. Kluck: Correct, we are doing the other studies to make sure we'll make the best decision.

Chm. Skarphol: What is a pedagogy lab?

Mr. Kluck: Heather would be the best expert to answer that.

Heather Gaule, Director of the Athletic Training Program, MSU: Pedagogy lab is where we instruct students to teach physical education and the Allied Health Training Major. The lab is where we instruct students on how to teach physical education, elementary, high school. It is our teaching classroom.

Chm. Skarphol: It means "teaching"? It is two stories because of where it takes place.

Gaule: Yes.

Mr. Kluck: The page after page 5 (highlighted green, pink, blue, and yellow) shows what was spent on the project to today to get to the $1.5M. This outlines the $13.2M for the total project

budget. With the labs come expenses. There are IT items, program equipment, etc. After those sheets is information about the bids and how we developed our budget.

Rep. Klein: There were questions on adding load to the foundation. What did you do to alleviate that?

Mr. Kluck: We added some material to the foundations. We went to the interior of the building and added structural strength. We've added

Rep. Klein: In effect you reduced load on the foundation when you did that?

Mr. Kluck: Yes. There was a tremendous amount of concrete which was the old structural part of the demolition.

Rep. Wald: On the third set of photos, there is a pipe with ice.

Mr. Kluck: That is a temporary roof drain leader.

Chm. Skarphol: If we give you the authority to spend another $11.7 on this project, you are going to get rid of about $7.4M in deferred maintenance.

Mr. Kluck: Yes. For your reference there is also a rendering as well as the layout of the building if you are curious of what we are putting on the inside.

Rep. Klein: What are the agencies that you are moving over there now? They will be permanent?

Mr. Kluck: Education, Physical Education – All of our Teacher Education will be moved there. They are currently in temporary quarters.

Rep. Klein: Are you adding new insulation and new windows?

Mr. Kluck: Yes. Making it more energy efficient.

Chm. Skarphol: Addressing Chancellor Goetz: Is there any stimulus money?

Chancellor Goetz: I doubt that there is.

Chm. Skarphol: Will your office check with the Commerce Department, because there is some weatherization and energy efficiency stuff that we could take advantage of.

Chancellor Goetz: I would like to have a reconciliation of numbers. We need to get this reconciled on the dollars.

Chm. Skarphol: I agree 100%, and if Laura (Vice Chancellor Glatt) can do that, it is fine. Is there anything further from the folks at MSU?

Dr. Fuller: There are selective reductions, by about $900,000. Instead of $13.1M we could get it down to $12.1M. If we go further we will have to make some major changes to the building.

Chm. Skarphol: You have an elevator on the front, left. Is that the only one?

Mr. Kluck: Turn to the second page of the floor plans. Bottom left and upper right. It's next to the stairway. It's next to the #221.

Chairman Skarphol: What you're saying is that eliminating one would bring it down $1M.

Dr. Fuller: That would be one plus other changes.

Chm. Skarphol: What is the downside?

Dr. Fuller: Accessibility, but we are willing to do that.

Rep. Wald: How about fire escape, would that be a hazard?

Mr. Kluck: We can't use the elevators in the event of a fire anyway. If there's any question about the building, we can cut some of the meat if we have to, to make the numbers work.

Chm. Skarphol: It's not so much about what you are going to build but settling on a firm number.

Mr. Kluck: We agree. We don't like having to explain why the numbers have changed.

Rep. Williams: Our concern was a feasible building whether it's renovated, or new. The $1 million cost savings is not what we're after. We are trying to see what the most economical way to go is. We need to get the numbers right or we are wasting your time.

Rep. Hawken: Not putting in the other elevator would be relatively dumb. Are you sure you have enough bathrooms in here? We are not asking you to cheap out on the building.

Mr. Kluck: We have looked closely with the space, bathrooms, storage space, and closets. Had we known what has happened in the last two years in the cost of construction, we would have gone down a different road. It doesn't make sense in my mind to change horses. Prices have doubled and tripled.

Chairman Skarphol: There is one point you can't discriminate on and that's space for restrooms.

Rep. Wald: Looking at your plan, you've got six offices on the first floor and nine on the second, and I don't see any on the third floor.

Mr. Kluck: The first floor is for the physical education that was set up relative to the projected load as far as faculty and staff. The second floor offices are set up for the education division, the third floor, because offices are already built into the science building, we are using that for lab classrooms for biology and chemistry faculty. Science labs for the phy ed programs. The idea is to have dual purpose classrooms. We didn't want to overload it with offices, only for specific purposes but with state of the art classrooms.

Laura Glatt, Vice Chancellor, North Dakota University System, wrote the following on the White Board:

Boiler refurbishment	$2.5M
New Plant Building	$1.25 million (to relocate some staff)

	$3.75 million
Swain Hall	$13.2 million
Reduced	($ .9 million)
	$12.3 million
'07 Authority	$7 million
	$5.3 million additional authority needed.
Plant Building	$1.25 million
Difference	$4.0 million + 900,000 = $4.9 million

Vice Chancellor Glatt reviewed the information above. If you agree with that, they need another $4.9 million. If you disagree, the difference is about $4M.

Rep. Wald: Is there any stimulus money available in that boiler project.

Vice Chancellor Glatt: The stimulus money is focused on a geothermal project.

Rep. Wald: What is the cost of that?

Dr. Fuller: We've received rough estimate of $14 million to do a full geothermal upgrade to our campus. I requested $7 million to the Commerce Department for stimulus money to come up to that and fund raising would be done for the other $7M.

Chm. Skarphol: To switch the entire campus? What reception have you had from the Department of Commerce?

Dr. Fuller: I talked with the Governor and he referred me to Commerce. MEP Associates which is a national company that does geothermal upgrades are doing work at Ball State University which is about 4 times our size. I am reluctant to rely on some estimates.

Rep. Wald: That would be heating only, no air conditioning?

Dr. Fuller: Yes, the whole ball of wax, including air conditioning.

Chm. Skarphol: It's my understanding that it's only for the incremental difference for what it would cost for the boiler and what it would cost for the geothermal, not the entire system. If Office of Management and Budget (OMB) agrees with that assessment.

Dr. Fuller: We are having a feasibility study done and it shows we are pretty well set up for geothermal.

Rep. Klein: The tribal college at Newtown is looking at around $4 million for one compact geothermal facility. It is underway right now.

Chm. Skarphol: $4.9 million – if we include the full package, you have a $5 million number on your amendment?

Rep. Klein: $4.879M

Dr. Fuller: the reason a new plant facility is incorporated into this is that originally we wanted to put in a brand new boiler. A new boiler requires us to raise the existing building and other significant changes and other additional contracting.

Chairman Skarphol: You still have to have a portion of the $1.25M?

Dr. Fuller: If we renovate the boiler, there will be additional costs. We would take local funds to support the renovation and I hope we don't have to do that.

Vice Chancellor Glatt: If you had that going geothermal, what happens to the existing utilities at the plant building?

Dr. Fuller: We would not need that building any more. All fossil fuel boilers they would no longer be necessary. We don't know what we would do with that building.

Chairman Skarphol: You wouldn't need any auxiliary heat of any kind.

Dr. Fuller: No.

Rep. Hawken: You wouldn't need a backup generator for your geothermal?

Dr. Fuller: According to the engineers, we would not. We are served by Excel Energy and the electrical energy that comes, we would have some need for electrical backup, but not fossil fuel backup.

Vice Chancellor Glatt: As we talk about boiler uncertainty, whether refurbish or geothermal, depending on what happens with federal stimulus money. A thought was to add language to the bill that would allow MSU to use whatever you appropriate for the boiler, whether it is $2.5M or something different, to allow them to use that to either refurbish the boiler or to match stimulus funds and other sources on the geothermal project. If MSU goes geothermal the complete project would not be done until August of 2011. Parts may be brought up sooner but until that time they have to continue to run natural gas heat in the next two year. The boiler would not be fixed for just two years. Natural gas is considerably higher so that would higher utility cost for the next two years.

Rep. Klein: I have the amendment to allow that $2.5M to be used either for the boiler or for ground source.

Rep. Martinson: Everybody knows I have a building project that I've been putting together. I have $6.5M for Swain Hall. It doesn't address any of the stuff that you have that you have on the board. It just says $6.5M for Swain Hall.

Vice Chancellor Glatt: $6.5M, that is $7M authority now. Adding the two brings it to a little over $13M which is where the bids are. (Inaudible) It really depends on what you want to do with this building.

Chm. Skarphol: Is there any reason to do the new plant building? The $1.25M building if you're still considering the geothermal?

Mr. Kluck: The reason no plant facility is incorporated, to put in a new boiler would have required us to raze the building. Even renovating the existing boiler requires some significant changes. It should be out of the center of the campus.

Chm. Skarphol: You still need a portion of the $1.25 million? You'll have to have lines running...

Mr. Kluck: No, the $1.25M is to move plant operations and all of the maintenance out of the center of campus.

Chairman Skarphol: The boiler included?

Mr. Kluck: No, the boiler stays put. It would just move us out of the center of campus. It utilizes our existing tunnels and existing steam lines.

Rep. Martinson: Out of that $6.5M, you saying I can deduct $1.25M from that?

Vice Chancellor Glatt: I'm learning as you do . .If you go geothermal, what happens to the existing building? (Inaudible) $13.2 minus 7.0 is 6.2 minus 1.25 leaves $5M.

Chairman Skarphol: Keep the elevator in?

Rep. Martinson: You just saved me $1.5M.

Chairman Skarphol: With regard to the attitude of the Board on this, did this come before the Board?

Chancellor Goetz: This project was not before the Board for consideration. That's correct. It was about the first part of February when the board became aware of the cost overruns.

Chairman Skarphol: Has the Board discussed it and do you have a sense of where the Board is at?

Chancellor Goetz: The board has been advised. We left it with the priority list and discussions with Senator Krebsbach and Rep. Klein in terms of carrying amendments and carrying the project before the Legislature for consideration and that is the board position at this time.

Dr. Fuller: The budget submitted to Department of Commerce included the possibility of moving $2.5M into the geothermal system so there is $7M from stimulus, $2.5M from the boiler project and the rest would be moneys put into the contract and that would be basically the structure. That is on a rough estimate.

Chm. Skarphol: With regard to the Student Wellness Center.

Dr. Fuller: We need approval from the Student Government Association. We have been involved with them. This has been on the minds of everyone for about two years. We thought it would be appropriate to go to the representative group to vote on it. The students voted unanimously in support of it and there have been no questions raised on it. The people are very excited about it. We did not take a full vote because we didn't think it was under policy to do that.

Ken Story, President Student Government Association, MSU approached the podium. There are 32 votes. The students have been involved. East Tennessee State's facility vs. MSU's basement facility was described. Swain Hall needs to be improved. We called upon students who are not part of the Student Body Association, we've publicized, transmitted via school TV news, etc. and have received nothing but positive responses. Students are very excited.

Chm. Skarphol: What is the cost per student per semester?

Mr. Story: $99 per semester. We haven't moved to a student body vote, we did not have a split vote and no general complaints before or after any polling.

Chm. Skarphol: Don't you think you would be better if you had a student body speaking in its entirety?

Mr. Story: We would be more than happy to do that given verbiage as well as some guidelines.

Chm. Skarphol: Has there been a student body vote up until now for a Wellness Center being supported by student fees.

Chancellor Goetz: Not that I know.

Chairman Skarphol: Can you speak specifically if there were votes on any other campus, like NDSU?

Vice Chancellor Glatt: We can go back and verify by campus. It would be rare. It is not required by Board policy. Typically it's done by student government representative body.

Chm. Skarphol: They don't vote on the fee that will affect all students but they have consternation on the $81 ConnectND that they all use?

Vice Chancellor Glatt: They learn very early what the representative form of government.

Dr. Fuller: We've attempted to convert our campus into a sure governance model, and we rely on our student and faculty Senate government. I feel comfortable that we have not kept anything secret from them.

Chm. Skarphol: There was some consideration saying pending a vote of the student body but we'll have to discuss that.

Chm. Skarphol adjourned the meeting.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 31, 2009

Recorder Job Number: 11572

Committee Clerk Signature Shirley Branning

Minutes:

Clerk, Holly Sand, was called in by the Committee for the purpose of recording Roll Call votes.

Brady Larson, Legislative Council Staff: In Section # 9 of SB 2003 it states that other funds are appropriated to campuses. It could be up for interpretation as to whether or not "other funds" would include tuition revenue and auxiliary accounts. It would just be Section 1 of SB 2038 has language with regard to tuition revenue. If the Committee wants flexibility on tuition revenue to continually appropriate it then it would be a good idea to specify in Section # 9 in 2003 that other funds would include tuition revenue and auxiliary funds.

Chairman Skarphol: Could you say "From federal, private tuition fees and other sources"?

Rep. Hawken: This is a special revenue fund for each institution. This is different from Section # 9 of SB 2003. Then why do we have three different sections and how are they different?

Mr. Larson: This section # 2 relates to the block grant format of the budget request for the University System. This section says that for the Higher Education budget they need operating expenses, capital assets, so instead of having three lines for salaries, wages and operating expenses it allows it to be in a block grant format. Section 2, required the budget request of the University system to be in a block grant format. Section 3 requires that the draft appropriation

bill of the University System be in the block grant format with the same requirements set forth in Section 2 for operations, capital assets, etc.

Rep. Hawken: As every other agency.

Mr. Larson: Section 4 deals with carryover authority so at the end of the biennium they are allowed to carry over any unappropriated spending general fund appropriations.

Rep. Hawken: That would not be in this bill, right?

Chm. Skarphol: So Sections 1,2, and 3 used to be in separate bills?

Mr. Larson: Yes. It used to be in one. Section 4 would have been a separate bill,

Chm. Skarphol: Section 4 is the carry forward.

Rep. Hawken: So we wouldn't be eliminating the block grant program or we would?

Chm. Skarphol: We would.

Rep. Hawken: How would you do it then?

Chairman Skarphol: It would revert to the old method where each institution would present their budget.

Rep. Hawken: I can't go there. I think that is going backwards so far it's scary. The outline of what was set out to begin with, it isn't going to affect NDSU but it's going to affect Mayville and Williston and Bottineau. I can't support that. Going back and going one college by one college .. . I think that's a mistake.

Chm. Skarphol: That's why we're here. There are a lot of us that are disappointed in the roundtable. How do we going about getting a better discussion? It doesn't seem like the discussion is adequate.

Rep. Hawken: What kind of discussion do you want? The other sheet I gave you had what we are supposed to do, what the colleges are supposed to do, and they're moving forward on that.

Rep. Williams: (Tape was turned off during discussion.)

Chairman Skarphol: In essence what we are talking about is whether or not to make any changes to the reauthorization of the Roundtable and what they might be in order to try and make it more effective.

Rep. Hawken: I suggest we stop calling it the Roundtable because the Roundtable is just a meeting. This is the Higher Ed.....

Rep. Martinson: Doesn't this bill reauthorize the roundtable? I'm against that.

Rep. Hawken: Nowhere in here does it talk about the meeting. It reauthorizes the ability of the University to accept money to carryover appropriations and to do Block Grant funding.

Rep. Martinson: That's what it is, it's a meeting.

Chm. Skarphol: Where is it in statute that a meeting is required?

Allen Knudson, Legislative Council: There is nothing in statute that requires the Roundtable. It was decided to have a Roundtable meet again as they had in the past. On pp. 12 and 13 of the bill it talks about the Legislative Council study of higher education. On the top of page 13, line 6, it says "the study may include the use of higher education Roundtable format."

Chm. Skarphol: The Senate added Section 6?

Rep. Hawken: Yes. And that is the study.

Mr. Larson: The only thing added by the Senate was the ... that should be included on the interim higher education committee. Under Subsection 1 of Section 6 and it's a,b,c,d one member from the minority party and majority party and then a member from each of the House and Senate Education Committees. The Senate Education Committee They added in Section

5, the required reports to be submitted by the University System and the requirements of In Section 6.

Chm. Skarphol: Senate Appropriations didn't add anything?

Mr. Larson: No.

Chm. Skarphol: And Section 7 is the accountability measures as we configured them during the interim.

Mr. Larson: Correct.

Chm. Skarphol: Section 6 of the bill was in there in its entirety with the exception of a portion of lines # 14 and 15-20.

Mr. Larson: That is correct.

Chm. Skarphol: Were you present in Senate Education when they made those changes in?

Mr. Larson: No.

Sandy Deis, OMB Analyst: No.

Mr. Knudson: No.

Chairman Skarphol: If we are going to put something into SB 2003 out of here, but we can mover SB 2003 out of here and be done with it.

Chm. Skarphol: Do we have all of the motions we need relevant to what we want to do on SB 2003 or do we need to have a motion to include some language with regard to that advertising?

Mr. Larson: That would be the wishes of the committee if they would like to provide that direction.

Rep. Skarphol: Everything that is on these sheets has been included as far as motions.

Mr. Larson: The only options that were not adopted were the boiler, demolish Swain Hall, move funding from Swain Hall to the boiler project, carryover authority for the Northern Tier at $1.1M.

Chm. Skarphol: We want a motion to require the University System to use that $1.1M carryover.

Rep. Hawken: I would move that we designate $1.1M of the North Dakota University System carry over for Northern Tier Network.

Rep. Martinson: Second

Vote Taken: Yes 8, No 0, Absent 0, Motion Carried.

Chairman Skarphol: What are your wishes on Swain Hall, is that included in here?

Rep. Klein: We need to take action on item #5 to allow funds for the boiler project to be used either for the repair or for the ground source heating system. I will make the motion to allow that flexibility.

Rep. Williams: Second.

Vote Taken: Yes 8, No 0, Absent 0, Motion Carried

Rep. Klein: On item # 5, do we need to move that at this time to add funds?

Rep. Martinson: Let's just leave it in there and we don't have to move these.

Chm. Skarphol: Then I would suggest we make the motion on that bill . .

Mr. Knudson: You wouldn't be able to reduce the funding.

Chm. Skarphol: We could make it contingent reduction whether or not there were additional dollars for the renovation.

Rep. Klein: Either that or we could just change the number in Rep. Martinson's amendment.

Mr. Knudson: If you want to reduce the funding for the boiler....

Chm. Skarphol: If we do it contingent on the renovation of Swain Hall. If they don't get the additional money, they're not gonna...

Rep. Martinson: We can do that in Conference Committee.

Rep. Hawken: On the study sections that we have suggested here I would like to add to on the education governance that is oversee early childhood elementary, secondary, and post secondary education. It would be a department of education. It would be "department" rather than "agency".

Rep. Wald: What's the impact if we don't fund early childhood?

Rep. Hawken: We have Early Childhood. Whether we fund it or not it should be included in the study.

Rep. Wald: We are dealing with the Higher Education bill.

Chm. Skarphol: The department would have a responsibility of all aspects of education from early childhood to higher education. Brady, you did say that these sections had been voted on.

Mr. Larson: Yes.

Chm. Skarphol: Would we need a motion?

Rep. Hawken: I would make that motion.

Voice Vote carried.

Rep. Hawken: Should I add language to Section 9 regarding carryover?

Chm. Skarphol: I do not have a problem with that.

Rep. Hawken: We would have the ability to accept the grants and the carryover appropriations.

Rep. Wald: Isn't it in our procedure that we carry over funds from one biennium to another?

Mr. Knudson: The provision is in 2038.

Chm. Skarphol: I don't think it's entirely necessary.

Rep. Klein: # 8 on that list. I would still like to discuss that and move that forward.

Chm. Skarphol: Money for Swain Hall.

Rep. Martinson: I won't support it.

Chm. Skarphol: Rep. Martinson has an amendment for SB 2038 that addresses that.

Rep. Klein: I don't want that to be dropped out. I don't feel we can let that sit there while we're waiting.

Chm. Skarphol: Considering what Rep. Martinson has proposed, I don't think we need to do this at this time. We could discuss it in Full Committee.

Rep. Klein: Alright.

Chm. Skarphol: We have the bill and all the amendments in front of us.

Rep. Wald: Move a Do Pass as Amended on SbB2003.

Rep. Klein: Second

Vote Taken: Yes 6, No 2, Absent 0, Motion Carried

Chm. Skarphol: We forgot to discuss the Lake Region. We will take it up in Full Committee.

Discussion on SB 2003 concluded.

2009 HOUSE STANDING COMMITTEE MINUTES

SB 2003

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: April 9, 2009

Recorder Job Number: 11804

Committee Clerk Signature Holly N. Kaul

Minutes:

Chm. Svedjan called the Committee back to order.

Chm. Svedjan moved the Committee's attention to SB 2003 – the Higher Education Budget. Amendment .0310 (Attachment A) was distributed.

Rep. Skarphol explained the amendment.

Rep. Skarphol: Earlier in this Committee we gave a Do Not Pass to SB 2062. These amendments are going to reflect the movement of those back into this. Rep. Skarphol reviewed the footnotes of the Statement of Purpose of Amendment on Attachment A. The Education and Environment Section took out the funding added by the Senate for campus operations to limit tuition increases. (6:08) We took that out because earlier in the session we killed the bill that would have given us the ability to set tuition. It was the logic of our Section that if we are not supposed to set tuition, then let's not set tuition. Rep. Skarphol continued his review of the Statement of Purpose of Amendment.

Rep. Skarphol: Brady, can you point out where the net is reflected?

Brady Larson, Legislative Council: Page 3. (10:03)

Rep. Skarphol: Page three at the bottom. The total net General Fund is $13 million. Brady, you will have to explain why we took out $28 million and only $13 is reflected.

Mr. Larson: When the Senate was working this bill, they removed approximately $25 million and placed it into SB 2062 for needs-based financial aid increases. When considering the overall impact between SB 2062 and SB 2003, the Senate had not really reduced any funding for needs-based financial aid. They had just shifted that amount over to SB 2062. When the House Education and Environment Section worked on this bill, going into effect looking at the reduction in SB 2062, that would have to be added to this $13 million to come up with a total of a little more than a $38 million General Fund reduction. (10:17)

Rep. Skarphol: We merged SB 2062 ($25 million) and SB 2003. You have to look at the total between the two bills. There was $25 million in SB 2062 – even money. If you take that off and add into the $13 million, it's a total of $38 million. 27^{+} million is actual reduction. The $11.2 million shift to stimulus is a reduction in General Fund expenditures while not being an overall reduction to the dollars being invested in the University System budget. (11:10)

Rep. Kaldor: The needs-based student financing, how did that operate? That's going to affect operating budgets. I'm assuming it went directly to students? (11:53)

Rep. Skarphol: In SB 2062, that was Sen. Grindberg's way of reauthorizing his opportunity grants. They would have been $2,000 grants if I'm not incorrect, to students. There was $20 million coming out of the Senate in that category. The Education and Environment Section (EE Section) massaged that. They came out of the Senate as STEM scholarships. The EE Section changed that to merit scholarships. If you want to give away money we can do that. My constituents tell me that Higher Education costs us a lot of money in this state and they don't feel an obligation to make sure every student graduates debt-free. We do what we can to help them to the best of our ability but there is a limit to what I think our taxpayers should be asked to contribute. (12:22)

Rep. Kaldor: How much is there in tuition assistance? (14:01)

Rep. Skarphol: We eliminated the tuition stability fund. You have to recognize that there is a substantial increase in this budget. In this biennium, there is $6.5 million in needs-based financial. As a result of our Committee's actions, there's about $17.5 million in that same category plus $3 million in merit scholarships plus $1 million in STEM loan forgiveness.

Chm. Svedjan: You are in the neighborhood of $21 million.

Rep. Skarphol: Which all helps students. Is there something I stated incorrectly?

No response.

Rep. Kroeber: On the Executive Recommendation there was $40 million in the needs-based and the STEM and also in the merit scholarship program. We are ending up with $17.5 million in the needs based and $3 million in the merit and $1 million in the (inaudible) for a total of $21 million as mentioned. Last time in the needs-based, the $6.2 million we had they were able to help about 6,000 students across the state out of the total. (15:20)

Mr. Larson: Roughly.

Rep. Kroeber: When you look at the Executive Budget you could help a much larger number of students with that. Whether you are going to take the needs-based and you are going to take the $8.2 million as the Senate did. They took $8.2 million out of the needs-based and put it in a tuition stabilization fund. That also would help all students. My problem with the amendments is that it cuts down from $40 million to $21 million.

Rep. Skarphol: We've all been getting emails about tuition. I asked Rep. Dahl to have a conversation with the younger colleagues about which alternative they would prefer. Do they want us to put the $8.2 million and put it back into the tuition stabilization and take it out of needs-based? Or is there some alternative that they would like better? I told her we could do something about the fact that they can't raise tuition more than so much or whatever. We let her think about it and she said she would rather have us do something with tuition and leave

the money in needs-based. That's coming from one of our colleagues. I believe there is an amendment to address that. I understand the needs of the costs of a college education. I had three kids at UND at one time. I know what it costs. I don't think we have an obligation to ensure that every student in North Dakota comes out of college debt free. My son's roommate went to Cancun every year for four years for Spring Break. I've never been there. Not everything students do in college is responsible. (17:14)

Rep. Berg: I take it Rep. Skarphol's son did not go to Cancun every year.

Rep. Skarphol: He did not. But he went to England as a senior when he graduated. I paid for that. Not a college loan.

Rep. Berg: In the Executive Recommendation there was $40 million needs-based. (19:09)

Rep. Kroeber: That did include the merit scholarships and the STEM grants.

Rep. Berg: When I talk about this let's just blend them all together. There was $40 million. The Senate took $25 million? Then they took $8.2 out for the tuition. They took out of the $40 million, they took $33 million, leaving $7 million.

Rep. Skarphol: They left what was in the existing needs-based financial aid today plus the $700,000 that's the Indian money – that's a long story.

Rep. Berg: That's how the bill came over from the Senate. What we've done is we have $21 million in that number total and we've reduced it from the Senate – which would be the same as the Executive. They didn't enhance that $40 million. So what we have before us would be $19 million less than the Senate relating to tuition and needs and that kind . . . .

Rep. Skarphol: $18 million plus. In round numbers $19 million.

Rep. Glassheim: That money did not go anywhere? That was just a savings to the General Fund?

Rep. Skarphol: That's the reduction in General Fund expenditures with regard to this budget. That's correct. (20:58)

Rep. Klein: If I remember correctly, in the 07-09 budget, there was $6 million in there while right now we are looking at $21 million. (21:14)

Chm. Svedjan: Total.

Rep. Skarphol: We could spend a great deal of time. I have not walked through the sections.

Rep. Kaldor: Did the Senate change the Operating line items and if not have we changed those General Fund operating line items for the institutions? (21:56)

Rep. Skarphol: I'm not quite sure what you are asking. Their budget comes in a two line. However, as they give it to us in this format they do not have the opportunity or the flexibility to move things dramatically between the categories that are there.

Chm. Svedjan: Does your question relate in this way, since they budget on two lines, are there dramatic changes to either or both of those lines as compared to the Executive Recommendation? (22:59)

Rep. Kaldor: Right.

Rep. Skarphol: We did not change the capitol assets line. That's the line where they made their requests for renovations at (?) Hall and at Science. We did not change anything with regard to their capitol assets request. The only changes we made were to the operating side of their budget. Any renovations that campuses had on the approved list are still there.

Rep. Kaldor: It gets very challenging. Obviously the things we are changing on tuition assistance, those things will be perceived, I'm assuming, as affecting the operating line item of the institutions. Obviously they are not going to affect the Capitol line but they will affect the operating line when they are implementing their budgets. If they are not going to see enough or if they seem to be shorted on an operating side, tuition will be there outlet or cuts. If you

can't pay your fuel bill based on your projected internal budget, you're probably going to have to get the money from someplace. You either cut staff or you increase tuition. (23:42)

Rep. Skarphol: In response to that I go back to the fact that we took money from two places: needs-based financial aid which is triple what it was in this biennium and we took the money from the equity money. That's the two areas. For example, in the parity line, we didn't touch that. There are probably members of this Committee who think we should have carved a big hole in it, but we didn't touch that. We tried to confine our actions to two areas that we thought the system would be least affected by and while it may not have been the preference of the system office, we thought some of the other categories further down on this list – and this list is numbered one through sixteen and there are probably nineteen items – their preference would have been that we started at the bottom and took the STEM initiative, for example and the tribal college grants. We chose not to do that but rather leave the smaller issues in two major areas. (25:09)

Rep. Delzer: The money for Dickinson with the oil royalties, when the royalties started coming in did we decrease their General Fund appropriation commensurately or was that an add on over and above? (26:19)

Rep. Skarphol: I cannot answer that question but I'm assuming there was logic behind what happened there. They also have oil income and when they budgeted a year ago when oil was up and the revenue was up, we had to enhance that by the shortfall. It's the same way here at Dickinson. (27:03)

Rep. Delzer: That's not my question. Back ten years when they started getting this oil royalty, did we lower their General Fund for the amount that they received for royalty?

Rep. Wald: There's an oil well that came in in November of '96. This is part of their revenue stream just like General Fund money. There was a reduction made that normally would have

been General Fund money. When this budget was put together by the Board office and OMB in July '08 as an example, the revenue to Dickinson State was, the price of oil and gas at that time was $125.10 per barrel for a total revenue of $143.73 for that month. By December of '08, oil was down to $27.11 with $28.50 that month to Dickinson State from that oil well. Yes, it is part of their revenue stream and there was an adjustment made when the well came in over ten years ago. What happened in this adjustment, the item that you see there, the $350 is the average amount projected by OMB as to what the price of oil would be multiplied by the number of months in the biennium and that would be the shortfall based on the projections back when the budget was put together.

Rep. Delzer: I don't want to spend much time on this because it isn't that much money, but we would not have appropriated two years ago as if there was $143 per barrel oil either. That was more revenue than what they had expected to be at. (29:18)

Rep. Delzer: How much General Fund money is each percentage of salary increase when you do a 5 and 5?

Rep. Skarphol: In the book they handed out to us, in their request, their request for parity was $59 million. The Executive Recommendation was $49 million. It isn't a full $10 million difference. Each percentage apparently amounts, because their request was for a 7 and 7, the Executive Recommendation was for a 5 and 5, each percentage reduction must be $5 million. You have to realize these are only the General Funded FTEs. (29:52)

Rep. Dosch: You indicated a 5 and 5? Who determines how that is split out? I'm looking at the salary sheet for the upper echelon of our University Systems and comparing 2008 to 2009. I am seeing 17 percent increase, 31 percent increase, 53 percent increase, another 23 percent increase, 12 percent increase, 15 percent increase. If you're telling me this is 5 and 5, how is this being split up? Can you explain that to me? (30:39)

Rep. Skarphol: There's a lot about Higher Education I can't explain. For me to explain what the Human Resources folks at Higher Education do in determining what is warranted in raises is beyond me. I suspect that the 5 and 5 that's referred to is for the professors, the supporting staff and that the administrative level is treated in a fashion that is deemed appropriate based on their peers.

Rep. Dosch: Then, I'm assuming that if we are allocating 5 and 5 and yet the upper echelon is getting substantially more than that the lower echelon is getting substantially less than 5 and 5. Would that be a fair statement? (32:10)

Rep. Skarphol: That probably could be a fair statement and probably in the mountain of paper I do have a document that is reflective of what has been past practice. It may take me a couple of minutes to find it. As I recall from that document, the salary increases have been in the range of 4.5 to 6 percent on average by institution. It varies within institutions. There's latitude within the system. Merely stating a 5 and 5 does not mean that everyone is going to get that.

Rep. Wald: (33:36) Sandy, from OMB, might have some comments.

Sandy Deis, Office of Management and Budget: When Higher Ed submits their budget it's based on a five percent salary increase. Originally they put in a request for a 7 and 7. In the Executive Recommendation every employee that's in their pay plan – it's not like other state agencies – but the 5 and 5 per year would be calculated on that. That's what was submitted to us. We asked them to make the change from the 7 and 7. How they actually apply that? If it's going to be more than that, they might receive equity funds. The $10 million in the budget that has now been removed might give them some flexibility with that but the budget that was submitted and the way the dollars were funded was based on 5 and 5 on all positions.

Rep. Hawken: We are always quick to jump on one side or the other but for a number of years when we funded whatever the percentage is going to be for the University System, the

extension branch wasn't included. So, the university made sure that whatever the raise was included those employees. I think we fixed that last session. All of our agencies can do that, not just Higher Ed. I'm not sure how they do administrators. Within the university system they also have a number of people who bring in large sums of money for research. Part of those research dollars can go toward compensation. So there are some different tools there just like when you get federal money for Human Services. This is not unique within the system but please know that they do some extra for some people who haven't been covered as well as maybe some extras for those who have. That's called management and we've talked a lot about the fact that we want them to do that. That's what they are doing. (34:36)

Rep. Klein: Some of those positions are research, some are part extension and some are part teaching. You have three components. It's not just one simple methodology. (36:14)

Rep. Dosch: You indicated that you didn't make any changes to the Capitol Projects line. What is being proposed is $200 million for capital projects. What I'm trying to understand is that only 50 percent of the students in our Higher Ed are North Dakota students. I understand that that makes it very critical that we have these out of state students. I'm not implying that we don't need them. My question is when only 50 percent of the occupancy of Higher Ed is all in students, and that's what we're charged with is to educate our students, why if we have double the capacity than we need why are we spending another $200 million in more capital projects and I see there's another $20 million in deferred maintenance which tells me that they can't maintain what we've got now? How can we be spending another $200 million on an infrastructure that's already twice as big as what we need to take care of our own students? (36:34)

Rep. Skarphol: The list of projects that are General Funded are virtually all renovations, renovations at facilities that are perceived to be no longer adequate. There are probably even

some health safety issues for some of them. Even on the list of non-state funded projects many are renovations. I'm assuming in your home you make upgrades. That's what Higher Education is doing here. I'm not trying to justify all of them. We could carve with an axe if that is what the Committee desires. That is not what our Section felt was appropriate. With regard to Deferred Maintenance, if we want to point a finger about deferred maintenance and I've been as angry as anybody with Higher Education, they've got $119,610,666 in deferred maintenance in their minds. They do a more adequate job of defining deferred maintenance than state agencies do. They requested $50 million. They got $20 or whatever I said earlier. Are we shirking our responsibility? Maybe. Our discussion earlier during the Education Interim Committee was about finding a different funding model. One suggestion was that we fund depreciation at two percent. I think if we fund depreciation at two percent of the value of those buildings, we will find that we're spending a lot more money than we are today. Then our expectation would be that those buildings not need deferred maintenance. It would be the institutions' responsibility and we should never hear about how bad their facilities are anymore if we were to do that. We better be prepared to add $100 million as a guesstimate up front to start with regard to that. It's easy to feel that this is grossly excessive – and I'm not necessarily in disagreement with that but in the analysis of it, people feel that there is not enough help for the students. People feel that our Committee was too severe in the cuts that we made. I'm not sure there's any budget in this process that's been cut as much as this one. (38:13)

Rep. Skarphol: One correction. I said "I don't think any budget has been cut any more than this one." I don't think any budget has had its increase decreased as much as this one. (41:47)

Rep. Hawken: Are we voting on these amendments now or is he going to say something on the other sections? I don't care if you do.

Rep. Skarphol continued his review of the amendment by reviewing the Sections added by Education and Environment Section. (42:22)

Rep. Berg: Would you explain Section 26? (44:08)

Rep. Skarphol: We have very little coordination between K-12 and Higher Ed. It's something the Section thought was warranted that we have a consideration given to whether or not we should have in our state an overseeing entity that looked down on all of education as opposed to having separate categories for the various levels of education.

Rep. Skarphol continued his review. (44:51)

Rep. Berg: Is SB 2062 coming out with a Do Not Pass? (46:28)

Rep. Skarphol: It's already been on the floor and had action taken on it.

Rep. Hawken: I need a clarification of how you are going to address this because I have a further amendment. Do you want to do it on this or do you want . .. (46:45)

Chm. Svedjan: Does your amendment change anything in .0310?

Rep. Hawken: It certainly does.

Chm. Svedjan: Then we could take that now and your motion would be to amend the proposed amendment .0310.

Rep. Hawken moved to amend amendment .0310 to add $8,215,467 from the General Fund to the University System to limit tuition increases to four percent annually at the four-year institutions and no tuition increase at the two-year institutions during the biennium; and add $10 million from the General Fund for the campus equity adjustments. (47:11)

Chm. Svedjan: In summary, if you look at page three of the Statement of Purpose of Amendments you would be adding back footnotes 7 and 8.

Rep. Hawken: Correct.

Rep. Kroeber seconded the motion.

Rep. Berg: My question relates to the work done during the interim. We had two areas – parity and equity – to try and align our university system. Was there any change on the interim committee as far as that funding as a way to balance in Higher Ed? (48:13)

Chm. Svedjan: The Interim Committee focused on that. There was no movement away from the peer comparisons. Is that your question?

Rep. Berg: Yes.

Chm. Svedjan: It is still being utilized. My concerns about the peer comparisons are no different than they were two years ago. I really think those peer comparisons are going to change dramatically given how state economies are around us. I still don't see it as a good comparison but that is my view.

Rep. Berg: The methodology wasn't changed. The fact that what they are linking to needs some work.

Chm. Svedjan: That's a fair statement.

Rep. Hawken: We had a consultant, the same consultant who told us to do the peer system, is now telling us not to do the peer system. The University System, that's one of their missions as we move forward, is to look at that. We have a proposed June meeting to look at alternatives. In the meantime this is the system. (49:34)

Rep. Skarphol: I would hope that we resist this amendment. I think it's important that we have differences to discuss in the Conference Committee. These are two of the significant differences we have to discuss. (50:02)

Rep. Kaldor: I will support the amendments but with reservations. I too have my concerns about equity funding and I think your interim committee explored this and came back with more food for thought. Essentially the reason I would support these is that I feel it is important to shore up the institutions to try to mitigate increases in tuition. Maybe there are other ways of doing that. I'm waiting from some information. As an example, just as Dickinson lost revenue because of the oil well, at Mayville State we are restricted to burning #2 fuel oil, not by our choice – that was a Board of Higher Education choice. Our costs increase substantially – in the neighborhood of at least $400,000 over the biennium. We have no way of making that up other than to seek it from students. That's one reason I am concerned about this. The Section could probably have done this more out of tuition, but they chose not to which is why this is hard. (50:39)

Rep. Glassheim: I hope we can support this amendment. We have over 30,000 students waiting to see how we do this. We can let it ride until Conference Committee. We can carry on the frustration and the upset and the confusion out there for another two and half weeks if we want to. These students and their parents are waiting to hear what we do. On the equity thing, there are probably 5,000 faculty members that are waiting to hear what we're doing. (52:28)

Rep. Skarphol: This equity is not about salary equity necessarily. I guess I have a question of Rep. Martinson. I believe we had discussed a potential amendment affecting this area as well? Or is this part of that amendment? Or do you have a different amendment that we should also be aware of before we vote on this?

Rep. Hawken: I believe this would take care of that because it would freeze the tuition.

Rep. Martinson: I do have an amendment that I will propose after this is done. Last session we had an amendment on the Higher Education bill that did not allow tuition increases past 5 percent without budget section approval. My amendment says there can be no tuition increases beyond 4 percent without budget section approval.

Rep. Skarphol: I thought the Committee needed to be aware of that potential amendment as opposed to the present amendment so that they would be thinking about which choice they would like to make at this time rather than approve this one thinking it was the only alternative. (54:56)

Rep. Berg: We have two things blended in this motion and I would like to take them up separately if possible.

Rep. Berg moved a substitute motion that the $10 million be added back to equity. (55:28)

Chm. Svedjan: So your substitute motion would take half of the previous motion – I mean one part of it at least – to add $10 million back to the equity line.

Rep. Berg: Right.

Rep. Thoreson seconded the motion.

Rep. Berg: My intention would be to make a motion later to reduce the base funding by an amount, $441 million, but I think the formula, by restoring this $10 million keeps the integrity of

the formula that we've been on, in place. And if we're looking for some more reduction, I would look at doing that on the base funding.

Rep. Skarphol: If that is your intent, why don't you make it part of the motion? (46:43)

Rep. Berg added to reduce the base funding by $10 million to his substitute motion. (56:56)

Chm. Svedjan: You want your motion to read that we would add $10 million back to equity and that it come out of the base funding?

Rep. Berg decided to go back to his original motion just to add $10 million to equity. The second by Rep. Thoreson stands. (57:16)

Rep. Skarphol: I'm not going to support it. Some of us pay some lip service to having to make some reductions in the increases on these budgets and this is not doing that. It's doing exactly the opposite. (57:31)

Chm. Svedjan: I'm going to ask for a roll call vote in anticipation that any of these might be divided on the floor.

Rep. Wald: Would you explain the motion. (58:07)

Chm. Svedjan: This motion adds $10 million back to the equity line which would relate to footnote 8 on page 3 of amendment .0310.

The motion failed by a roll call vote of 10 yeas, 15 nays and 0 absent and not voting.

Rep. Hawken: I would move to further amend by adding the . . .

Chm. Svedjan: We would be back to your motion which would add the $8.2 million and the $10 million.

Rep. Kaldor: In light of the amendment that may come forward, I think it's important to note that what Rep. Hawken's amendment will do is actually fund this. That's important for us to understand as we vote on this. (59:45)

Rep. Glassheim moved to further amend to delete the $10 million equity out of this motion so we only vote on the restoration of the $8.2 million.

Chm. Svedjan: I wonder, this wouldn't be an amendment. This would be a motion . . .

Rep. Glassheim withdrew his motion.

Chm. Svedjan: We have the motion before us to add back $8.2 million which would be the tuition portion and to add $10 million back to the equity line, footnotes 7 and 8 respectively of page 3 of amendment .0310. (60:53)

Rep. Berg: I'm going to support this motion because one of the main reductions we see from the Senate amendments is dollars that are going right to students. This isn't the way I'd like to do it. I don't mind reducing the overall spending in Higher Ed, but I don't like taking $10 million out of one chunk in the equity. On the tuition, I agree with Rep. Skarphol. I think we've got to make a decision. Are we setting tuition? Or is the University System setting tuition? Last session we decided we wanted to cap tuition. I think this leads us down a road that not only

are we accepting responsibility for setting tuition, we are also accepting responsibility to pay for whatever says that tuition cap will cost us. This is a messy system. I would prefer not having $8.2 identical to what the Senate did. I don't think that leaves us much opportunity for negotiation in Conference Committee. I'm compelled to vote for this amendment for where we are right now. (61:18)

Rep. Wald: With the amount of money left in student aid of whatever variety, we have a three-fold increase from the present biennium from $6 million to around $21 million. I thought we just voted on the $10 million issue a moment ago. And now as I understand the motion, we are going to put that back in. (62:35)

Chm. Svedjan: This also carries with it the $8.2 million.

Rep. Wald: That's right. So it's got an $18 million impact rather than the $10 million we just defeated.

Chm. Svedjan: That's the motion.

Rep. Wald: That's a heck of a way to run a railroad.

Rep. Skarphol: I hope the Committee would resist this. I go back to what I said about Rep. Dahl. She probably participated in the press conference that was held where the younger legislators discussed tuition. But when she was asked what her preference was, and I suspect she talked to the folks she had a press conference with, she came back and said that she would rather have it in needs-based. I had the conversation with her. I said, "If we put it into the tuition, the $8.2 million in, take it out of needs-based, put it in, it helps every student." I think if we resist this amendment and if the budget goes out exactly like it is and the situation in which the Higher Education has the degree of flexibility it has, I would suggest they could find within their means, the money that's in that equity fund of $10 million and get it out to their campuses

without reducing the base. I don't understand the logic behind this amendment and tying our hands in a Conference Committee. (63:15)

Rep. Berg: I think if we defeat this amendment and pass the bill what we're saying is our changes from the Senate, we found $19 million that were reducing benefits to students and we only found $10 million in the rest of the system. I have no problem holding them accountable and looking at the overall funding. I do have a problem taking $19 million out of what I perceive is benefit directly to the students. (64:51)

Rep. Skarphol: I don't disagree with that. It's not that we are cutting what was in existence today. It's a reduction in their increase. We don't owe them debt-free college graduation. We have a responsibility to the extent we can. How many states in this nation are in the situation we are in? Very few. We've got a bad ranking with helping students, but we're financially sound at least. I don't think California we want to emulate California where they have virtually free higher education. I don't know that I want to emulate that and end up in the kind of situation they're in. Some of us get lectured that we are not taking enough out of these budgets. (65:29)

The motion to add $8,215,467 from the General Fund to the University System to limit tuition increases and to add $10 million from the General Fund for equity failed by a roll call vote of 11 yeas, 14 nays and 0 absent and not voting.

Rep. Martinson moved amendment .0313. Rep. Klein seconded the motion. (67:28)

Rep. Kaldor: While I applaud this, without being funded it is meaningless. In fact, it's worse than meaningless. It will force institutions to cut in their budgets, really cut, in order to

guarantee a flat tuition rate. If you don't fund operating, it comes out of tuition. If you freeze tuition without providing some kind of financial undergirding, there's only one alternative and it's janitors and teachers and people who are doing the work on the campus. I cannot support this amendment unless it's funded. (67:52)

Rep. Glassheim moved to further amend .0313 by funding it with $8.2 million to pay for these caps taken from the student loan amount. (68:45) (Read below. This is actually a substitute motion).

Chm. Svedjan: What you want to do is add the $8.2 million and it come out of the student loan trust fund?

Rep. Glassheim: No. The needs-based . . .

Chm. Svedjan: Out of the $21 million that's currently needs-based.

Rep. Glassheim: That's correct.

Chm. Svedjan: Does your motion carry with it the provisions that are currently in .0313? That is, the limitations?

Rep. Glassheim: It would go back to the 4 percent cap for the research universities and a 0 percent raise for the two-year institutions. It would really be a substitute motion rather than an amendment.

Chm. Svedjan: It's the $8.2 million for tuition purposes that comes out of the needs-based and that $8.2 did carry with it the 4 percent and the 0 percent.

Rep. Glassheim: That's correct.

Rep. Kaldor: The $8.2 million, is that what that accomplishes? Is that the four and zero?

Rep. Skarphol: That's correct.

Rep. Skarphol: I would be happy to support this if it came out of the Centers of Excellence in the Commerce budget but I will not support this situation.

Rep. Glassheim: This is not my favorite motion to make. If we can't get any new money in here I think, as has been pointed out by the Section Chair, we had $6 million last year in needs-based. Even with this we will be going up to $9 million. That served 6,000 people last time. It will increase the number of needs-based. And the tuition caps will apply to 36,000 people. This is not my favorite motion to take from those most needy and give to the general population. Since this Committee will not put new money in, I'm still trying to make this happen and balance things the best we can.

Rep. Dosch: When it said we are not putting any new money in, Rep. Glassheim, according to this we are putting in $145 million more dollars into Higher Ed. I think when we are funding them at a level of $585 million to educate 25,000 of our own students; I think there's plenty of room in there. I agree with your four and zero but I cannot agree to giving Higher Ed. any more money than we're giving them now so I will oppose it. (72:34)

Rep. Glassheim: My amendment would keep steady what the Committee is proposing in total dollars. There would be no additional spending to what you're going to get to vote on any way in total spending coming out of the Committee. (73:08)

Chm. Svedjan: That is correct.

The substitute motion which adds back $8.2 million and that it be taken from the needs-based part of the budget which would bring the tuition limitations back to 4 percent and 0 percent by specific institutions carried by a roll call vote of 13 yeas, 12 nays and 0 absent and not voting.

Chm. Svedjan: Now we're back to amendment .0313.

Rep. Martinson withdrew his motion to adopt amendment .0313. Rep. Klein withdrew his second.

Rep. Delzer: That limit is still in there? That was part of Rep. Glassheim's motion, correct? The 4 percent? (75:36)

Chm. Svedjan: Right. So that brings us back to the amended proposed amendment .0310.

Rep. Skarphol: I believe you do have a motion on that, do you not?

Chm. Svedjan: No. We do not have a motion on that.

Rep. Skarphol moved amendment .0310 as amended to SB 2003. Rep. Klein seconded the motion.

Chm. Svedjan: The only change that has been made to these amendments is that the $10 million has come out.

Rep. Skarphol: No.

Chm. Svedjan: Right? The $8.2 and the $10 million failed. There was a separate motion to add $10 million only. That failed. Then there was a motion to add the $8.2 million from needs-based which brings you back to the 4 percent and 0 percent and that was adopted.

Rep. Skarphol: Correct. What in essence that does is reduce the needs-based line item by an additional $8,215, 467.

Chm. Svedjan: That is correct.

Rep. Skarphol: It just shifts the money within the amendment.

Chm. Svedjan: Right.

Rep. Berg: I can't support this motion. We are taking $19 million out of what is directed for students. I think we're changing the equity parity formula. I have no problem reducing our overall spending but I think the way we are doing it is inconsistent with what we have done in the past and hopefully what will be done in the future. (77:18)

The motion to adopt amendment .0310 as amended carried by a roll call vote of 14 yeas, 11 nays and 0 absent and not voting.

Rep. Skarphol: I have another amendment that has to do with the utilization of stimulus funds to fund a portion of the wind energy project at Lake Region. (79:22)

Amendment .0311 (Attachment D) was distributed.

Rep. Skarphol explained amendment .0311. (80:56)

Rep. Skarphol moved amendment .0311. Rep. Berg seconded the motion. The motion carried by voice vote and the amendment was adopted.

Rep. Skarphol: We also have the Swain Hall issue. (82:06)

Rep. Martinson: I would like to make a motion because I thought Rep. Berg had a good idea. He suggested that we put Sections 7, 8, 9, 10 and 11 from SB 2038 in SB 2003. (82:10)

Rep. Martinson moved to add Sections 7, 8, 9, 10 and 11 from SB 2038 to SB 2003. Rep. Hawken seconded the motion.

Rep. Martinson: That would do it? Right, Brady (Brady Larson, Legislative Council)?

Chm. Svedjan: Do we have verification on that?

Mr. Larson: Yes.

Chm. Svedjan: The motion is to add back Sections 7, 8, 9, 10, and 11 from SB 2038. Would you quickly address those sections?

Rep. Martinson: Basically it provides $5.3 million for the greenhouse in Fargo, $11.2 for the Information Technology Center in Grand Forks, $8.82 for the library in Dickinson, $5 million for Swain Hall, $5.4 million for the UND Medical Center, $3 million for the Williston State College Virtual Center and I believe with these buildings included the Higher Education budget will still be reduced by about $4 million.

Mr. Larson: That is correct.

Rep. Berg: That $4 million would include the $11.2 that's being replaced with federal money. So it would be an increase of that difference, $6 million.

Chm. Svedjan: $6.5 roughly.

The motion to add back Sections 7, 8, 9, 10, and 11 failed by a roll call vote of 9 yeas, 15 nays and 1 absent and not voting.

Rep. Skarphol: Swain Hall is sitting there gutted. It's been stripped on the interior. There's nothing left of it. Rep. Klein has some grave concerns about that facility. (86:20)

Rep. Klein: That building had been categorized as an athletic facility and never been updated to an academic facility. We finally did get that changed. When they started updating, and started removing asbestos they ended up with some major internal renovation or structural things that was not shown on the original drawings. As they moved to make it handicapped

accessible, they found a lot of different brick had been used so they decided to re-brick the entire building to make the brick match. In the process, the building is sitting there empty. They had not taken into account moving the people out providing them quarters and renovating that. There were some things left out of the original estimate. To leave that building there gutted does not make sense. We have to move ahead and get that building finished. (86:54)

Rep. Delzer: It seems to me that I heard before that somebody said the purpose for that is not necessarily stated or the program that will be housed there is not necessarily being run or something? (88:24)

Rep. Klein: No. They are going to move the Education Department and the new Athletic Training Program that they had approved into that area.

Rep. Delzer: What would construction of that building cost? Just get rid of it.

Rep. Klein: It was looked at originally. The structure of that building is sound. There was no need to do the destruction and start over. The asbestos would have had to have been removed at any rate. A lot of renovation had to take place on the electrical, mechanical, plumbing and so forth.

Rep. Hawken: I was wondering, since Rep. Bellew did not support that, do you have some other ideas as to what could happen with Swain Hall? (89:46)

Rep. Bellew: I'm dumbfounded. I don't know what you mean that I did not support Swain Hall. I did not support the total bill.

Chm. Svedjan: We don't have a motion on the floor, do we? No.

Rep. Skarphol: It is a facility standing there gutted. In .0303 we made provisions for it to be paid for – the $5 million needed to finish this project to utilize stimulus funds to do this. It would not be an expenditure to the General Fund. If Rep. Klein or Rep. Bellew are so inclined,

Sections 8 and 9 from .0303 would authorize the funding of that project with stimulus dollars. (90:23)

Rep. Klein moved Sections 8 and 9.

Chm. Svedjan: We are referring to Sections 8 and 9 that are shown in amendment .0303 that was adopted on SB 2038.

Rep. Skarphol: That was not adopted.

Chm. Svedjan: Excuse me, that was not adopted.

Rep. Wald seconded the motion to add Sections 8 and 9.

Rep. Berg: Section 8 says that it would allow General Fund dollars to the extent that federal funds are not available. So this amendment says, yes if there are federal funds, spend $5 million, but if not we'll use $5 million General Fund. (91:31)

Chm. Svedjan: That is correct.

Rep. Wald: In the hearing it was evident that you can't let this building sit vacant for another biennium. We have to address the issue. Some mistakes were probably made in the past but that's history. To move forward is the right thing to do so the building can be useful to the campus. It's being heated to help preserve the status of it while it's sitting there vacant. To go another two years does not make economic sense. I think we should move ahead and finish the project. (91:59)

Rep. Delzer: The stimulus money you are talking about, that is from the $19 million that is unobligated that could be used anywhere in the state? (92:44)

Rep. Skarphol: That is correct. In the $19 million the $11.2 for the Education Building at UND was moved out of there. This was moved out of there and I think there is still some sum of money remaining to be available out of the $19 million in the event that both of those are approved.

Rep. Delzer: Who has final approval? Does not the legislature have that final approval? If this is what the legislature picks to use that money for I don't have a problem. I would have a problem with the contingency line being in there because somebody may well make the decision that to spend the General Fund and spend the other $5 million somewhere else.

Rep. Skarphol: I agree with Rep. Delzer's discomfort. I have the same discomfort. I'm assuming that at some point in time this assembly will have a discussion on that and there will be something brought forward that will reflect the list that will get primary consideration for that funding. Or maybe if the dollar amount exceeds the $19 million by 10 percent, we would rather take 10 percent of the General Fund of each category that was attempting to utilize that. I don't know how that's going to work, but at some point I believe this assembly will make that decision. (93:56)

Chm. Svedjan: I think the remainder of those flexible funds based on the actions taken so far is in the neighborhood of $3 million to $3.5 million. Brady (Larson, Legislative Council) is acknowledging that. There is some room, but I don't think it's to the extent of $5 million.

Rep. Delzer: Has the Senate done anything? How much have they dedicated out of that?

Chm. Svedjan: I believe that is a tabulation of action in both Houses.

Brady Larson: Yes.

Rep. Skarphol: That $3 million reflects the utilization of $5 million for Swain Hall.

Chm. Svedjan: It does?

Rep. Skarphol: Swain Hall would not be over and above.

Chm. Svedjan: Thanks for that clarification.

Rep. Berg: If that's available, I don't have a problem with using the federal dollars. I can't support it with the contingency. (95:35)

Rep. Nelson moved to amend the proposed amendment to strike the General Fund contingency.

Chm. Svedjan: We have a motion to amend the proposed amendment striking reference to the utilization of General Funds in the absence of ARRA money.

Rep. Klein: That's still going to leave us, if we don't have that contingent backup, that's still going to leave us with a building sitting there for two years unusable and I don't think that's what we want to do. (96:52)

Rep. Delzer: I don't see it that way. I see it as us saying this is our priority if we pass this, out of that $19 million.

Rep. Bellew: Is an amendment to the amendment in order?

Chm. Svedjan: Let's take this one first. Do you want to tell us what you're thinking?

Rep. Bellew: I'm thinking that we attach an Emergency Clause so the money becomes available as soon as they get it.

Chm. Svedjan: I think I want to take that separately.

Rep. Kerzman: Wouldn't that Emergency Clause affect the entire bill? (98:42)

Chm. Svedjan: No. The Emergency Clause would be relative to just this section.

Rep. Kerzman: What if it doesn't get the vote on the floor?

Chm. Svedjan: Then the funding would have to come from stimulus money and you would have to get it when you get it.

The motion to add an Emergency Clause carried by a voice vote and the amendment was adopted.

Rep. Berg: What we have before us is the amendment to fund Swain Hall with federal dollars and the Emergency Commission.

Chm. Svedjan: This is the remainder of the first motion that added Sections 8 and 9. We then removed reference to the General Fund. We then added the Emergency Clause. Now we're voting on the utilization of $5 million of federal stimulus money. I'm going to take this on a roll call vote.

The motion carried by a roll call vote of 25 yeas, 0 nays and 0 absent and not voting.

Rep. Berg: I feel pretty strong that the $10 million should come out of the base funding rather than part of our formula.

Rep. Berg moved that the $10 million be added to the equity adjustment and removed from the base funding.

Rep. Berg: Part of my reason for this is that part of this formula recognizes part of what is going on in other parts of the country and other campuses. If we have a campus that is

growing, that's providing more faculty that is trying to maintain a student/teacher ratio, I think that's reflected in this portion of the formula – the equity portion. I want to support that formula even if we believe the formula needs to be tweaked. I think we should instead take the money off the base. (101:30)

Rep. Skarphol: What you are saying is you put the $10 million in based on the distribution that's reflected and that you take the $10 million out on the bottom end and I'm assuming that the State Board of Higher Education will take it out in the same amounts from the same institutions. Can you explain the logic behind doing that? (1:43:20)

Rep. Berg: I believe that it's distributed differently. I haven't seen the formula but I would assume that if we take it off the total then that $10 million comes off both parity and equity as well as other funds rather than just out of the equity. (103:27)

Rep. Wald: If you look at the schedule on page 3 of the description of amendments, "removes funding for campus equity" – that was footnote 8 – you'll notice that $4,963,000 which is half of the total $10 million. It seems we are not distributing those dollars in a fair fashion. When you look at UND at less than half of that with approximately the same enrollment. . . It seems to me that if we are going to have equity, then let's have true equity. It appears that this is not an equitable distribution. (103:47)

Rep. Berg: To me it's a recognition in our formula on who their peers are and when you have a growing institution they have different dynamics. I understood that the reason for that reduction was to reduce the overall budget to Higher Ed which I support, but I don't think we should disrupt a formula that all the campuses have agreed to and that we as a legislature have agreed to and supported in the past.

Rep. Martinson: I think that if this amendment passes it will help the bigger schools to the detriment of the smaller schools. It will give more money to NDSU, UND. Less money to Williston, Bottineau, Valley City, Mayville and the smaller schools. (105:17)

Rep. Hawken: That may very well be correct and I do represent a district that has a larger school. In the $10 million that we took out, exactly half of that would have gone to NDSU. So that was a punishment for NDSU and I think there may have been a thought process behind it. You can look at that both ways. If we are looking at fairness, then Rep. Berg's amendment is a good one because what we have done is to punish someone for being successful. (105:41)

Rep. Skarphol: Not all of us agree with the peer selections that have been made. Some of us think that some people are more intelligent than others and make wiser choices in their selection of their peers so they would be reflected more poorly while others were excited about having peers selected that they could be proud of. We're not entirely convinced, some of us, that at least one of the Presidents was probably a little clever in his selection of his peers. For that reason, I would hope this Committee would resist this and give us the opportunity in Conference Committee to resolve some issues. (106:21)

Rep. Nelson: This is just a frustration of the proceedings that have taken place. This discussion, I'm sure it did take place, but we did the same thing yesterday in Government Operations where we're seeing amendment after amendment after amendment. We are supposed to make decisions based on knowledge that is at our fingertips for about 10 seconds. The base funding, those of us who are on different Sections, we don't have an understanding of base funding proposals. All we've got is the bill, the amendments and the green sheets yet we are put in the position of having to make decisions that are multimillion dollar decisions with no information. It's just frustrating, the process that is taking place here. (107:15)

Chm. Svedjan: I don't mean to make light of those comments, but welcome to the third period of the Appropriations Committee. This is not at all unusual.

Rep. Kaldor: The amendment as I see it would remove $10 million from the base. The base that we are confronted with or the base we have before us is also the consequence of previous equity adjustments. Would that be fair to say? And if it is, then if there are inherent problems with the current equity formula, this will just accentuate that rather than bring it into reasonableness. I would oppose the amendment. (108:18)

Chm. Svedjan: I would assume that is the case because prior equity adjustments would have been built into the base.

Rep. Skarphol: I haven't see a definition of the word "base" in this case, I'm not sure if we are talking about the $585 million or if we are talking about the $96 million that was originally proposed minus whatever it ends up. I'm not sure what "base" refers to. If I were the chancellor, I would look at this and say, "well, if I'm supposed to give them $135,000 and I need to get $135,000 I'm going to take it away from them and give it back to them" and that resolves the issue. I'm not sure of the logic and I can't support it for that reason.

Rep. Berg: We have $49 million increase in parity and we've got $10 million increase in equity that was proposed. That's a total of $59 million increase in those two amounts. To make it more clear, I would suggest that the reduction of $10 million come equally on the parity and equity rather than just the equity. That would be my intent if this motion passes. (110:08)

Rep. Skarphol: You are suggesting that out of the $60 million that there be a $10 million reduction?

Rep. Berg: Yes. We have a $73 million increase in this bill and of that $50 million is an increase that is not related to tuition, etc. The base I'm referring to would be that base.

Rep. Skarphol: What you are saying is that there should remain 5/6 of the equity money that was in this bill, the $10 million, 5/6 of that would remain? And 5/6 of the parity money would remain?

Rep. Berg: Correct.

Rep. Skarphol: What you are in essence doing is saying that they are not going to get the 5 and 5? They may have to struggle a little bit with the utility bills.

Rep. Berg: I agree with Rep. Nelson. These amendments came out today. We saw amendments earlier. It is frustrating trying to make amendments in motions. Yes. That would be the intent of my motion.

Chm. Svedjan: The motion is regarding the $10 million, that it be added back to equity, but that it come from base funding. That was the motion. Now you are saying the intent is something different.

Rep. Berg: The motion would be where there is $49 million currently in parity, that we would reduce that by 1/6 and that we would increase the equity by 5/6. So, where we've taken the $10 million out we'd replace 5/6 of that . . .

Rep. Skarphol: I think Brady gets the math.

Chm. Svedjan: What do you have?

Mr. Larson: Basically it would be reducing parity by $10 million and putting it into equity almost.

Rep. Berg: It would reduce parity by $8 million and increase equity by $8 million.

Rep. Skarphol: One sixth of $10 million is $1.6666 million. So it would reduce the equity money to the $8.3 million and reduce the parity money by $8.3 million.

Rep. Berg: Correct.

Rep. Delzer: What I've heard is that they do their budget after we're done anyway. Why are we even doing this? They will do what they want with it in the end anyway. (114:25)

Rep. Skarphol: They do keep it within the categories that we give them. They keep parity dollars within parity. They do not have the ability to transfer them to equity, for example. They have limited capacity to transfer.

Rep. Kaldor: Anything that comes out of parity and goes into equity. It's just a war between the large and small campuses. I cannot support this if it's coming out of parity. (115:12)

Chm. Svedjan: I'm going to ask that you repeat the effect of this. How can the impact be $8.3 million in both cases? What am I missing?

Rep. Skarphol: There will be a total of $10 million taken out of the two lines combined. The essence of that would leave $8.3 million in equity and it would reduce the amount in the parity line by that $8.3 million. In other words, it would transfer $8.3 million from the parity line to the equity line.

Chm. Svedjan: Right. That I understand.

Rep. Berg: The intent is to say the $49 million we are putting in should be divided according to the formula between equity and parity. I think Rep. Kaldor by not supporting this, we do flare up that old battle because we are not following the formula. The reality is that if you have 10 students per faculty you are at a different point than 25 students per faculty. That's what this equity is supposed to get to.

Rep. Kaldor: I'm not opposed to equity but equity is in the eye of the beholder. It makes it complicated to ascertain whether we are doing the right thing. (117:48)

Rep. Dosch seconded the motion.

The motion to reduce parity by 1/6 and increase equity by 5/6 failed by a roll call vote of 4 yeas, 21 nays and 0 absent and not voting.

Rep. Skarphol moved a Do Pass as Amended to SB 2003. Rep. Wald seconded the motion. The motion carried by a roll call vote of 17 yeas, 8 nays and 0 absent and not voting. Rep. Skarphol will carry the bill.

Chm. Svedjan recessed the Full Committee.

Proposed Amendment to Engrossed SB2003
Presented to House Appropriations Committee
by NDUS on March 2, 2009

Page 1, line 19, replace "765,707" with "903,718 and replace "7,047,601" with "7,185,612"

Page 2, line 13, replace "7,256,984" with "7,394,995" and replace "75,731,832" with "75,869,843"

Page 2, line 15, replace "6,551,756" with "6,689,767" and replace "71,682,874" with "71,820,885"

Page 3, line 24, replace "54,219,000" with "65,419,000" and replace "56,519,545" with "67,719,545"

Page 3, line 26, replace "79,762,229" with "90,962,229" and replace "189,074,604" with "200,274,604"

Page 3, line 28, replace "36,743,229" with "47,943,229" and replace "146,055,604" with "157,255,604"

Page 28, line 28, replace "36,743,229" with "47,943,229" and replace "146,055,604" with "157,255,604"

Page 7, line 7, replace "145,140,779" with "156,478,790" and replace "585,208,335" with "596,546,346"

Page 7, line 9, replace "310,304,007" with "321,642,018" and replace "754,712,779" with "766,050,790"

Page 11, remove lines 18 through 26

Summary of Purpose of Amendment:

- Adds $11.2 million in state general funds to UND capital assets line item to fund the joint NDUS/UND Information Technology facility that was the #2 priority on the SBHE major capital list.
- Restores $138,011 in funding to the NDUS Office governance line item for 5% annual salary increases for all NDUS Office staff, similar to all other state agencies and institutions, and removes legislative intent limiting salary increases in NDUS Office.

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98046.0301
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Representative Klein
March 4, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

Page 5, line 17, replace "26,000,000" with "30,879,795" and replace "26,596,870" with "31,476,665"

Page 5, line 19, replace "30,934,384" with "35,814,179" and replace "61,626,376" with "66,506,171"

Page 5, line 20, replace the first "22,250,000" with "23,149,795" and replace the second "22,250,000" with "23,149,795"

Page 5, line 21, replace "8,684,384" with "12,664,384" and replace "39,376,376" with "43,356,376"

Page 7, line 7, replace "145,140,779" with "149,120,779" and replace "585,208,335" with "589,188,335"

Page 7, line 8, replace "165,163,228" with "166,063,023" and replace "169,504,444" with "170,404,239"

Page 7, line 9, replace "310,304,007" with "315,183,802" and replace "754,712,779" with "759,592,574"

Page 7, line 24, replace "49,928,248" with "53,908,248"

Page 7, line 25, replace "164,458,000" with "165,357,795"

Page 7, line 30, replace "234,611,248" with "239,491,043"

Page 8, line 1, replace "164,458,000" with "165,357,795"

Page 8, line 2, replace "70,153,248" with "74,133,248"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0301 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2003 - Minot State University - House Action

	Executive Budget	Senate Version	House Changes	House Version
Capital assets	$21,596,870	$26,596,870	$4,879,795	$31,476,665
Operations	33,825,003	34,434,395		34,434,395
Deferred maintenance	595,111	595,111		595,111
Total all funds	$56,016,984	$61,626,376	$4,879,795	$66,506,171
Less estimated income	17,250,000	22,250,000	899,795	23,149,795
General fund	$38,766,984	$39,376,376	$3,980,000	$43,356,376
FTE	190.82	189.82	0.00	189.82

Department No. 241 - Minot State University - Detail of House Changes

	Reduces Funding for Boiler Replacement Project[1]	Adds Funding for the Swain Hall Project[2]	Total House Changes
Capital assets	($1,250,000)	$6,129,795	$4,879,795
Operations			
Deferred maintenance			
Total all funds	($1,250,000)	$6,129,795	$4,879,795
Less estimated income	0	899,795	899,795
General fund	($1,250,000)	$5,230,000	$3,980,000
FTE	0.00	0.00	0.00

[1] This amendment reduces funding from the general fund for the boiler replacement project by $1,250,000 to provide total project funding of $8,750,000, of which $2,500,000 is from the general fund.

[2] This amendment adds $6,129,795 of funding for the Swain Hall project, of which $5,230,000 is from the general fund. Total project funding, including the 2007-09 appropriation, is summarized below:

	2007-09 Appropriation	Proposed Amendment	Total
General Fund	$6,332,535	$5,230,000	$11,562,535
Other Funds	703,615	899,795	1,603,410
Total	$7,036,150	$6,129,795	$13,165,945

Date: March 5, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 98046.0301

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By _____ Seconded By _____

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman			Joe Kroeber		
Francis Wald – Vice Chairman			Kenton Onstad		
Kathy Hawken			Clark Williams		
Matthew M. Klein					
Bob Martinson					

Total Yes _____ No _____

Absent _____

Bill Carrier _____

If the vote is on an amendment, briefly indicate intent:

Date: March 25, 2009
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Martinson Seconded By Rep Wald

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein					
Bob Martinson	✓				

Total Yes 8 No 0

Absent 1

Bill Carrier _____

If the vote is on an amendment, briefly indicate intent:

to delete money from remodeling Hall at UND and add it to stim package.

Date: March 25, 2009
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Rep. Martinson Seconded By Rep. Hawken

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein					
Bob Martinson	✓				

Total Yes 7 No 0

Absent 1

Bill Carrier _____

If the vote is on an amendment, briefly indicate intent:

Marketing for 2 yr institutions of HM

Date: 3/31/09
Roll Call Vote #: 1

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Hawken Seconded By Martinson

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes _____ No _____

Absent _____

Bill Carrier _____

If the vote is on an amendment, briefly indicate intent:

Use $1.1m for Northern Tier

Date: 3/31/09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD (amend as)

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Klein Seconded By Williams

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber	✓	
Francis Wald – Vice Chairman	✓		Kenton Onstad	✓	
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 8 No 0

Absent 0

Bill Carrier

If the vote is on an amendment, briefly indicate intent:

Item 5 – add funds

Date: 3/31/09
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number amend

Action Taken ☐ Do Pass ☐ Do Not Pass ☐ Amended

Motion Made By Hawken Seconded By Martinson

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman			Joe Kroeber		
Francis Wald – Vice Chairman			Kenton Onstad		
Kathy Hawken			Clark Williams		
Matthew M. Klein					
Bob Martinson					

Total Yes ____ No ____

Absent ____

Bill Carrier Voice Vote - Carried

If the vote is on an amendment, briefly indicate intent:

Education Governance –
"Dept" of Education rather than
an "agency"
Add "Early Childhood"

Date: 3/31/09
Roll Call Vote #: 4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

House House Appropriations Education and Environment Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☑ Do Pass ☐ Do Not Pass ☑ Amended

Motion Made By Wald Seconded By Klein

Representatives	Yes	No	Representatives	Yes	No
Bob Skarphol – Chairman	✓		Joe Kroeber		✓
Francis Wald – Vice Chairman	✓		Kenton Onstad		✓
Kathy Hawken	✓		Clark Williams	✓	
Matthew M. Klein	✓				
Bob Martinson	✓				

Total Yes 6 No 2

Absent 0

Bill Carrier _____

If the vote is on an amendment, briefly indicate intent:

TO: Rep. Bob Skarphol

FROM: Bill Goetz

DATE: April 1, 2009

RE: SB2003 amendments

We have reviewed the amendments adopted to date by the House Appropriations Education and Environment Division. In addition to the major impact to students and campuses from removing funding for tuition affordability, financial aid and equity—which I outlined in an earlier memo—there are some other "technical" concerns. These are noted below.

1.) MiSU Swain Hall project

Current project cost	$13, 165,945
Less '07 approp.	(7,036,150)
	$6,129,795
Less transfer of Phy. Plant bldg.	(1,250,000)
Add'l Amt. Needed	$4,879,795

Without the transfer of $1.25 million of the physical plant building to Swain Hall, MiSU will either need to reduce the overall cost of the Swain Hall project by $1.25 million or identify funding from other sources to complete the project.

Suggested legislative intent: $1.25 million of the $3.75 million in the capital assets line item for Minot State University be used for the Swain Hall remodeling project.

2.) Permit the NDUS office to retain the $1.1 million in anticipated 07-09 carryover for the items as projected on the attached worksheet. While the N. Tier project is critically important to the NDUS, an alternative funding plan is attached which includes the possibility of utilizing federal stimulus funding to complete the north and south connections.

Of the projected carryover in the NDUS Office, almost $900,000 is in student aid programs—see attached document. The projected carryover balances have been built into the 09-11 budget assumptions already presented to the House and Senate. Reallocating the carryover will reduce the estimated number of slots funded in the 2009-11 biennium as follows:

- State Grant (needs-based aid program)—200 fewer grants per year
- Scholars Program (merit scholarship)—15 fewer new freshmen awards per year
- PSEP (vets. Opt. dentists)—reduction of 1 veterinary medicine slot and 2 optometry slots per year; this could be further reduced based on potential changes to the ND/MN reciprocity dentistry agreement, which has not been addressed in the bill to date.

Furthermore, reallocations of NDUS Office carryover to N. Tier would also potentially impact our ability to effectively manage new and expanded student aid programs, and to carry out SBHE

and interim committee objectives. Thus, we would ask that you restore the carryover funding, or at a minimum, consider permitting up to $150,000 of the state grant, merit scholarship and/or STEM funds to be used for program administration.

3.) There does not appear to be anything in the amendment that clarifies the relationship between the existing technology occupations loan program and the new STEM program. We have raised a host of issues with the committee to date.

4.) Request that you continue to consider increasing the state grant maximum award to $2,000 (currently at $1,500 in House Education version of SB2062, which has now been moved to SB2003).

5.) The SBHE budget request included $20 million, in total, (8,330 grants/yr. @ $1,200), for the state grant program. The executive budget included a total of $40 million (16,660 grants/yr. @ $1,200). The Senate version included $27 million (11,250 grants/yr. @$1,200) and the House Education Division included $28 million (11,665 grants/yr. @ $1,200). The House Appropriation amendment would provide a total of $17.5 million. This would fund approximately 7,300 grants per year at $1,200 each.

6.) Based on a meeting with Dept. of Commerce and MiSU on April 1st, it appears that the Swain Hall remodeling costs that may potentially be federal stimulus eligible would be $2.0 million. These would be energy efficiency projects and a possible geo-thermal compatible heating and cooling system. In order for any of these individual projects to be federal stimulus eligible, they must have a combined payback period of 10 years or less. This payback evaluation will be completed. However, DOC has indicated that it will be at least 3-4 months before they have an approved plan for the allocation of federal stimulus funding. The current amendments authorize up to $5.0 million in federal stimulus funding for Swain Hall. Based on current information this seems unlikely.

7.) In mid-March, UND identified another non-state funded capital project for completion during the 2009-11 biennium. We submitted an amendment to add $1.5 million in capital asset and revenue bond authority (only to be used if necessary), along with the additional legislative intent: noted below. It does not appear that this change has been made in the amendments adopted to date.

"Section 22. University of North Dakota Hangar Addition and Renovation. The state board of higher education may enter into an agreement with the university of North Dakota foundation, including financing, and do all things necessary and proper to authorize construction of a hangar addition and renovation of the UND Aerospace complex at the Grand Forks International Airport using current fees for flight operations."

8.) The conflicting dates in the merit scholarship program, as contained in Sections 3 and 4 of SB2062, which have now been moved to SB2003, have not been resolved.

Thank you for your consideration of these items.

North Dakota University System Office
Estimated Carryover at the end of the 07-09 Biennium and Planned Uses
Prepared March 13, 2009 for Legislative Council

Funding is committed to areas in support of the Interim Higher Education, Roundtable on Higher Education and SBHE mutual goals and objectives [redacted] of these projects will be delayed until the 09-11 biennium due to the final outcomes of the legislative session, and due to other staff [redacted]imitations in FY09.

Program	Estimated Total	Interim HE Committee Goal Area-see attached list	Anticipated Use	Specific Use Amount
System Governance				
Office Operations	$243,000	Affordability (5)	Funding to support implementation and operation of opportunity grant program, contingent on legislative adoption of program	$136,000
		Affordability (5)	Contract assistance on funding model development, as defined by SBHE and Interim HE Committee	$25,000
		Accessibility (2)	Funding support for new Council on Adult Education, charged with identifying ways to increase levels of participation and retention of adults and other underrepresented groups in higher education.	$20,000
		Accessibility (2), Economic Development (3)	Two-year technical education career awareness campaign and marketing initiatives, see additional amount below (total=$209,000)	$62,000
				$243,000
Articulation and Transfer	$14,000	Accessibility (2) and System Functioning (4)	Hosting and participant travel costs associated with systemwide meetings to update general education/essential learning outcomes	
Designated Special Projects	$223,000			
		Accessibility (2)	Contract assistance for campus mission review	$40,000
		Attainment (1)	Facilitation and funding support for P-20 Council	$36,000
		System Functioning (4)	Two-year technical education career awareness campaign and marketing initiatives, see additional amount below (total=$209,000)	$147,000
Student Grant Programs				
PSEP	$147,000	Affordability (5)	Carryover estimate built into original 09-11 budget request; no material change anticipated	
Scholar's	$290,000	Affordability (5)	Carryover estimate built into original 09-11 budget request; however, increased carryover estimate would fund approximately 53 instead of 50 new students per year	
Education Incentive	$12,000	Affordability (5)	Carryover estimate built into original 09-11 budget request; no material change anticipated	
State Grant	$443,000	Affordability (5)	Carryover estimate built into original 09-11 budget request; however, increased carryover estimate would fund approximately 7,900 instead of 7,750 students per year	
System Grant Programs				
SITS - NDUS On-line	$96,000	Attainment (1), Accessibility (2) and System Functioning (4)	Conduct statewide needs assessment to determine the State's unmet workforce development and training needs, a strategy summit and technology support for improved academic program access	

G:\LAURA\excel\LEGIS\[0709 PROJECTED CARRYOVER 031309.xlsx]Sheet1

NORTHERN TIER NETWORK – NORTH DAKOTA

Project Update, March 18, 2009

The 2007-09 NDUS appropriation included one-time funding of $2,773,800 from the permanent oil tax trust fund. Of the original amount approved by the 2007 Legislature, it is intended to carry over $1,000,000 into FY10. The carryover results from the longer than forecast implementation time due to lengthy agreement negotiations during which time there were no operating expenditures. The $1.0 million carryover will be used during the first year of the 09-11 biennium to cover estimated FY10 operating costs.

In addition to the planned $1.0 million carryover, as of March 5, 2009, the project had cash-on-hand of $920,800, with an estimated June 30, 2009 balance of $575,800. This additional balance is a result of a planned delay of any further installations of the network to either Canada's CANARIE research network or South Dakota's Northern Tier Network segments. The completion of the Canada/South Dakota connections is estimated to cost almost $1.0 million in one-time installation costs. Thus, the remaining $575,800 would only be enough to cover one or the other connection, not both, even though the original intent was to complete both connections within the $2,773, 800 appropriation. However, higher than anticipated implementation costs have reduced the overall scope of the project that could be completed within the original appropriation.

In light of new federal stimulus funding options, it is recommended that the NDUS pursue competitive federal program funding for the completion of both the Canada/South Dakota connections. Furthermore, it is recommended that the NDUS use the remaining estimated $575,800 unspent balance from 07-09 appropriations to help offset the remaining unfunded second year (FY11) operating costs of $1.0 million. The remaining balance of $424,200 ($1.0 million less $575,800) would have to be covered by other federal or internal funding sources.

Although potentially the NDUS, through new federal funding, planned carryover and temporary reallocation may be able to complete the network and cover operating costs in the 09-11 biennium, permanent base state funding in the 11-13 biennium will be required to maintain the project long-term.

Proposed SBHE Motion: Approve the modified funding plan as outlined above for the Northern Tier Network and immediately forward such plan to the Legislative Assembly.

g:\laura\wpdocs\n. tier\sbhe approval funding plan change.docx

Attachment #
4/9/09

98046.0310
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment
April 1, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

Page 1, line 3, after the second semicolon insert "to create and enact three new sections to chapter 15-62.2 of the North Dakota Century Code, relating to merit scholarships for students attending certain institutions of higher education; to amend and reenact subsections 1 and 3 of section 15-10-37 and sections 15-62.2-02 and 15.1-01-02 of the North Dakota Century Code, relating to student financial assistance grants, technology grants, and joint meetings of the state's education boards"

Page 1, line 6, replace "provide" with "provided"

Page 1, line 19, replace "765,707" with "1,703,718" and replace "7,047,601" with "7,985,612"

Page 2, line 1, replace "1,248,728" with "11,601,992" and replace "7,236,225" with "17,589,489"

Page 2, after line 3, insert:

"Merit scholarships	0	3,000,000	3,000,000"

Page 2, line 8, replace "436,030" with "1,436,030" and replace "2,176,344" with "3,176,344"

Page 2, line 13, replace "7,256,984" with "22,548,259" and replace "75,731,832" with "91,023,107"

Page 2, line 15, replace "6,551,756" with "21,843,031" and replace "71,682,874" with "86,974,149"

Page 2, line 21, replace "4,312,999" with "2,922,316" and replace "24,046,679" with "22,655,996"

Page 2, line 24, replace "8,063,136" with "6,672,453" and replace "28,040,297" with "26,649,614"

Page 2, line 26, replace "7,653,636" with "6,262,953" and replace "27,630,797" with "26,240,114"

Page 3, line 1, replace "1,238,516" with "781,715" and replace "7,749,864" with "7,293,063"

Page 3, line 4, replace "3,942,243" with "3,485,442" and replace "10,497,253" with "10,040,452"

Page 3, line 6, replace "3,942,243" with "3,485,442" and replace "10,497,253" with "10,040,452"

Page 3, line 12, replace "1,159,630" with "768,371" and replace "7,582,134" with "7,190,875"

Page 3, line 15, replace "12,526,632" with "12,135,373" and replace "19,035,611" with "18,644,352"

Page 3, line 17, replace "3,151,632" with "2,760,373" and replace "9,660,611" with "9,269,352"

Page 3, line 23, replace "18,364,555" with "14,149,331" and replace "125,376,385" with "121,161,161"

Page 3, line 24, replace "54,219,000" with "43,019,000" and replace "56,519,545" with "45,319,545"

Page 3, line 26, replace "79,762,229" with "64,347,005" and replace "189,074,604" with "173,659,380"

Page 3, line 28, replace "36,743,229" with "21,328,005" and replace "146,055,604" with "130,640,380"

Page 4, line 3, replace "19,628,094" with "12,748,621" and replace "109,221,724" with "102,342,251"

Page 4, line 6, replace "96,083,911" with "89,204,438" and replace "187,369,766" with "180,490,293"

Page 4, line 8, replace "37,983,911" with "31,104,438" and replace "129,269,766" with "122,390,293"

Page 4, line 14, replace "4,101,922" with "2,975,090" and replace "31,492,290" with "30,365,458"

Page 4, line 17, replace "17,972,065" with "16,845,233" and replace "46,115,765" with "44,988,933"

Page 4, line 19, replace "10,836,065" with "9,709,233" and replace "38,979,765" with "37,852,933"

Page 4, line 25, replace "3,116,332" with "3,696,890" and replace "19,972,442" with "20,553,000"

Page 4, line 28, replace "6,778,504" with "7,359,062" and replace "24,018,304" with "24,598,862"

Page 4, line 29, replace the second underscored zero with "350,000" and replace the third underscored zero with "350,000"

Page 4, line 30, replace "6,778,504" with "7,009,062" and replace "24,018,304" with "24,248,862"

Page 5, line 5, replace "1,399,686" with "1,107,937" and replace "11,514,751" with "11,223,002"

Page 5, line 8, replace "11,936,631" with "11,644,882" and replace "22,260,690" with "21,968,941"

Page 5, line 10, replace "8,268,131" with "7,976,382" and replace "18,592,190" with "18,300,441"

Page 5, line 16, replace "4,339,273" with "3,373,083" and replace "34,434,395" with "33,468,205"

Page 5, line 19, replace "30,934,384" with "29,968,194" and replace "61,626,376" with "60,660,186"

Page 5, line 21, replace "8,684,384" with "7,718,194" and replace "39,376,376" with "38,410,186"

Page 5, line 27, replace "1,785,999" with "1,473,976" and replace "15,136,136" with "14,824,113"

Page 5, line 30, replace "22,590,920" with "22,278,897" and replace "36,199,473" with "35,887,450"

Page 6, line 1, replace "4,090,920" with "3,778,897" and replace "17,699,473" with "17,387,450"

Page 6, line 7, replace "922,959" with "680,493" and replace "5,682,507" with "5,440,041"

Page 6, line 8, replace "2,800,000" with "3,080,000" and replace "2,909,725" with "3,189,725"

Page 6, line 10, replace "3,819,980" with "3,857,514" and replace "8,689,253" with "8,726,787"

Page 6, line 12, replace "1,819,980" with "1,857,514" and replace "6,689,253" with "6,726,787"

Page 6, line 18, replace "7,172,600" with "5,814,275" and replace "41,200,301" with "39,841,976"

Page 6, line 19, replace "7,172,600" with "5,814,275" and replace "41,200,301" with "39,841,976"

Page 6, line 21, replace "7,172,600" with "5,814,275" and replace "41,200,301" with "39,841,976"

Page 7, line 7, replace "145,140,779" with "132,111,587" and replace "585,208,335" with "572,179,143"

Page 7, line 8, replace "165,163,228" with "176,713,228" and replace "169,504,444" with "181,054,444"

Page 7, line 9, replace "310,304,007" with "308,824,815" and replace "754,712,779" with "753,233,587"

Page 7, after line 9, insert:

"**SECTION 2. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES FUNDS - ADDITIONAL FUNDING APPROVAL.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, for the following capital construction project:

University of North Dakota education building	$11,200,000
Total federal funds	$11,200,000

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no long available."

Page 7, line 24, replace "49,928,248" with "39,008,248"

Page 7, line 25, replace "164,458,000" with "175,658,000"

Page 7, line 30, replace "234,611,248" with "234,891,248"

Page 8, line 1, replace "164,458,000" with "175,658,000"

Page 8, line 2, replace "70,153,248" with "59,233,248"

Page 8, after line 6, insert:

"**SECTION 4. PERMANENT OIL TAX TRUST FUND - DICKINSON STATE UNIVERSITY.** The estimated income line item in subdivision 8 of section 1 of this Act includes $350,000 from the permanent oil tax trust fund for operations of Dickinson State University, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 10, after line 13, insert:

"**SECTION 17. CAPITAL ASSETS - MINOT STATE UNIVERSITY.** The sum of $2,500,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this Act, may be used to refurbish the existing coal boiler or in combination with or to match federal or other funds to design and install a geothermal energy system, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 18. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - TWO-YEAR COLLEGE MARKETING. The state board of higher education shall use $200,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for marketing and awareness efforts of two-year colleges and technical careers, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 19. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - NORTHERN TIER NETWORK. The state board of higher education shall use $1,100,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for maintenance and improvements of the northern tier network, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 11, remove lines 3 through 12

Page 11, remove lines 18 through 26

Page 12, after line 15, insert:

"**SECTION 25. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS.** During the 2009-10 interim, the legislative council shall consider studying the impact of tuition waivers on institutions under the control of the state board of higher education. The study if conducted must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 26. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall consider studying the feasibility and desirability of creating a department to oversee early childhood, elementary, secondary, and postsecondary education. The study if conducted must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education department. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 27. LEGISLATIVE COUNCIL STUDY - HIGHER EDUCATION STUDENT TRUST FUND. During the 2009-10 interim, the legislative council shall consider studying the establishment of a higher education student trust fund, including available funding sources. The study if conducted must review best practices to include demonstrated in-migration patterns and long-term return on investment to the citizens of North Dakota by ensuring students are prepared to meet the changing needs of a global economy and to strengthen the economy of the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 28. AMENDMENT. Subsections 1 and 3 of section 15-10-37 of the North Dakota Century Code are amended and reenacted as follows:

1. The state board of higher education shall administer a science, technology, engineering, and mathematics occupations student loan program that encourages college students to pursue ~~technology-based~~ studies in these fields, to participate in ~~technology~~ internship programs, and to remain in the state after graduation. The board shall adopt rules to implement the program, including internship requirements, guidelines to determine which technology-related courses of study are eligible under the program, and standards for eligibility.

3. The state board of higher education shall distribute student loan grants directly to the Bank of North Dakota to repay outstanding student loan principal balances for eligible applicants. The maximum student loan grant amount for which an applicant may qualify is one thousand five hundred dollars per year and a total of ~~five~~ six thousand dollars, or a lesser amount established by rule adopted by the state board of higher education.

SECTION 29. AMENDMENT. Section 15-62.2-02 of the North Dakota Century Code is amended and reenacted as follows:

15-62.2-02. State board of higher education - Powers and duties. The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.

2. Determine the amount of individual grants, ~~but~~ which may not ~~to~~ exceed one thousand five hundred dollars per recipient per academic year, under the North Dakota student financial assistance program.

3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.

5. Apply for, receive, expend, and administer granted moneys from federal or private sources.

SECTION 30. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Eligibility. A student is eligible for a merit scholarship if the student:

1. Was a resident of this state for the twelve months preceding the date the student met the graduation or high school diploma requirements set forth in subsection 2;

2. During or after the 2010-11 school year:

   a. Graduated from a public or nonpublic high school in this state;

   b. Graduated from a high school in another state under chapter 15.1-29; or

   c. Met the requirements for a high school diploma through home education, in accordance with section 15.1-23-17;

3. Completed the requirements for a scholarship as set forth in sections 15.1-21-02.4 or 15.1-21-02.5;

4. Submitted an application for a merit scholarship to the state board of higher education; and

5. a. Is enrolled in an associate or a baccalaureate program at an accredited public or private institution of higher education in this state;

   b. Is a "full-time" student, as defined by the institution; and

   c. Maintains a minimum 2.75 cumulative grade point average.

SECTION 31. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Amount payable.

1. Beginning with the 2010-11 school year, the board shall forward to the institution in which an eligible student is enrolled, on behalf of the student, an amount equal to seven hundred fifty dollars per semester.

2. A student is not entitled to receive more than six thousand dollars under section 30 of this Act.

3. Section 30 of this Act does not require a student to be enrolled in consecutive semesters. However, a merit scholarship is valid for only six academic years after the student's graduation from high school and may not be applied to graduate programs.

SECTION 32. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Annual report. The state board of higher education shall provide to the legislative council an annual report regarding the number of scholarships provided under section 31 of this Act and demographic information pertaining to the recipients.

SECTION 33. AMENDMENT. Section 15.1-01-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-01-02. Joint meetings - State board of public school education - State board of higher education - Education standards and practices board - State board for career and technical education. The state board of public school education, the state board of higher education, the education standards and practices board, and the state board for career and technical education shall meet together at least once each year at the call of the superintendent of public instruction, the commissioner of higher education, the executive director of the education standards and practices board, and the director of career and technical education for the purposes of:

1. Coordinating elementary and secondary education programs, career and technical education programs, and higher education programs~~.~~;
2. Establishing high standards and expectations of students at all levels of the education continuum;
3. Ensuring that all students have access to challenging curricula;
4. Ensuring that the individuals instructing students at all levels of the education continuum are highly qualified and capable;
5. Cooperating in the provision of professional growth and development opportunities for ~~elementary and secondary teachers and administrators.~~ individuals instructing students at all levels of the education continuum; and

~~3.~~ 6. Ensuring cooperation in any other jointly beneficial project or program."

Page 12, line 17, replace "4, 5, 7, 14, and 15" with "2, 6, 7, 9, 16, 20, and 29"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0310 FN 2

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2003 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
University System Office				
Total all funds	$112,149,646	$75,731,832	$15,291,275	$91,023,107
Less estimated income	4,069,558	4,048,958	0	4,048,958
General fund	$108,080,088	$71,682,874	$15,291,275	$86,974,149
Bismarck State College				
Total all funds	$27,374,629	$28,040,297	($1,390,683)	$26,649,614
Less estimated income	409,500	409,500	0	409,500
General fund	$26,965,129	$27,630,797	($1,390,683)	$26,240,114
Lake Region State College				
Total all funds	$10,337,834	$10,497,253	($456,801)	$10,040,452
Less estimated income	0	0	0	0
General fund	$10,337,834	$10,497,253	($456,801)	$10,040,452
Williston State College				
Total all funds	$18,888,851	$19,035,611	($391,259)	$18,644,352
Less estimated income	9,375,000	9,375,000	0	9,375,000
General fund	$9,513,851	$9,660,611	($391,259)	$9,269,352
University of North Dakota				
Total all funds	$187,376,043	$189,074,604	($4,215,224)	$184,859,380
Less estimated income	42,890,000	43,019,000	11,200,000	54,219,000
General fund	$144,486,043	$146,055,604	($15,415,224)	$130,640,380
UND Medical Center				
Total all funds	$39,932,875	$41,200,301	($1,358,325)	$39,841,976
Less estimated income	0	0	0	0
General fund	$39,932,875	$41,200,301	($1,358,325)	$39,841,976
North Dakota State University				
Total all funds	$185,645,474	$187,369,766	($6,879,473)	$180,490,293
Less estimated income	58,100,000	58,100,000	0	58,100,000
General fund	$127,545,474	$129,269,766	($6,879,473)	$122,390,293
State College of Science				
Total all funds	$45,174,068	$46,115,765	($1,126,832)	$44,988,933
Less estimated income	7,136,000	7,136,000	0	7,136,000
General fund	$38,038,068	$38,979,765	($1,126,832)	$37,852,933
Dickinson State University				
Total all funds	$23,999,835	$24,018,304	$580,558	$24,598,862
Less estimated income	0	0	350,000	350,000
General fund	$23,999,835	$24,018,304	$230,558	$24,248,862
Mayville State University				
Total all funds	$22,174,522	$22,260,690	($291,749)	$21,968,941
Less estimated income	3,668,500	3,668,500	0	3,668,500
General fund	$18,506,022	$18,592,190	($291,749)	$18,300,441
Minot State University				
Total all funds	$56,016,984	$61,626,376	($966,190)	$60,660,186
Less estimated income	17,250,000	22,250,000	0	22,250,000
General fund	$38,766,984	$39,376,376	($966,190)	$38,410,186
Valley City State University				
Total all funds	$36,072,585	$36,199,473	($312,023)	$35,887,450
Less estimated income	18,500,000	18,500,000	0	18,500,000
General fund	$17,572,585	$17,699,473	($312,023)	$17,387,450
Minot State University - Bottineau				
Total all funds	$8,624,391	$8,689,253	$37,534	$8,726,787

Less estimated income	2,000,000	2,000,000	0	2,000,000
General fund	$6,624,391	$6,689,253	$37,534	$6,726,787
Forest Service				
Total all funds	$4,853,254	$4,853,254	$0	$4,853,254
Less estimated income	997,486	997,486	0	997,486
General fund	$3,855,768	$3,855,768	$0	$3,855,768
Bill total				
Total all funds	$778,620,991	$754,712,779	($1,479,192)	$753,233,587
Less estimated income	164,396,044	169,504,444	11,550,000	181,054,444
General fund	$614,224,947	$585,208,335	($13,029,192)	$572,179,143

Senate Bill No. 2003 - North Dakota University System - General Fund Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$108,080,088	$71,682,874	$15,291,275	$86,974,149
Bismarck State College	26,965,129	27,630,797	(1,390,683)	26,240,114
Lake Region State College	10,337,834	10,497,253	(456,801)	10,040,452
Williston State College	9,513,851	9,660,611	(391,259)	9,269,352
University of North Dakota	144,486,043	146,055,604	(15,415,224)	130,640,380
UND Medical Center	39,932,875	41,200,301	(1,358,325)	39,841,976
North Dakota State University	127,545,474	129,269,766	(6,879,473)	122,390,293
State College of Science	38,038,068	38,979,765	(1,126,832)	37,852,933
Dickinson State University	23,999,835	24,018,304	230,558	24,248,862
Mayville State University	18,506,022	18,592,190	(291,749)	18,300,441
Minot State University	38,766,984	39,376,376	(966,190)	38,410,186
Valley City State University	17,572,585	17,699,473	(312,023)	17,387,450
Minot State University - Bottineau	6,624,391	6,689,253	37,534	6,726,787
Forest Service	3,855,768	3,855,768		3,855,768
Total general fund	$614,224,947	$585,208,335	($13,029,192)	$572,179,143

Detail of House changes to the General Fund

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adds Funding for Two-Year College Marketing[6]
University System Office	$138,011	($700,000)	$11,053,264	$3,000,000	$1,000,000	$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total general fund	$138,011	($700,000)	$11,053,264	$3,000,000	$1,000,000	$800,000

	Removes Funding Intended to Limit Tuition Increases[7]	Removes Funding for Campus Equity[8]	Adds Funding for Operations at Dickinson State University[9]	Adds Funding for Theodore Roosevelt Center[10]	Changes Funding Source for UND Education Building Project[11]	Adds Funding for MSU-Bottineau Greenhouse Project[12]
University System Office						
Bismarck State College	(974,105)	(416,578)				
Lake Region State College	(260,572)	(196,229)				
Williston State College	(256,124)	(135,135)				
University of North Dakota	(1,774,161)	(2,441,063)			(11,200,000)	
UND Medical Center	(767,426)	(590,899)				
North Dakota State University	(1,916,408)	(4,963,065)				
State College of Science	(991,697)	(135,135)				
Dickinson State University	(75,749)	(443,693)		750,000		
Mayville State University	(156,614)	(135,135)				
Minot State University	(693,392)	(272,798)				
Valley City State University	(176,888)	(135,135)				
Minot State University - Bottineau	(172,331)	(135,135)				280,000
Forest Service						
Total general fund	($8,215,467)	($10,000,000)	$0	$750,000	($11,200,000)	$280,000

	Adds Funding for Safety and Security at MSU-Bottineau[13]	Total General Fund Changes
University System Office		$15,291,275
Bismarck State College		(1,390,683)
Lake Region State College		(456,801)
Williston State College		(391,259)
University of North Dakota		(15,415,224)
UND Medical Center		(1,358,325)
North Dakota State University		(6,879,473)
State College of Science		(1,126,832)
Dickinson State University		230,558
Mayville State University		(291,749)
Minot State University		(966,190)
Valley City State University		(312,023)
Minot State University - Bottineau	65,000	37,534
Forest Service		
Total general fund	$65,000	($13,029,192)

Senate Bill No. 2003 - North Dakota University System - Other Funds Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$4,069,558	$4,048,958		$4,048,958
Bismarck State College	409,500	409,500		409,500
Lake Region State College				
Williston State College	9,375,000	9,375,000		9,375,000
University of North Dakota	42,890,000	43,019,000	11,200,000	54,219,000
UND Medical Center				
North Dakota State University	58,100,000	58,100,000		58,100,000
State College of Science	7,136,000	7,136,000		7,136,000
Dickinson State University			350,000	350,000
Mayville State University	3,668,500	3,668,500		3,668,500
Minot State University	17,250,000	22,250,000		22,250,000
Valley City State University	18,500,000	18,500,000		18,500,000
Minot State University - Bottineau	2,000,000	2,000,000		2,000,000
Forest Service	997,486	997,486		997,486
Total other funds	$164,396,044	$169,504,444	$11,550,000	$181,054,444

Detail of House changes to Other Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adds Funding for Two-Year College Marketing[6]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	$0	$0

	Removes Funding Intended to Limit Tuition Increases[7]	Removes Funding for Campus Equity[8]	Adds Funding for Operations at Dickinson State University[9]	Adds Funding for Theodore Roosevelt Center[10]	Changes Funding Source for UND Education Building Project[11]	Adds Funding for MSU-Bottineau Greenhouse Project[12]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota					11,200,000	
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University			350,000			
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$350,000	$0	$11,200,000	$0

	Adds Funding for Safety and Security at MSU-Bottineau[13]	Total Other Funds Changes
University System Office		
Bismarck State College		
Lake Region State College		
Williston State College		
University of North Dakota		11,200,000
UND Medical Center		
North Dakota State University		
State College of Science		
Dickinson State University		350,000
Mayville State University		
Minot State University		
Valley City State University		
Minot State University - Bottineau		
Forest Service		
Total other funds	$0	$11,550,000

Senate Bill No. 2003 - North Dakota University System - All Funds Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$112,149,646	$75,731,832	$15,291,275	$91,023,107
Bismarck State College	27,374,629	28,040,297	(1,390,683)	26,649,614
Lake Region State College	10,337,834	10,497,253	(456,801)	10,040,452
Williston State College	18,888,851	19,035,611	(391,259)	18,644,352
University of North Dakota	187,376,043	189,074,604	(4,215,224)	184,859,380
UND Medical Center	39,932,875	41,200,301	(1,358,325)	39,841,976
North Dakota State University	185,645,474	187,369,766	(6,879,473)	180,490,293
State College of Science	45,174,068	46,115,765	(1,126,832)	44,988,933
Dickinson State University	23,999,835	24,018,304	580,558	24,598,862
Mayville State University	22,174,522	22,260,690	(291,749)	21,968,941
Minot State University	56,016,984	61,626,376	(966,190)	60,660,186
Valley City State University	36,072,585	36,199,473	(312,023)	35,887,450
Minot State University - Bottineau	8,624,391	8,689,253	37,534	8,726,787
Forest Service	4,853,254	4,853,254		4,853,254
Total all funds	$778,620,991	$754,712,779	($1,479,192)	$753,233,587
FTE	2141.42	2131.42	0.00	2131.42

Detail of House changes to All Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adds Funding for Two-Year College Marketing[6]
University System Office	$138,011	($700,000)	$11,053,264	$3,000,000	$1,000,000	$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total all funds	$138,011	($700,000)	$11,053,264	$3,000,000	$1,000,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes Funding Intended to Limit Tuition Increases[7]	Removes Funding for Campus Equity[8]	Adds Funding for Operations at Dickinson State University[9]	Adds Funding for Theodore Roosevelt Center[10]	Changes Funding Source for UND Education Building Project[11]	Adds Funding for MSU-Bottineau Greenhouse Project[12]
University System Office						
Bismarck State College	(974,105)	(416,578)				
Lake Region State College	(260,572)	(196,229)				
Williston State College	(256,124)	(135,135)				
University of North Dakota	(1,774,161)	(2,441,063)				
UND Medical Center	(767,426)	(590,899)				
North Dakota State University	(1,916,408)	(4,963,065)				
State College of Science	(991,697)	(135,135)				
Dickinson State University	(75,749)	(443,693)	350,000	750,000		
Mayville State University	(156,614)	(135,135)				
Minot State University	(693,392)	(272,798)				
Valley City State University	(176,888)	(135,135)				
Minot State University - Bottineau	(172,331)	(135,135)				280,000
Forest Service						
Total all funds	($8,215,467)	($10,000,000)	$350,000	$750,000	$0	$280,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Safety and Security at MSU-Bottineau[13]	Total All Funds Changes
University System Office		$15,291,275
Bismarck State College		(1,390,683)
Lake Region State College		(456,801)
Williston State College		(391,259)
University of North Dakota		(4,215,224)
UND Medical Center		(1,358,325)
North Dakota State University		(6,879,473)
State College of Science		(1,126,832)
Dickinson State University		580,558
Mayville State University		(291,749)
Minot State University		(966,190)
Valley City State University		(312,023)
Minot State University - Bottineau	65,000	37,534
Forest Service		
Total all funds	$65,000	($1,479,192)
FTE	0.00	0.00

[1] This amendment restores funding of $138,011 from the general fund removed by the Senate for North Dakota University System office employee salaries. The section added by the Senate that required North Dakota University System office employees with salaries greater than $100,000 to receive the same compensation for the 2009-11 biennium as was received on January 1, 2009, is also removed.

[2] Funding from the general fund of $700,000 designated for tribal college grants is removed. The grants were to be used for the cost onbeneficiary students attending tribal colleges.

[3] This amendment adds funding from the general fund of $11,053,264 for needs-based financial aid programs to provide total fun[d] from the general fund of $17,589,489.

Funding from the general fund of $3 million is added for merit scholarships. This amendment also adds sections relating to eligibility requirements and program administration for merit scholarships.

[5] Funding from the general fund of $1 million is added for a science, technology, engineering, and mathematics (STEM) loan forgiveness program. A section is also added to merge the STEM loan forgiveness program into the existing education technology occupations loan forgiveness program.

[6] This amendment provides a general fund appropriation of $800,000 to increase awareness of two-year colleges and technical careers. A section is also added to designate $200,000 of University System office carryover authority for use in the promotion of two-year colleges.

[7] This amendment removes funding added by the Senate for campus operations to limit tuition increases. The section added by the Senate limiting annual tuition increases to 4 percent at four-year campuses and provides for no tuition increases at two-year campuses for the 2009-11 biennium is also removed.

[8] Funding from the general fund of $10 million included in the executive budget for campus equity allocations is removed.

[9] This amendment adds $350,000 of funding from the permanent oil tax trust fund for operations at Dickinson State University.

[10] This amendment adds $750,000 from the general fund for the Theodore Roosevelt Center at Dickinson State University.

[11] This amendment changes the funding source from the general fund to federal fiscal stabilization - other government services funds for the University of North Dakota Education Building renovation and addition.

[12] This amendment provides $280,000 from the general fund for repairs to the greenhouse at Minot State University - Bottineau.

Funding of $65,000 from the general fund is added for safety and security projects at Minot State University - Bottineau.

Senate Bill No. 2003 - Other Changes - House Action

This amendment also:

- Adds a section to allow Minot State University to use funds designated for the boiler project as matching funds for a geothermal energy system.
- Adds a section to provide that $1,100,000 of University System office unspent 2007-09 general fund appropriations be used for maintenance and improvements to the Northern Tier Network.
- Adds sections to provide for Legislative Council studies of tuition waivers, education governance of early childhood education through higher education, and the establishment of a higher education student trust fund.
- Adds a section to amend North Dakota Century Code Section 15.1-01-02 relating to joint meetings of the state's education boards.

Date: 4/9/09
Roll Call Vote #: 1/4

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken see below - amend amendment .0310

failed Motion Made By Hawken Seconded By Kroeber

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Rep. Skarphol		✓	Rep. Kroeber	✓	
Rep. Wald		✓	Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein		✓			
Rep. Martinson		✓			
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert		✓	Rep. Ekstrom	✓	
Rep. Bellew		✓	Rep. Kerzman		✓
Rep. Kreidt		✓	Rep. Metcalf		✓
Rep. Nelson		✓			
Rep. Wieland		✓			

Total (Yes) 11 No 14

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

- Add $8,215,467 from G.F. to Univ. System to limit tuition increase to 4% (4 yr. inst.) and no tuition increase at 2yr. inst.
- Add $10 million from BF for campus equity.

In summary: add back sections 7 & 8 (p.3 on first page of amend)

Date: 4/9/09
Roll Call Vote #: 2

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Failed Action Taken substitute motion

Motion Made By Berg Seconded By Thoreson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Rep. Skarphol		✓	Rep. Kroeber	✓	
Rep. Wald		✓	Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein		✓			
Rep. Martinson		✓			
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch		✓			
Rep. Pollert		✓	Rep. Ekstrom	✓	
Rep. Bellew		✓	Rep. Kerzman		✓
Rep. Kreidt		✓	Rep. Metcalf		✓
Rep. Nelson		✓			
Rep. Wieland		✓			

Total (Yes) 10 No 15

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

add $10 million back to equity.
~~to come out of the base funding.~~

Date: 4/9/09
Roll Call Vote #: 3

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

withdrawn Action Taken further amend Rep. Hawken's motion

Motion Made By Hawken Seconded By _____

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

delete $10 million equity out of Rep. Hawken's motion (so we only vote on the $8.2 million restoration).

Attachment C
4/9/09

98046.0313
Title.

Prepared by the Legislative Council staff for
Representative Martinson
April 8, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

Page 12, after line 2, insert:

"**SECTION 20. TUITION RATE INCREASES - LIMIT - BUDGET SECTION APPROVAL.** Notwithstanding any other provision of law, the state board of higher education shall limit any annual tuition increase for students attending institutions under its control for the 2009-10 and 2010-11 academic years to not more than four percent for each year unless the board receives prior budget section approval."

Renumber accordingly

Date: 4/9/09
Roll Call Vote #: 5/7

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .0313

Action Taken adopt amendment .0313

Motion Made By Martinson Seconded By Klein

withdrawn

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 6

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken see below

Motion Made By Glassheim Seconded By Kaldor

Substitute motion carries

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Rep. Skarphol		✓	Rep. Kroeber	✓	
Rep. Wald		✓	Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein		✓			
Rep. Martinson		✓			
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch		✓			
Rep. Pollert		✓	Rep. Ekstrom	✓	
Rep. Bellew		✓	Rep. Kerzman	✓	
Rep. Kreidt		✓	Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland		✓			

Total (Yes) 13 No 12

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Add back $8.2 million, taken from need-based higher tuition limitations back to 4% and 0% by mist.

Date: 4/9/09
Roll Call Vote #: 8

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken adopt amendment .0310 as amended

Motion Made By Skarphol Seconded By Klein

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber		✓
Rep. Wald	✓		Rep. Onstad		✓
Rep. Hawken		✓	Rep. Williams		✓
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	✓	
Rep. Thoreson		✓	Rep. Kaldor		✓
Rep. Berg		✓	Rep. Meyer		✓
Rep. Dosch		✓			
Rep. Pollert	✓		Rep. Ekstrom		✓
Rep. Bellew	✓		Rep. Kerzman		✓
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 14 No 11

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Attachment D
4/9/09

98046.0311
Title.

Prepared by the Legislative Council staff for
Representative Skarphol
April 1, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

Page 7, after line 9, insert:

"**SECTION 2. CONTINGENT FUNDING - LAKE REGION STATE COLLEGE.** The capital assets line item in subdivision 3 of section 1 of this Act includes $2,609,920 from the general fund for a wind energy project at lake region state college which may be spent only to the extent that federal funds appropriated in section 3 of this Act are not available for these purposes.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Lake region state college - Wind energy project	$2,609,920
Total federal funds	$2,609,920

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available."

Page 12, line 17, replace "4, 5, 7, 14, and 15" with "3, 6, 7, 9, 16, and 17"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment provides Lake Region State College a $2,609,920 appropriation of federal stimulus funds for a wind energy project. A section is also added to provide that funding from the general fund designated for the project may only be used to the extent that federal stimulus funds are available for the project.

Date: 4/9/09
Roll Call Vote #: 9

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number .0311

Action Taken adopt amendment .0311

Motion Made By Skarphol Seconded By Berg

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment Voice Vote - carries

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 10

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Add Sections 7, 8, 9, 10, 11 from SB 2038

Motion Made By Martinson Seconded By Hawken

Failed

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Rep. Skarphol		✓	Rep. Kroeber		✓
Rep. Wald	✓		Rep. Onstad		✓
Rep. Hawken	✓		Rep. Williams		✓
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson		✓	Rep. Kaldor		
Rep. Berg		✓	Rep. Meyer	✓	
Rep. Dosch		✓			
Rep. Pollert		✓	Rep. Ekstrom		
Rep. Bellew		✓	Rep. Kerzman	✓	
Rep. Kreidt		✓	Rep. Metcalf	✓	
Rep. Nelson		✓			
Rep. Wieland		✓			

Total (Yes) 9 No 15

Absent 1

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 11/14

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Add Sections 8 & 9 from SB 2038

Motion Made By Klein Seconded By Wald

carries

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad	✓	
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer	✓		Rep. Glassheim	✓	
Rep. Thoreson	✓		Rep. Kaldor	✓	
Rep. Berg	✓		Rep. Meyer	✓	
Rep. Dosch	✓				
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew	✓		Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) 25 No 0

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 12

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Amend proposed amendment to strike G.F. Contingency

Motion Made By Nelson Seconded By Thoreson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment Voice Vote — carries

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 13

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken add Emergency Clause

Motion Made By Bellew Seconded By Wieland

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Rep. Skarphol			Rep. Kroeber		
Rep. Wald			Rep. Onstad		
Rep. Hawken			Rep. Williams		
Rep. Klein					
Rep. Martinson					
Rep. Delzer			Rep. Glassheim		
Rep. Thoreson			Rep. Kaldor		
Rep. Berg			Rep. Meyer		
Rep. Dosch					
Rep. Pollert			Rep. Ekstrom		
Rep. Bellew			Rep. Kerzman		
Rep. Kreidt			Rep. Metcalf		
Rep. Nelson					
Rep. Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment Voice Vote - carries

If the vote is on an amendment, briefly indicate intent:

Date: 4/9/09
Roll Call Vote #: 15

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken see below

Motion Made By Berg Seconded By Dosch

failed

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Rep. Skarphol		✓	Rep. Kroeber		✓
Rep. Wald		✓	Rep. Onstad		✓
Rep. Hawken	✓		Rep. Williams		✓
Rep. Klein		✓			
Rep. Martinson		✓			
Rep. Delzer		✓	Rep. Glassheim		✓
Rep. Thoreson	✓		Rep. Kaldor		✓
Rep. Berg	✓		Rep. Meyer		✓
Rep. Dosch	✓				
Rep. Pollert		✓	Rep. Ekstrom		✓
Rep. Bellew		✓	Rep. Kerzman		✓
Rep. Kreidt		✓	Rep. Metcalf		✓
Rep. Nelson		✓			
Rep. Wieland		✓			

Total (Yes) 4 No 21

Absent 0

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Reduce parity by 1/4
Increase equity by 5/6.

98046.0314
Title.0400
Fiscal No. 3

Prepared by the Legislative Council staff for
House Appropriations
April 9, 2009

VR
4/13/09
10616

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

Page 1, line 3, after the second semicolon insert "to create and enact three new sections to chapter 15-62.2 of the North Dakota Century Code, relating to merit scholarships for students attending certain institutions of higher education; to amend and reenact subsections 1 and 3 of section 15-10-37 and sections 15-62.2-02 and 15.1-01-02 of the North Dakota Century Code, relating to student financial assistance grants, technology grants, and joint meetings of the state's education boards;"

Page 1, line 6, replace "provide" with "provided"

Page 1, line 19, replace "765,707" with "1,703,718" and replace "7,047,601" with "7,985,612"

Page 2, line 1, replace "1,248,728" with "3,386,525" and replace "7,236,225" with "9,374,022"

Page 2, after line 3, insert:

"Merit scholarships	0	3,000,000	3,000,000"

Page 2, line 8, replace "436,030" with "1,436,030" and replace "2,176,344" with "3,176,344"

Page 2, line 13, replace "7,256,984" with "14,332,792" and replace "75,731,832" with "82,807,640"

Page 2, line 15, replace "6,551,756" with "13,627,564" and replace "71,682,874" with "78,758,682"

Page 2, line 21, replace "4,312,999" with "3,896,421" and replace "24,046,679" with "23,630,101"

Page 2, line 24, replace "8,063,136" with "7,646,558" and replace "28,040,297" with "27,623,719"

Page 2, line 26, replace "7,653,636" with "7,237,058" and replace "27,630,797" with "27,214,219"

Page 3, line 1, replace "1,238,516" with "1,042,287" and replace "7,749,864" with "7,553,635"

Page 3, line 4, replace "3,942,243" with "3,746,014" and replace "10,497,253" with "10,301,024"

Page 3, line 6, replace "3,942,243" with "3,746,014" and replace "10,497,253" with "10,301,024"

Page 3, line 12, replace "1,159,630" with "1,024,495" and replace "7,582,134" with "7,446,999"

Page 3, line 15, replace "12,526,632" with "12,391,497" and replace "19,035,611" with "18,900,476"

Page 3, line 17, replace "3,151,632" with "3,016,497" and replace "9,660,611" with "9,525,476"

Page 3, line 23, replace "18,364,555" with "15,923,492" and replace "125,376,385" with "122,935,322"

Page 3, line 24, replace "54,219,000" with "43,019,000" and replace "56,519,545" with "45,319,545"

Page 3, line 26, replace "79,762,229" with "66,121,166" and replace "189,074,604" with "175,433,541"

Page 3, line 28, replace "36,743,229" with "23,102,166" and replace "146,055,604" with "132,414,541"

Page 4, line 3, replace "19,628,094" with "14,665,029" and replace "109,221,724" with "104,258,659"

Page 4, line 6, replace "96,083,911" with "91,120,846" and replace "187,369,766" with "182,406,701"

Page 4, line 8, replace "37,983,911" with "33,020,846" and replace "129,269,766" with "124,306,701"

Page 4, line 14, replace "4,101,922" with "3,966,787" and replace "31,492,290" with "31,357,155"

Page 4, line 17, replace "17,972,065" with "17,836,930" and replace "46,115,765" with "45,980,630"

Page 4, line 19, replace "10,836,065" with "10,700,930" and replace "38,979,765" with "38,844,630"

Page 4, line 25, replace "3,116,332" with "3,772,639" and replace "19,972,442" with "20,628,749"

Page 4, line 28, replace "6,778,504" with "7,434,811" and replace "24,018,304" with "24,674,611"

Page 4, line 29, replace the second underscored zero with "350,000" and replace the third underscored zero with "350,000"

Page 4, line 30, replace "6,778,504" with "7,084,811" and replace "24,018,304" with "24,324,611"

Page 5, line 5, replace "1,399,686" with "1,264,551" and replace "11,514,751" with "11,379,616"

Page 5, line 8, replace "11,936,631" with "11,801,496" and replace "22,260,690" with "22,125,555"

Page 5, line 10, replace "8,268,131" with "8,132,996" and replace "18,592,190" with "18,457,055"

Page 5, line 16, replace "4,339,273" with "4,066,475" and replace "34,434,395" with "34,161,597"

Page 5, line 19, replace "30,934,384" with "30,661,586" and replace "61,626,376" with "61,353,578"

Page 5, line 21, replace "8,684,384" with "8,411,586" and replace "39,376,376" with "39,103,578"

Page 5, line 27, replace "1,785,999" with "1,650,864" and replace "15,136,136" with "15,001,001"

Page 5, line 30, replace "22,590,920" with "22,455,785" and replace "36,199,473" with "36,064,338"

Page 6, line 1, replace "4,090,920" with "3,955,785" and replace "17,699,473" with "17,564,338"

Page 6, line 7, replace "922,959" with "852,824" and replace "5,682,507" with "5,612,372"

Page 6, line 8, replace "2,800,000" with "3,080,000" and replace "2,909,725" with "3,189,725"

Page 6, line 10, replace "3,819,980" with "4,029,845" and replace "8,689,253" with "8,899,118"

Page 6, line 12, replace "1,819,980" with "2,029,845" and replace "6,689,253" with "6,899,118"

Page 6, line 18, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 6, line 19, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 6, line 21, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 7, line 7, replace "145,140,779" with "132,111,587" and replace "585,208,335" with "572,179,143"

Page 7, line 8, replace "165,163,228" with "184,323,148" and replace "169,504,444" with "188,664,364"

Page 7, line 9, replace "310,304,007" with "316,434,735" and replace "754,712,779" with "760,843,507"

Page 7, after line 9, insert:

"**SECTION 2. CONTINGENT FUNDING - LAKE REGION STATE COLLEGE.** The capital assets line item in subdivision 3 of section 1 of this Act includes $2,609,920 from the general fund for a wind energy project at lake region state college which may be spent only to the extent that federal funds appropriated in section 3 of this Act are not available for these purposes.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Lake region state college - Wind energy project	$2,609,920
Total federal funds	$2,609,920

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, for the following capital construction project:

Minot state university Swain hall	$5,000,000
University of North Dakota education building	11,200,000
Total federal funds	$16,200,000

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no long available."

Page 7, line 24, replace "49,928,248" with "39,008,248"

Page 7, line 25, replace "164,458,000" with "183,267,920"

Page 7, line 30, replace "234,611,248" with "242,501,168"

Page 8, line 1, replace "164,458,000" with "183,267,920"

Page 8, line 2, replace "70,153,248" with "59,233,248"

Page 8, after line 6, insert:

"**SECTION 6. PERMANENT OIL TAX TRUST FUND - DICKINSON STATE UNIVERSITY.** The estimated income line item in subdivision 8 of section 1 of this Act includes $350,000 from the permanent oil tax trust fund for operations of Dickinson state university, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 10, after line 13, insert:

"**SECTION 19. CAPITAL ASSETS - MINOT STATE UNIVERSITY.** The sum of $2,500,000, or so much of the sum as may be necessary, included in the capital assets

line item in subdivision 10 of section 1 of this Act, may be used to refurbish the existing coal boiler or in combination with or to match federal or other funds to design and install a geothermal energy system, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 20. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - TWO-YEAR COLLEGE MARKETING. The state board of higher education shall use $200,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for marketing and awareness efforts of two-year colleges and technical careers, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 21. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - NORTHERN TIER NETWORK. The state board of higher education shall use $1,100,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for maintenance and improvements of the northern tier network, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 11, remove lines 3 through 12

Page 11, remove lines 18 through 26

Page 12, after line 2, insert:

"**SECTION 25. TUITION RATE INCREASES - LIMIT - BUDGET SECTION APPROVAL.** Notwithstanding any other provision of law, the state board of higher education shall limit any annual tuition increase for students attending institutions under its control for the 2009-10 and 2010-11 academic years to not more than four percent for each year unless the board receives prior budget section approval."

Page 12, after line 15, insert:

"**SECTION 28. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS.** During the 2009-10 interim, the legislative council shall consider studying the impact of tuition waivers on institutions under the control of the state board of higher education. The study if conducted must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 29. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall consider studying the feasibility and desirability of creating a department to oversee early childhood, elementary, secondary, and postsecondary education. The study if conducted must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education department. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 30. LEGISLATIVE COUNCIL STUDY - HIGHER EDUCATION STUDENT TRUST FUND. During the 2009-10 interim, the legislative council shall consider studying the establishment of a higher education student trust fund, including available funding sources. The study if conducted must review best practices to include demonstrated in-migration patterns and long-term return on investment to the citizens of

North Dakota by ensuring students are prepared to meet the changing needs of a global economy and to strengthen the economy of the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 31. AMENDMENT. Subsections 1 and 3 of section 15-10-37 of the North Dakota Century Code are amended and reenacted as follows:

1. The state board of higher education shall administer a science, technology, engineering, and mathematics occupations student loan program that encourages college students to pursue ~~technology-based~~ studies in these fields, to participate in ~~technology~~ internship programs, and to remain in the state after graduation. The board shall adopt rules to implement the program, including internship requirements, guidelines to determine which technology-related courses of study are eligible under the program, and standards for eligibility.

3. The state board of higher education shall distribute student loan grants directly to the Bank of North Dakota to repay outstanding student loan principal balances for eligible applicants. The maximum student loan grant amount for which an applicant may qualify is one thousand five hundred dollars per year and a total of ~~five~~ six thousand dollars, or a lesser amount established by rule adopted by the state board of higher education.

SECTION 32. AMENDMENT. Section 15-62.2-02 of the North Dakota Century Code is amended and reenacted as follows:

15-62.2-02. State board of higher education - Powers and duties. The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.

2. Determine the amount of individual grants, ~~but~~ which may not ~~to~~ exceed one thousand five hundred dollars per recipient per academic year, under the North Dakota student financial assistance program.

3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.

5. Apply for, receive, expend, and administer granted moneys from federal or private sources.

SECTION 33. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Eligibility. A student is eligible for a merit scholarship if the student:

1. Was a resident of this state for the twelve months preceding the date the student met the graduation or high school diploma requirements set forth in subsection 2;

2. During or after the 2010-11 school year:

a. Graduated from a public or nonpublic high school in this state;

b. Graduated from a high school in another state under chapter 15.1-29; or

c. Met the requirements for a high school diploma through home education, in accordance with section 15.1-23-17;

3. Completed the requirements for a scholarship as set forth in sections 15.1-21-02.4 or 15.1-21-02.5;

4. Submitted an application for a merit scholarship to the state board of higher education; and

5. a. Is enrolled in an associate or a baccalaureate program at an accredited public or private institution of higher education in this state;

b. Is a "full-time" student, as defined by the institution; and

c. Maintains a minimum 2.75 cumulative grade point average.

SECTION 34. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Amount payable.

1. Beginning with the 2010-11 school year, the board shall forward to the institution in which an eligible student is enrolled, on behalf of the student, an amount equal to seven hundred fifty dollars per semester.

2. A student is not entitled to receive more than six thousand dollars under section 33 of this Act.

3. Section 33 of this Act does not require a student to be enrolled in consecutive semesters. However, a merit scholarship is valid for only six academic years after the student's graduation from high school and may not be applied to graduate programs.

SECTION 35. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Annual report. The state board of higher education shall provide to the legislative council an annual report regarding the number of scholarships provided under section 34 of this Act and demographic information pertaining to the recipients.

SECTION 36. AMENDMENT. Section 15.1-01-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-01-02. Joint meetings - State board of public school education - State board of higher education - Education standards and practices board - State board for career and technical education. The state board of public school education, the state board of higher education, the education standards and practices board, and the state board for career and technical education shall meet together at least once each year at the call of the superintendent of public instruction, the commissioner of higher education, the executive director of the education standards and practices board, and the director of career and technical education for the purposes of:

1. Coordinating elementary and secondary education programs, career and technical education programs, and higher education programs;

2. Establishing high standards and expectations of students at all levels of the education continuum;

3. Ensuring that all students have access to challenging curricula;

4. Ensuring that the individuals instructing students at all levels of the education continuum are highly qualified and capable;

5. Cooperating in the provision of professional growth and development opportunities for ~~elementary and secondary teachers and administrators.~~ individuals instructing students at all levels of the education continuum; and

~~3.~~ 6. Ensuring cooperation in any other jointly beneficial project or program."

Page 12, line 17, replace "4, 5, 7, 14, and 15" with "3, 4, 8, 9, 11, 18, 22, and 32"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0314 FN 3

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2003 - Summary of House Action

	Executive Budget	Senate Version	House Changes	House Version
University System Office				
Total all funds	$112,149,646	$75,731,832	$7,075,808	$82,807,640
Less estimated income	4,069,558	4,048,958	0	4,048,958
General fund	$108,080,088	$71,682,874	$7,075,808	$78,758,682
Bismarck State College				
Total all funds	$27,374,629	$28,040,297	($416,578)	$27,623,719
Less estimated income	409,500	409,500	0	409,500
General fund	$26,965,129	$27,630,797	($416,578)	$27,214,219
Lake Region State College				
Total all funds	$10,337,834	$10,497,253	$2,413,691	$12,910,944
Less estimated income	0	0	2,609,920	2,609,920
General fund	$10,337,834	$10,497,253	($196,229)	$10,301,024
Williston State College				
Total all funds	$18,888,851	$19,035,611	($135,135)	$18,900,476
Less estimated income	9,375,000	9,375,000	0	9,375,000
General fund	$9,513,851	$9,660,611	($135,135)	$9,525,476
University of North Dakota				
Total all funds	$187,376,043	$189,074,604	($2,441,063)	$186,633,541
Less estimated income	42,890,000	43,019,000	11,200,000	54,219,000
General fund	$144,486,043	$146,055,604	($13,641,063)	$132,414,541
UND Medical Center				
Total all funds	$39,932,875	$41,200,301	($590,899)	$40,609,402
Less estimated income	0	0	0	0
General fund	$39,932,875	$41,200,301	($590,899)	$40,609,402
North Dakota State University				
Total all funds	$185,645,474	$187,369,766	($4,963,065)	$182,406,701
Less estimated income	58,100,000	58,100,000	0	58,100,000
General fund	$127,545,474	$129,269,766	($4,963,065)	$124,306,701
State College of Science				
Total all funds	$45,174,068	$46,115,765	($135,135)	$45,980,630
Less estimated income	7,136,000	7,136,000	0	7,136,000
General fund	$38,038,068	$38,979,765	($135,135)	$38,844,630
Dickinson State University				
Total all funds	$23,999,835	$24,018,304	$656,307	$24,674,611
Less estimated income	0	0	350,000	350,000
General fund	$23,999,835	$24,018,304	$306,307	$24,324,611
Mayville State University				
Total all funds	$22,174,522	$22,260,690	($135,135)	$22,125,555
Less estimated income	3,668,500	3,668,500	0	3,668,500
General fund	$18,506,022	$18,592,190	($135,135)	$18,457,055
Minot State University				
Total all funds	$56,016,984	$61,626,376	$4,727,202	$66,353,578
Less estimated income	17,250,000	22,250,000	5,000,000	27,250,000
General fund	$38,766,984	$39,376,376	($272,798)	$39,103,578
Valley City State University				
Total all funds	$36,072,585	$36,199,473	($135,135)	$36,064,338
Less estimated income	18,500,000	18,500,000	0	18,500,000
General fund	$17,572,585	$17,699,473	($135,135)	$17,564,338
Minot State University - Bottineau				
Total all funds	$8,624,391	$8,689,253	$209,865	$8,899,118

Less estimated income	2,000,000	2,000,000	0	2,000,000
General fund	$6,624,391	$6,689,253	$209,865	$6,899,118
Forest Service				
Total all funds	$4,853,254	$4,853,254	$0	$4,853,254
Less estimated income	997,486	997,486	0	997,486
General fund	$3,855,768	$3,855,768	$0	$3,855,768
Bill total				
Total all funds	$778,620,991	$754,712,779	$6,130,728	$760,843,507
Less estimated income	164,396,044	169,504,444	19,159,920	188,664,364
General fund	$614,224,947	$585,208,335	($13,029,192)	$572,179,143

Senate Bill No. 2003 - North Dakota University System - General Fund Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$108,080,088	$71,682,874	$7,075,808	$78,758,682
Bismarck State College	26,965,129	27,630,797	(416,578)	27,214,219
Lake Region State College	10,337,834	10,497,253	(196,229)	10,301,024
Williston State College	9,513,851	9,660,611	(135,135)	9,525,476
University of North Dakota	144,486,043	146,055,604	(13,641,063)	132,414,541
UND Medical Center	39,932,875	41,200,301	(590,899)	40,609,402
North Dakota State University	127,545,474	129,269,766	(4,963,065)	124,306,701
State College of Science	38,038,068	38,979,765	(135,135)	38,844,630
Dickinson State University	23,999,835	24,018,304	306,307	24,324,611
Mayville State University	18,506,022	18,592,190	(135,135)	18,457,055
Minot State University	38,766,984	39,376,376	(272,798)	39,103,578
Valley City State University	17,572,585	17,699,473	(135,135)	17,564,338
Minot State University - Bottineau	6,624,391	6,689,253	209,865	6,899,118
Forest Service	3,855,768	3,855,768		3,855,768
Total general fund	$614,224,947	$585,208,335	($13,029,192)	$572,179,143

Detail of House changes to the General Fund

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Removes Funding for Campus Equity[6]
University System Office	$138,011	($700,000)	$2,837,797	$3,000,000	$1,000,000	
Bismarck State College						(416,578)
Lake Region State College						(196,229)
Williston State College						(135,135)
University of North Dakota						(2,441,063)
UND Medical Center						(590,899)
North Dakota State University						(4,963,065)
State College of Science						(135,135)
Dickinson State University						(443,693)
Mayville State University						(135,135)
Minot State University						(272,798)
Valley City State University						(135,135)
Minot State University - Bottineau						(135,135)
Forest Service						
Total general fund	$138,011	($700,000)	$2,837,797	$3,000,000	$1,000,000	($10,000,000)

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota			(11,200,000)			
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University		750,000				
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau				280,000	65,000	
Forest Service						
Total general fund	$0	$750,000	($11,200,000)	$280,000	$65,000	$800,000

	Adds Funding for Capital Projects[13]	Total General Fund Changes
University System Office		$7,075,808
Bismarck State College		(416,578)
Lake Region State College		(196,229)
Williston State College		(135,135)
University of North Dakota		(13,641,063)
UND Medical Center		(590,899)
North Dakota State University		(4,963,065)
State College of Science		(135,135)
Dickinson State University		306,307
Mayville State University		(135,135)
Minot State University		(272,798)
Valley City State University		(135,135)
Minot State University - Bottineau		209,865
Forest Service		
Total general fund	$0	($13,029,192)

Senate Bill No. 2003 - North Dakota University System - Other Funds Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$4,069,558	$4,048,958		$4,048,958
Bismarck State College	409,500	409,500		409,500
Lake Region State College			2,609,920	2,609,920
Williston State College	9,375,000	9,375,000		9,375,000
University of North Dakota	42,890,000	43,019,000	11,200,000	54,219,000
UND Medical Center				
North Dakota State University	58,100,000	58,100,000		58,100,000
State College of Science	7,136,000	7,136,000		7,136,000
Dickinson State University			350,000	350,000
Mayville State University	3,668,500	3,668,500		3,668,500
Minot State University	17,250,000	22,250,000	5,000,000	27,250,000
Valley City State University	18,500,000	18,500,000		18,500,000
Minot State University - Bottineau	2,000,000	2,000,000		2,000,000
Forest Service	997,486	997,486		997,486
Total other funds	$164,396,044	$169,504,444	$19,159,920	$188,664,364

Detail of House changes to Other Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Removes Funding for Campus Equity[6]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	$0	$0

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota			11,200,000			
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University	350,000					
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$350,000	$0	$11,200,000	$0	$0	$0

	Adds Funding for Capital Projects[13]	Total Other Funds Changes
University System Office		
Bismarck State College		
Lake Region State College	2,609,920	2,609,920
Williston State College		
University of North Dakota		11,200,000
UND Medical Center		
North Dakota State University		
State College of Science		
Dickinson State University		350,000
Mayville State University		
Minot State University	5,000,000	5,000,000
Valley City State University		
Minot State University - Bottineau		
Forest Service		
Total other funds	$7,609,920	$19,159,920

Senate Bill No. 2003 - North Dakota University System - All Funds Summary

	Executive Budget	Senate Version	House Changes	House Version
University System Office	$112,149,646	$75,731,832	$7,075,808	$82,807,640
Bismarck State College	27,374,629	28,040,297	(416,578)	27,623,719
Lake Region State College	10,337,834	10,497,253	2,413,691	12,910,944
Williston State College	18,888,851	19,035,611	(135,135)	18,900,476
University of North Dakota	187,376,043	189,074,604	(2,441,063)	186,633,541
UND Medical Center	39,932,875	41,200,301	(590,899)	40,609,402
North Dakota State University	185,645,474	187,369,766	(4,963,065)	182,406,701
State College of Science	45,174,068	46,115,765	(135,135)	45,980,630
Dickinson State University	23,999,835	24,018,304	656,307	24,674,611
Mayville State University	22,174,522	22,260,690	(135,135)	22,125,555
Minot State University	56,016,984	61,626,376	4,727,202	66,353,578
Valley City State University	36,072,585	36,199,473	(135,135)	36,064,338
Minot State University - Bottineau	8,624,391	8,689,253	209,865	8,899,118
Forest Service	4,853,254	4,853,254		4,853,254
Total all funds	$778,620,991	$754,712,779	$6,130,728	$760,843,507
FTE	2141.42	2131.42	0.00	2131.42

Detail of House changes to All Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Removes Funding for Campus Equity[6]
University System Office	$138,011	($700,000)	$2,837,797	$3,000,000	$1,000,000	
Bismarck State College						(416,578)
Lake Region State College						(196,229)
Williston State College						(135,135)
University of North Dakota						(2,441,063)
UND Medical Center						(590,899)
North Dakota State University						(4,963,065)
State College of Science						(135,135)
Dickinson State University						(443,693)
Mayville State University						(135,135)
Minot State University						(272,798)
Valley City State University						(135,135)
Minot State University - Bottineau						(135,135)
Forest Service						
Total all funds	$138,011	($700,000)	$2,837,797	$3,000,000	$1,000,000	($10,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University	350,000	750,000				
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau				280,000	65,000	
Forest Service						
Total all funds	$350,000	$750,000	$0	$280,000	$65,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Capital Projects[13]	Total All Funds Changes
University System Office		$7,075,808
Bismarck State College		(416,578)
Lake Region State College	2,609,920	2,413,691
Williston State College		(135,135)
University of North Dakota		(2,441,063)
UND Medical Center		(590,899)
North Dakota State University		(4,963,065)
State College of Science		(135,135)
Dickinson State University		656,307
Mayville State University		(135,135)
Minot State University	5,000,000	4,727,202
Valley City State University		(135,135)
Minot State University - Bottineau		209,865
Forest Service		
Total all funds	$7,609,920	$6,130,728
FTE	0.00	0.00

[1] This amendment restores funding of $138,011 from the general fund removed by the Senate for North Dakota University System office employee salaries. The section added by the Senate that required North Dakota University System office employees with salaries greater than $100,000 to receive the same compensation for the 2009-11 biennium as was received on January 1, 2009, is also removed.

[2] Funding from the general fund of $700,000 designated for tribal college grants is removed. The grants were to be used for the cost of nonbeneficiary students attending tribal colleges.

[3] This amendment adds funding from the general fund of $2,137,797 for needs-based financial aid programs to provide total funding from the general fund of $9,374,022.

[4] Funding from the general fund of $3 million is added for merit scholarships. This amendment also adds sections relating to eligibility requirements and program administration for merit scholarships.

[5] Funding from the general fund of $1 million is added for a science, technology, engineering, and mathematics (STEM) loan forgiveness program. A section is also added to merge the STEM loan forgiveness program into the existing education technology occupations loan forgiveness program.

[6] Funding from the general fund of $10 million included in the executive budget for campus equity allocations is removed.

[7] This amendment adds $350,000 of funding from the permanent oil tax trust fund for operations at Dickinson State University.

[8] This amendment adds $750,000 from the general fund for the Theodore Roosevelt Center at Dickinson State University.

[9] This amendment changes the funding source from the general fund to federal fiscal stabilization - other government services funds for the University of North Dakota Education Building renovation and addition.

[10] This amendment provides $280,000 from the general fund for repairs to the greenhouse at Minot State University - Bottineau.

[11] Funding of $65,000 from the general fund is added for safety and security projects at Minot State University - Bottineau.

[12] This amendment provides a general fund appropriation of $800,000 to increase awareness of two-year colleges and technical careers. A section is also added to designate $200,000 of University System office carryover authority for use in the promotion of two-year colleges.

[13] Federal stimulus funding is provided for the following capital projects:

- Funding of $2,609,920 from federal stimulus funds is provided for the Lake Region State College wind energy project. A section is also added to provide that funding from the general fund for the project is only to be used to the extent that federal stimulus funds are not available.
- Funding of $5 million from fiscal stabilization - other government uses funds is provided to Minot State University for the Swain Hall project.

Senate Bill No. 2003 - Other Changes - House Action

This amendment also:

- Adds a section to allow Minot State University to use funds designated for the boiler project as matching funds for a geothermal energy system.
- Adds a section to provide that $1,100,000 of University System office unspent 2007-09 general fund appropriations be used for maintenance and improvements to the Northern Tier Network.
- Adds sections to provide for Legislative Council studies of tuition waivers, education governance of early childhood education through higher education, and the establishment of a higher education student trust fund.
- Adds a section to amend North Dakota Century Code Section 15.1-01-02 relating to joint meetings of the state's education boards.
- Adds a section to require Budget Section approval for any campus to increase tuition by more than 4 percent annually during the 2009-11 biennium.

Date: 4/9/09
Roll Call Vote #: 16

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2003

Full House Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number TBD

Action Taken Do Pass as Amended

Motion Made By Skarphol Seconded By Wald

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Rep. Skarphol	✓		Rep. Kroeber	✓	
Rep. Wald	✓		Rep. Onstad		✓
Rep. Hawken	✓		Rep. Williams	✓	
Rep. Klein	✓				
Rep. Martinson	✓				
Rep. Delzer		✓	Rep. Glassheim	✓	
Rep. Thoreson		✓	Rep. Kaldor		✓
Rep. Berg		✓	Rep. Meyer		✓
Rep. Dosch		✓			
Rep. Pollert	✓		Rep. Ekstrom	✓	
Rep. Bellew		✓	Rep. Kerzman	✓	
Rep. Kreidt	✓		Rep. Metcalf	✓	
Rep. Nelson	✓				
Rep. Wieland	✓				

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2003, as reengrossed: Appropriations Committee (Rep. Svedjan, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (17 YEAS, 8 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed SB 2003 was placed on the Sixth order on the calendar.

Page 1, line 3, after the second semicolon insert "to create and enact three new sections to chapter 15-62.2 of the North Dakota Century Code, relating to merit scholarships for students attending certain institutions of higher education; to amend and reenact subsections 1 and 3 of section 15-10-37 and sections 15-62.2-02 and 15.1-01-02 of the North Dakota Century Code, relating to student financial assistance grants, technology grants, and joint meetings of the state's education boards;"

Page 1, line 6, replace "provide" with "provided"

Page 1, line 19, replace "765,707" with "1,703,718" and replace "7,047,601" with "7,985,612"

Page 2, line 1, replace "1,248,728" with "3,386,525" and replace "7,236,225" with "9,374,022"

Page 2, after line 3, insert:

"Merit scholarships	0	3,000,000	3,000,000"

Page 2, line 8, replace "436,030" with "1,436,030" and replace "2,176,344" with "3,176,344"

Page 2, line 13, replace "7,256,984" with "14,332,792" and replace "75,731,832" with "82,807,640"

Page 2, line 15, replace "6,551,756" with "13,627,564" and replace "71,682,874" with "78,758,682"

Page 2, line 21, replace "4,312,999" with "3,896,421" and replace "24,046,679" with "23,630,101"

Page 2, line 24, replace "8,063,136" with "7,646,558" and replace "28,040,297" with "27,623,719"

Page 2, line 26, replace "7,653,636" with "7,237,058" and replace "27,630,797" with "27,214,219"

Page 3, line 1, replace "1,238,516" with "1,042,287" and replace "7,749,864" with "7,553,635"

Page 3, line 4, replace "3,942,243" with "3,746,014" and replace "10,497,253" with "10,301,024"

Page 3, line 6, replace "3,942,243" with "3,746,014" and replace "10,497,253" with "10,301,024"

Page 3, line 12, replace "1,159,630" with "1,024,495" and replace "7,582,134" with "7,446,999"

Page 3, line 15, replace "12,526,632" with "12,391,497" and replace "19,035,611" with "18,900,476"

Page 3, line 17, replace "3,151,632" with "3,016,497" and replace "9,660,611" with "9,525,476"

Page 3, line 23, replace "18,364,555" with "15,923,492" and replace "125,376,385" with "122,935,322"

Page 3, line 24, replace "54,219,000" with "43,019,000" and replace "56,519,545" with "45,319,545"

Page 3, line 26, replace "79,762,229" with "66,121,166" and replace "189,074,604" with "175,433,541"

Page 3, line 28, replace "36,743,229" with "23,102,166" and replace "146,055,604" with "132,414,541"

Page 4, line 3, replace "19,628,094" with "14,665,029" and replace "109,221,724" with "104,258,659"

Page 4, line 6, replace "96,083,911" with "91,120,846" and replace "187,369,766" with "182,406,701"

Page 4, line 8, replace "37,983,911" with "33,020,846" and replace "129,269,766" with "124,306,701"

Page 4, line 14, replace "4,101,922" with "3,966,787" and replace "31,492,290" with "31,357,155"

Page 4, line 17, replace "17,972,065" with "17,836,930" and replace "46,115,765" with "45,980,630"

Page 4, line 19, replace "10,836,065" with "10,700,930" and replace "38,979,765" with "38,844,630"

Page 4, line 25, replace "3,116,332" with "3,772,639" and replace "19,972,442" with "20,628,749"

Page 4, line 28, replace "6,778,504" with "7,434,811" and replace "24,018,304" with "24,674,611"

Page 4, line 29, replace the second underscored zero with "350,000" and replace the third underscored zero with "350,000"

Page 4, line 30, replace "6,778,504" with "7,084,811" and replace "24,018,304" with "24,324,611"

Page 5, line 5, replace "1,399,686" with "1,264,551" and replace "11,514,751" with "11,379,616"

Page 5, line 8, replace "11,936,631" with "11,801,496" and replace "22,260,690" with "22,125,555"

Page 5, line 10, replace "8,268,131" with "8,132,996" and replace "18,592,190" with "18,457,055"

Page 5, line 16, replace "4,339,273" with "4,066,475" and replace "34,434,395" with "34,161,597"

Page 5, line 19, replace "30,934,384" with "30,661,586" and replace "61,626,376" with "61,353,578"

Page 5, line 21, replace "8,684,384" with "8,411,586" and replace "39,376,376" with "39,103,578"

Page 5, line 27, replace "1,785,999" with "1,650,864" and replace "15,136,136" with "15,001,001"

Page 5, line 30, replace "22,590,920" with "22,455,785" and replace "36,199,473" with "36,064,338"

Page 6, line 1, replace "4,090,920" with "3,955,785" and replace "17,699,473" with "17,564,338"

Page 6, line 7, replace "922,959" with "852,824" and replace "5,682,507" with "5,612,372"

Page 6, line 8, replace "2,800,000" with "3,080,000" and replace "2,909,725" with "3,189,725"

Page 6, line 10, replace "3,819,980" with "4,029,845" and replace "8,689,253" with "8,899,118"

Page 6, line 12, replace "1,819,980" with "2,029,845" and replace "6,689,253" with "6,899,118"

Page 6, line 18, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 6, line 19, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 6, line 21, replace "7,172,600" with "6,581,701" and replace "41,200,301" with "40,609,402"

Page 7, line 7, replace "145,140,779" with "132,111,587" and replace "585,208,335" with "572,179,143"

Page 7, line 8, replace "165,163,228" with "184,323,148" and replace "169,504,444" with "188,664,364"

Page 7, line 9, replace "310,304,007" with "316,434,735" and replace "754,712,779" with "760,843,507"

Page 7, after line 9, insert:

"**SECTION 2. CONTINGENT FUNDING - LAKE REGION STATE COLLEGE.** The capital assets line item in subdivision 3 of section 1 of this Act includes $2,609,920 from the general fund for a wind energy project at lake region state college which may be spent only to the extent that federal funds appropriated in section 3 of this Act are not available for these purposes.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Lake region state college - Wind energy project	$2,609,920
Total federal funds	$2,609,920

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of

2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, for the following capital construction project:

Minot state university Swain hall	$5,000,000
University of North Dakota education building	11,200,000
Total federal funds	$16,200,000

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no long available."

Page 7, line 24, replace "49,928,248" with "39,008,248"

Page 7, line 25, replace "164,458,000" with "183,267,920"

Page 7, line 30, replace "234,611,248" with "242,501,168"

Page 8, line 1, replace "164,458,000" with "183,267,920"

Page 8, line 2, replace "70,153,248" with "59,233,248"

Page 8, after line 6, insert:

"**SECTION 6. PERMANENT OIL TAX TRUST FUND - DICKINSON STATE UNIVERSITY.** The estimated income line item in subdivision 8 of section 1 of this Act includes $350,000 from the permanent oil tax trust fund for operations of Dickinson state university, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 10, after line 13, insert:

"**SECTION 19. CAPITAL ASSETS - MINOT STATE UNIVERSITY.** The sum of $2,500,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this Act, may be used to refurbish the existing coal boiler or in combination with or to match federal or other funds to design and install a geothermal energy system, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 20. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - TWO-YEAR COLLEGE MARKETING. The state board of higher education shall use $200,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for marketing and awareness efforts of two-year colleges and technical careers, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 21. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - NORTHERN TIER NETWORK. The state board of higher education shall use $1,100,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for maintenance and improvements of the northern tier network, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 11, remove lines 3 through 12

Page 11, remove lines 18 through 26

Page 12, after line 2, insert:

"**SECTION 25. TUITION RATE INCREASES - LIMIT - BUDGET SECTION APPROVAL.** Notwithstanding any other provision of law, the state board of higher education shall limit any annual tuition increase for students attending institutions under its control for the 2009-10 and 2010-11 academic years to not more than four percent for each year unless the board receives prior budget section approval."

Page 12, after line 15, insert:

"**SECTION 28. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS.** During the 2009-10 interim, the legislative council shall consider studying the impact of tuition waivers on institutions under the control of the state board of higher education. The study if conducted must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 29. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall consider studying the feasibility and desirability of creating a department to oversee early childhood, elementary, secondary, and postsecondary education. The study if conducted must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education department. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 30. LEGISLATIVE COUNCIL STUDY - HIGHER EDUCATION STUDENT TRUST FUND. During the 2009-10 interim, the legislative council shall consider studying the establishment of a higher education student trust fund, including available funding sources. The study if conducted must review best practices to include demonstrated in-migration patterns and long-term return on investment to the citizens of North Dakota by ensuring students are prepared to meet the changing needs of a global economy and to strengthen the economy of the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 31. AMENDMENT. Subsections 1 and 3 of section 15-10-37 of the North Dakota Century Code are amended and reenacted as follows:

1. The state board of higher education shall administer a science, technology, engineering, and mathematics occupations student loan program that encourages college students to pursue ~~technology-based~~ studies in these fields, to participate in ~~technology~~ internship programs, and to remain in the state after graduation. The board shall adopt rules to implement the program, including internship requirements, guidelines to determine which technology-related courses of study are eligible under the program, and standards for eligibility.

3. The state board of higher education shall distribute student loan grants directly to the Bank of North Dakota to repay outstanding student loan principal balances for eligible applicants. The maximum student loan grant amount for which an applicant may qualify is one thousand five hundred dollars per year and a total of ~~five~~ six thousand dollars, or a lesser amount established by rule adopted by the state board of higher education.

SECTION 32. AMENDMENT. Section 15-62.2-02 of the North Dakota Century Code is amended and reenacted as follows:

15-62.2-02. State board of higher education - Powers and duties. The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.

2. Determine the amount of individual grants, ~~but~~ which may not ~~to~~ exceed one thousand five hundred dollars per recipient per academic year, under the North Dakota student financial assistance program.

3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.

5. Apply for, receive, expend, and administer granted moneys from federal or private sources.

SECTION 33. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Eligibility. A student is eligible for a merit scholarship if the student:

1. Was a resident of this state for the twelve months preceding the date the student met the graduation or high school diploma requirements set forth in subsection 2;

2. During or after the 2010-11 school year:

   a. Graduated from a public or nonpublic high school in this state;

b. Graduated from a high school in another state under chapter 15.1-29; or

c. Met the requirements for a high school diploma through home education, in accordance with section 15.1-23-17;

3. Completed the requirements for a scholarship as set forth in sections 15.1-21-02.4 or 15.1-21-02.5;

4. Submitted an application for a merit scholarship to the state board of higher education; and

5. a. Is enrolled in an associate or a baccalaureate program at an accredited public or private institution of higher education in this state;

b. Is a "full-time" student, as defined by the institution; and

c. Maintains a minimum 2.75 cumulative grade point average.

SECTION 34. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Merit scholarship - Amount payable.

1. Beginning with the 2010-11 school year, the board shall forward to the institution in which an eligible student is enrolled, on behalf of the student, an amount equal to seven hundred fifty dollars per semester.

2. A student is not entitled to receive more than six thousand dollars under section 33 of this Act.

3. Section 33 of this Act does not require a student to be enrolled in consecutive semesters. However, a merit scholarship is valid for only six academic years after the student's graduation from high school and may not be applied to graduate programs.

SECTION 35. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Annual report. The state board of higher education shall provide to the legislative council an annual report regarding the number of scholarships provided under section 34 of this Act and demographic information pertaining to the recipients.

SECTION 36. AMENDMENT. Section 15.1-01-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-01-02. Joint meetings - State board of public school education - State board of higher education - Education standards and practices board - State board for career and technical education. The state board of public school education, the state board of higher education, the education standards and practices board, and the state board for career and technical education shall meet together at least once each year at the call of the superintendent of public instruction, the commissioner of higher education, the executive director of the education standards and practices board, and the director of career and technical education for the purposes of:

1. Coordinating elementary and secondary education programs, career and technical education programs, and higher education programs~~.~~;

2. Establishing high standards and expectations of students at all levels of the education continuum;

3. Ensuring that all students have access to challenging curricula;

4. Ensuring that the individuals instructing students at all levels of the education continuum are highly qualified and capable;

5. Cooperating in the provision of professional growth and development opportunities for ~~elementary and secondary teachers and administrators.~~ individuals instructing students at all levels of the education continuum; and

~~3.~~ 6. Ensuring cooperation in any other jointly beneficial project or program."

Page 12, line 17, replace "4, 5, 7, 14, and 15" with "3, 4, 8, 9, 11, 18, 22, and 32"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0314 FN 3

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

2009 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2003

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003 conference committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-20-09

Recorder Job Number: 12024

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg opened the conference committee hearing on SB 2003 which concerns Higher Education. Roll call was taken. **Senators Krebsbach, Robinson, Holmberg; Representatives Skarphol, Martinson**, and **Williams** were present.

Chairman Holmberg: We sent the bill over and as you know when you send a bill over to us you feel that it is sent over in a perfect state and we sent the bill over in a perfect state. There is one issue that I would like before we do amendments. I asked Brady Larson, Legislative Council, to prepare us a memo looking historically at how the state, meaning legislature, governor's office and Board of Higher Education all of those entities concerning the devastation that occurred on campus in Valley City in 97. There are some lessons we might learn. We have a situation somewhat similar and I have asked Brady to put together what lessons we learned. It's nothing for today, but we spent 12 years closing the books on that particular event. I would ask the House to give an overview of what amendments they added and why.

Rep. Skarphol: You sent us two bills 2003 and 2062. We combined them and put them together. The net result after the action of the full committee primarily dealt with equity and needs based financial aid. We did not change the merit scholarship program, STEM Initiative (Science, Technology, and Engineering & Mathematics); we moved $21 M back to needs

based financial aid. Motion was to remove $18 M from the needs based financial aid and we did. We removed $10M in equity and made some other small changes. In subcommittee we put the money from the tuition stabilization back to needs based financial aid. The full committee eventually reestablished the tuition stability portion of $8.2M and put a limit of 4% growth on tuition across the colleges. The net effect of needs based financial aid is an increase of $2.8 M from the current biennium. We changed funding source of the UND building by removing another $2M from general fund to stimulus funds. We removed about $42M from this budget in general fund.

Chairman Holmberg: Brady put together an analysis – see attached # 1. Also has executive summary – see attached # 2. Chancellor Goetz brought down the Proposed Changes to House Appropriations Version of SB 2003 – see attached # 3.

Rep. Skarphol: There's one thing missing. It was $441,456,162 appropriation in general funds 07-09.

Brady Larson, Legislative Council: That represents base appropriation. The total including the onetime funding $468,649,624.

Senator Robinson: How much is one time?

Brady Larson: Are you looking at onetime funding included in the executive budget or the most recent House version?

Senator Robinson: Let's start with the executive budget.

Brady Larson: $74.1M dollars of onetime general fund appropriations. The Senate has $70,153,248 and the House $59,233,248.

Chairman Holmberg: The difference is on the funding switch for the education building.

Brady Larson: Correct. Change was for green house repairs.

Rep. Skarphol: For purpose of comparison, the House version compares with 07-09.

Chairman Holmberg: The education building is off budget but not really. How is that factored in? It's not general fund. It's money. Are there other instances out there besides $11.2 M Bottineau issue that impact higher education?

Brady Larson: There would be the Lake Region State College wind tower project.

Chairman Holmberg: Is it not the case that on our books, we will be carrying a double appropriation.

Brady Larson: That is correct.

Chairman Holmberg: I guess we don't resolve it until they write the check out of stimulus money or if that fails, they get a check from the general fund.

Rep. Skarphol: Will they use the stimulus dollars for what we wish to use them for. I'm assuming their direction will be the same but we have no guarantee.

Chairman Holmberg: The Senate went into that whole project in Devil's Lake and thought we'd find money, but after conversations, we just left it the way it is. The stimulus appears to fall very doable under that.

Sandy Dies, Fiscal Analyst, OMB: This would come from the Department of Commerce. There will still have to be a lot of review before they say stimulus can be used for it.

Chairman Holmberg: Then general fund picks up the difference?

Sandy Dies: The intent is there.

Rep. Skarphol: I understand that in an Energy project but in this instance, there's not another alternative. This is not in lieu of electrical generator. I'm not sure the rules are the same.

Sandy Dies: They presently have boiler system and change it into wind power.

Rep. Skarphol: I didn't know there was a request for boiler system. Rather, I thought it was a request to do the wind tower as a demonstration and as an opportunity for Lake Region to do some other things.

Sandy Dies: My understanding was that it would serve as an alternative source of heat. This would mean they wouldn't have to come in for replacement for boiler system.

Chairman Holmberg: Could we have a page explaining that?

Senator Robinson: Just like to hand out information from National Center of Education Policy on issue of affordability – see attached # 4. . I would hope that we spend considerable amount of time looking at this. We are having a challenge to respond noticing the economic situation across the country. References UND, three years ago they were adding, now they are laying off. As you can see in this report, we don't do well in this area.

Rep. Skarphol: North Dakota University System Vacant Positions 2/28/09 – see attached #5. What happens to vacancies that are not being replaced quickly? Maybe that savings should go into some variation of equity.

Chairman Holmberg: Is there any other information that you as a committee want Brady to get for us?

Rep. Skarphol: Things will come up as we move forward.

Chairman Holmberg closed the conference committee.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003 Conference Committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-24-09

Recorder Job Number: 12191

Committee Clerk Signature Alice Dutzer (documentation)

Minutes:

Chairman Holmberg called the conference committee to order at 9:00 am in reference to SB 2003. Let the record show all conferees are present: Senators Krebsbach and Robinson, and Representatives Skarphol, Martinson and Williams. Brady Larson of Legislative Council and Sandy Deis of OMB were also present.

Chairman Holmberg We have a few issues of difference between the Senate and the House.

Rep. Martinson We are getting to the point in the session where rumors start going around. I want to make something very clear. We have heard on our side that you froze some salaries at the system office and we unfroze them. And, we have heard rumors around the House that you still want them frozen or that a deal has been made that they would receive three and three and I am here to tell you that issue is not negotiable. Regardless of what you want to change on this bill, we will not bend on that issue. We are not going to penalize people for what has been perceived as misinformation. We have been assured by our majority leader that under no circumstances will the three of us be taken of this committee. We are her to sign and die and we might as well just take that issue of that table right now. And if it is an issue with you, we might as well adjourn the meeting right now and we can come back another time.

Chairman Holmberg I have amendments from the majority leader but we have important issues to discuss and as long as we are here to talk we are going to make sure the press

hears that by god we are not going to bend on this, then we will play our card, we will not bend on student aid. It is important that we have money in this budget for student aid. Let's talk about the differences between the senate and the house and try and resolve them. Number 1: Needs based financial aid. The governor had 39.3M, the senate version was 26.18M and as I understand the house version right now is 9.37M.

Rep. Skarphol If you want to be totally fair the house version is actually 8.2M more than that because the money is in there for the tuition stabilization fund.

Chairman Holmberg I won't disagree because that 8.2M was in the senate version as well that came from the 39.3M. The senate took 8.2M of that and placed it into tuition stabilization. You essentially did the same thing so that is not really a difference of opinion between the two. We would add the 8.2M also as it is the same rational.

Senator Robinson Your reference to what the governor had in his budget in the area of needs based financial, how many million was that?

Chairman Holmberg 39.3M. It was an increase from 6 million. Does anyone else want to talk about that particular area? We're not going to resolve it, but is there any other information we need to know?

Rep. Skarphol I think we too recognize if they are going to make some changes and move some money around that is probably where we want it to end up as well.

Chairman Holmberg The next item on the list was in science, engineering and math loan forgiveness. The senate had put in a million and the house added 1M.

Rep. Skarphol I would hope that we would ensure that the language is correct so we can have a transition from the existing technology to the new STEM loan technology fund.

Chairman Holmberg We have that noted and you all received a memo from the board office that they had some language concerns as well. There was not much difference between the merit scholarship program we had passed at 4M and you passed at 3M.

Rep. Skarphol Our appropriations committee did not change that, it was the education committee. We merely followed through with what they had done.

Chairman Holmberg That is not a big check mark on my list of something we need to spend tons of time on. The next issue is the tuition stabilization fund on which are both the same. Another item was a change from the technology budget dealing with STEM (science, technology, engineering and math) teacher education. We added 1.5M and you left it at that. We agreed financially on the emergency and security preparedness pool. We both zeroed that out. Campus equity is another issue we will come back and look at. That clearly is a difference between the senate and the house. Another financial issue is the UND education building. The executive budget had it in the general fund, you transferred it to the governor's discretionary money and the stimulus money, we had no heartburn over that. As far as the major financial differences in the bill, when I went through here and visited with our people there were 2 issues. That was the needs based financial aid and the issue of campus equity. Does the house have any other major issues?

Rep. Skarphol The only issue with the house is that we are not interested putting the dollars back in but rather in looking for money in the budget and move it to the areas we see as more critical. That would be the topic of our discussion.

Chairman Holmberg We can certainly have that as a topic of discussion. The gross number differences are really quite stark between the house and the senate. Our governor had 614M, the house had 610M and you passed 572 of the general fund. You have to keep in mind that of course there is the stimulus money, you swapped that, you have to keep that in mind in when

you look at the gross numbers that you passed. Do you have suggestions as to where we should be looking as to where we can find the differences between the senate and the house which is 23M?

Rep. Skarphol As you are well aware, we don't really get a lot of information to use in the analysis of this budget. We are looking, we are looking for a proposal that we would find acceptable. Having said that, we are not prepared to get into those details yet. The other issue, on our side, is that the Houses position is that 572M is a fairly significant increase for Higher Education (HE). If there was a willingness to move to a 4/4 instead of a 5/5 I think that is 4.8M that could be moved somewhere else. Are there other areas we should be looking at? Possibly. What do your colleges feel is negotiable?

Chairman Holmberg I think one of things that was kind of an eye opener was one when we look at the various budgets, that dollar amount, this one takes the largest decrease from the executive budget. The senate passed this bill with everyone voting for it at the 610M level. I think we are comfortable with that but we also know this is a negotiation process. There is a list that the board has asked us to consider as we want to make sure all these issues are vetted and discussed.

Rep. Skarphol Can we have Brady tell us exactly what the increase would be with the house version in all funds over and above last biennium. There is a significant amount of capital projects we didn't even look at that are 10s of millions of dollars.

Brady Larson I don't have that information right now but if you do give me a couple minutes I can gather that data.

Rep. Skarphol These are round numbers, I believe there is, if you included special funded projects, about 200M dollars worth. I think our tax payers are wondering why we need that kind of expansion. There are a lot of people out there asking why we are educating out of state

students. I think this a crisis and we need to make a decision at some point in time about limiting the growth in the investment that our citizens have to make in higher education. As long as we let this entity continue to consume, there is less for the rest of the entities in the state. If you look at the cost to continue with K-12 education for next year without any increase in per pupil payments, it's $130M. This year with the recommended increase in per pupil payments, it's $80M. So you are looking at a cost of continuing K-12 at $210M. We just significantly increased what we wanted to invest on the house side in transportation, and there is some expectation that increase will be sustained. We have to start to put the brakes on somewhere.

Senator Robinson I would like to request that when Brady does have an analysis together, we also have the totals on one-time spending and where we were last time.

Chairman Holmberg They are all about 70M and change, last time we were at about 74M. The Senate version was 70M and really although the House version says it is 59.2M you have to add the 11.2M for that education building if you want to compare apples and apples. They are both pretty much around 70M. I think we tried and let's make sure we get a copy to the folks from HE. We tried to incorporate in that whole sheet the memo that we received from them a few days ago on issues relating to HE. They had some requests about the U System tech building, northern tier was an issue, and I think all of them should be incorporated in this list.

Rep. Martinson I think somewhere along the line we need to talk about building projects because some of them are desperately needed. Williston is one that needs to be done; the tech building at UND is another. We did fund Swain Hall with stimulus dollars but if those funds are not available, Swain Hall won't be completed. Bismarck and the family practice center need to be built, if not we will probably lose that which would endanger our family medical

practice credibility. Listed a variety of other one time projects and discussed the need to build these projects while onetime monies are available

Chairman Holmberg Typically what the answer is at this stage is just looking at differences between the house and senate. Many of these issues are longtime issues. I think the Senate would be interested in talking about those things, I don't think they would be very interested in taking away additional funding for campuses. We are also concerned with need based financial aid and equity as a higher priority at least from the senate side and the construction of buildings. But if we can't find funds here or elsewhere to do those things, we will put them on the agenda. Brady, is there a line in here on that?

Brady Larson Construction of projects—the IT Building and the UND hanger project.

Chairman Holmberg Where it says add funding for joint UND & NDUS technology building and other capitol construction—keep that in mind so that when we get there we can look at it.

Rep. Skarphol On the handout on the 3rd box down, the limits on tuition increase, our full committee took action on that. The MSU seems to us an appropriate thing to do to provide that option to go geothermal. The third one, the northern tier, that was not an effort to do anything other than ensure that we weren't going to be appropriating additional dollars to cover that. But rather we wanted to be sure that it would carry forward as that was something indicated by the chancellor as something that they were willing to do. With the other changes in the budget, we did not want it to be in jeopardy. The 2 year marking program, again the chancellor indicated a willingness to do that, we added $800,000 based on a discussion over the interim. It seemed that our 2 year institutions needed that type of exposure not only for the students but for the parents as well. We are little bit locked on to that million dollar project. Tuition wavers were a topic of discussion. We were not intending to deflect away from anything else with these amendments but rather to ensure that things were followed through with as we discussed.

Chairman Holmberg There was some other changes in the second box such as funding from the Permanent Oil Trust Fund (POTF) for DSU. Can you tell us about that?

Rep Skarphol DSU has an oil well that they receive revenue from. When they prepared their budget oil was$140 dollars a barrel, as things have progressed, that number that would be in their budget for the revenue has dropped substantially. This 350 was an endeavor to try and make them whole.

Senator Robinson What did they budget it at previously? It seems a little bit interesting that you would budget at an all time high for income in that type of situation. It seems a bit speculative at best. I can appreciate the situation as many institutions are in a similar situation with revenue.

Rep Skarphol We depended on Rep. Wald to bring us accurate information, it is in our paper work. It reflects the reality they have, as you know we don't get a lot of specifics to deal with in regard to building this budget.

Chairman Holmberg Then also already noted was the unallocated fiscal stabilization funding for Swain Hall and the education building. As of right now, does the council know how much of that 19M has already been siphoned away for various projects?

Brady I believe it is around 18M dollars.

Rep. Skarphol I know there was a request to take $500,000 for the nursing simulators, are you including that in the 18M? I don't know if that is a done deal but just so we have an awareness of where they are at.

Chairman Holmberg The other was the energy projects stimulus money for the wind energy project at Lake Region. That was mentioned the last time we met which you put that under energy if available and if not, then the general fund will be utilized. Was there any language put in here that that money could stay in the university system and be used for something else if

the stimulus come through? That might be a source of 2.6M and right now we are carrying 5.2M on the books from 2 different sources.

Rep. Skarphol I guess that is a very good idea and I say if we are going to do that we should put in a needs based financial aid as a contingent appropriation in the event that the stimulus dollars are available or to the extent of the stimulus dollars—I would make that in the form of a motion if you so desire.

Chairman Holmberg Let's not do a motion now but Brady will be keeping a list of items that require change in this bill. Let's see if we can do another one of those. We know that the funding for the tribal college grants is a non issue as it passed in a separate bill. You have your campus marketing thing, I don't know if that is an issue of heartburn for any the other senators.

Senator Robinson That is an issue that surfaced time and time again, not only in HE but also in the workforce committee over the course of the interim. I think we have a challenge in that area and we should respond to it.

Chairman Holmberg We also had the funding for MSU Bottineau.

Rep. Skarphol $280,000 of that was for green house repair. That green house hasn't been touched since the mid 50s. Spoke about the condition of the green house and MSU's desire to start a horticultural program. Bottineau considers themselves to be a bit isolated from metropolitan security. They had an incident during which the legislative session in which someone went in and shot out a bunch of windows at the high school. They thought that they needed some additional dollars for part time law enforcement or at the very least to put key cards on the buildings so that access would be limited. That was the reason behind that.

Chairman Holmberg Funding for the Theodore Roosevelt Center at DSU, is that construction or something else?

Rep. Skarphol It is to cover the costs they are incurring with regard to the digitization of all the documents, they have over 600,000 documents currently and they have been told they will have access to 50,000 documents from Harvard University. This would be very unique for them and they would like to have the ability to work on that project and maybe expand on it.

Chairman Holmberg So in this new document that we just got, we have looked at the first box. They all have been mentioned in one form or another. Then we have the other funds to the Senate version, maybe we will talk a bit more about the Swain Hall and Devil's Lake projects. The tuition increases to 4%, the Senate froze tuition at the 2 year colleges, but this language put in by the house education committee does not preclude the board from increasing those tuitions at the two year schools.

Rep. Skarphol That would be correct, we do not preclude the board from any type of action other than going about 4.

Chairman Holmberg That language about going above 4 was the same kind of language put in last time by the Senate about going above a certain level. No one came and asked for more than the limit. The boiler project, we are familiar with that are we not? We always had the sense that whole project was a project in the making. It didn't gel very well when we had it, did it gel more over there in the House?

Rep. Skarphol As you probably know there was no controversy over the price tag. Quite honestly our discussion centered around there need to upgrade the facility and get it into a condition that was more usable. The price tag on that was not excessive. I don't think we have any difficulty in regard to the language on geo thermal. The 1.25 is available as far as we are concerned but we can fix the language.

Chairman Holmberg The Northern Tier, that is a carry over?

Rep. Skarphol I am not really sure what the concern over that is about, all I want is the assurance that that project will move forward as I think it is important.

Discussion about Northern Tier

Sandy Deis OMB. The original request that came in from HE was for $1M for Northern Tier, that was not included in the executive recommendation. However, my understanding is that 1.2M of carryover are not funds that are actually available. They are tied to needs based financial aid, grants for students, and other programs.

Rep. Skarphol If I am in errs as to the source of those dollars and if there is in fact commitment from the chancellor's office, I am fine with taking this language out. I don't want to appropriate $1M for Northern Tier and five minutes after we take the language out relative to this.

Chairman Holmberg I'd like OMB and Legislative Council to look through this and come up with their analysis of it. We want to make it correct. Continuing on down with the other changes, the $200,000 carry over, that was already discussed. You had some studies, the tuition waver study.

Rep Skarphol Our subcommittee had a lot of discussion about tuition waivers and the validity of them and what the policy should be. We just thought that over interim if the opportunity presented itself that there should be some discussion about tuition waivers, how they are handled, and how much they should be. Maybe there is a practice that should be considered that would be more appropriated and that is all that is about.

Chairman Holmberg The study could look at the reaction that board and campuses took after they got in that little pit. I believe there were some changes done at the board level and certainly at the campus level with the new president.

Rep Skarphol It kind of reverts back to that discomfort our citizens educating out of state students. There is a perception out there that we are subsidizing out of state education whether it's correct or incorrect, perhaps with a little bit of help our citizens could better understand that as well.

Chairman Holmberg About the education governance study, Pre K-post secondary and the possibility of having the department of education look over the whole system rather than bits and pieces. The language on the studies in this bill where the kind that said "the legislative council shall consider." I believe there is another study having to do with HE that is elsewhere, 2038. That is not an appropriations bill on our side.

Rep. Skarphol I am on that.

Chairman Holmberg Then we have the student trust fund study. On that issue, section 30 in the amendments....

Rep. Skarphol I think that was Grindberg's amendment was it not?

Brady That was pulled from SB 2062.

Chairman Holmberg In the state education board meeting you put in there about a joint meeting of the state education boards.

Rep. Skarphol I think that is normal language if I am not mistaken is it not or is that a change? That may have been a carryover from 2062 as well.

Brady That is a carryover.

Chairman Holmberg The other item has to do with the STEM, NDUS has a question about that that we want to have addressed.

Rep. Skarphol We are certainly willing to have that discussion and get that ironed out. Our intention was to have on program.

Chairman Holmberg I know the board put in the hanger addition at UND and I don't know if you had folks had testimony on that so we will ask that we have some information given to us from the board office regarding that. The other item was for the guidelines for the STEM loan forgiveness program. Is there anything else besides that one addition we added on by consensus that should be on this list?

Senator Robinson You are talking about anything that hasn't been discussed?

Chairman Holmberg We did have Brady put together a handout on how appropriations were handled regarding natural disasters. We are talking about the flood in 97, 99 at UND and NDSU. Because one of the questions was, what does this legislature do regarding what happened at Valley City? We know the 90/10 will be there and there is some flexibility if you fight with FEMA for 8-10 years and they go ahead and do the work.

Senator Robinson We have with NDUS office leading the way, the support of those issues which will relate to FEMA. We have some concerns outside of the damage of the flood in the area of recruitment and student renewal. I would be prepared to have a proposal on the table with the need for some marketing dollars. I would echo Rep Martinson's comments earlier regarding the need to have a thorough discussion in the committee on the issues of capital improvements and one time expenditures. We have some concerns about the ability of the University as this late date and given the number of days we have missed it is very competitive. We have a new president who he is doing a great job, but I think it is safe to assume that this natural disaster caught us all off guard. Spoke about the effects of the flood on the campus and some concerns related to that

Senator Krebsbach There are a couple of issues that I would like to lay on the floor so we make sure that we do not ignore them. Thos issues are the equity funding, I find them

essential for the institutions to have, and also the needs based financial aid, we need to look at those areas.

Rep. Skarphol I don't disagree with the needs based financial aid, the other thing I would like to put on the table for us to consider discussing has to do with overall philosophy we are going to have as we leave this session in regards to HE. I would hope that we would have a rather serious discussion about whether or not we are going to continue to allow our two large research universities to accept students who are not ready or prepared to go to a university. I don't know that we should. I think we have a lot of supporting institutions that could very well get these students up to the level at which they should have been when they made the original request to go to our research universities. I do think if we in fact took some type of action in that regard, it would in fact help some of our other institutions. I would like to have a discussion about that.

Chairman Holmberg We can have a discussion.

Senator Robinson The fact that I didn't touch on equity funding for needs based, I work as a development officer and the needs based financial aid is of critical importance for a host of reasons. Just to remind the committee of what is happening economically and what all foundations are experiencing regarding their ability to respond to their local student's needs. I think it is safe to assume that most of these entities and my colleagues have seen loses that are going to have a direct impact. I am looking forward to that discussion.

Chairman Holmberg As you saw on the schedule we are meeting again on Saturday. If appropriate, could have a report from the board office on these issues that deal with your memo of the 16th? Spoke about some of the issues that they will deal with tomorrow

Rep. Skarphol Are you willing to take the difference out of the property tax bill I would be happy to discuss that.

Brady I have a couple of answers for questions that were asked earlier in the meeting. There is a little bit more than 19M available in the stabilization fund. Through yesterday, there was about 16.9M appropriated. That leaves just a touch of 2M available.

Discussion about the money available as well as the stimulus dollars

Chairman Holmberg We are recessed.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003 Conference Committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-25-09

Recorder Job Number: 12252

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg Called the conference committee to order on SB 2003 at 10:00 am. Let the record show that all conferees are present: Senators: Holmberg, Krebsbach, Robinson; Representatives: Skarphol, Martinson, Williams. Brady Larson, Legisislative Council; Sandy Deis, OMB.

Senator Krebsbach asked Brady to go over the two sheets that were handed out.

Brady Larson This memorandum (99888) provides information regarding the 2007-09 legislative appropriation for higher education and the 2009-11 executive budget, Senate version, and House version of 2009 Senate Bill Nos. 2003 and 2062.

Tape started late.

The committee read over the handout submitted by Brady

Chairman Holmberg We just received this as well so we are trying to get our arms around it. If you note the difference, the Senate version was paralleling the executive budget quite a bit. The difference on total funds all of the sudden jumped because we added a 5M dollar special I fund for the wellness center in Minot. They have to raise the money themselves but that is why it jumped up like that.

Rep. Skarphol There was an original suggestion from Higher Education (HE) that they were entitled to a certain percentage of our general fund appropriation, I believe that number was 21%. How does these numbers compare with the original estimate?

Brady I will get you that information.

Rep. Skarphol From my perspective the Senate version with just some really quick math, the general fund ongoing is around 22 ½% and I believe the House is around 17%. I would submit to you that there are an awful lot of states around this country that will be thrilled to death with the 17% percent. I guess what my colleagues and I are concerned about is the long term.

Chairman Holmberg We are seeing all kinds of budgets come through as we negotiate with the House, in some areas they really focus in on the increase in the Senate version to the House version. And in others like yesterday, it was how many more dollars can the House put in the budget. We are consistent by being inconsistent, it is not the House or the Senate, it's all of us. We will get that percentage information from Brady. We can move on to the memo about the hanger. Are there any questions?

Rep. Skarphol There is an awful lot of money in this for special projects too. I realize it doesn't affect our bottom line as it is based on revenue. There is a lot of building that is going to be going on in ND, this is a big stimulus package here.

Chairman Holmberg Laura, would you want to comment now, we received a memo. You saw the document we were working from, we want make sure if there are additions we missed that you know about.

Laura Glatt There was only one revision in this document (the newer version). Requested the restoration of the 10M in equity, explained the handout

Chairman Holmberg Could you refresh our memory, you seemed to be doing a formula when you were looking at the parity issues on campuses. It was well laid out in the document that

you gave us earlier in the session, could you just touch on that as to why those dollars changed.

Laura There are two major components in the long term finance plan: one is parity and the other is equity. Further explained the long term finance plan

Chairman Holmberg This is based upon the peer groups that where established after MGT (acronym unknown) study of two years ago. I think that certainly a number of legislators felt the study was flawed, but it is the system the board operated under.

Rep. Skarphol Did you ever consider doing the same analysis with the original peer group to see what the distribution would be?

Laura No we didn't but if my memory serves me correctly, there wasn't a significant change in the peer groups from the original ones developed in 2000 to the later ones recommended by MGT (acronym unknown).

Rep. Skarphol I did have a conversation with the original consultant that helped set up the original peer groups and he really was of the opinion that the new peer groups probably were not as appropriate as they should be. Quite frankly, there is some level of discomfort in the house as to whether or not this is entirely appropriate.

Laura What we did is relied on the guidance of the interim committee that guided that MGT process, those peers were adopted at that time.

Chairman Holmberg As we were winding down that process there was a lot discomfort among committees as to how that had evolved and they really wanted to look at the systems, because they weren't particularly overjoyed with the peer system. But the consulting just kind of stated for the record that because of the people soft this is the system we are going to go with. I believe that is a fairly accurate picture of how this evolved; they said you couldn't give us the data but they hadn't really visited with you folks. I think they had done some talking

behind the rail and decided that you didn't have the data to give them anything but the peer group.

Laura We never did have that conversation with MGT and I do think they were right to make that stand. I think one of the three or four funding models that are more common in higher ed are more program based. Spoke about different levels of analysis and specificity

Chairman Holmberg One of the problems that we as a legislature has is we want to see where we are and have a base line but we keep changing that baseline so it makes it difficult to look last year. Does the board have a position if the legislature decided after this session that they wanted to take a look at new models or different models than the peer model that we have now to determine this very nebulous idea of equity?

Laura My sense is that this board is very open to discussion about funding models. In fact one of the things the board has scheduled this current year was a funding model review consistent with the work of the last interim committee. As you know Dennis Jones came up with a new proposal and we have had some ongoing discussions about that. We are certainly supportive of looking at new models.

Senator Robinson I was a member of the interim (inaudible) committee regarding funding models. I would certainly endorse revisiting that discussion that we had over the interim. The fact is with the current peer analysis you can have an institution that experiences a loss in enrollment and actually in terms of their peers, they look better. That is unfortunate. Every institution cherishes the ability to have dollars that are flexible. We ask them to run like a business but at the same time it is very difficult due to the lack of discretionary funds. I think a revisiting of that would certainly be in order.

Chairman Holmberg I recall that when we passed the bill, one of the areas we asked to look at in the future was how we reward campuses. Is it a body going through the door? I know there are models that reward success other than bodies through the door.

Rep. Skarphol I agree with Senator Robinson that some can seem to do better even when they lose students. I am chagrined about the fact that we haven't had the opportunity during the session to have a discussion about what is being done with regard to the new funding model. The new funding model that was discussed would have injected a somewhat similar amount of money into HE but the mechanism was different, and the mechanism that would have been there would have been better than what we are doing here. If my recollection is correct, it does not involve peer groups.

Senator Robinson I think the debate needs to change from focusing on enrollment and driven by enrollment to a system where we reward quality, completion, partnerships, cooperation, developing a new system that is seamless in every way. Getting there is a tremendous challenge, it is all about competition, it has to switch. The situation we find our self in with enrollment drops in K – 12, our demography, I think there is a role for all 11 institutions but only if we look at the system as a system and focus on competition and quality, not enrollment.

Laura Continued explaining the handout regarding student funding formulas

Chairman Holmberg Refresh my memory, the money we are talking about in the various versions goes to ND residents?

Larua It does go to ND students attending private or tribal colleges.

Rep. Skarphol We are willing to put more money into financial aid as long as we can find it within the budget. We can discuss it now or later but moving from a 5/5 to a 4/4.

Chairman Holmberg We will get to that.

Laura Continued talking about the handout

Chairman Holmberg Removing the reference "if we were not to fund at the 10M dollar level" at 8.2M which both houses have approved, it is more to the equity.

Laura Continued working through the handout discussing some of the building projects

Rep. Skarphol After speaking with Brady, I have no heartburn about removing the language regarding Northern Tier.

Laura Continued with the handout discussing some of the building projects

Rep. Skarphol That was just missed by us to allow that money to move over. We are certainly willing to allow the movement of the money as opposed to adding new money. I was just an oversight in the action that was taking place.

Senator Krebsbach What is the position on the 5M coming from the stimulus? Is there a guarantee on the stimulus or is there not?

(unknown speaker, Laura?) I am not certain on that.

Sandy The 5M will come from the flexible money so that is very certain money.

Chairman Holmberg I understand that as this was going through the House there was some discussion that we would be much better off building a new building; I heard it had been discussed, what was the resolution of that discussion?

Rep. Skarphol After some discussion is was thought that the structure of the building was sound. If the exterior of the building was going to be re-bricked and that was like the rest of the campus, re-bricking was substantially less than new construction.

Rep. Martinson When we've agreed on a couple of things Brady is going to make a note of that?

Chairman Holmberg Yes, we will have that list to go down to make sure everything is there and then he will do the amendments. Laura, on this page, page 3 you had made some written

notes on the side yet when it was copied we only got the last number, I know it starts with $7,036,000.

Laura The first number is 7,036, 150 that is the current gross 09 appropriation (inaudible). 5M in federal stimulus, which is in the bill currently. If you reallocate a 1,250,000 from the physical plant building that gives you a total of 13,286,150. And the estimated cost of the project based on the architect is 13,165,945. The next bullet is the hangar project at UND.

Rep. Skarphol On that topic, what we are talking about here is having a private entity built this facility and we are going to lease it? Is that a correct assumption?

Laura To be quite honest with you, UND at this point has not really determined the specific funding mechanism; we do not believe they are going to use the foundation. They are looking at third party financing options. I don't believe it is going to be a lease situation where we have a third party do the work but rather creating a financing mechanism that can generate the funding and then use the existing flight fees to repay that bill.

Rep. Skarphol So there would be no increase in flight fees and the ownership would be with the university?

Laura There will be no increase in flight fees related to this project. I am not 100% positive on the current arrangement of the hangar ownership.

Rep. Skarphol One of the things we've discussed with regard to these types of arrangements is whether we should have language requiring any project of this nature that we do that requires a lease agreement should have as part of the agreement that we would have the ability to purchase the facility at some point in time. It was a topic of discussion in regard to another building being leased to the state. Before we move forward with this, I would like to review that language.

Laura I will get additional information.

Chairman Holmberg They do have some language in here that talks about ownership, if you could get us some additional information, which would be good. That would be helpful.

Laura Finished discussing the handout

Chairman Holmberg 1487 exempts HE from its (inaudible). If that is not in 1487 at the end of the day, does this change have to be made?

Brady HB 1487 does not specifically state that HE is exempt, whether it is a legislative intent it is our opinion that you do not need the language but we can certainly add it just to provide clarification.

Rep. Skarphol We want to make sure the language actually accomplishes what we want it to accomplish without being overly permissive either.

Laura Continued talking about the handout on the top of page 4 regarding the STEM loan forgiveness program and the existing Technology Loan Forgiveness Program.

Rep. Skarphol I did ask Brady to make sure that any conflicts between the two are resolved in a kind of seamless transition. I am assuming that has been taken care of.

Brady We will work with HE to ensure that the language is appropriate.

Laura Continued with the handout regarding emergency clause and capital asset spending and projects.

Rep. Skarphol We have no issue with that, the only one would be if we were to try and work out some arrangements with regard to the IT building at UND. The possibility might exist that there need to be a mechanism that if the revenue forecasts are met at the end of 2010 for example, that might be a potential solution to this.

Brady Just to note sections 3 and 4 do have the emergency clause. We do put an emergency clause on any stimulus funding. Section 2 pertains to the continuous appropriation for the Lake Region State College wind energy project. We did not put an emergency clause on that

because we did not feel it was needed. For section 19 there is no emergency clause on the boiler project.

Chairman Holmberg We will get it worked out.

Laura Spoke about the last bullet on the handout regarding merit scholarships and HB 1400

Chairman Holmberg I have received more than 1 emergency message from Senator Flakoll about this area; we will keep that in mind.

Rep Skarphol What is the opinion of HE as to where should it be—1400 or 2003?

Laura We don't have a strong opinion, our preference it is that is only be in one of the other, not both. We will follow the guidance wherever it is at.

Rep. Skarphol It would seem logical that the criteria would also be where the dollars are which are in this budget. That is where the criteria should be.

Chairman Holmberg Are there any questions of Laura? I am assuming you had the opportunity to look at the worksheet that Brady passed out the other day that all of the things you mentioned are on that sheet so that we will be covering all the issues.

Laura It was well done.

Chairman Holmberg We will meet again next week. One of the things we should focus on is the level of spending in the bill and the Senate has different opinions from the House. Let's try to focus on our next meeting on those areas in the budget such as the needs based financial aid or other items we need to look at. Then after we have dealt with that issue, we should continue to be ticking off these things next. Is there any other information we need? I am looking for us to meet next Monday afternoon. Meeting recessed.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003 Conference Committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-27-2009

Recorder Job Number: 12303

Committee Clerk Signature Alice Delzer (documentation)

Minutes:

Chairman Holmberg: Called the conference committee to order on SB 2003 at 2:30 pm in regards to Higher Ed. Let the record show that all conferees are present: Senators: Holmberg, Krebsbach, Robinson; Representatives: Skarphol, Martinson, Williams. Brady Larson, Legislative Council and Sandy Deis, OMB.

Chairman Holmberg: The first item we'll take up today is a message from Brady Larson and it is that Hanger issue.

Brady Larson: During the last meeting a question was asked regarding the finance of the proposed hanger project at the Grand Forks airport. This email provides some information regarding potential sources for providing the financing for that project this was provided by the University systems office.

Rep. Skarphol: We would own the building on leased land?

Laura Glatt: It's been my understanding that it has been that way for some period of time.

Rep. Skarphol: So would it not be possible to lease a building that's on leased land.

Laura: I imagine it would be.

Chairman Holmberg: They do have a comment in here it is there understanding that the airport authority would prohibit a third party from leasing the land and leasing us the hanger. I can't imagine that the airport authority is in the business of building buildings.

Rep. Skarphol: Why would they object to a third party owning a building there least land and leasing it to someone else? They are not leasing land they are leasing a building.

Chairman Holmberg: I don't have the answer. Are there any other comments on this issue? This is one of the issues that are on our list form the board office for consideration. Let's put that aside for now. The other day we had talked about need based financial aid, equity and other issues that are a funding nature and there were suggestions that we try and identify and find areas within the budget to fund those programs, particularly were a discussion on the needs based financial aid. Are there any proposals of suggestions today as to sources of money within this budget that are needs based financial aid?

Rep. Skarphol: I suggested it the other day and here is a handout that is relevant to it. This handout suggests that we would have 4.39 million general fund available to put into need based financial aid that would also be a savings to the student share of that salary cost of 2.73 million. Logically if we are looking for a place in the budget it is the place to go. It hasn't always been that the increase is given to Higher Education and State employees, sometimes it varies either way for purposes of discussion we could discuss that.

Chairman Holmberg: The one area that you are right on we have not always done the same with Higher education employees as we have with regular state employees. I am looking at my list we have and this goes back two years, 9.5 higher ed. and 5.5 for others, in 1989 we gave 11.4 for higher education and 9.5 for other faculty. It has been all over the map there has been more consistency lately but it hasn't always been identical. So let's talk about this issue.

Rep. Skarphol: If you look at what is happening in other states with higher education, I think we in North Dakota should be pretty proud in comparison. I don't know if this would be an appropriate action on our part. I think it would also demonstrate that the faculty think it is important for students to get their education.

Senator Robinson: I would only say and I work at an institution as you all know. We have struggled, and I appreciate comments here, but the ability for institution to retain faculty and staff has been increasingly difficult over the last few years. In the Bismarck Tribune there was an article about our institution trying to recruit a tenured math position and I believe the salary offer was about 38,000 dollars, and the Tribune made light of it not that Valley City State was offering a salary at that level for a tenured track position but as we have a state institution doing it, I can assure you on our campus it has been a struggle. We have positions open, we reopen the position and start again, we have lost in the last couple years, faculty to a Junior College in Wisconsin, and I believe the difference in pay was twenty thousand dollars. In that case it was one of our stronger faculty members, I do know our students are concerned about the level of tuition and cost of education, I would also say they are equally concerning the maintaining and recruitment of quality staff. I know in the private sector in the number fields we are losing people because of the competition.

Chairman Holmberg: Until yesterday, I was a believer in editorials in Newspapers and I changed my mind.

Rep. Skarphol: I don't disagree with Senator Robinson, in fact over the interim we had a discussion about a new funding mechanism and of the suggestions in lieu of the equity distributions we have currently that we consider establishing a pool of money equal to 2% of the salary in higher education and have available for each institution to utilize exactly for that purpose and in response to Senator Robinson suggestion I wouldn't have any problem putting this money in that type of environment in lieu of the needs based financial if that is what the committee desires, but the emphasis seemed to be earlier on needs based. If you want to switch it to the equity aspect with the new mechanism, I can deal with that.

Senator Krebsbach: I think that I see all elements of that essential. Faculty is difficult to obtain and retain, and nine times out of ten it isn't the state they don't like its' the dollars that is why they leave us. I can't say I am willing to forsake that, for equity because we need that as well as the needs based assistance, we need to figure out what is the best route.

Chairman Holmberg: I think you can argue quite persuasively that on this list of items if one of our goals is to keep our graduates in the state, we need to make sure the education is affordable, and I think both the Senate and House have done that by putting that 8.2 million dollars into the tuition, but at the same time we want to make sure that the dollars we put into needs based financial aid is enough to help students to lower their costs so they don't have to borrow as much as they do. If you have a sociology degree and have 20,000 dollars worth of debt, it is much easier to pay off those loans if you working in Minneapolis or Iowa than if you work in North Dakota. I agree with Senator Kresbach, the needs based and the equity are extremely important together even though right now we are looking for money in the budget. The senate's position was that we had found a source with the general fund not within this budget.

Senator Robinson: The example I made of the math professor at Valley City State, we struggled to fill that position, about the same time I had contact with friends and colleagues at Minot State and we need to understand the folks at Minot were offering six thousand dollars more and they were struggling to fill that position. I have had folks tell me it is no longer an attraction to move into higher education, because of the salary levels they are offering. Many of us thought that it was a move up, but that is not necessarily the case. Good people are hard to recruit, almost as hard to retain.

Chairman Holmberg: We are one state, but there are things happening in higher education in 49 other states, and in most of them they are not pretty.

Senator Robinson: That is a good point but I think we also realize that we have been historically behind the regional averages North Dakota does lag by significant margins. When you lose a professor who had many years at Valley City to a Junior College for twenty thousand dollars more in Wisconsin, I think that tells you we do lag. We still haven't gained that differential.

Chairman Holmberg: If you are talking about a full professor at a four year school, they are much more behind the market, than is someone who is down at an associate or instructor level? It isn't across the board, it seems to me the PHD's are well behind their compatriots at other schools but when you get down in the ranking, that they don't have as large a differential.

Senator Robinson: If ever there is an opportunity for North Dakota to gain a point or two in this area it is this biennium. The economy is going to turn around; we are positioned to do a bit better than other states. It is incumbent of us to do this. I think of our research institutions where we land a research professor who brings millions with them to the institution and the state the return on our investment is significant. If we lose those people they take the research dollars with them and we will never be where we want to be but we should work hard to get as close as possible.

Representative Skarphol: I think last time we met I think we asked council to try to find us a number, as to the percentage of general funds we are investing in higher education they all were about 21%, I think of higher education going into this session, I realize it is a moving target, can you give us any idea where we are at in regard to that?

Brady: Just by using an overall general fund appropriations, 3.1 million which was the Governor's recommendation, the executive recommendation 614 million and the Senate version of 610 million and the House version is 572 million.

Chairman Holmberg: Does your 18 point whatever, include the fact that there was that funding shift for the education building which really part of what we all wanted to do there wasn't much disagreement there it was just the funding source, that 11.2 M we'd all be pretty close, would they hit 19%? He was told it would be close.

Rep. Skarphol: If at all possible I would be interested in knowing just the salary only in each institution and if we would try to do a 2% pool and then we would know what it would be at each institution and what it would cost in pool, salary only, also the Higher education can do that with the 5/5. It would seem to me it would give them more flexibility and or give them the language to have the flexibility to do what we are suggesting.

Chairman Holmberg: So we have the proper adjusted figure the Governor was at 19.74, the Senate at 19.62, the House adjusted for the education building would be 18.75 but we don't appropriate percentages, we appropriate dollars and there is a difference of 27 million.

Rep. Martinson: I would like to have Brady put this on his note pad, when we passed the 5/5 we had a stipulation that there would be minimum of 100 dollars a month to 125 a month.

Rep. Brady: There is a $100 dollar a month that was added by the Senate.

Chairman Holmberg: The concern there is there is a heck of a lot of low paid people of various services on the campus, and that was added.

Rep. Skarphol: Do you recall what the fiscal note was on that alone, or was it for full time FTE's?

Chairman Holmberg: I can't remember the exact number, the number of people that would hit that minimum of $100.00.

Senator Robinson: They are maintenance workers, cooks, clerks, number of classifications that would include those employees that are at the bottom of the pay scale on campuses.

Brady: The total numbers of employees would be appropriated employees so it is appropriated salaries, it is not general fund only 386, which would be roughly an $114,000 general fund costs.

Chairman Holmberg: That would come out of the total amount of money, in order to give everyone a hundred dollars it would cost more than 5%.

Rep. Williams: I for one am not really supportive of all moving from the 5/5 and 4/4. I have too many people in my district that it would have an effect on and I represent them.

Senator Krebsbach: I think that someplace the question was brought up about salaries per institution perhaps we could have higher education get that for us again.

Rep. Skarphol: I don't recall seeing that.

Chairman Holmberg: Is that something readily available, the salaries not including the benefits?

Laura Glatt: What you are looking for is the total salary base for the faculty?

Senator Robinson: I think you would find a number of staff people that are in several positions.

Rep. Skarphol: Give us a number.

Laura: We will take a look at that.

Chairman Holmberg: We will move that one along.

Senator Robinson: It's challenge for higher education, corrections, Health department, we need quality folks in all these positions and some of the folks that earn the least are front line people. I remember someone telling me two of the most important people were the librarian and the grounds people.

Chairman Holmberg: How close are we on this document, to figuring out what the salaries are, would this be the starting point of which it is actually going to cost?

Laura Glatt: It certainly would be, because what we do at arriving at the salary budgets, it would reflect what we are determining today, what we have to start with is a blended phase, they get funded by a blended source, what we end up doing is pro rating the shares. We will work on that information and getting you the Gross salary base.

Rep. Skarphol: Just thinking through your question and the general funded part of the salary appears to be 4.319 million if you wanted to establish a 2% pool that would be the logical amount.

Laura: It would seem logical to some extent. We want to be careful about is each students share.

Rep. Skarphol: If we wanted to set aside 2% in a pool it would appear that two percent would be somewhere around 8 million.

Laura: I know what you are trying to accomplish having a pool available. I would suggest that under the current mechanism, the institution is doing that in some way.

Rep. Skarphol: The issue Senator Robinson had is being addressed?

Laura: They have the flexibility to address them but only to the extent of the dollars stretch.

Chairman Holmberg: Everyone in higher education is only guaranteed $100 month, beyond that the dollars go out on basis of merit, depending on the campus.

Laura: Now each institution has their own compensation point and that varies by campus that varies by geographic region they are in and who they competitors are for faculty and staff. Some institutions they may say a minimum of 100 or they may say a minimum of 150 or give every employee gets 3% across the board and the other 2% we are going to use the discretionary dollars to figure out the market conditions.

?

Rep. Skarphol: In looking at that green book we are providing, obviously a 2% pool can look at that figure very differently. There are some fairly dramatic differences in the 2%. Some gain, some lose. I really question whether the existing equity form is what we want.

Rep. Martinson: We should move onto something else.

Senator Krebsbach: We will recess and reconvene at a different time.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003 Conference Committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-28-09

Recorder Job Number: 12336 and 12346

Committee Clerk Signature Alice Delzer (alone upstairs)

Minutes:

Chairman Holmberg called the conference committee to order on SB 2003 at 11:30 am in the Senate Conference Room on Higher Ed. Let the record show that all conferees are present except Williams. **Senators: Holmberg, Krebsbach, Robinson; Representatives: Skarphol, Martinson,**.

Also present: **Brady Larson**, Legislative Council and **Sandy Deis**, OMB

Chairman Holmberg: Yesterday we had a suggestion regarding the salary issue alone. You had a chart passed out. Let's decide if we go down the road utilizing some of the salary money and moving that into needs based financial aid. And the number was?

Representative Skarphol: In the revised numbers it was probably $9 M for the biennium at the institutions only.

Chairman Holmberg asked for a motion?

Representatives Skarphol: I move the salaries to a 4 and 4 from a 5 and 5 at the institutions and that the money be put back into the needs base financial aid.

Rep. Martinson: Seconded.

Motion did not pass. 4-1

Chairman Holmberg: Is there anything we can put on the table that we can maul over before this afternoon.

Senator Robinson: I spent a minute at VCSC and I would like to pass around some pictures of the flood at VCSC. VCSC has experienced classes delayed and had to close, they are finishing on line. He gave an update on the flood effect. There are a couple major issues. Typically, this time of the year we are busy with campus visitations and are very aggressive in the way of student retention and recruitment. Most of that is not getting done. There is a big need for marketing dollars. The dollars in that area total $200,000.

Rep. Martinson: I move to take the $200,000 that was designated by the carryover identified by the transfer and move it out and allocate it for VCSC.

Rep. Skarphol: Seconded.

Roll call vote: Passed. 5-0-1

Senator Robinson: The other parts we are looking at are items that cannot be assessed to FEME. He presented a verbal list of those items totaling $300,017. (7:52) That's the highlights. That is the end of my list.

Chairman Holmberg: Would that money go to the campus directly or go to the board and then request as you need it?

Senator Robinson asked Laura to address that. The dollars are going to be needed asap .

Representative Skarphol: Do you anticipate any of this to be covered by FEMA?

Senator Robinson: No, these are outside of FEMA. These are items that will fall outside of FEMA. These are immediate needs today.

Senator Krebsbach: I am willing to move this but I would like to have some discussion on where the money would come from?

Representative Skarphol: Are you anticipating FEMA claim for other items?

Senator Robinson: Oh yes, there will be.

Chairman Holmberg: We can't get ahead of that because there is a process.

Senator Robinson: There is a process and these items based on all of our discussions with FEMA, clearly fall outside of that. They will be campus responsibility. Some of the communication technology work has already been done.

Chairman Holmberg: As you recall, some of the list that Brady provided, we did help UND with flood related expenses. The money we would give could only be used for those purposes and not for the alumni office or anything like that.

Senator Robinson: I assure you we are only requesting what we need. We are asking for what we need and it is not padded. I ask the committee for your consideration to help bring the campus back to normal.

Senator Krebsbach: Are there any sources other than general fund. I understand what he is talking about after going through flooding in GF.

Rep. Skarphol: I agree with Senator Krebsbach that I am not against doing this it is just the case of when we do it. I would suggest we hold it for awhile.

Senator Krebsbach withdrew her motion. We will keep track of it on the list.

Senator Robinson: I have had question on where we are on the professional student exchange. Are there any proposals on the table at this time. We have been in support of that program in the past. I would like it to remain the same.

Rep. Martinson: Let's just leave it the same.

Rep. Skarphol: Passed out the handout dealing with entitled Potential 2009-11 Equity Allocations (estimates only). Attachment #1 There would seem to be 679 vacant FTE positions in higher ed. Fund, funded with general funds. That is a big number. If we are looking for money, I think taking money from vacant positions is a good place to get it. It is food for serious discussion. According to the reports filed with the state board, these are

vacant positions to the tune of $14,337,565. My suggestion if we are serious about finding some money, we can look here.

Chairman Holmberg: I don't' know the number of vacancy, I do know my choir director in my church is temporarily filling a vacant position this year. Her salary would be coming from the vacant position. I can defend 1 in the 175 and I am sure there is a story with most of them. We need to maul this over. I have a copy of this at my desk.

Senator Robinson: I can't speak for the entire university system but I do know that these dollars on our campus have to be used for the salary period that we fill in.

Rep. Martinson: Our faculty paid considerably less, they don't receive benefits.

Chairman Holmberg: I don't know about the benefits. I do know in Representative Skarphol's proposal he is not saying take all the money out but take some. Recessed until this afternoon.

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Start new job here. 04-28-09 pm 2003 Job # 12346 begins here.

Chairman Holmberg: opened hearing. All conferees were present. We will look at appropriated vacant full time equivalent positions. We will get a response from the Board of Higher Ed . Look at this and determine if we will continue down this path. I will throw out a proposal from the House. It is not a written one and we will come back tomorrow afternoon and that will give us an opportunity to maul it over. Any reactions to the fulltime equivalent issue?

Bill Goetz, Chancellor: The report provided by the state auditor's office this morning does raise some issues on what it contains and how these numbers are arrived at. Look at the number of vacancies per institutions and the assigned dollar amount, that is expressed as annual salary amount, in other words you could have a vacancy for two month and the chart

shows 12 months. Everything there is on a 12 month basis. When the information is put together, the time of year will reflect on the numbers you have. He explained how the information could be distorted or be affected by many things. I think when you look at the information it is imperative what those dollars truly reflect what is the actual happening in terms of quantitative results.

Discussion followed on trying to understand how vacancies were tracted.

Rep. Skarphol: This report was not presented to the Board of Higher Ed. We have a board that is not provided all the information they should have that they need to prepare their work that has to be done. The documents says that the campuses should prepare their payroll budget. If the Board hasn't seen these I don't think that is actually germane to the discussion.

Bill Goetz: The reason I made the statement as I made it was because of the statement that was made this morning.

Discussion continued on the report and Laura clarified some information that may have been misrepresented. Everyday this list will be different. The snapshot you are looking at today is from our payroll budget and they project for the next year several months in advance. If the projections are done in June there are lot of vacancies. The payroll budget is estimated. We have to be careful when we are trying to compare a payroll budget report that campuses are doing way in advance to a snapshot on a given date during the year. The other thing relevant to your question, Senator, is the dollar amount variances relative to the number of position, a number of those position marked vacant are pools. They are a pool that we use in our graduate teaching that might be used to hire 3 graduate students.

Rep. Skarphol: So what you're saying is you don't have the capability to separate salaries based on whether they are paid with general funds or tuition.

Laura: We treat them as a lump sum in the annual budgeting process.

Rep. Skarphol: Do you have any people that are in the position of serving as facility and as researchers?

Laura: Most of our researchers may hold the rank of faculty. I think that is different than what you are asking. I think you are asking if we have faculty members that teach and also do research. The answer is yes.

Rep. Skarphol: I assume most of that research is funded with grants.

Laura: The grant money is to support a research activity.

Rep. Skarphol: I would assume that the faculty member that does both would have their salary funded some from the grants and general funds and tuition. I would also assume that for federal audits you have to have a paper trail that actually reflects reality.

Laura: You will find that in our annual budget where we have several positions where the position is split because the funding source comes from more than one fund source.

Rep. Skarphol: When it's convenient you try to insure that you have the sources revealed but otherwise you don't.

Laura: We don't do this as a matter of convenience. There are two fund sources that support our instruction funding, general funding and tuition. The other sources of funding, are not intended to support the base....(listen o tape). We have done it that way as long as I have been here.

Rep. Skarphol: Still find these numbers very disturbing.

Senator Krebsbach: We know we have much to accomplish and the discussion is important but I feel it is time to move on to other issues. Let's put it to bed until there is a better understanding of the numbers and the dollars.

Rep. Skarphol: When do you expect that to be?

Senator Holmberg: It wouldn't be for two more meetings.

Discussion on how we can get information and have it accurate.

Chairman Holmberg: We are getting towards the end of the session and we want to put out something for all of us to think about. He summarized the original bill and the steps it has gone through.

1. We would purpose that we would reduce what the Senate asked for in general fund.
2. That we restore in this budget in general fund money to cover the issues raised by VCSC earlier today. That would provide money for student financial need base and money for equity. And take 5.4M from the oil fund for construction of family practice center and get that moving. We can maul this over until tomorrow when we meet. We are recessed.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2003 Conference Committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-29-09

Recorder Job Number: 12383

Committee Clerk Signature Alice Delzer (done upstairs)

Minutes:

Chairman Holmberg: called the conference committee to order on SB 2003 regarding Higher Ed. Let the record show that all conferees are present: Senators: Holmberg, Krebsbach, Robinson; Representatives: Skarphol, Martinson, Williams. Brady Larson of Legislative Council and Sandy Deis of OMB were also present.

Representative Skarphol: You wanted us to respond to your initiative and we'd like to do it by making an offer.

Chairman Holmberg: Yesterday I suggested the House people adding money back in to be split the ways that were discussed yesterday and plus from the oil trust fund for construction of a family practice center in Bismarck and now you are saying you have a suggestion.

Representative Skarphol: After some discussion there are several aspects to what we are suggesting. First of all with regards to Needs Based Financial Aid we would suggest $5M dollars additional. Secondly, with regard to equity, we are willing to do the $10M, but not with the existing formula. And I have a handout (#1) that we are willing to do. This is we're as the House willing to do with the (inaudible) (1.46) a total of $10M. and you can look at that. Thirdly with regard to the 5 and 5, and we are willing to do the 517 total for Valley City. The $5.4M we would prefer to come out of the permanent oil trust fund. In addition to that we would want to utilize the balance that is left in the flexible stimulus dollars, and whatever additional revenue

needed to go to $4.5M to Williston CTand E Center, for a total of $6M. The additional $1.5M would come from the local level. One additional, with a $25M surplus at the end of the first year of end of biennium, If we still have a $25M surplus, we would fund $8.8 for an addition for the library at Dickinson. If we exceed projected total revenue, based on our legislative projections, there are some different formula of distribution of equity for next session, utilizing the peer system, is unacceptable.

Chairman Holmberg: Let's focus on the peripherals, the board requesting language regarding that hanger at GFAF we are talking about financial things, and other things we would put together.

Representative Martinson: I make a motion to move the hanger.

Representative Williams: Seconded

Chairman Holmberg: All in favor say Aye. It carried. Do we have other things of those peripherals? Brady,

Revenue

Chairman Holmberg: All in favor say aye. Do we have other things of those peripherals,

Brady Larson: other things we have down.

Brady Larson: review what we have. The first remove a section of a bill related to the Northern tier network dollars, listen to tape. Moved yesterday carryover instead be used for Valley city marketing, and the only other items to move some money to the Swain project, the last issue was the VC.

Representative Martinson: I move all of those

Representatives Skarphol: Seconded

Voice vote carries

Chairman Holmberg: Continuing on this roll, the issues that had been raised by the board are there any of them left that we have not addressed in this round covering everything?

Brady Larson: I don't have that list in front of me. The other issue I have is to amend the section of the bill in relation to spending fed, if stimulus money received like a grant, we agreed it would be best to insert language to clarify that fed stimulus funds could be used much the same way as fed funds.

Representative Skarphol: I am not coming up with anything, maybe we need to maul that.

Chairman Holmberg: not sure the way the motions went. The money becomes the VC emergency clause.

Representative Skarphol: could Brady tell us what is in needs based as of right now.

Brady Larson: with the house admen the total is $9.4M.

Representative Skarphol: there is $8.2M we put in for tuition affordability, helps students in public inst and not private inst.

Representative Martinson: The major difference is $5M and how you allocate the equity.

Senator Robinson: I would like to offer for the consideration capital improvements on Williston and Dickinson, the last item, addition to science for VCS consider a funding level? It is the newest building on campus, science tech, labs, and needs updating. We can discuss this at length.

Chairman Holmberg: I would also like Brady email all of the members of the subcommittee the list of what we had agreed upon and also the provisions that were mentioned by the House folks for our use and discussion. We will certainly take this item back and take a look at it. There will be some wrinkles, I am trying, not prejudging, trying to answer the question some might have on the floor of the Senate "you are building buildings on the backs of the students".

I don't know what the reaction will be regarding the change of ? try to meet tomorrow afternoon. We have many issues resolved, we should be able to meet ½ hour, we will try

Senator Robinson: Question for Brady, what time can we expect this list, early morning.

Brady Larson: it should be sometime this evening sometime between 7 and 7:30p.m.

Representative Martinson: Just to mention those buildings, you put out an alert to the students, none are coming out of general fund money.

Representative Skarphol: if we are going to move forward, ? we need to have that included.

Senator Robinson: I would suggest construction of a space utilizing study @ VC State in coop with OMB we would welcome that.

Representative Skarphol: in discussion that aspect. What if completion says it is not a good idea?

Senator Robinson: We are very comfortable we will find this study will be sufficient. Completion would be at the earliest possible date. We are in the process of having to relocate we would be willing to work with that language.

Representative Skarphol: Does it take a year, 18 months?

Laura Glatt: I think in large part it depends on how high a priority it is in institutional level, Mayville was going through strategic planning efforts. They kept them running in parallels I would imagine they could get it done in short order.

Representative Skarphol: If we are going to discuss this, what are the alternatives? If it is going to take 15 months to do this evaluation, we are going to be close to that time frame anyway.

Senator Robinson: This is a high priority at VCS; we have waited so long we need to address it. I hope we aren't waiting 4 more years, phase one would be the addition, the need is without question.

Chairman Holmberg: I would assume by it not coming up we all received info on the FTE issue and that issue is off the table.

Representative Skarphol: I would agree with that assessment.

Chairman Holmberg: stand in recess.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003 conference committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: April 30, 2009

Recorder Job Number: 12421

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the conference committee to order on SB 2003 in regards to Higher Ed. The minutes are to reflect that all conferees are present: **Senators Holmberg, Krebsbach, Robinson and Representatives Skarphol, Martinson,** and **Williams.** **Brady Larson, Legislative Council** and **Sandy Deis, OMB** were also present.

Chairman Holmberg - Brady has some documents – Listing of Proposed Changes to Re-engrossed Senate Bill No. 2003 – see attached #1.

Outstanding Technical Issues on SB 2003 to be Considered by the Conference Committee Prepared by NDUS Office, April 30, 2009 – see attached #2.

Chairman Holmberg: We will ask the department to address any technical things in the bill.

Brady Larson, Legislative Council: The first document I'll review is the Listing of Proposed Changes to Re-engrossed Senate Bill No. 2003.

Rep. Martinson: Those have been adopted? Was answered yes.

Brady Larson: I'm going to go through them in detail, but just to comment that these were agreed upon. One item to note is in the other adopted changes at the bottom – For number 2, it says "Remove Section 2 of the House amendments providing continuant language", and after reviewing the language, I think that I'll probably keep that language in and provide the necessary requirements to achieve what is being asked for there. The 2nd document is a list

of outstanding technical issues that was prepared by the University System office. I requested the system office prepare a list of outstanding issues that they feel need to be addressed in this bill by the conference committee. I'm not going to go into detail with these, but I hope you will review them as we go through our discussions.

Chairman Holmberg: These would be the peripherals. Let's try to zero in now on the dollars and try to get is so you can start preparing the actual amendments. Let's go to those important items. One of them was presented yesterday – the $10 M in equity funding and then the House, in their proposal, handed out an estimate only of equity allocation which is $250,000 minimum. If you recall in the budget, it was $135,000 minimum. Are there any questions on this item that was presented to us?

Senator Robinson: Is this on the equity?

Chairman Holmberg: Yes.

Representative Skarphol: What do you mean it might vary?

Chairman Holmberg: These are estimates.

Representative Skarphol: I think "suggested" would be a more appropriate term.

Senator Robinson: There has been discussion on this today on the Senate side. Some prefer we are at the 135 and some at 250. **I move we try to reach compromise and set the minimum at $200,000.**

Senator Krebsbach: Seconded.

Chairman Holmberg: Motion is to approve with minimum of $200,000.

Senator Robinson: I offer it to get us off dead center. I don't know where the committee is at on that particular issue. We have a number of institutions that are affected in various ways.

Senator Krebsbach: But I question how the money was determined for additional dollars.

Representative Skarphol: There was nothing scientific about the original peer groups – therefore these numbers were based on the 250 minimum for everyone, and a distribution based on what would have been a perceived correct ratio on the rest of them in addition to the 250.

Senator Krebsbach: I hope to study this issue in the interim because I think it needs further evaluation.

Representative Skarphol: I stated that when I suggested these numbers. I would like us to move to a different system.

Chairman Holmberg: I'd agree with Representative Skarphol. It has flaws but we have a motion to accept with the provision that the minimum be 200.

Vote #1 - A Roll Call Vote was taken. Yea: 3 Nay: 3 Absent: 0

Motion fails.

Senator Krebsbach: Moved to accept the documents as presented yesterday.

????: Seconded.

Vote #2 - A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Chairman Holmberg: Talked about taking $5.4M about of trust fund and constructing the family practice center in Bismarck.

????: Moved that motion.

Senator Krebsbach: Seconded.

Vote #3 - A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Chairman Holmberg: We had a suggestion yesterday having to do with the library, Dickenson – 8.8 million, using the surplus. Is there language that we can adopt or just a concept.

Representative Skarphol: I do have language. I need to get copies.

Chairman Holmberg: We have another issue of needs based. There is quite a bit of heartburn over the number that was suggested yesterday.

Representative Martinson: Could we hold till last?

Chairman Holmberg: Yes.

Representative Skarphol: (Handed .0324 amendment - see attached #3) A contingent appropriation for Dickinson State library. **Moved approval of amendment .0324.**

Representative Martinson: Seconded.

Vote #4 - A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Representative Skarphol: If there are other provisions in law that provide for contingent appropriations, does that take precedence over this one?

Brady Larson: Because the language in this amendment only speaks to the estimated general fund revenues and doesn't speak anything to appropriations. I think they would be independent of each other. It would not come out of projected revenues.

Chairman Holmberg: Talked about the CT&E center. Had bill on calendar and they wanted to run it today. Asked leadership to hold it until this is finished. Question was the V. Chair Grindberg had amendments regarding that center. Let us leave this until tomorrow. That is on our list for tomorrow.

Representative Martinson: Move to adopt the concept of the language.

Representative Skarphol: Seconded.

Vote #5 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Chairman Holmberg: We'll get some language. That should work with item # 2 of technical issues to be considered by the NDSU office.

Brady Larson: Clarify the funding source language.

Chairman Holmberg: We'll huddle on that other language. These bills will be on the floor and we have it first. If this is in the final bill, we'll dispatch the other bill quickly. V. Chair Grindberg agreed that it should be in 2003. Then we have the Needs Based issue.

Representative Skarphol: We have a language issue with regards to scholarships. I don't know what the status is with how council is working that out. The committee needs to know what needs happen where. Do we need a motion for the final amendment?

Brady Larson: I believe you are referencing the Merit scholarships. There two sets of scholarships or loan forgiveness programs. The main one is the Merit Scholarship program levels. In the House version of 2003 there are guidelines for the merit scholarship; there is some repetitive language that is not needed. Legislative Council recommended that Sections 33 and 34 be removed so that the guidelines are only in 1400.

Representative Skarphol: You wonder if they should be in the k12 section or higher ED of law. Whatever the council believes is appropriate is fine.

Chairman Holmberg: Is part of that rationale that 1013 is just in session law?

Brady Larson: I believe that is part of the reasoning. I do have a copy of the language.

????: Moved the recommendations made in sub note 5 on the second document.

????: Seconded.

Vote #6 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Brady Larson: There is a third section in SB 2003 regarding the number of scholarships provided.

Representative Skarphol: Am I correct in saying that they are no longer called merit scholarships?

Brady Larson: That is correct.

Chairman Holmberg: That's not a major problem. It just provides for that report. It's interesting when we have to juggle two bills.

Representative Skarphol: Do you want to take care of #4?

Brady Larson: #4 provides some information providing the STEM loan forgiveness Program that is being suggested to be added to the existing education technology occupation loan forgiveness program. There was a little confusion about the wording of this program. We would like to add language for legislative intent. I am not familiar with the different recommendations in here and it may be more appropriate for the system office to speak to these items. I think this is good idea.

Representative Skarphol: Does the language change needed dollars?

Brady Larson: No.

(Options A and B were explained to the committee and the effects of each option)

Representative Skarphol: Moved to adopt language on option A.

Representative Martinson: Seconded.

Vote #7 - A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Representative Martinson: Moved that we have fewer students for the four years.

Senator Krebsbach: Seconded.

Vote #8 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

33.57 **Chairman Holmberg:** Let's go to #6. West Dining services Project. Additional language is being asked for. There is an attached document.

Laura Glatt: The bottom line is that it authorizes new bonds. It is a twofold project. It is renovation and expansion of the west dining center and possibly a renovation of the auxiliary enterprise building – not to exceed $7 million.

Chairman Holmberg: So the bill won't change as far as revenue bonds that are being issued, it just expands the project with this flexibility language.

Laura Glatt: It is consistent with what they presented to you in their testimony. It only represents the west dining facility renovation. It should be renovation, expansion, and renovation of the west dining facility.

Representative Skarphol: I move to approve.

Senator Robinson: Seconded.

Vote #9 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Rep. Skarphol: Moved approval of #1 which was the Receipt and Expenditure of Competitive Federal Stimulus Funding.

Senator Robinson: Seconded.

Vote #10 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Representative Skarphol: (Handed out amendment 98037.0440. See attached #4)

Senator Robinson: Commented that they have a mutual understanding and that it works well.

Chairman Holmberg: I would like to discuss the student aid. Even though they are separate issues, the student aid is a general fund issue. The other things many of them come from

revenue sources. I think that the Senate position on the item that was suggested yesterday, $5M in needs based funding. We did run that up our flag poles and no one saluted it. No one seemed comfortable with that. They preferred $10 million, which would get the student financial aid roughly to $20 million. The Governor's version was $39 million and then some of that money was taken, but also for student aide. So you can't really say that it all dissipated. We would like to think about that during this coffee break. What other issues do we need to talk about in break? We also had the talk about Valley City and their problems.

Discussion: The committee discussed when they should come back to finish up.

Chairman Holmberg: (Passed out V. Chair Grindberg amendments .0305 –see attached #5) Adjourned.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003 conference committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: May 1, 2009 – 10:30 am

and May 1, 2009 - 5:00 pm

Recorder Job Number: 12434 (10:30 am)

& 12445 (5 pm)

Committee Clerk Signature Rose Laning

Minutes:

Chairman Holmberg called the conference committee to order at 10:30 am on SB 2003 in regards to Higher Ed. The minutes are to reflect that all conferees are present: **Senators Holmberg, Krebsbach, Robinson and Representatives Skarphol, Martinson,** and **Williams.**

Brady Larson, Legislative Council and **Sandy Deis, OMB** were also present.

Rep. Martinson: There is a reference in SB 2003 to a study of the family practice center in Bismarck that isn't needed any more – the study isn't needed, so I would move that we take that out of the bill (.0400 bill)

Senator Krebsbach seconded.

Vote #1 - Voice vote passed

Chairman Holmberg: There is some reference (I got the note) to the ND Scholarship or Merit is coming out that is now called the ND Scholarship – is this an old note?

Brady Larson: In SB 2003, there is a section that does reference scholarships in 1400. I did discuss this issue with our legal counsel and we will revise this section.

Rep. Skarphol: You handed out an amendment with regard to Williston State College and I've had an opportunity to look through it. While there are parts of it that I think are appropriate, there are parts that are obviously in conflict with what we've done and said. If you'd like to retain part of this, I would have no problem with it. (.0305 amendment - see attached #5 dated 4-30-09). It isn't necessary, but if the Senate insists that we have a portion of it, I could live with a portion of it, but not all of it. If you read through the amendment, it says that ultimately they have to get State Board of Higher Education approval, and then it says it can't have courses for college students. I'm not real bright, but I wouldn't ask anybody to give State Board of Higher Education approval to teach high school students. Quite frankly, I'm not going to move any section of this amendment.

Chairman Holmberg: Is there anyone that would move this amendment?

Senator Krebsbach: For sake of discussion, I would so move amendment .0305.

Senator Robinson seconded.

Rep. Skarphol: I'm not saying any part of it is acceptable. I'm just saying that there are only two portions of it that would be in any way shape acceptable and that would be A & B. And I'm assuming that they would have a business plan, and I'm also assuming that if we pass that authorization to the building that the State Board of Higher Education will follow our lead. I expect these are conscientious people that will try to do the right thing with regard to meeting the standards of the career and technical education. There is no intent to try and do something other than what is professional. I just don't see this as being necessary quite frankly.

Chairman Holmberg: I think we might have trouble passing it – Could you make the motion just adding A & B because it certainly was an issue with the author of this. Would that bother you if we just added A & B? Would we get two votes from the House to add A & B?

Rep. Skarphol: I can't speak for my colleagues, but like I just stated, I just don't see why it's necessary. I would anticipate I would just as well vote no.

Chairman Holmberg: When he was here, and I think Rep. Martinson was here, when I had a bill over in the House that then Rep. Pat Comny said, "This bill is harmless, but useless." and sat down. My pride and joy of that session was defeated. You don't forget. I have a list.

Senator Robinson: Was there an effort or do we leave parts A & B?

Senator Krebsbach: I would amend my motion to include A & B in section two.

Chairman Holmberg: Because the rest of the funding thing is already going to be in there.

Vote #2 - A Roll Call vote was taken. Yea: 4 Nay: 2 Absent: 0

Motion fails.

Chairman Holmberg: The other big issue is bringing the student financial needs based line item up to the floor of the Senate and getting it passed at anything less than $10M above where the House was. We would be adding $10M and you have suggested $5 M. It's $9.4 now, and it would be $19.4. If you want to know the big stumbling blocks in the Senate, that would be one. Some of the other things that are in here that are all good are – some of them will have angst on the floor of the Senate, but that would be a item that would be a very hard sell. Maybe the other two senators want to say what they sense on that issue because we have to get 24 votes for this bill.

Rep. Martinson: I move we take a break.

Chairman Holmberg: OK, we will come back at 11:00.

(Both sides conferred)

Chairman Holmberg: We are back and a one of the questions had to do with the Williston Center because of the language that the Board had given us in their memo. I asked Brian to

report about the language that will be in these amendments. They include that the Center would provide secondary and full secondary programs, and that is correct Brady? Correct. Item #3 was one remaining – General fund appropriations from the Wind Project (see attached #1) was allocated to other repairs or needs based aid or others. There was a question – if you recall, they can apply for stimulus dollars and if they receive them to the extent that those dollars would replace general fund dollars, the question the board asks is what happens to those dollars that are replaced? They are not a set number at all. That's all I have.

Rep. Skarphol: We've discussed it a little bit and there are some alternatives there too as well. How do you want to do that? We could resolve it if we all agree that the appropriate thing to do would be that the amount of general fund monies that were un-utilized because of the stimulus money would flow back to general fund. That way the amount would not be of any real significance and we would settle on any number for needs based. And that would be the end of that part of it.

Chairman Holmberg: I think it's important that we don't, I shouldn't say don't leave the money in higher Ed, but it's a number that we won't know, therefore having to back to the general fund would seem to make some sense.

Rep. Skarphol: I would make a motion that any unutilized general funds from the wind turbine project that Lake Region return to the general fund.

Senator Robinson seconded.

Vote #3 - Voice vote passed.

Chairman Holmberg: I understand this is the last chance they have. I understand that we have addressed the issues and concerns from the Board of Higher Education on SB 2003.

Rep. Martinson: I move that we add an additional sum of $800,000 or so much that is really necessary included in the operations assets line item for subdivision 11 of section one of this act for Valley City State University so it may be used in support of strategic goals and initiatives to offset enrollment impacts and address other needs including capital.

Senator Krebsbach seconded.

Vote #4 – A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Rep. Skarphol: I believe the only remaining topic is needs based. Is that correct?

Chairman Holmberg: That's according to my list.

Rep Skarphol: As I explained it to one of my colleagues earlier, right at this moment in time in this process, it's kind of like starting up a new computer. You have all of these things running in the background, and until some of those things running in the background manage to resolve themselves, I suspect that we're not going to move anywhere on needs based education, so I would suggest that we have another meeting this afternoon.

Chairman Holmberg: And you will call, or you will stop and see Erik to have that scheduled.

Reconvened at 5 pm - Job # 12445

Chairman Holmberg called the conference committee back to order on SB 2003 at 5 pm in regards to Higher Ed. The minutes are to reflect that all conferees are present: **Senators Holmberg, Krebsbach, Robinson and Representatives Skarphol, Martinson,** and **Williams. Brady Larson, Legislative Council** and **Sandy Deis, OMB** were also present.

Brady handed out a Listing of Adopted Changes to Reengrossed Senate Bill No. 2003 – May 1, 2009. – see attached 2.

Rep Martinson: Brady, the totals are wrong.

Chairman Holmberg: Which total is wrong?

Rep. Martinson: On the very bottom right. You add across and it doesn't take much to add $11M and $12 M and you don't get $14M.

Brady Larson: It looks like the $10M didn't get carried across.

Chairman Holmberg: We had a document that we were going to spend a lot of time talking about at this time, but it is flawed. I don't think we will do much more unless there is anything else to bring up at this time.

Rep. Martinson: Let's not talk about this. We all know what's here.

Rep. Skarphol: He said we're not going to talk about it.

Chairman Holmberg: We're not going to talk about it.

Rep. Martinson: Yeah, because it's flawed. That means that when it's unflawed, then we'll talk about it.

Chairman Holmberg: No, that's another decision for another day.

Rep.Williams: I believe, if we'd put more money into personnel we'd get more qualified people.

(Laughter)

Rep. Skarphol: Rep. Williams never criticizes anyone he doesn't respect.

Chairman Holmberg: That is very good.

Rep. Martinson: Has he ever criticized you?

Rep. Skarphol: Many times.

Chairman Holmberg: We are scheduled for 9:30 tomorrow morning. We are adjourned.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2003 conference committee

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: May 2, 2009

Recorder Job Number: 12453

Committee Clerk Signature

Minutes:

Chairman Holmberg: Called the conference committee to order at 10:30 am on SB 2003 in regards to Higher Education. The minutes are to reflect that all conferees are present: **Senators: Holmberg, Krebsbach, Robinson and Representatives: Skarphol, Martinson,** and **Williams.**

Brady Larson, Legislative Council and **Sandy Deis,** OMB.

Rep. Martinson: I move that we put in an additional $500,000 into the Williston Center reducing their match by $500,000 and we add an additional 5 million dollars into the student aid package.

Senator Krebsbach: Seconded the motion.

Chairman Holmberg: All in favor say I.

Voice Vote Passed

Chairman Holmberg: Would someone move that we have amendments drafted from all of the things that we have.

Senator Robinson: Moved to draft amendments.

Rep. Martinson: Seconded the motion.

Chairman Holmberg: All in favor say I.

Handed out amendment 98046.0325

Chairman Holmberg: Could you direct us to where the changes would be in these amendments?

Brady: The student financial aid portion is buried in the numbers on pages 2 and 3 of the amendments and page number two the second page two item number 3 is adding funding for needs based financial aid.

Chairman Holmberg: Add on top of the10 million dollars.

Rep. Martinson: That is 10 million total.

Chairman Holmberg: It will now be 19 and changed.

Brady: And so you are adding 10 million to the House version?

Chairman Holmberg: What is the correct number on page two is it 12.8?

Brady: Yes it is 12.8 that is the correct amount, so that will provide total funding for student financial aid for a total of Nineteen million three hundred and seventy four thousand and twenty two dollars. The next change is Williston Technical Center project on and that will be found on page number 5. This indicates that there will be six million added to Williston State College for the career and tech center, this reflects the original request yesterday of approximately of 4.5 million from the permanent oil fund and 1.5 million of local funds.

Chairman Holmberg: That would be noted in footnote number sixteen, otherwise these are the amendments. That would be five million from oil and five million from special funds.

Senator Krebsbach: We were at 6 before and we are still at 6

Rep. Martinson: How is that going to be determined in that stimulus money?

Brady: That is good question, but no answer.

Chairman Holmberg: The legislature has to use hard dollars for Swain Hall. If there are other things added, that needs to be addressed by the legislature.

Rep. Martinson: I wonder if we shouldn't put the language in there that we put in the others if the stimulus money is not available.

Rep. Skarphol: Maybe we need to put language in the OMB budget they may need to decide where the general fund is going supply stimulus dollars because of the fact we over spent it.

Chairman Holmberg: How much did we overspend?

Sandy: Last review, $800.

Chairman Holmberg: That is something leadership will have to wrestle with.

Senator Krebsbach: I would prefer to have that in black and white. If there are questions, we need a guarantee.

Rep. Skarphol: I would move that the Swain hall renovations funded with stimulus dollars should be given priority and if not then general funds will be used.

Rep. Martinson: Seconded the motion.

Chairman Holmberg: If you have that language does that mean if they are eight hundred dollars over and they go first then the education bill at UND is out?

Sandy: We will be more than $800 because they need money to administer stimulus money.

Rep. Skarphol: Yes I would be willing to include all

Chairman Holmberg: All in favor of amendment say I.

Voice vote passed

Senator Robinson: Moved to pass 2003 as amended.

Rep. Skarphol: Seconded.

A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0

Chairman Holmberg: We are adjorned.

(1) Failed on Motions & Kaplan

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/28/09

Your Conference Committee Senate Appropriations

For the Senate:		YES / NO		For the House:		YES / NO	
4/28					4/28		
✓	Holmberg		✓	Skarphol	✓	✓	
✓	Krebsbach		✓	Martinson	✓	✓	✓
✓	Robinson		✓	Williams	A		

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

(2)

Martinson Amend

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/28/09

Your Conference Committee _____ IT carried

DATE	For the Senate:	Yes / No	YES / NO	For the House:	Yes / No	YES / NO	DATE
	Holmberg		✓	Skarphol		✓	
	Kelsh		✓	Martinson		✓	
	Robinson		✓				

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO: of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Martinson

SECONDED BY: Skarphol

VOTE COUNT ___ YES ___ NO ___ ABSENT

(3)

Krebsbach Motion 31 Seven

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/28/09

Your Conference Committee _____ Withdrawn

DATE	For the Senate:	Yes / No YES / NO	For the House:	Yes / No YES / NO	DATE

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Krebsbach

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

#1 Vote

Failed

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number SB 2003 **(, as ~~(re)engrossed~~):** **Date:** April 30, 2009

Your Conference Committee Senate Appropriations

For the Senate:	**YES**	**NO**	**For the House:**	**YES**	**NO**
Holmberg	✓		Skarphol		✓
Krebsbach	✓		Martinson		✓
Robinson	✓		Williams		✓

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. **of amendment**
LC NO. **of engrossment**
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

2 vote

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 **(, as (re)engrossed):** **Date:** 4/30/09

Your Conference Committee Senate Appropriations

For the Senate:	YES	NO	**For the House:**	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ – _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. **of amendment**
LC NO. **of engrossment**
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

#3

Family Practice Center

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/30/09

Your Conference Committee Senate

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ – _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

4-30-09 3

98046.0324
Title.

Prepared by the Legislative Council staff for
Representative Wald
April 29, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

That the House recede from its amendments as printed on pages 1310-1316 of the Senate Journal and pages 1387-1393 of the House Journal and that Reengrossed Senate Bill No. 2003 be amended as follows:

Page 1, line 2, after the first semicolon insert "to provide a contingent appropriation;"

Page 8, after line 6, insert:

"**SECTION 3. CONTINGENT APPROPRIATION - DICKINSON STATE UNIVERSITY.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $8,800,000, or so much of the sum as may be necessary, to Dickinson state university for the purpose of the renovation and construction of the Dickinson state university Stoxen library, for the biennium beginning July 1, 2009, and ending June 30, 2011. Dickinson state university may spend this funding only if actual general fund revenues for the period from July 1, 2009, through December 31, 2009, exceed estimated general fund revenues for that period by at least $25,000,000, as determined by the office of management and budget, based on the legislative estimates made at the close of the 2009 legislative session."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment provides a contingent general fund appropriation of $8.8 million to Dickinson State University for a renovation and addition to the Stoxen Library. The funding is available only if general fund revenues for the period from July 1, 2009, through December 31, 2009, exceed legislative estimates by at least $25 million.

#4 0324

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

5 Concept motion

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

#6 Subnote 5

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 **(, as (re)engrossed):** **Date:** 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	**For the House:**	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ – _____

____, **and place** _____ **on the Seventh order.**

____, **adopt (further) amendments as follows, and place** _____ **on the Seventh order:**

____, **having been unable to agree, recommends that the committee be discharged and a new committee be appointed.**

((Re)Engrossed) _____ **was placed on the Seventh order of business on the calendar.**

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

#7 STEM language #4 part A

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 **(, as (re)engrossed):** **Date:** 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	**For the House:**	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, **and place** _____ **on the Seventh order.**

____, **adopt (further) amendments as follows, and place** _____ **on the Seventh order:**

____, **having been unable to agree, recommends that the committee be discharged and a new committee be appointed.**

((Re)Engrossed) _____ **was placed on the Seventh order of business on the calendar.**

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

#8

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 **(, as (re)engrossed):** **Date:** 4/30/09

Your Conference Committee _____

For the Senate:	YES / NO		**For the House:**	YES / NO	
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ **--** _____

____, and place _____ **on the Seventh order.**

____, adopt (further) amendments as follows, and place _____ **on the Seventh order:**

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ **was placed on the Seventh order of business on the calendar.**

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

#9 West Dining Services #6

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 **(, as (re)engrossed):** **Date:** 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	**For the House:**	YES	NO
Holmberg	✓		Skarphol	✓	
Kreibebach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, **and place** _____ **on the Seventh order.**

____, **adopt (further) amendments as follows, and place** _____ **on the Seventh order:**

____, **having been unable to agree, recommends that the committee be discharged and a new committee be appointed.**

((Re)Engrossed) _____ **was placed on the Seventh order of business on the calendar.**

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ **YES** ___ **NO** ___ **ABSENT**

#10

#1 receipt + exp of competitive Federal

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: 4/30/09

Your Conference Committee _____

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

vote #1

take out study for family practice center

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number SB 2003 (, as (re)engrossed): Date: May 1, 2009

Your Conference Committee Senate Appropriations

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

Voice vote Passed

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

4-30-09

5

90630.0305
Title.

Prepared by the Legislative Council staff for
Senator Grindberg
April 14, 2009

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1230

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide an appropriation for the construction of a career and technology education center.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION - CONTINGENCIES.

1. There is appropriated out of any moneys in the permanent oil tax trust fund in the state treasury, not otherwise appropriated, the sum of $3,000,000, or so much of the sum as may be necessary, to Williston state college for the purpose of funding the construction of a career and technology education center, for the biennium beginning July 1, 2009, and ending June 30, 2011.

2. The appropriation provided for in this section is contingent upon Williston state college:

   a. Developing a business plan for the center;

   b. Having the business plan approved by the state board of higher education and the state board for career and technical education; and

   c. Providing dollar-for-dollar matching funds from nonstate sources.

3. Once the career and technical education center is constructed, it may provide only high school level courses to students."

Renumber accordingly

#2 .0305 adding a + b

fails

REPORT OF CONFERENCE COMMITTEE (ACCEDE/RECEDE)

Bill Number SB 2003 (, as (re)engrossed): Date: May 1, 2009

Your Conference Committee Senate Appropriations

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol		✓
Krebsbach	✓		Martinson		✓
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

#3 unused funds from wind turbine projects go back to general fund

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number SB 2003 (, as (re)engrossed): Date: May 1, 2009

Your Conference Committee Senate Appropriations

DATE	For the Senate:	Yes	No	YES / NO	For the House:	Yes	No	YES / NO	DATE
	Holmberg			✓	Skarphol			✓	
	Krebsbach			✓	Martinson			✓	
	Robinson			✓	Williams			✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

Voice Vote

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

Approved

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

additional $ 800,000 to

#4 Valley City State

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2003 (, as (re)engrossed): Date: May 1, 2009

Your Conference Committee Senate Appropriations

DATE	For the Senate:	Yes	No	YES / NO	For the House:	Yes	No	YES / NO	DATE
	Holmberg			✓	Skarphol			✓	
	Krebsbach			✓	Martinson			✓	
	Robinson			✓	Williams			✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ – _____

____, and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

____, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

Prepared by the Legislative Council staff for
Conference Committee
May 2, 2009

PROPOSED AMENDMENTS TO REENGROSSED SENATE BILL NO. 2003

That the House recede from its amendments as printed on pages 1310-1316 of the Senate Journal and pages 1387-1393 of the House Journal and that Reengrossed Senate Bill No. 2003 be amended as follows:

Page 1, line 2, after the first semicolon insert "to provide a contingent appropriation;"

Page 1, line 3, after the second semicolon insert "to create and enact a new section to chapter 15-62.2 of the North Dakota Century Code, relating to reporting requirements of scholarship programs; to amend and reenact subsections 1 and 3 of section 15-10-37 and sections 15-62.2-02 and 15.1-01-02 of the North Dakota Century Code, relating to student financial assistance grants, technology grants, and joint meetings of the state's education boards;"

Page 1, line 6, replace "provide" with "provided"

Page 1, line 19, replace "765,707" with "903,718" and replace "7,047,601" with "7,185,612"

Page 2, line 1, replace "1,248,728" with "13,386,525" and replace "7,236,225" with "19,374,022"

Page 2, after line 3, insert:

"Merit scholarships	0	3,000,000	3,000,000
Two-year campus marketing	0	800,000	800,000"

Page 2, line 8, replace "436,030" with "1,436,030" and replace "2,176,344" with "3,176,344"

Page 2, line 13, replace "7,256,984" with "24,332,792" and replace "75,731,832" with "92,807,640"

Page 2, line 15, replace "6,551,756" with "23,627,564" and replace "71,682,874" with "88,758,682"

Page 2, line 21, replace "4,312,999" with "4,470,325" and replace "24,046,679" with "24,204,005"

Page 2, line 24, replace "8,063,136" with "8,220,462" and replace "28,040,297" with "28,197,623"

Page 2, line 26, replace "7,653,636" with "7,810,962" and replace "27,630,797" with "27,788,123"

Page 3, line 1, replace "1,238,516" with "1,444,862" and replace "7,749,864" with "7,956,210"

Page 3, line 4, replace "3,942,243" with "4,148,589" and replace "10,497,253" with "10,703,599"

Page 3, line 6, replace "3,942,243" with "4,148,589" and replace "10,497,253" with "10,703,599"

Page 3, line 12, replace "1,159,630" with "1,274,495" and replace "7,582,134" with "7,696,999"

Page 3, line 13, replace "10,985,000" with "16,985,000" and replace "11,071,475" with "17,071,475"

Page 3, line 15, replace "12,526,632" with "18,641,497" and replace "19,035,611" with "25,150,476"

Page 3, line 16, replace the first "9,375,000" with "15,375,000" and replace the second "9,375,000" with "15,375,000"

Page 3, line 17, replace "3,151,632" with "3,266,497" and replace "9,660,611" with "9,775,476"

Page 3, line 23, replace "18,364,555" with "18,024,953" and replace "125,376,385" with "125,036,783"

Page 3, line 24, replace "54,219,000" with "49,919,000" and replace "56,519,545" with "52,219,545"

Page 3, line 26, replace "79,762,229" with "75,122,627" and replace "189,074,604" with "184,435,002"

Page 3, line 27, replace the first "43,019,000" with "49,919,000" and replace the second "43,019,000" with "49,919,000"

Page 3, line 28, replace "36,743,229" with "25,203,627" and replace "146,055,604" with "134,516,002"

Page 4, line 3, replace "19,628,094" with "18,773,992" and replace "109,221,724" with "108,367,622"

Page 4, line 6, replace "96,083,911" with "95,229,809" and replace "187,369,766" with "186,515,664"

Page 4, line 8, replace "37,983,911" with "37,129,809" and replace "129,269,766" with "128,415,664"

Page 4, line 14, replace "4,101,922" with "4,216,787" and replace "31,492,290" with "31,607,155"

Page 4, line 17, replace "17,972,065" with "18,086,930" and replace "46,115,765" with "46,230,630"

Page 4, line 19, replace "10,836,065" with "10,950,930" and replace "38,979,765" with "39,094,630"

Page 4, line 25, replace "3,116,332" with "4,367,627" and replace "19,972,442" with "21,223,737"

Page 4, line 28, replace "6,778,504" with "8,029,799" and replace "24,018,304" with "25,269,599"

Page 4, line 29, replace the second underscored zero with "350,000" and replace the third underscored zero with "350,000"

Page 4, line 30, replace "6,778,504" with "7,679,799" and replace "24,018,304" with "24,919,599"

Page 5, line 5, replace "1,399,686" with "1,514,551" and replace "11,514,751" with "11,629,616"

Page 5, line 8, replace "11,936,631" with "12,051,496" and replace "22,260,690" with "22,375,555"

Page 5, line 10, replace "8,268,131" with "8,382,996" and replace "18,592,190" with "18,707,055"

Page 5, line 16, replace "4,339,273" with "4,528,585" and replace "34,434,395" with "34,623,707"

Page 5, line 19, replace "30,934,384" with "31,123,696" and replace "61,626,376" with "61,815,688"

Page 5, line 21, replace "8,684,384" with "8,873,696" and replace "39,376,376" with "39,565,688"

Page 5, line 27, replace "1,785,999" with "3,017,864" and replace "15,136,136" with "16,368,001"

Page 5, line 30, replace "22,590,920" with "23,822,785" and replace "36,199,473" with "37,431,338"

Page 6, line 1, replace "4,090,920" with "5,322,785" and replace "17,699,473" with "18,931,338"

Page 6, line 7, replace "922,959" with "1,102,824" and replace "5,682,507" with "5,862,372"

Page 6, line 8, replace "2,800,000" with "3,080,000" and replace "2,909,725" with "3,189,725"

Page 6, line 10, replace "3,819,980" with "4,279,845" and replace "8,689,253" with "9,149,118"

Page 6, line 12, replace "1,819,980" with "2,279,845" and replace "6,689,253" with "7,149,118"

Page 6, line 18, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 6, line 19, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 6, line 21, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 7, line 7, replace "145,140,779" with "153,228,587" and replace "585,208,335" with "593,296,143"

Page 7, line 8, replace "165,163,228" with "197,223,148" and replace "169,504,444" with "201,564,364"

Page 7, line 9, replace "310,304,007" with "350,451,735" and replace "754,712,779" with "794,860,507"

Page 7, after line 9, insert:

"SECTION 2. CONTINGENT FUNDING - LAKE REGION STATE COLLEGE. The capital assets line item in subdivision 3 of section 1 of this Act includes $2,609,920 from the general fund for a wind energy project at lake region state college which may be spent only to the extent that federal funds appropriated in section 3 of this Act are not available for these purposes. Notwithstanding provisions of section 54-44.1-11 which authorize the North Dakota university system to continue appropriation authority, any unspent funds from the general fund appropriation provided for the lake region state college wind energy project must be returned to the general fund at the end of the 2009-11 biennium.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Lake region state college - Wind energy project	$2,609,920
Total federal funds	$2,609,920

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, for the following capital construction project:

Minot state university Swain hall	$5,000,000
University of North Dakota education building	11,200,000
Total federal funds	$16,200,000

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 5. ESTIMATED INCOME - PERMANENT OIL TAX TRUST FUND - WILLISTON STATE COLLEGE. The estimated income line item in subdivision 4 of section 1 of this Act includes $4,500,000 from the permanent oil tax trust fund for the Williston state college virtual center for career and technical education. Williston state college may only use the funding provided from the permanent oil tax trust fund for the purpose of constructing a virtual center for career and technical education to provide secondary and postsecondary career and technical education programs.

SECTION 6. CONTINGENT APPROPRIATION - DICKINSON STATE UNIVERSITY. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $8,800,000, or so much of the sum as may be necessary, to Dickinson state university for the purpose of the renovation and construction of the Dickinson state university Stoxen library, for the biennium beginning July 1, 2009, and ending June 30, 2011. Dickinson state university may spend this funding only if actual general fund revenues for the period from July 1, 2009, through December 31, 2009, exceed estimated general fund revenues for that period by at least $25,000,000, as determined by the office of management and budget, based on the legislative estimates made at the close of the 2009 legislative session."

Page 7, line 24, replace "49,928,248" with "39,008,248"

Page 7, line 25, replace "164,458,000" with "167,458,000"

Page 7, line 26, replace "0" with "9,900,000"

Page 7, line 30, replace "234,611,248" with "236,591,248"

Page 8, line 1, replace "164,458,000" with "177,358,000"

Page 8, line 2, replace "70,153,248" with "59,233,248"

Page 8, after line 6, insert:

"**SECTION 8. PERMANENT OIL TAX TRUST FUND - DICKINSON STATE UNIVERSITY.** The estimated income line item in subdivision 8 of section 1 of this Act includes $350,000 from the permanent oil tax trust fund for operations of Dickinson state university, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 9. PERMANENT OIL TAX TRUST FUND - BISMARCK FAMILY PRACTICE CENTER. The estimated income line item in subdivision 5 of section 1 of this Act includes $5,400,000 from the permanent oil tax trust fund for the construction of a building for the university of North Dakota school of medicine and health sciences Bismarck family practice center, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 9, line 11, after the comma insert "including funding received through the federal American Recovery and Reinvestment Act of 2009 for competitive grants or other funds that the legislative assembly has not indicated the intent to reject,"

Page 10, after line 13, insert:

"**SECTION 22. CAPITAL ASSETS - MINOT STATE UNIVERSITY - GEOTHERMAL SYSTEM.** The sum of $2,500,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this

Act, may be used to refurbish the existing coal boiler or in combination with or to match federal or other funds to design and install a geothermal energy system, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 23. CAPITAL ASSETS - MINOT STATE UNIVERSITY SWAIN HALL. The sum of $1,250,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this Act, may be used for the Minot state university Swain hall renovation project, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 24. OPERATING EXPENSES - VALLEY CITY STATE UNIVERSITY. The sum of $800,000, or so much of the sum as may be necessary, included in the operations line item in subdivision 11 of section 1 of this Act, may be used in support of strategic goals and initiatives, to offset enrollment impacts, and address other needs, including capital, as determined by Valley City state university.

SECTION 25. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - CAMPUS MARKETING. The state board of higher education shall use $200,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for marketing and student retention at Valley City state university, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 10, line 26, after "renovation" insert "and addition and auxiliary services renovation"

Page 10, after line 31, insert:

"University of North Dakota - Hangar renovation and addition 1,500,000"

Page 11, line 2, replace "60,679,500" with "62,179,500"

Page 11, remove lines 3 through 12

Page 11, remove lines 18 through 26

Page 12, replace lines 3 through 9 with:

"SECTION 29. LEGISLATIVE INTENT - LOAN FORGIVENESS PROGRAM. It is the intent of the sixty-first legislative assembly that any qualified returning technology occupation loan forgiveness program applicants for the 2009-10 academic year and forward be eligible to receive $1,500 per year, for up to four years, combined between the technology occupation loan forgiveness program and science, technology, engineering, and mathematics loan forgiveness program. All new applicants beginning with the 2009-10 academic year are eligible to receive $1,500 per year, up to a maximum of $6,000. It is also the intent of the sixty-first legislative assembly that the North Dakota university system make new and continuing loan forgiveness program awards in the 2009-11 biennium to ensure adequate program funding carryover to the 2011-13 biennium to continue the program with approximately the same number of new awards in the 2011-13 biennium without increased state program funding.

SECTION 30. TUITION RATE INCREASES - LIMIT - BUDGET SECTION APPROVAL. Notwithstanding any other provision of law, the state board of higher education shall limit any annual tuition increase for students attending institutions under its control for the 2009-10 and 2010-11 academic years to not more than four percent for each year unless the board receives prior budget section approval."

Page 12, after line 15, insert:

"**SECTION 32. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS.** During the 2009-10 interim, the legislative council shall consider studying the impact of tuition waivers on institutions under the control of the state board of higher education. The study if conducted must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 33. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall consider studying the feasibility and desirability of creating a department to oversee early childhood, elementary, secondary, and postsecondary education. The study if conducted must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education department. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 34. LEGISLATIVE COUNCIL STUDY - HIGHER EDUCATION STUDENT TRUST FUND. During the 2009-10 interim, the legislative council shall consider studying the establishment of a higher education student trust fund, including available funding sources. The study if conducted must review best practices to include demonstrated in-migration patterns and long-term return on investment to the citizens of North Dakota by ensuring students are prepared to meet the changing needs of a global economy and to strengthen the economy of the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 35. AMENDMENT. Subsections 1 and 3 of section 15-10-37 of the North Dakota Century Code are amended and reenacted as follows:

1. The state board of higher education shall administer a science, technology, engineering, and mathematics occupations student loan program that encourages college students to pursue ~~technology-based~~ studies in these fields, to participate in ~~technology~~ internship programs, and to remain in the state after graduation. The board shall adopt rules to implement the program, including internship requirements, guidelines to determine which technology-related courses of study are eligible under the program, and standards for eligibility.

3. The state board of higher education shall distribute student loan grants directly to the Bank of North Dakota to repay outstanding student loan principal balances for eligible applicants. The maximum student loan grant amount for which an applicant may qualify is one thousand five hundred dollars per year and a total of ~~five~~ six thousand dollars, or a lesser amount established by rule adopted by the state board of higher education.

SECTION 36. AMENDMENT. Section 15-62.2-02 of the North Dakota Century Code is amended and reenacted as follows:

15-62.2-02. State board of higher education - Powers and duties. The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.

2. Determine the amount of individual grants, ~~but~~ which may not ~~to~~ exceed one thousand five hundred dollars per recipient per academic year, under the North Dakota student financial assistance program.

3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.

5. Apply for, receive, expend, and administer granted moneys from federal or private sources.

SECTION 37. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Annual report. The state board of higher education shall provide to the legislative council an annual report regarding the number of North Dakota academic scholarships and career and technical education scholarships provided and demographic information pertaining to the recipients.

SECTION 38. AMENDMENT. Section 15.1-01-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-01-02. Joint meetings - State board of public school education - State board of higher education - Education standards and practices board - State board for career and technical education. The state board of public school education, the state board of higher education, the education standards and practices board, and the state board for career and technical education shall meet together at least once each year at the call of the superintendent of public instruction, the commissioner of higher education, the executive director of the education standards and practices board, and the director of career and technical education for the purposes of:

1. Coordinating elementary and secondary education programs, career and technical education programs, and higher education programs~~.~~;

2. Establishing high standards and expectations of students at all levels of the education continuum;

3. Ensuring that all students have access to challenging curricula;

4. Ensuring that the individuals instructing students at all levels of the education continuum are highly qualified and capable;

5. Cooperating in the provision of professional growth and development opportunities for ~~elementary and secondary teachers and administrators.~~ individuals instructing students at all levels of the education continuum; and

~~3.~~ 6. Ensuring cooperation in any other jointly beneficial project or program.

SECTION 39. UNIVERSITY OF NORTH DAKOTA HANGAR PROJECT. The state board of higher education may enter an agreement with a private entity to do all things necessary and proper to authorize construction of a hangar addition and renovation at the university of North Dakota aerospace complex at the Grand Forks international airport using current fees for flight operations, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 12, line 17, after "items" insert "and $317,000 of the operations line item in subdivision 11" and replace "4, 5, 7, 14, and 15" with "3, 4, 11, 12, 14, 21, 26, and 36"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0325 FN 1

A copy of the statement of purpose of amendment is attached.

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2003 - Summary of Conference Committee Action

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
University System Office						
Total all funds	$112,149,646	$75,731,832	$17,075,808	$92,807,640	$82,807,640	$10,000,000
Less estimated income	4,069,558	4,048,958	0	4,048,958	4,048,958	0
General fund	$108,080,088	$71,682,874	$17,075,808	$88,758,682	$78,758,682	$10,000,000
Bismarck State College						
Total all funds	$27,374,629	$28,040,297	$157,326	$28,197,623	$27,623,719	$573,904
Less estimated income	409,500	409,500	0	409,500	409,500	0
General fund	$26,965,129	$27,630,797	$157,326	$27,788,123	$27,214,219	$573,904
Lake Region State College						
Total all funds	$10,337,834	$10,497,253	$2,816,266	$13,313,519	$12,910,944	$402,575
Less estimated income	0	0	2,609,920	2,609,920	2,609,920	0
General fund	$10,337,834	$10,497,253	$206,346	$10,703,599	$10,301,024	$402,575
Williston State College						
Total all funds	$18,888,851	$19,035,611	$6,114,865	$25,150,476	$18,900,476	$6,250,000
Less estimated income	9,375,000	9,375,000	6,000,000	15,375,000	9,375,000	6,000,000
General fund	$9,513,851	$9,660,611	$114,865	$9,775,476	$9,525,476	$250,000
University of North Dakota						
Total all funds	$187,376,043	$189,074,604	$6,560,398	$195,635,002	$186,633,541	$9,001,461
Less estimated income	42,890,000	43,019,000	18,100,000	61,119,000	54,219,000	6,900,000
General fund	$144,486,043	$146,055,604	($11,539,602)	$134,516,002	$132,414,541	$2,101,461
UND Medical Center						
Total all funds	$39,932,875	$41,200,301	($84,900)	$41,115,401	$40,609,402	$505,999
Less estimated income	0	0	0	0	0	0
General fund	$39,932,875	$41,200,301	($84,900)	$41,115,401	$40,609,402	$505,999
North Dakota State University						
Total all funds	$185,645,474	$187,369,766	($854,102)	$186,515,664	$182,406,701	$4,108,963
Less estimated income	58,100,000	58,100,000	0	58,100,000	58,100,000	0
General fund	$127,545,474	$129,269,766	($854,102)	$128,415,664	$124,306,701	$4,108,963
State College of Science						
Total all funds	$45,174,068	$46,115,765	$114,865	$46,230,630	$45,980,630	$250,000
Less estimated income	7,136,000	7,136,000	0	7,136,000	7,136,000	0
General fund	$38,038,068	$38,979,765	$114,865	$39,094,630	$38,844,630	$250,000
Dickinson State University						
Total all funds	$23,999,835	$24,018,304	$1,251,295	$25,269,599	$24,674,611	$594,988
Less estimated income	0	0	350,000	350,000	350,000	0
General fund	$23,999,835	$24,018,304	$901,295	$24,919,599	$24,324,611	$594,988
Mayville State University						
Total all funds	$22,174,522	$22,260,690	$114,865	$22,375,555	$22,125,555	$250,000
Less estimated income	3,668,500	3,668,500	0	3,668,500	3,668,500	0
General fund	$18,506,022	$18,592,190	$114,865	$18,707,055	$18,457,055	$250,000
Minot State University						
Total all funds	$56,016,984	$61,626,376	$5,189,312	$66,815,688	$66,353,578	$462,110
Less estimated income	17,250,000	22,250,000	5,000,000	27,250,000	27,250,000	0
General fund	$38,766,984	$39,376,376	$189,312	$39,565,688	$39,103,578	$462,110
Valley City State University						
Total all funds	$36,072,585	$36,199,473	$1,231,865	$37,431,338	$36,064,338	$1,367,000
Less estimated income	18,500,000	18,500,000	0	18,500,000	18,500,000	0
General fund	$17,572,585	$17,699,473	$1,231,865	$18,931,338	$17,564,338	$1,367,000
Minot State University - Bottineau						

Total all funds	$8,624,391	$8,689,253	$459,865	$9,149,118	$8,899,118	$7
Less estimated income	2,000,000	2,000,000	0	2,000,000	2,000,000	
General fund	$6,624,391	$6,689,253	$459,865	$7,149,118	$6,899,118	$7
Forest Service						
Total all funds	$4,853,254	$4,853,254	$0	$4,853,254	$4,853,254	$0
Less estimated income	997,486	997,486	0	997,486	997,486	0
General fund	$3,855,768	$3,855,768	$0	$3,855,768	$3,855,768	$0
Bill total						
Total all funds	$778,620,991	$754,712,779	$40,147,728	$794,860,507	$760,843,507	$34,017,000
Less estimated income	164,396,044	169,504,444	32,059,920	201,564,364	188,664,364	12,900,000
General fund	$614,224,947	$585,208,335	$8,087,808	$593,296,143	$572,179,143	$21,117,000

Senate Bill No. 2003 - North Dakota University System - General Fund Summary

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
University System Office	$108,080,088	$71,682,874	$17,075,808	$88,758,682	$78,758,682	$10,000,000
Bismarck State College	26,965,129	27,630,797	157,326	27,788,123	27,214,219	573,904
Lake Region State College	10,337,834	10,497,253	206,346	10,703,599	10,301,024	402,575
Williston State College	9,513,851	9,660,611	114,865	9,775,476	9,525,476	250,000
University of North Dakota	144,486,043	146,055,604	(11,539,602)	134,516,002	132,414,541	2,101,461
UND Medical Center	39,932,875	41,200,301	(84,900)	41,115,401	40,609,402	505,999
North Dakota State University	127,545,474	129,269,766	(854,102)	128,415,664	124,306,701	4,108,963
State College of Science	38,038,068	38,979,765	114,865	39,094,630	38,844,630	250,000
Dickinson State University	23,999,835	24,018,304	901,295	24,919,599	24,324,611	594,988
Mayville State University	18,506,022	18,592,190	114,865	18,707,055	18,457,055	250,000
Minot State University	38,766,984	39,376,376	189,312	39,565,688	39,103,578	462,110
Valley City State University	17,572,585	17,699,473	1,231,865	18,931,338	17,564,338	1,367,000
Minot State University - Bottineau	6,624,391	6,689,253	459,865	7,149,118	6,899,118	250,000
Forest Service	3,855,768	3,855,768		3,855,768	3,855,768	
Total general fund	$614,224,947	$585,208,335	$8,087,808	$593,296,143	$572,179,143	$21,117,000

Detail of Conference Committee changes to the General Fund

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adjusts Funding for Campus Equity[6]
University System Office	$138,011	($700,000)	$12,837,797	$3,000,000	$1,000,000	
Bismarck State College						157,326
Lake Region State College						206,346
Williston State College						114,865
University of North Dakota						(339,602)
UND Medical Center						(84,900)
North Dakota State University						(854,102)
State College of Science						114,865
Dickinson State University						151,295
Mayville State University						114,865
Minot State University						189,312
Valley City State University						114,865
Minot State University - Bottineau						114,865
Forest Service						
Total general fund	$138,011	($700,000)	$12,837,797	$3,000,000	$1,000,000	$0

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota			(11,200,000)			
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University		750,000				
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau				280,000	65,000	
Forest Service						
Total general fund	$0	$750,000	($11,200,000)	$280,000	$65,000	$800,000

	Adds Stimulus Funding for Capital Projects[13]	Adds Funding for Flood-Related Expenditures[14]	Adds Funding for Support of Strategic Goals[15]	Adds Funding for Capital Projects[16]	Total General Fund Changes
University System Office					$17,075,808
Bismarck State College					157,326
Lake Region State College					206,346
Williston State College					114,865
University of North Dakota					(11,539,602)
UND Medical Center					(84,900)
North Dakota State University					(854,102)
State College of Science					114,865
Dickinson State University					901,295
Mayville State University					114,865
Minot State University					189,312
Valley City State University		317,000	800,000		1,231,865
Minot State University - Bottineau					459,865
Forest Service					
Total general fund	$0	$317,000	$800,000	$0	$8,087,808

Senate Bill No. 2003 - North Dakota University System - Other Funds Summary

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
University System Office	$4,069,558	$4,048,958		$4,048,958	$4,048,958	
Bismarck State College	409,500	409,500		409,500	409,500	
Lake Region State College			2,609,920	2,609,920	2,609,920	
Williston State College	9,375,000	9,375,000	6,000,000	15,375,000	9,375,000	6,000,000
University of North Dakota	42,890,000	43,019,000	18,100,000	61,119,000	54,219,000	6,900,000
UND Medical Center						
North Dakota State University	58,100,000	58,100,000		58,100,000	58,100,000	
State College of Science	7,136,000	7,136,000		7,136,000	7,136,000	
Dickinson State University			350,000	350,000	350,000	
Mayville State University	3,668,500	3,668,500		3,668,500	3,668,500	
Minot State University	17,250,000	22,250,000	5,000,000	27,250,000	27,250,000	
Valley City State University	18,500,000	18,500,000		18,500,000	18,500,000	
Minot State University - Bottineau	2,000,000	2,000,000		2,000,000	2,000,000	
Forest Service	997,486	997,486		997,486	997,486	
Total other funds	$164,396,044	$169,504,444	$32,059,920	$201,564,364	$188,664,364	$12,900,000

Detail of Conference Committee changes to Other Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adjusts Funding for Campus Equity[6]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	$0	$0

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota			11,200,000			
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University	350,000					
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$350,000	$0	$11,200,000	$0	$0	$0

	Adds Stimulus Funding for Capital Projects[13]	Adds Funding for Flood-Related Expenditures[14]	Adds Funding for Support of Strategic Goals[15]	Adds Funding for Capital Projects[16]	Total Other Funds Changes
University System Office					
Bismarck State College					
Lake Region State College	2,609,920				2,609,920
Williston State College				6,000,000	6,000,000
University of North Dakota				6,900,000	18,100,000
UND Medical Center					
North Dakota State University					
State College of Science					
Dickinson State University					350,000
Mayville State University					
Minot State University	5,000,000				5,000,000
Valley City State University					
Minot State University - Bottineau					
Forest Service					
Total other funds	$7,609,920	$0	$0	$12,900,000	$32,059,920

$50 per oil
1.0 local
flex fed'l stim already over-spent; not reflect any fed'l $

Senate Bill No. 2003 - North Dakota University System - All Funds Summary

	Executive Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
University System Office	$112,149,646	$75,731,832	$17,075,808	$92,807,640	$82,807,640	$10,000,000
Bismarck State College	27,374,629	28,040,297	157,326	28,197,623	27,623,719	573,904
Lake Region State College	10,337,834	10,497,253	2,816,266	13,313,519	12,910,944	402,575
Williston State College	18,888,851	19,035,611	6,114,865	25,150,476	18,900,476	6,250,000
University of North Dakota	187,376,043	189,074,604	6,560,398	195,635,002	186,633,541	9,001,461
UND Medical Center	39,932,875	41,200,301	(84,900)	41,115,401	40,609,402	505,999
North Dakota State University	185,645,474	187,369,766	(854,102)	186,515,664	182,406,701	4,108,963
State College of Science	45,174,068	46,115,765	114,865	46,230,630	45,980,630	250,000
Dickinson State University	23,999,835	24,018,304	1,251,295	25,269,599	24,674,611	594,988
Mayville State University	22,174,522	22,260,690	114,865	22,375,555	22,125,555	250,000
Minot State University	56,016,984	61,626,376	5,189,312	66,815,688	66,353,578	462,110
Valley City State University	36,072,585	36,199,473	1,231,865	37,431,338	36,064,338	1,367,000
Minot State University - Bottineau	8,624,391	8,689,253	459,865	9,149,118	8,899,118	250,000
Forest Service	4,853,254	4,853,254		4,853,254	4,853,254	
Total all funds	$778,620,991	$754,712,779	$40,147,728	$794,860,507	$760,843,507	$34,017,000
FTE	2141.42	2131.42	0.00	2131.42	2131.42	0.00

Detail of Conference Committee changes to All Funds

	Restores Funding for NDUS Office Salaries[1]	Removes Funding for Tribal College Grants[2]	Adds Funding for Needs-Based Financial Aid[3]	Adds Funding for Merit Scholarships[4]	Adds Funding for STEM Loan Forgiveness[5]	Adjusts Funding for Campus Equity[6]
University System Office	$138,011	($700,000)	$12,837,797	$3,000,000	$1,000,000	
Bismarck State College						157,326
Lake Region State College						206,346
Williston State College						114,865
University of North Dakota						(339,602)
UND Medical Center						(84,900)
North Dakota State University						(854,102)
State College of Science						114,865
Dickinson State University						151,295
Mayville State University						114,865
Minot State University						189,312
Valley City State University						114,865
Minot State University - Bottineau						114,865
Forest Service						
Total all funds	$138,011	($700,000)	$12,837,797	$3,000,000	$1,000,000	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Operations at Dickinson State University[7]	Adds Funding for Theodore Roosevelt Center[8]	Changes Funding Source for UND Education Building Project[9]	Adds Funding for MSU-Bottineau Greenhouse Project[10]	Adds Funding for Safety and Security at MSU-Bottineau[11]	Adds Funding for Two-Year College Marketing[12]
University System Office						$800,000
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University	350,000	750,000				
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau				280,000	65,000	
Forest Service						
Total all funds	$350,000	$750,000	$0	$280,000	$65,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Stimulus Funding for Capital Projects[13]	Adds Funding for Flood-Related Expenditures[14]	Adds Funding for Support of Strategic Goals[15]	Adds Funding for Capital Projects[16]	Total All Funds Changes
University System Office					$17,075,808
Bismarck State College					157,326
Lake Region State College	2,609,920				2,816,266
Williston State College				6,000,000	6,114,865
University of North Dakota				6,900,000	6,560,398
UND Medical Center					(84,900)
North Dakota State University					(854,102)
State College of Science					114,865
Dickinson State University					1,251,295
Mayville State University					114,865
Minot State University	5,000,000				5,189,312
Valley City State University		317,000	800,000		1,231,865
Minot State University - Bottineau					459,865
Forest Service					
Total all funds	$7,609,920	$317,000	$800,000	$12,900,000	$40,147,728
FTE	0.00	0.00	0.00	0.00	0.00

[1] This amendment restores funding of $138,011 from the general fund removed by the Senate for North Dakota University System office employee salaries, the same as the House. The section added by the Senate that required University System office employees with salaries greater than $100,000 to receive the same compensation for the 2009-11 biennium as was received on January 1, 2009, is also removed.

[2] Funding from the general fund of $700,000 designated for tribal college grants is removed, the same as the House version. The grants were to be used for the cost of nonbeneficiary students attending tribal colleges.

[3] This amendment adds funding from the general fund of $12,837,797 for needs-based financial aid programs to provide total funding from the general fund of $19,374,022. The House provided total funding of $9,374,022.

[4] Funding from the general fund of $3 million is added for merit scholarships, the same as the House version. This amendment also adds a section regarding reporting requirements of the merit scholarship program.

[5] Funding from the general fund of $1 million is added for a science, technology, engineering, and mathematics (STEM) loan forgiveness program, the same as the House version. A section is also added to merge the STEM loan forgiveness program into the existing education technology occupations loan forgiveness program.

[6] Funding from the general fund of $10 million included in the executive budget for campus equity is adjusted to provide a minimum campus allocation of $250,000. The House amendments removed all equity funding.

[7] This amendment adds $350,000 of funding from the permanent oil tax trust fund for operations at Dickinson State University, the same as the House version.

[8] This amendment adds $750,000 from the general fund for the Theodore Roosevelt Center at Dickinson State University, the same as the House version.

[9] This amendment changes the funding source from the general fund to federal fiscal stabilization - other government services funds for the University of North Dakota Education Building renovation and addition. The House also had changed the funding source of this project.

[10] This amendment provides $280,000 from the general fund for repairs to the greenhouse at Minot State University - Bottineau, the same as the House version.

[11] Funding of $65,000 from the general fund is added for safety and security projects at Minot State University - Bottineau, the same as the House version.

[12] This amendment provides a general fund appropriation of $800,000 to increase awareness of two-year colleges and technical careers, the same as the House version.

[13] Federal stimulus funding is provided for the following capital projects that were also included in the House amendments:

- Funding of $2,609,920 from federal stimulus funds is provided for the Lake Region State College wind energy project. A section is also added to provide that funding from the general fund for the project is only to be used to the extent that federal stimulus funds are not available. Any unspent general fund appropriation related to the project must be returned to the general fund.
- Funding of $5 million from fiscal stabilization - other government services funds is provided to Minot State University for the Swain Hall project.

[14] Funding of $317,000 from the general fund is provided to Valley City State University to assist in flood-related expenses.

[15] This amendment provides an $800,000 general fund appropriation to Valley City State University. A section of legislative intent is also added to indicate the funding may be used to support strategic goals; initiatives; offset enrollment impacts; and address other needs, including capital needs.

[16] Funding is provided for the following capital projects:

- $5.4 million from the permanent oil tax trust fund for construction of a University of North Dakota School of Medicine and Health Sciences Bismarck Family Practice Center.
- $1.5 million for the construction and renovation of a University of North Dakota hangar at the Grand Forks airport. Revenue bond authority is also provided for the project.
- ~~$5~~ $4.5 million from the permanent oil tax trust fund and $1.8 million from special funds for the Williston State College virtual center for career and technical education.

Senate Bill No. 2003 - Other Changes - Conference Committee Action

This amendment also:

- Adds sections to allow Minot State University to use funds designated for the boiler project as matching funds for a geothermal energy system and for the Swain Hall project. The House provided that funds for the boiler project could be used as matching funds for a geothermal system.
- Adds sections to provide for Legislative Council studies of tuition waivers, education governance of early childhood education through higher education, and the establishment of a higher education student trust fund. These sections were also added in the House amendments.
- Adds a section to amend North Dakota Century Code Section 15.1-01-02 relating to joint meetings of the state's education boards. This section was also added in the House amendments.
- Adds a section to designate $200,000 of North Dakota University System office unspent 2007-09 general fund authority to be used for Valley City State University marketing and student retention.
- Adds a section to provide a contingent general fund appropriation to Dickinson State University for a renovation and addition to the Stoxen Library. The funding is contingent on general fund revenues exceeding projections by at least $25 million for the period June 2009 to December 2009.
- Adds a section to require Budget Section approval for any campus to increase tuition by more than 4 percent annually during the 2009-11 biennium. This section was also included in the House amendments.

passage

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number SB 2003 (, as (re)engrossed): Date: May 2, 2009

Your Conference Committee Senate Appropriations

For the Senate:	YES	NO	For the House:	YES	NO
Holmberg	✓		Skarphol	✓	
Krebsbach	✓		Martinson	✓	
Robinson	✓		Williams	✓	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1310 - 1316

___, and place _____ on the Seventh order.

✓, adopt (further) amendments as follows, and place _____ on the Seventh order.

___, having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____

CARRIER: _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: _____

SECONDED BY: _____

VOTE COUNT ___ YES ___ NO ___ ABSENT

REPORT OF CONFERENCE COMMITTEE

SB 2003, as reengrossed: Your conference committee (Sens. Holmberg, Krebsbach, Robinson and Reps. Skarphol, Martinson, Williams) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1310-1316, adopt amendments as follows, and place SB 2003 on the Seventh order:

That the House recede from its amendments as printed on pages 1310-1316 of the Senate Journal and pages 1387-1393 of the House Journal and that Reengrossed Senate Bill No. 2003 be amended as follows:

Page 1, line 2, after the first semicolon insert "to provide a contingent appropriation;"

Page 1, line 3, after the second semicolon insert "to create and enact a new section to chapter 15-62.2 of the North Dakota Century Code, relating to reporting requirements of scholarship programs; to amend and reenact subsections 1 and 3 of section 15-10-37 and sections 15-62.2-02 and 15.1-01-02 of the North Dakota Century Code, relating to student financial assistance grants, technology grants, and joint meetings of the state's education boards;"

Page 1, line 6, replace "provide" with "provided"

Page 1, line 19, replace "765,707" with "903,718" and replace "7,047,601" with "7,185,612"

Page 2, line 1, replace "1,248,728" with "13,386,525" and replace "7,236,225" with "19,374,022"

Page 2, after line 3, insert:

"Academic and technical education scholarships	0	3,000,000	3,000,000
Two-year campus marketing	0	800,000	800,000"

Page 2, line 8, replace "436,030" with "1,436,030" and replace "2,176,344" with "3,176,344"

Page 2, line 13, replace "7,256,984" with "24,332,792" and replace "75,731,832" with "92,807,640"

Page 2, line 15, replace "6,551,756" with "23,627,564" and replace "71,682,874" with "88,758,682"

Page 2, line 21, replace "4,312,999" with "4,470,325" and replace "24,046,679" with "24,204,005"

Page 2, line 24, replace "8,063,136" with "8,220,462" and replace "28,040,297" with "28,197,623"

Page 2, line 26, replace "7,653,636" with "7,810,962" and replace "27,630,797" with "27,788,123"

Page 3, line 1, replace "1,238,516" with "1,444,862" and replace "7,749,864" with "7,956,210"

Page 3, line 4, replace "3,942,243" with "4,148,589" and replace "10,497,253" with "10,703,599"

Page 3, line 6, replace "3,942,243" with "4,148,589" and replace "10,497,253" with "10,703,599"

Page 3, line 12, replace "1,159,630" with "1,274,495" and replace "7,582,134" with "7,696,999"

Page 3, line 13, replace "10,985,000" with "16,985,000" and replace "11,071,475" with "17,071,475"

Page 3, line 15, replace "12,526,632" with "18,641,497" and replace "19,035,611" with "25,150,476"

Page 3, line 16, replace the first "9,375,000" with "15,375,000" and replace the second "9,375,000" with "15,375,000"

Page 3, line 17, replace "3,151,632" with "3,266,497" and replace "9,660,611" with "9,775,476"

Page 3, line 23, replace "18,364,555" with "18,024,953" and replace "125,376,385" with "125,036,783"

Page 3, line 24, replace "54,219,000" with "49,919,000" and replace "56,519,545" with "52,219,545"

Page 3, line 26, replace "79,762,229" with "75,122,627" and replace "189,074,604" with "184,435,002"

Page 3, line 27, replace the first "43,019,000" with "49,919,000" and replace the second "43,019,000" with "49,919,000"

Page 3, line 28, replace "36,743,229" with "25,203,627" and replace "146,055,604" with "134,516,002"

Page 4, line 3, replace "19,628,094" with "18,773,992" and replace "109,221,724" with "108,367,622"

Page 4, line 6, replace "96,083,911" with "95,229,809" and replace "187,369,766" with "186,515,664"

Page 4, line 8, replace "37,983,911" with "37,129,809" and replace "129,269,766" with "128,415,664"

Page 4, line 14, replace "4,101,922" with "4,216,787" and replace "31,492,290" with "31,607,155"

Page 4, line 17, replace "17,972,065" with "18,086,930" and replace "46,115,765" with "46,230,630"

Page 4, line 19, replace "10,836,065" with "10,950,930" and replace "38,979,765" with "39,094,630"

Page 4, line 25, replace "3,116,332" with "4,367,627" and replace "19,972,442" with "21,223,737"

Page 4, line 28, replace "6,778,504" with "8,029,799" and replace "24,018,304" with "25,269,599"

Page 4, line 29, replace the second underscored zero with "350,000" and replace the third underscored zero with "350,000"

Page 4, line 30, replace "6,778,504" with "7,679,799" and replace "24,018,304" with "24,919,599"

Page 5, line 5, replace "1,399,686" with "1,514,551" and replace "11,514,751" with "11,629,616"

Page 5, line 8, replace "11,936,631" with "12,051,496" and replace "22,260,690" with "22,375,555"

Page 5, line 10, replace "8,268,131" with "8,382,996" and replace "18,592,190" with "18,707,055"

Page 5, line 16, replace "4,339,273" with "4,528,585" and replace "34,434,395" with "34,623,707"

Page 5, line 19, replace "30,934,384" with "31,123,696" and replace "61,626,376" with "61,815,688"

Page 5, line 21, replace "8,684,384" with "8,873,696" and replace "39,376,376" with "39,565,688"

Page 5, line 27, replace "1,785,999" with "3,017,864" and replace "15,136,136" with "16,368,001"

Page 5, line 30, replace "22,590,920" with "23,822,785" and replace "36,199,473" with "37,431,338"

Page 6, line 1, replace "4,090,920" with "5,322,785" and replace "17,699,473" with "18,931,338"

Page 6, line 7, replace "922,959" with "1,102,824" and replace "5,682,507" with "5,862,372"

Page 6, line 8, replace "2,800,000" with "3,080,000" and replace "2,909,725" with "3,189,725"

Page 6, line 10, replace "3,819,980" with "4,279,845" and replace "8,689,253" with "9,149,118"

Page 6, line 12, replace "1,819,980" with "2,279,845" and replace "6,689,253" with "7,149,118"

Page 6, line 18, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 6, line 19, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 6, line 21, replace "7,172,600" with "7,087,700" and replace "41,200,301" with "41,115,401"

Page 7, line 7, replace "145,140,779" with "153,228,587" and replace "585,208,335" with "593,296,143"

Page 7, line 8, replace "165,163,228" with "197,223,148" and replace "169,504,444" with "201,564,364"

Page 7, line 9, replace "310,304,007" with "350,451,735" and replace "754,712,779" with "794,860,507"

Page 7, after line 9, insert:

"**SECTION 2. CONTINGENT FUNDING - LAKE REGION STATE COLLEGE.** The capital assets line item in subdivision 3 of section 1 of this Act includes $2,609,920

from the general fund for a wind energy project at lake region state college which may be spent only to the extent that federal funds appropriated in section 3 of this Act are not available for these purposes. Notwithstanding provisions of section 54-44.1-11 which authorize the North Dakota university system to continue appropriation authority, any unspent funds from the general fund appropriation provided for the lake region state college wind energy project must be returned to the general fund at the end of the 2009-11 biennium.

SECTION 3. APPROPRIATION - FEDERAL FISCAL STIMULUS FUNDS - ADDITIONAL FUNDING APPROVAL. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal funds made available to the state under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, as follows:

Lake region state college - Wind energy project	$2,609,920
Total federal funds	$2,609,920

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available.

SECTION 4. APPROPRIATION - FEDERAL FISCAL STABILIZATION - OTHER GOVERNMENT SERVICES FUNDS - ADDITIONAL FUNDING APPROVAL - PRIORITY. The funds provided in this section, or so much of the funds as may be necessary, are appropriated from federal fiscal stabilization - other government services funds made available to the governor under the federal American Recovery and Reinvestment Act of 2009, not otherwise appropriated, to the North Dakota university system, for the period beginning with the effective date of this Act and ending June 30, 2011, for the following capital construction project:

Minot state university Swain hall	$5,000,000
University of North Dakota education building	11,200,000
Total federal funds	$16,200,000

The North Dakota university system may seek emergency commission and budget section approval under chapter 54-16 for authority to spend any additional federal funds received under the federal American Recovery and Reinvestment Act of 2009 in excess of the amounts appropriated under this section, for the period beginning with the effective date of this Act and ending June 30, 2011.

Any federal funds appropriated under this section are not a part of the agency's 2011-13 base budget. Any program expenditures made with these funds will not be replaced with state funds after the federal American Recovery and Reinvestment Act of 2009 funds are no longer available. If the sum of federal fiscal stabilization - other government services funds appropriated by the sixty-first legislative assembly exceed funds available, the governor shall give priority for using the funds available for the Minot state university Swain hall project and the university of North Dakota education building project.

SECTION 5. ESTIMATED INCOME - PERMANENT OIL TAX TRUST FUND - WILLISTON STATE COLLEGE. The estimated income line item in subdivision 4 of section 1 of this Act includes $5,000,000 from the permanent oil tax trust fund for the Williston state college virtual center for career and technical education. Williston state college may only use the funding provided from the permanent oil tax trust fund for the purpose of constructing a virtual center for career and technical education to provide secondary and postsecondary career and technical education programs.

SECTION 6. CONTINGENT APPROPRIATION - DICKINSON STATE UNIVERSITY. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $8,800,000, or so much of the sum as may be necessary, to Dickinson state university for the purpose of the renovation and construction of the Dickinson state university Stoxen library, for the biennium beginning July 1, 2009, and ending June 30, 2011. Dickinson state university may spend this funding only if actual general fund revenues for the period from July 1, 2009, through December 31, 2009, exceed estimated general fund revenues for that period by at least $25,000,000, as determined by the office of management and budget, based on the legislative estimates made at the close of the 2009 legislative session."

Page 7, line 24, replace "49,928,248" with "39,008,248"

Page 7, line 25, replace "164,458,000" with "166,958,000"

Page 7, line 26, replace "0" with "10,400,000"

Page 7, line 30, replace "234,611,248" with "236,591,248"

Page 8, line 1, replace "164,458,000" with "177,358,000"

Page 8, line 2, replace "70,153,248" with "59,233,248"

Page 8, after line 6, insert:

"**SECTION 8. PERMANENT OIL TAX TRUST FUND - DICKINSON STATE UNIVERSITY.** The estimated income line item in subdivision 8 of section 1 of this Act includes $350,000 from the permanent oil tax trust fund for operations of Dickinson state university, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 9. PERMANENT OIL TAX TRUST FUND - BISMARCK FAMILY PRACTICE CENTER. The estimated income line item in subdivision 5 of section 1 of this Act includes $5,400,000 from the permanent oil tax trust fund for the construction of a building for the university of North Dakota school of medicine and health sciences Bismarck family practice center, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 9, line 11, after the comma insert "including funding received through the federal American Recovery and Reinvestment Act of 2009 for competitive grants or other funds that the legislative assembly has not indicated the intent to reject,"

Page 10, after line 13, insert:

"**SECTION 22. CAPITAL ASSETS - MINOT STATE UNIVERSITY - GEOTHERMAL SYSTEM.** The sum of $2,500,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this Act, may be used to refurbish the existing coal boiler or in combination with or to match federal or other funds to design and install a geothermal energy system, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 23. CAPITAL ASSETS - MINOT STATE UNIVERSITY SWAIN HALL. The sum of $1,250,000, or so much of the sum as may be necessary, included in the capital assets line item in subdivision 10 of section 1 of this Act, may be used for the Minot state university Swain hall renovation project, for the biennium beginning July 1, 2009, and ending June 30, 2011.

SECTION 24. OPERATING EXPENSES - VALLEY CITY STATE UNIVERSITY. The sum of $800,000, or so much of the sum as may be necessary, included in the operations line item in subdivision 11 of section 1 of this Act, may be used in support of strategic goals and initiatives, to offset enrollment impacts, and address other needs, including capital, as determined by Valley City state university.

SECTION 25. USE OF UNSPENT 2007-09 GENERAL FUND APPROPRIATIONS - CAMPUS MARKETING. The state board of higher education shall use $200,000 of the North Dakota university system office unspent 2007-09 general fund appropriation authorized to continue under section 54-44.1-11 for marketing and student retention at Valley City state university, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 10, line 26, after "renovation" insert "and addition and auxiliary services renovation"

Page 10, after line 31, insert:
"University of North Dakota - Hangar renovation and addition 1,500,000"

Page 11, line 2, replace "60,679,500" with "62,179,500"

Page 11, remove lines 3 through 12

Page 11, remove lines 18 through 26

Page 12, replace lines 3 through 9 with:

"SECTION 29. LEGISLATIVE INTENT - LOAN FORGIVENESS PROGRAM. It is the intent of the sixty-first legislative assembly that any qualified returning technology occupation loan forgiveness program applicants for the 2009-10 academic year and forward be eligible to receive $1,500 per year, for up to four years, combined between the technology occupation loan forgiveness program and science, technology, engineering, and mathematics loan forgiveness program. All new applicants beginning with the 2009-10 academic year are eligible to receive $1,500 per year, up to a maximum of $6,000. It is also the intent of the sixty-first legislative assembly that the North Dakota university system make new and continuing loan forgiveness program awards in the 2009-11 biennium to ensure adequate program funding carryover to the 2011-13 biennium to continue the program with approximately the same number of new awards in the 2011-13 biennium without increased state program funding.

SECTION 30. TUITION RATE INCREASES - LIMIT - BUDGET SECTION APPROVAL. Notwithstanding any other provision of law, the state board of higher education shall limit any annual tuition increase for students attending institutions under its control for the 2009-10 and 2010-11 academic years to not more than four percent for each year unless the board receives prior budget section approval."

Page 12, after line 15, insert:

"SECTION 32. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS. During the 2009-10 interim, the legislative council shall consider studying the impact of tuition waivers on institutions under the control of the state board of higher education.

The study if conducted must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 33. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall consider studying the feasibility and desirability of creating a department to oversee early childhood, elementary, secondary, and postsecondary education. The study if conducted must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education department. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 34. LEGISLATIVE COUNCIL STUDY - HIGHER EDUCATION STUDENT TRUST FUND. During the 2009-10 interim, the legislative council shall consider studying the establishment of a higher education student trust fund, including available funding sources. The study if conducted must review best practices to include demonstrated in-migration patterns and long-term return on investment to the citizens of North Dakota by ensuring students are prepared to meet the changing needs of a global economy and to strengthen the economy of the state. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION 35. AMENDMENT. Subsections 1 and 3 of section 15-10-37 of the North Dakota Century Code are amended and reenacted as follows:

1. The state board of higher education shall administer a science, technology, engineering, and mathematics occupations student loan program that encourages college students to pursue ~~technology-based~~ studies in these fields, to participate in ~~technology~~ internship programs, and to remain in the state after graduation. The board shall adopt rules to implement the program, including internship requirements, guidelines to determine which technology-related courses of study are eligible under the program, and standards for eligibility.

3. The state board of higher education shall distribute student loan grants directly to the Bank of North Dakota to repay outstanding student loan principal balances for eligible applicants. The maximum student loan grant amount for which an applicant may qualify is one thousand five hundred dollars per year and a total of ~~five~~ six thousand dollars, or a lesser amount established by rule adopted by the state board of higher education.

SECTION 36. AMENDMENT. Section 15-62.2-02 of the North Dakota Century Code is amended and reenacted as follows:

15-62.2-02. State board of higher education - Powers and duties. The state board of higher education shall:

1. Administer the North Dakota student financial assistance program and the North Dakota scholars program and adopt functional rules regarding the eligibility and selection of grant and scholarship recipients.

2. Determine the amount of individual grants, ~~but~~ which may not ~~to~~ exceed one thousand five hundred dollars per recipient per academic year, under the North Dakota student financial assistance program.

3. ~~Adopt for~~ For the North Dakota student financial assistance program, adopt criteria for substantial need, based upon the ability of the parents or guardian to contribute toward the applicant's educational expenses.

4. Establish the appropriate procedures for fiscal control, fund accounting, and necessary reports.

5. Apply for, receive, expend, and administer granted moneys from federal or private sources.

SECTION 37. A new section to chapter 15-62.2 of the North Dakota Century Code is created and enacted as follows:

Annual report. The state board of higher education shall provide to the legislative council an annual report regarding the number of North Dakota academic scholarships and career and technical education scholarships provided and demographic information pertaining to the recipients.

SECTION 38. AMENDMENT. Section 15.1-01-02 of the North Dakota Century Code is amended and reenacted as follows:

15.1-01-02. Joint meetings - State board of public school education - State board of higher education - Education standards and practices board - State board for career and technical education. The state board of public school education, the state board of higher education, the education standards and practices board, and the state board for career and technical education shall meet together at least once each year at the call of the superintendent of public instruction, the commissioner of higher education, the executive director of the education standards and practices board, and the director of career and technical education for the purposes of:

1. Coordinating elementary and secondary education programs, career and technical education programs, and higher education programs~~.~~;

2. Establishing high standards and expectations of students at all levels of the education continuum;

3. Ensuring that all students have access to challenging curricula;

4. Ensuring that the individuals instructing students at all levels of the education continuum are highly qualified and capable;

5. Cooperating in the provision of professional growth and development opportunities for ~~elementary and secondary teachers and administrators.~~ individuals instructing students at all levels of the education continuum; and

~~3.~~ 6. Ensuring cooperation in any other jointly beneficial project or program.

SECTION 39. UNIVERSITY OF NORTH DAKOTA HANGAR PROJECT. The state board of higher education may enter an agreement with a private entity to do all things necessary and proper to authorize construction of a hangar addition and renovation at the university of North Dakota aerospace complex at the Grand Forks international airport using current fees for flight operations, for the biennium beginning July 1, 2009, and ending June 30, 2011."

Page 12, line 17, after "items" insert "and $317,000 of the operations line item in subdivision 11" and replace "4, 5, 7, 14, and 15" with "3, 4, 11, 12, 14, 21, 26, and 36"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT - LC 98046.0326 FN 2

A copy of the statement of purpose of amendment is on file in the Legislative Council Office.

Reengrossed SB 2003 was placed on the Seventh order of business on the calendar.

4-30-09

Outstanding Technical Issues on SB2003 to be Considered by the Conference Committee Prepared by NDUS Office, April 30, 2009

1.) **Receipt and Expenditure of Competitive Federal Stimulus Funding**—Amend section 9 of SB2003 to read as follows (new language added underscored):

SECTION 9. FEDERAL, PRIVATE, AND OTHER FUNDS - APPROPRIATION. All funds, in addition to those appropriated in section 1 of this Act, from federal, private, and other sources, including federal American Recovery and Reinvestment Act of 2009 competitive grant awards and other funds that the legislative assembly has not indicated an intent to reject, received by the institutions and entities under the control of the state board of higher education are appropriated to those institutions and entities, for the biennium beginning July 1, 2009, and ending June 30, 2011. All additional funds received under the North Dakota-Minnesota reciprocity agreement during the biennium beginning July 1, 2009, and ending June 30, 2011, are appropriated to the state board of higher education for reimbursement to institutions under the control of the board.

2.) **WSC Virtual Center.** Ensure that legislative intent regarding the WSC Virtual Center also includes the use for post-secondary needs as follows: *"Williston state college may only use the funding for the purpose of constructing a virtual center for career and technical education to provide secondary and post-secondary career and technical education programs."*

3.) **LRSC Wind Energy Project.** Clarify whether any remaining general fund appropriation from the LRSC Wind Energy project is allocated to other LRSC repairs or needs based aid or other.

4.) **STEM Loan Forgiveness Program.** A.) Add language to legislative statement in the amendment to address the issues associated with transitioning from the Technology Occupations Loan Forgiveness Program to the STEM Loan Forgiveness Program—see suggested language below; and, B.) seek committee clarification on the number of new slots to be funded in 2009-11, and note in amendment intent accordingly as follows: Option I: It is the intent that the NDUS make the maximum number of awards, estimated at about 200 new awards per year, in 09-11, and seek additional state appropriations in the 11-13 biennium to cover the increased program costs; or Option II: It is in the intent that the NDUS make new (estimated at about 100 per year) and continuing awards in the 2009-11 biennium to ensure adequate program funding carryover to the 2011-13 biennium to continue the program without increased state program funding in 2011-13.

✓ A. (italics language below is already in the SB2003 amendment, bold language to be added): *Funding from the general fund of $1 million is added for a science, technology, engineering, and mathematics (STEM) loan forgiveness program. A section is also added to merge the STEM loan forgiveness program into the existing education technology occupations loan forgiveness program.* **Further, it is the intent that any qualified returning technology loan occupation applicants for the 09-10 academic year and beyond would be eligible to receive $1,500 per year, for up to four years, combined between the technology occupations loan and STEM loan forgiveness programs. All new applicants beginning with the 09-10 academic year will be**

eligible to receive $1,500 per year, up to a maximum of $6,000. In addition, during the 09-11 interim, the NDUS shall NDUS shall report to the interim committee on program areas deemed eligible.

Explanation: For returning applicants, "for up to four years" has been specifically noted above, to avoid the situation wherein an applicant may be eligible to receive fractional funding in year five—I think we want to avoid this. For example, the new 07-08 cohort would have received $1,000/year in 07-09 and $1,500/year in 09-11, for a total of $5,000 over four years. The cohort that began in 08-09, would have received $1,000 in 07-09, $1,500/year in 09-11 and $1,500 in 11-13, for a total of $5,500 over four years. If we rely solely on the $6,000 maximum limitation, these cohorts could apply year five funding of another $500-1,000. I would think we would want to cap or limit the funding for these current returning applicants to four years.

✓ B. It should also be noted that direction--legislative intent-- concerning the number of slots to be funded would be appropriate and helpful as well. SB2003 currently provides a total of $1,934,000 for the STEM Loan Forgiveness Program. Assuming $1,500 per applicant for up to four years for all new and returning eligible applicants in 09-11, the NDUS would be able to fund about 205 new applicants in 09-10 and 10-11. Without an increase in funding in 11-13, the NDUS would only be able to fund about 105 new applicants per year in 11-13. In order to fund approximately the same number of applicants (205 per year) in 11-13 also, a general fund increase of about $450,000 would be required. As a result, is it the legislature's intent that the NDUS fund approximately the same number of new slots in the 09-11 and 11-13 biennia, without a substantial increase in program funding in the 11-13 biennium—which would require planned savings and carryover of program funds from the 09-11 to 11-13 biennium OR, fund the maximum number of slots allowed within 09-11 funding levels and seek the needed increase (approximately $450,000) to sustain approximately the same number of slots in the 11-13 biennium? It would be helpful to have one of these options, or another, regarding the number of new slots, added to the intent language above as well.

5.) **Merit Scholarship Program Rules.** Remove section 33 and 34 in SB2003, since most, if not all of the program provisions are already covered in HB1400. Add a specific new section to SB2003 which states: "The Board, in consultation with DPI, shall adopt necessary rules implementing the merit scholarship program in HB1400."

6.) **NDSU Auxiliary Enterprises Building and West Dining Services Project.** Amend section 15, regarding revenue bond authority as follows (add new underscore language): North Dakota state university – West dining services renovation and addition and/or Auxiliary Services Building renovation $7,000,000. Please see attached document for more information on the proposed change.

4-30-09

April 30, 2009 Update Provided to SB2003 Conference Committee On NDSU West Dining Center and Auxiliary Services Building

NDSU West Dining Center Expansion and Renovation and/or Auxiliary Enterprises Building Renovation & HVAC Replacement ($7,000,000)

Although the narrative presented to the Legislative Assembly consistently described the West Dining Center Project as a renovation and expansion project and renovation of Auxiliary Services Building, section 15 of SB2003, regarding revenue bond authorization, refers only to "North Dakota state university-West dining services renovation $7,000,000" only. Thus, it is requested that Section 15 be amended as follows: "North Dakota state university-West Dining services renovation and expansion and/or renovation of Auxiliary Enterprises Building $7,000,000. More information is provided below.

The renovation and expansion of the West Dining Center is the main priority, as this has a more visible student impact and meets the demand of a growing food service operation. Thus, this project will first be funded within the revenue bond authorization not to exceed $7.0 million and potentially supplemented with other local Dining Service Repair and Replacement funds and local Student Affairs asbestos abatement funds. Any potential remaining revenue bond proceeds and local funds, up to $7.0 million could then be used for the renovation of the Auxiliary Services Building.

The possibility exists to decentralize Salad and Bakery areas currently housed in the Auxiliary Enterprises Building to other Dining Services operations on the campus. Also currently housed in the Auxiliary Services Building is campus police, warehouse storage and garage space. These would remain in the facility under this plan. Any vacated space in the Auxiliary Enterprises Building would be turned back to the campus for other use, and any related renovation of that vacated space would be paid with other internal campus funds.

The West Dining Center project renovation of approximately 12,000 square feet will include upgrades to the dining room, relocation of a portion of the serving area into the current dining room, and building an addition of approximately 19,000 square feet to the south that will expand seating capacity and greatly improve the look of the building. The existing building is 25,772 total square feet. This expansion will also provide flexibility to expand the space devoted to the ACE tutoring program in the lower level, which is currently insufficient for the number of students being served through the program. A portion of the project will include further enhancement of the HVAC system. The system upgrade currently in process resolves the most critical climate concerns; however, it is insufficient to address all of the HVAC issues for the facility.

The mechanical and electrical systems in the Auxiliary Enterprises Building are over 35 years old and are no longer capable of handling the loads required for the current equipment and department operations. If completed, this renovation project will include reconfiguration of the food services area to allow for more efficient food production and to enhance the bakery and salad operations

g:\laura\wpdocs\capital assets\ndsu\west dining and auxililary building conf committee.doc

LRSC Wind Energy Project Summary
Provided to the SB2003 Conference Committee, April 21, 2009

Estimated Cost	Description
$4,200,000	Wind Turbine
$595,200	pumps and piping, electrical switchgear,transformer and service panels
$900,000	new powerhouse/maintenance facility to house boilers and related equipment
$436,800	electrical service for boiler plant, new electric boilers, pumps, chemical feed, valves, piping connections
$6,132,000	total estimated cost
-$2,609,920	less state general fund up-front capital buydown
$3,522,080	balance to be funded through a 3rd party performance contract with repayment from projected utility savings over a 15 year period

Through an energy performance contract, which also includes Phase I energy contract payoff of $652,682, LRSC would erect a wind turbine to generate the majority of the electrical energy needed for the campus, including energy to be used in the new electrical boilers, which would replace the current natural gas boilers and construction of a maintenance faclity addition to house the equipment. In addition, the wind turbine would provide a closed lab needed to train students in the new Wind Energy Technician Program.

G:\LAURA\excel\LEGIS\[LRSC wind enery project summary.xlsx]Sheet1

LRSC Testimony Provided to Senate and House Approp. Committees

The turbine selected for this initiative has an 80 meter hub height and an 82 meter rotor diameter requiring a setback location of 244 meters (approximately 800 feet) which is easily obtainable at the Lake Region State College campus. **The proposed 1.65 Megawatt turbine will provide power to the campus replacement electric boilers and additionally power all campus functions** when the wind speed equals 14 miles per hour at hub height....an almost daily phenomenon at Devils Lake.

In his 2009-2011 Budget Address to the North Dakota Legislative Assembly on December 3, 2008, Governor Hoeven recommended in his Executive Budget $2.6 million from the general fund for Lake Region's wind energy project, which will provide a portion of the funding needed to replace the current natural gas boilers and a wind turbine to be used as a lab for students to train as wind energy technicians. The North Dakota Senate supported the $2.6 million recommended in the governor's executive budget for the wind turbine with the approval of the higher education budget on February 20, 2009.

Mr. Chairman and members of the House Appropriations Committee, with your support for funding the $2.6 million, Lake Region State College would be able to cash flow third party financing for the remaining funds over a period of 15 years through expected utility savings. The projections for our utility savings were provided by Energy Services Group, Minneapolis, MN. (See Exhibit 7, Appendix, page 14).

Total estimated cost of the turbine, switch gear, and facility is projected at more than $6.1 million. We have secured the first $500,000 toward construction of the wind turbine from the Industrial Commission of North Dakota's Renewable Energy Council that was awarded in 2008. The wind energy project cost estimated in November, 2008 is provided for your review (see Exhibit 8, Appendix, page 15).

The wind turbine would be an integral component of a new Wind Energy Technician Program to be offered to our students in the 2009 fall semester. The proposed wind energy technical program will be difficult to implement without access to a wind turbine, its tower, transmission components, switching technology, and associated peripherals that are necessary as training tools for our students (See Exhibit 9, Appendix, page 16).

2009 TESTIMONY

SB 2003

#1

NDLA, S APP

From: Holmberg, Ray E.
Sent: Tuesday, January 27, 2009 1:22 PM
To: NDLA, S APP
Subject: testimony SB 2003

Our committees undertaking? Charting a course in a sea of demands

It will not be easy, but the men and women around this table have proven they are up to the task.
Last week, each committee member received an article from the Chronicles of higher Education about what will probably be happening to the budgets of higher education in other states. Talk about dismal.
On the other hand, this budget for higher education in North Dakota has grown substantially. Some will say way too much, others will say, not enough. Some will say we need to add additional money to this budget. Others say such a suggestion is "a bridge to far," or even "a bridge to nowhere."
Today we start with 2003, but over the next month we will be fleshing out what the legislature believes is the right course of action, including, but not limited to the issues we discuss today.
Although the system is strong, there are numerous improvements that must be accomplished and the timeframe should be NOW. Keep in mind the impediments to improvement are not always money.

- Although we will be presented with data which suggests that our system is responsive to change, I think we can and must do much much better. Whether it is in areas as complex as matching workforce needs in various parts of the state with our training capabilities, to a matter as simple as a common system of measurement for placing freshmen in the appropriate math course. We must respond more at the speed of business, and less by the slow speed of process, process, process.

- The relationship between the system and the legislature has a history of ups and downs. I personally believe that the relations between the legislature and individual campuses are relatively well. However, I'm not as sanguine about the relationship with the rest of the system. Let's look at it.

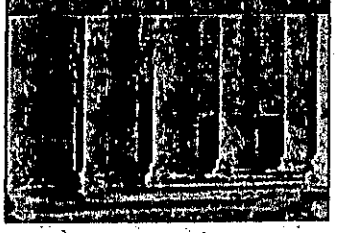
- Credibility, Affordability, Productivity, deferred maintenance and a whole host of other issues need to be looked at.

- Just as the bible tells us, the last shall be first. So too shall the students. Although last on this list we need to keep them uppermost in our minds as we go forward.

As we embark on the journey of "charting this course in a sea of demands;" let's not forget it's not just about the money,
And now it's your turn. Although our committee is not from Missouri, show us what you got.

MEASURING UP 2008

THE STATE REPORT CARD ON HIGHER EDUCATION



North Dakota

PREPARATION

B-

2008 Grade *Change Over Time*

North Dakota perfonns fairly well in preparing its young people for college.

- Eighth graders perform very well in math and science, but their scores in writing are very low.
- Small proportions of high school students score well on Advanced Placement tests, but fairly large proportions score well on college entrance exams.

PARTICIPATION

B+

2008 Grade *Change Over Time*

North Dakota does well in providing college opportunities for its residents.

- North Dakota is a top performer in the likelihood of enrolling in college by age 19, but only a fair percentage of working-age adults are enrolled in higher education.
- There is a 15% gap between whites and all minorities in the percentage of young adults enrolled in college, which is one of the largest gaps in the country.

AFFORDABILITY

F

2008 Grade *Change Over Time*

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 54% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only 10 cents.

COMPLETION

A

2008 Grade *Change Over Time*

North Dakota perfonns well in awarding certificates and degrees relative to the number of students enrolled, but few students complete a bachelor's degree in a timely manner.

- Forty-seven percent of college students complete a bachelor's degree within six years.
- Seventeen percent of Native Americans graduate within six years, compared with 48% of whites—one of the largest gaps in the nation.

REPORT CARD	
Preparation	B-
Participation	B+
Affordability	F
Completion	A
Benefits	D
Learning	I

WHAT DO THE ARROWS MEAN?

State has increased or remained stable on the key indicator in the category.

State has declined on the key indicator in the category.

See back page for key indicator by category.

BENEFITS

D

2008 Grade *Change Over Time*

Only a fair proportion of residents have a bachelor's degree, and this substantially weakens the state economy.

- Fourteen percent of Native Americans have a bachelor's degree, compared with 31% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about $300 million higher.

LEARNING

I

2008 Grade

Like all states, North Dakota receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

What Is *Measuring Up?*

The purpose of a state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state. *Measuring Up 2008* is the fifth in a series of biennial report cards.

The report card grades states in six overall performance categories: **Preparation:** How adequately does the state prepare students for education and training beyond high school? **Participation:** Do state residents have sufficient opportunities to enroll in education and training beyond high school? **Affordability:** How affordable is higher education for students and their families? **Completion:** Do students make progress toward and complete their certificates or degrees in a timely manner? **Benefits:** What benefits does the state receive from having a highly educated population? **Learning:** What is known about student learning as a result of education and training beyond high school?

Grades compare the current performance of each state with the best-performing states, but do not compare with past performance. Key indicators (back page) allow states to compare current performance with past performance.

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

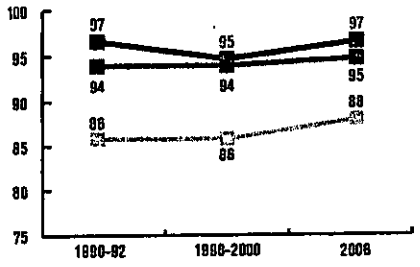
CHANGE OVER TIME: KEY INDICATORS — North Dakota 2008

This page reflects North Dakota's performance and progress since the early 1990s on several key indicators.

PREPARATION

The percentage of young adults in North Dakota who earn a high school diploma has remained stable since the early 1990s. North Dakota is a top-performing state in high school completion.

Percentage of 18-24 Year-Olds with a High School Credential*

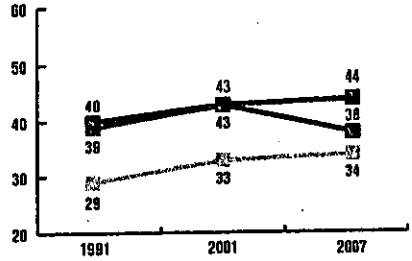


PARTICIPATION

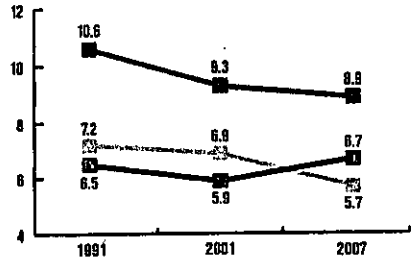
College enrollment of young adults in North Dakota has declined slightly since the early 1990s. The state is above the national average but below the top states in the percentage of young adults enrolled.

The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has increased slightly in North Dakota. In contrast, it has declined nationally and in the best-performing states. The percentage attending college in North Dakota is higher than the U.S. average but below the top states.

Percentage of 18-24 Year-Olds Enrolled in College*



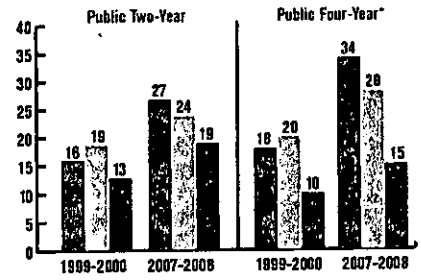
Percentage of 25-49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

The share of family income, even after financial aid, needed to pay for college has increased. To attend public two- and four-year colleges in North Dakota, students and families pay more than the U.S. average and more than those in the best-performing states.

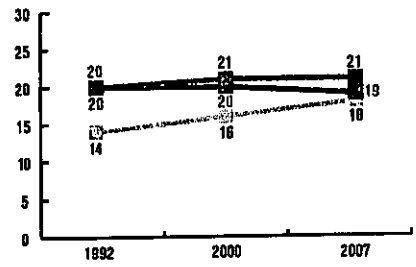
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

The number of undergraduate credentials and degrees awarded in North Dakota, relative to the number of students enrolled, has decreased slightly since the early 1990s. North Dakota surpasses the U.S. average but is below the top states on this measure.

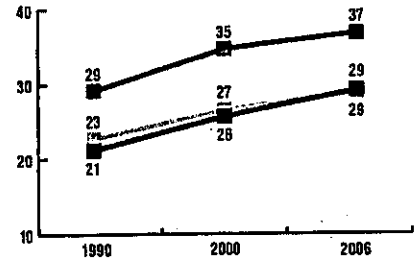
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased considerably in North Dakota. North Dakota is the same as the U.S. average but below the top states.

Percentage of 25-64 Year-Olds with a Bachelor's Degree or Higher*



Key indicator for the category.

LEGEND:

- & = North Dakota
- & = United States
- & = Median of Top Five States

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New Strategies for Setting and Moving a Higher Education Agenda

WHAT WE WANT

HIGHER EDUCATION IS ONE OF EVERY STATE'S BIGGEST AND MOST IMPORTANT INVESTMENTS AND IS THE ENGINE OF OUR ECONOMY.

Our investment in students and campuses — now nearly $90 billion a year — helps states build strong economies powered by good jobs. The investment ensures that states have vibrant communities with an educated and involved citizenry.

But today, we need to get better results from the dollars we spend. Out of every ten 9th graders nationally, only three will obtain an associate's or bachelor's degree on time. These results simply aren't good enough. We need more people attending and finishing college with a certificate or degree in order to keep up and move up in the global economy. And we need more college access and success at a time when resources are tighter than ever.

To accomplish these things, legislators must change how they view higher education. For too long, legislatures have viewed higher education as a collection of institutions rather than a system; as a laundry list of needs rather than a focused set of priorities; as a budget to be wrangled over rather than an investment strategy for meeting state goals. NCSL created the **Blue Ribbon Commission on Higher Education** to help legislators think and act strategically to make the most of our investment. The Commission has worked for three years to understand the challenges and opportunities facing states, state legislators, and their colleges and universities, listening, talking and reflecting. This guide aims to help legislators begin to put what we have learned into action for the benefit of states, students and citizens.

WHAT THE WORLD DEMANDS

THE TRENDS WE SEE ARE SENDING A CLEAR MESSAGE — A HIGH SCHOOL DIPLOMA IS NO LONGER ENOUGH TO BE SUCCESSFUL IN TODAY'S WORLD.

Now more than ever, higher education is the key to building and maintaining a competitive economy and the benefits it brings. In the last century, states stepped up and made the commitment to provide every child a basic education. In this century, we must step up again and make a commitment to increasing the share of our population that is educated beyond high school.

Today, economic development is as much about having adequate talent as providing adequate tax breaks. We need a more educated workforce to fill the openings left by retiring Baby Boomers, meet the increasing skill requirements of today's jobs, and jobs for tomorrow. Nations that have figured this out have become our strongest competitors in the global marketplace.

States that do not realize this will see shrinking economies, disappearing jobs and lost opportunities for their residents.

Voters are echoing the call for a more educated population. In just the last 10 years, the percentage of Americans who believe that a college education is necessary for success in the working world has nearly doubled.

THE CHALLENGES WE FACE

DELIVERING ON OUR COMMITMENT TO A MORE EDUCATED POPULATION MEANS THAT WE MUST CONFRONT A NUMBER OF IMMEDIATE CHALLENGES:

Demands for state services are growing faster than revenues. Even in good economic times, legislators must wrestle with how to square the growing list of mandates and needs with available funds. The current financial crisis will only tighten the squeeze. We must be more strategic than ever in budgeting for higher education, making tough choices about priorities, providing incentives for campuses to collaborate rather than compete and avoiding short-term fixes like across-the-board cuts. The issue is less about how to invest more money than about how to invest money more wisely.

Our students are changing. The groups that are growing the fastest in our states are the same ones that have too often faced the greatest obstacles to college access and success — students of color, low-income and first-generation students, and working adults. We're not meeting these students' needs — ensuring college readiness, providing adequate financial aid, supplying information and academic support and offering flexible courses and programs.

We are spending more and not getting the results we need from higher education. The United States spends more per student than any other nation on earth, but has the lowest college completion rate. As a result, we are now one of only two nations whose young population (25-34 year-olds) is less educated than its older population (35-44 year-olds.) This trend is not acceptable. We must make getting through college as much of a priority as getting to college.

Tuition, debt and anxiety are growing. College prices continue to rise faster than family incomes or grant awards. Loan debt is piling up, forcing many students to rethink their decisions about majors, starting a family or buying a home, or even whether to go to school or stay in school. Polls show that Americans are more worried than ever that students are being shut out of college because they can't afford it. We must make sure that the students who need financial aid the most are getting it, and stop relying on tuition increases to balance the higher education budget.

With these challenges in front of us, we can't keep doing business as usual and hoping for the best. We need to work with governors, campus and system leaders and business and community leaders to create a policy agenda for higher education that uses the resources we have to fulfill our commitment to a more educated population.

WHAT WE CAN DO

A REAL AND LASTING POLICY AGENDA REQUIRES PERSISTENT AND CONSISTENT LEGISLATIVE LEADERSHIP. TO MOVE THIS AGENDA, LEGISLATORS AND THEIR STAFF MUST:

ASK DIFFERENT QUESTIONS. The legislature must be a key partner in shifting the higher education conversation from inputs to outcomes, from what institutions need to what states and students need and from what we've always done to what we could do.

Defining the Need. What is the educational attainment of our state's population? How does that relate to current and future workforce needs? What do we need to do to improve student success? Having an ambitious and realistic goal for an educated workforce is a critical first step, and is a good way to bring the higher education and workforce communities together.

Looking at Spending and Results. Where do we spend our higher education dollars — and what are the results? Legislators need to ask for and look carefully at these data. Developing a smart investment strategy for higher education requires looking at how we use resources, not just at how much we have or need.

Improving Efficiency & Success. What are campuses doing to increase success rates and reduce the time it takes to get a certificate or degree? How can we do more of what works? Our colleges and universities have developed innovative programs that help reduce dropout rates and accelerate completion. Many of these programs should be expanded and supported so that they do not become the first casualties of budget cutbacks.

Understanding Policy Signals. What signals does state policy send? For example, funding models may provide strong incentives for enrollment, but weak — or no — incentives for completion. Similarly, accountability measures provide incentives for institutions to focus on the students who are most likely to succeed, rather than at-risk students.

Focusing on the Students. What's best for students? Discussions of proposed changes in funding and regulation often focus more on how these changes will impact institutions' bottom line than how they will affect students' ability to get to and through a program.

WHERE WE START

THE NEXT STEPS ARE OURS AS LEGISLATORS TO TAKE.

We must start by sending a clear signal to our legislative leadership, legislative colleagues and our constituents that higher education is a priority, even as we tackle the challenges of K-12 education, public safety and health care in a slumping economy. We must follow that up by starting and leading an honest public conversation about the return on our higher education investment — where we are, where we need to be and how we can get there.

We cannot afford to wait. If we do, we risk not having the talent we need to grow our economies, turning public anxiety into anger or letting the federal government step in with one-size-fits-all solutions.

DO BUSINESS DIFFERENTLY. We face incredible demands on our time as legislators, but we can take a number of simple steps to make the most of the time we do have to build a strong and lasting strategy for higher education.

Set the agenda. Too often, the legislature's agenda for higher education is reactive rather than proactive, and deals with individual issues rather than the big picture. Leaders and committee chairs need to take the initiative to sit down with each other and with the governor to identify a targeted set of priorities for the year ahead. For example, states are targeting these priorities: raising the percentage of adults with certificates and degrees; increasing the number of degrees awarded, focusing on high need areas such as teaching and engineering; and improving enrollment, transfer and graduation rates for all students, especially those most at risk.

Build the bench. Legislators, committee chairs and staffers come and go, which makes it difficult to maintain a consistent focus on goals and priorities for higher education. Legislatures should consider creating an education and workforce study group, where legislators and staff from key committees can meet to discuss issues and priorities, and where newer legislators and staff can get up to speed on issues they will face as they move toward leadership positions. This provides an ongoing forum for K-12, higher education and economic development leaders to come together around state priorities for building a strong workforce.

Adjust the focus. The priorities, interests and needs of individual institutions consume much of the time legislatures spend on higher education. Legislators and staff responsible for organizing hearings, briefings, campus visits and interim studies should use these opportunities to focus on the big picture questions. What does our state need from our higher education system? How does a particular issue or proposal help to meet that need? What is each institution's role in meeting that need?

As legislators, we must take the next steps. We have met the challenge of change in higher education before. We can — and must — do it again.

NCSL is ready, willing and able to help support legislative leadership on higher education reform. NCSL can help convene policymakers in your state and provide speakers and presentations. The annual NCSL Legislative Institute on Higher Education and the annual Legislative Staff Institute on Higher Education deliver vital information on policy issues, trends and solutions. NCSL also holds regular forums for state legislators on higher education issues and strategies. If you have questions or would like to request in-state support please contact:

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For more information and resources, please visit www.ncsl.org/programs/educ/brcoverview.htm.

ABOUT

THE BLUE RIBBON COMMISSION ON HIGHER EDUCATION

NCSL established the Blue Ribbon Commission on Higher Education as a multi-year effort to elevate the awareness among state legislators of their roles in the higher education fiscal crisis and their responsibilities in providing an accessible and affordable public higher education; and to equip them with skills, information and strategies to improve current conditions.

COMMISSION MEMBERS

- Representative Denise Merrill, Co-chair (Connecticut)
- Representative Geanie W. Morrison, Co-chair (Texas)
- Senator Ben Altimarano (New Mexico)
- Senator John H. Chichester (Virginia)
- Senator Lyle Hillyard (Utah)
- Representative Phyllis Gutierrez Kenney (Washington)
- Senator Ken Lavalle (New York)
- Senator Teresa Lubbers (Indiana)
- Senator Evelyn Lynn (Florida)
- Senator Robert O'Leary (Massachusetts)
- Senator Robert Plymale (West Virginia)
- Assemblyman Craig Stanley (New Jersey)

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The Forum for America's Ideas

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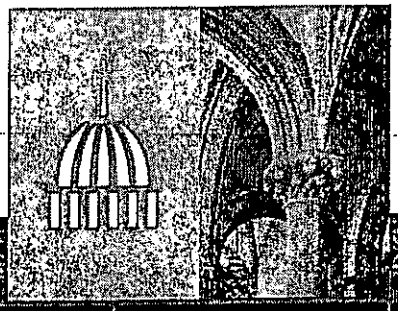

NATIONAL CONFERENCE of STATE LEGISLATURES

The Forum for America's Ideas

TRANSFORMING HIGHER EDUCATION

NATIONAL IMPERATIVE — STATE RESPONSIBILITY

RECOMMENDATIONS OF THE
NATIONAL CONFERENCE OF STATE LEGISLATURES
BLUE RIBBON COMMISSION ON HIGHER EDUCATION

Transforming Higher Education
National Imperative — State Responsibility

Recommendations of the National Conference of State Legislatures
Blue Ribbon Commission on Higher Education

October 2006

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NCSL wishes to recognize the dedication and hard work of the 12 members of the Blue Ribbon Commission. Thanks also go to the many experts and resource people for the advice and feedback they provided to the Commission during its 18 months of work.

Julie Davis Bell, NCSL Education Program director, served as the primary staff to the Commission.

National Conference of State Legislatures

The Forum for America's Ideas

The National Conference of State Legislatures is the bipartisan organization that serves the legislators and staffs of the states, commonwealths and territories.

NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues and is an effective and respected advocate for the interests of the states in the American federal system. Its objectives are:

- To improve the quality and effectiveness of state legislatures.
- To promote policy innovation and communication among state legislatures.
- To ensure state legislatures a strong, cohesive voice in the federal system.

The Conference operates from offices in Denver, Colorado, and Washington, D.C.

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INTRODUCTION

There is a crisis in American higher education. It has crept up on us quickly. It is of significant importance to our future, but the nation is not prepared to address it.

It has become clear that the states and the federal government have neglected their responsibilities to ensure a high-quality college education for all citizens. Too many students are falling through the cracks. As a result, U.S. citizens are not achieving their full potential, state economies are suffering, and the United States is less competitive in the global economy.

It is up to the states—and specifically state legislators—to alter the course of higher education. States bear the major responsibility for higher education, spending approximately $70 billion each year on the venture. But, states are not maximizing that investment. In this rapidly changing, highly competitive and global environment, it is imperative to do better!

This report represents the deliberations by the National Conference of State Legislatures Blue Ribbon Commission on Higher Education. Appointed in 2005, the bipartisan commission is comprised of six Democrat and six Republican legislators—all veteran members and leaders of higher education in their state legislatures. Members of the commission met over 18 months to study, debate and discuss higher education performance; the challenges facing states, students and institutions; and the role of the legislature in creating some of these problems and in leading to solutions for the future.

Unanimous findings urge a call to action for this country to rethink its investment in higher education and to reenergize the system so that all citizens have access to a high-quality and affordable education. Specifically, the commission urges states to strengthen their commitment to higher education or risk opening the door to unnecessary federal intrusion. We urge our legislative colleagues to become more informed about the issues facing their states and strategies for improvement. We call on state legislators to be at the center of a nationwide movement to identify strengths and weaknesses of the current system, determine public agenda for higher education for the future, set goals for the state and higher education, and hold tutions accountable for performance.

This report is written by state legislators primarily for state legislators. However, we also wish to send a strong message to others who are crucial to the reform of the system, including educators, federal and state policymakers, businesses, the media, students and families. It is a national imperative that we join together to transform the American higher education system for the 21st century. It is a state responsibility to design the goals and strategies to accomplish that. The cost of doing nothing affects not only students, but also families, our states, and our country.

Throughout deliberations, commission members have been particularly struck by the following points.

- The American higher education system no longer is the best in the world. Other countries outrank and outperform us. Although the United States has some of the best institutions in the world, we do a poor job overall in our mass education production.

- At the same time, tuition and fees are increasing rapidly, and the quality of the educational experience is not keeping pace.

- The cost of attending college has increased significantly. States have cut back their commitment to higher education. Tuition has dramatically increased, and student financial assistance has not kept pace. The federal government has decreased its support of needy students and has shifted much of its student financial assistance from Pell grants to tax credits. Increasingly, lower income students are being priced out of college. More students are assuming sizeable student loans.

- Other countries are significantly improving their higher education performance. These countries have at least two things in common: They are prioritizing higher education in their national public agenda and they are approaching higher education reform as part of a national economic development strategy.

- The American higher education system is not preparing students for the 21st century global society. Many business, political and education leaders—including Thomas Friedman and Bill Gates—argue that we've lost our competitive edge. We're not taking globalization seriously. Globalization demands different priorities, different skills and different knowledge.

- We apply 20th century policy solutions to a 21st century world. Today's students differ significantly from yesterday's. Only about 40 percent of the students in our higher education system fit the model of the "traditional" student. Today's students include older and returning students. Many attend multiple institutions, take longer to obtain their degree, and may attend part time. Yet policy decisions still focus primarily on the traditional student.

- We are not prepared for the dramatically changing demographic shifts in our populations. Our fastest growing populations (Latinos, African Americans, immigrants) are the lowest participating populations in our higher education system. It is absolutely essential to the future of states and the country that these populations have access to and are successful in higher education.

- The states and federal government have not ensured that low-income students have access to higher education. Government's primary responsibility in higher education is to guarantee post-secondary education and/or training to all citizens. Yet, when we cut financial support to higher education we deny access to our most needy students. We are in danger of creating a permanent underclass. The poorest individuals have only an 8 percent chance of obtaining a college degree compared to a 70 percent chance for the wealthiest individuals.

- The United States has not done well in providing options for students to pursue nontraditional post-secondary education, such as vocational and technical education. Public policy does not well support or value these choices. A 21st century education system should support opportunities for all citizens to participate in some form of post-secondary education or training.

- Although most citizens still feel deeply that higher education is the gateway to real opportunity in this country, statistics suggest we are slamming the door shut on more students. We let too many students fall through the cracks. Nationally, for every 100 ninth graders who enter high school, only 18 finish college within six years. These results simply are not good enough.

- We have become complacent about the quality of higher education. There is no outcry of public opinion about the quality of the system. State legislators have not prioritized higher education in the public agenda or taken an active role in seeking reform. Faculty are content with the teaching methods of the past and are not changing as the world is changing.

- State legislators are not exhibiting forward-thinking leadership on higher education policy. Rather than making long-term strategic policy decisions, higher education policy is based on reaction to the latest budget crisis or policy fads. This is exacerbated by the fact that higher education legislative policy is diffused among different legislative committees so that policy and budget decisions often are not coordinated.

- Many different decision makers have a voice in state higher education policy, which makes collaboration and coordination difficult. These include governors, legislators, university leaders, state higher education executive officers, and members of governing and coordinating boards. Legislators have been satisfied to let others take leadership. As a result, the statewide purpose of higher education often is supplanted by individual institutional interests. A better strategy involves coordination among all to work toward a common statewide agenda.

- Finally, we have forgotten that higher education is an important *investment* for the states and the nation. Higher education is the ticket to a good job and economic security. A strong higher education system supports individual financial success, a strong state economy, and a competitive nation.

Purpose of This Report

Along with other policymakers, members of the commission have been greatly influenced by Thomas Friedman's recent book, *The World is Flat.* Friedman lays out a logical and alarming case that the United States is losing its competitive advantage in a new, high-tech, highly mobile global economy. This lack of competitiveness should be a matter of the highest urgency for federal and state policymakers. It is our contention that higher education policy should be at the center of this discussion. Higher education is both the problem and the solution. The nation is losing its competitiveness because it has failed to focus on how higher education reenergizes U.S competitiveness and revitalizes the states.

The commission's purpose is not to lay blame. We do not intend to indict institutions of higher education or the dedicated staff who work in them. We do not intend to scold our legislative colleagues—we understand the difficult political environments in which you work. Rather, we are suggesting that we can do much better and that it is imperative that we do so. We believe that legislators have a responsibility to their states and their citizens to assert their leadership on this important issue and lead a statewide movement for reform.

We welcome the recent work of the Spellings Commission on the Future of Higher Education, which convened shortly after the Blue Ribbon Commission began its work. The recently released Spellings Commission report, *A Test of Leadership: Charting the Future of U.S. Higher Education,* focuses on improving access, affordability and accountability. The Spellings Commission work provides visibility for these issues and we look forward to working together to refocus our national and state commitment to higher education.

We believe the federal government can play a major role in highlighting problems and moving the public discussion. We think the federal government has an important role to play in supporting low-income students, conducting research on innovation and productivity, and providing data and information by which we can examine and analyze our institutions. We believe the responsibility for addressing most problems rests squarely with the states, however, because higher education has always been and must remain a state matter.

This report is written by legislators for legislators. It is about the need for legislative leadership. The NCSL Blue Ribbon Commission on Higher Education calls on legislators to:

- Understand how past actions have contributed to current problems.
- Make higher education a priority for your state legislature.
- Rethink higher education policy as part of state economic development.
- Improve knowledge and information about issues and solutions.
- Take active steps to move your state forward.

Legislator Roles and Responsibilities

Commission members believe that legislators have played a role in creating the crisis in higher education. Specifically, legislators have not made strategic budget and appropriations decisions, have not set clear statewide goals for higher education, and have not exerted strong leadership on higher education issues. Here's what we mean.

Budgets and Appropriations

Legislative budget and appropriation decisions significantly affect higher education. For decades, state legislators have determined state support for higher education not in a logical or strategic manner, but in a reactive manner. Higher education has long been the "balance wheel" of state budgets—whatever is left after allocations are made to K-12 education, Medicaid, corrections, transportation and other budget items—is allocated to higher education. The theory is that, unlike other budget categories, higher education has a built-in revenue source—tuition—that can offset state funding cuts. In good economic times, states direct additional revenue to higher education. In slow economic times, however, higher education—more than any other budget item—suffers reductions. This unpredictable funding for higher education causes budget difficulties for institutions and increased costs for students and families as they are pressured to fill the funding gaps.

We understand why legislators make these decisions. It has not been easy to be a legislator during some of the most difficult budget times in decades. No decisions have been easy. Legislators have made rational higher education budgeting decisions under very difficult circumstances. However, the commission also thinks that legislators use tight budgets as an excuse to continue to cut support of higher education. Legislators may wish to consider these difficult fiscal times as opportunities to rethink the entire state higher education policy environment.

Goals and Expectations for Higher Education

State goals for higher education have not been articulated well by legislatures, nor do we clearly articulate our expectations from institutions. Thus, it should be no surprise when there is incomplete information about institutional results. Often, no accountability mechanisms exist, nor is there good data and information on which to judge higher education's success. In short, higher education has been given a "pass."

When higher education policy is made without a master plan or guiding principles, multiple—and often conflicting—goals result that are more likely to be important to individual institutions rather than to the state.

Legislative Priorities

Higher education has not been viewed as a priority issue, either by the public or by state legislatures. Legislators can be more politically visible on issues regarding state spending, health care, crime or K-12 education, and the public seems to rally around those issues. Legislators seldom hear from constituents that they are concerned about the state of higher education.

When the public policy discussion about higher education focuses only on individual students and individual institutions, it neglects the overall public goods reaped from a strong, high-quality higher education system. These benefits include raising the quality of life for citizens, improving the health and vitality of the state, and enhancing the nation's competitive position in the global economy. Indeed, it is important that these issues be at the forefront of a legislative agenda.

Legislative Leadership

When it comes to higher education policymaking, legislators react, they do not lead. Few legislators are experts on higher education nor do they have the knowledge, skills and confidence to be aggressive state leaders on this issue.

This lack of leadership and expertise is due in large part to increased legislative turnover. There is no time for legislators to develop the knowledge and expertise necessary to exert strong leadership on complex higher education issues. As a result, institutions will argue that "everything is fine" ask for "more money than last year with fewer strings," and resent legislative questions as "intrusion" or "tinkering."

When legislators lack knowledge, expertise, capacity and confidence to ask the right questions—the tough questions—and design appropriate legislation to deal with the higher education issues in their states, that authority often is given to governing boards, institutional leaders and others. Legislative leadership can help balance state interests with institutional interests.

Blue Ribbon Commission Recommendations

The NCSL Blue Ribbon Commission is ready to join forces with the federal government, governors, State Higher Education Executive Officers, governing and coordinating board leaders, institutions, national organizations, businesses, the media and the public to push for a national imperative on higher education reform. It is vital for the success of the nation's citizens, the strength of our states and the nation's competitiveness.

The commission specifically calls upon legislators to seize the opportunity to lead the higher education reform movement in the states. It will require prioritizing higher education on the legislative agenda, approaching fiscal and policy decisions in a different way and exerting strong leadership. In the opinion of the commission, legislators can and must lead the way. The following recommendations define how legislators can become leaders in this effort.

Define Clear State Goals

Effective higher education policy balances state interests with institutional interests. It is the job of legislators to articulate and support the state's interests. Legislators cannot and should not try to define institutional interests. Rather, clear state goals allow institutions to determine how their interests are served by achieving state goals.

We believe legislators should organize and lead discussions to develop and maintain a "public agenda" for higher education—a set of long-term goals and priorities for the state. The public agenda will provide a framework for higher education policymaking for the future and will send clear signals to institutions about what is expected of them. This will not be an easy exercise, but it is doable and important and is the first step legislators need to take in transforming their higher education system.

These discussions cannot be held by any single policymaker or entity and they should transcend any single political view. They should include all key state policymakers and stakeholders, including the governor, members of coordinating and governing boards, public and private institution leaders, members of the business community, and students. The purpose is to define a common interest, articulate statewide goals for the higher education system, and focus everyone in the state on their contributions to those goals. Then, everyone should be held accountable for their part in effective implementation.

The Commission's Recommendations

- Define clear state goals.
- Identify your state's strengths and weaknesses.
- Know your state demographic trends for the next 10 to 30 years.
- Identify a place or structure to sustain the public agenda.
- Hold institutions accountable for their performance.
- Rethink funding.
- Rethink student aid.
- Help reduce borrowing and debt.
- Recommit to access.
- Recommit to success.
- Embrace innovation.
- Encourage partnerships.
- Transform the 12th grade.
- Don't neglect adult learners.
- Focus on productivity.

State Actions

The California Master Plan for Higher Education, first signed in 1960, has served as a guide for higher education public policy ever since. The plan developed a coordinating council with representatives from the public higher education segments, independent institutions, and representatives appointed by the California Senate and the governor. It defined the missions of the three major systems—the University of California, the California State University system and the California Community Colleges—and set admission standards and goals for tuition, fees and financial aid.

The North Dakota Roundtable on Higher Education was created by the legislature in 1999 to ensure that higher education policy is closely linked to state priorities. The roundtable founders believed that a strong higher education system was critical to creating a stronger future for North Dakota. Instead of operating with multiple visions of what a university system should be and should do for the state, North Dakota has a common vision. Rather than multiple and conflicting expectations by stakeholders of higher education, a clear set of expectations have been agreed to and expressed through fiscal and performance accountability measures.

The Texas Higher Education Coordinating Board, with strong support from the state's education, business and political communities, adopted "Closing the Gaps by 2015" in October 2000. The plan is directed at closing education gaps in student participation, student success, institutional excellence and institutional research within Texas, as well as among Texas and other states.

The Kentucky Council on Postsecondary Education invited education, business, community and policy leaders to help devise a plan to raise the state's standard of living to the national average by 2020. The emerging agenda focused on improved adult literacy and doubling the number of working age Kentuckians who hold bachelor's degrees by 2020. It laid out five expectations for the future: more Kentuckians will be ready for postsecondary education; postsecondary education will be affordable for citizens; more citizens will have certificates and degrees; college graduates will be prepared for life and work in the state; and citizens, communities and the state economy will benefit.

In Michigan, Governor Jennifer Granholm in 2004 formed the Lieutenant Governor's Commission on Higher Education and Economic Growth, chaired by Lt. Governor John Cherry. The commission was charged with identifying ways to double the number of Michigan residents with degrees and other postsecondary credentials of value within 10 years. The 41-member bipartisan commission developed a set of strategies to support that state goal, including improving preparation, expanding participation, increasing degree completion and maximizing economic benefits.

In Oklahoma, the Brain Gain 2010 agenda expressed the state's goal of increasing the percentage of Oklahomans with college degrees by 40 percent between 1996 and 2010.

Identify Your State's Strengths and Weaknesses

Statewide discussions should begin with an honest analysis of how the state higher education system currently is performing. Where are the leaks in the education pipeline: At graduation from high school? At entrance to higher education? In completion of higher education? What are the outstanding accomplishments? Where are student needs not being met? Where are state needs not being met? One mistake legislators tend to make is borrowing other states' policy solutions before they know whether their state has similar problems. Intensely analyze your state's higher education performance. Many sources of information are available to assist you in this exercise, and several are referenced at the end of this report.

Know Your State Demographic Trends for the Next 10 to 30 Years

You cannot begin to articulate meaningful goals for your state higher education system if you lack reliable information about current and future students. Locate and study demographic data to analyze how your state and your students are changing. Enlist your state demographer in this discussion. This exercise is a specific state-by-state activity because each state faces different challenges. Do not assume your challenges are the same as those of any other state, and do not assume national trends will reflect specific trends in your state. You need to determine how many new students will need access to higher education and who these students are (students entering college directly from high school, new students entering the state, and adult students returning to school). To best serve new students it is a good idea to determine the source of the population growth—in-state, other states, or other countries. Again, sources of information to analyze your state are provided at the end of this report.

Identify a Place or Structure to Sustain the Public Agenda

The identification of a public agenda is not a one-time activity. Rather, states should find an appropriate place to "house" ongoing, statewide discussions about how well the system is performing. This "structure" can be an entity that already exists or it can be created specifically for this purpose, but it should be formal and should transcend any governor, legislator, political party or university president. Many states use P-16 or P-20 councils to house these conversations because they already regularly convene key policymakers from K-12 and higher education (and businesses).

STATE ACTIONS

The North Dakota Roundtable on Higher Education, designed by the legislature, includes the chancellor of the university system, the governor, the president of the state Board of Higher Education, key state legislators, and business representatives. It focuses ongoing policy conversations on the role of higher education in support of the state's economic future.

The Indiana Education Roundtable is appointed and co-chaired by the governor and the superintendent of public instruction. Membership includes key leaders from K-12 and higher education, business, industry and labor, parents and the community, and the Indiana General Assembly. Its purpose is to focus collectively on critical issues in education and to set and maintain a vision for education change and student success in Indiana. Legislation formalizing the roundtable was passed in 1999.

Hold Institutions Accountable for Their Performance

Once states have defined a public agenda and broad state goals, they will have a clearer picture of the outcomes expected from higher education. Then, legislators can hold institutions accountable for their performance and their results. Make sure your state has a system of collecting the data you will need to evaluate performance. Consider new accountability methods, such as regular reporting to the legislature on specific outcomes, or funding linked to performance. For example, Oklahoma rewards two- and four-year colleges for improving retention and graduation rates. Set clear statewide goals, develop appropriate measurements, and provide incentives and consequences for institutional performance.

A Jobs for the Futures report, *By the Numbers: State Goals for Increasing Postsecondary Attainment*, contains excellent examples of common state goals and how states can measure progress toward the goals.

Rethink Funding

Some states may decide that they want and need to spend more on higher education. But, all states—and institutions—need to spend money more wisely. For states, public policy should consider tuition, financial aid and appropriations "in sync." It is not possible to design coherent public policy that supports statewide goals without considering these three policy pieces together. Yet, very few states have a policy process in which coordinated policy can be made. Fundamental to this policy decision is a clear philosophy about the state, student and institutional obligation in sharing the cost of higher education.

States have not cut back the overall funding for higher education, it costs more to educate students today, and student numbers continue to increase. States have, however, reduced the percent of state budgets that are appropriated to higher education and state appropriations as a share of public university revenue are down. That is, states are shifting the burden of paying for higher education from the state to the family and the institutions. States now pay less of the total cost of higher education and students and families pay more.

Funding can be a powerful incentive for institutional performance. Simply, institutions respond to incentives designed in state policy. Institutions that are rewarded for enrollment will likely show success at enrolling students, but will not necessarily succeed at graduating students. Consider rewards for institutions on successful completion and graduation of their students. Be strategic about those incentives. Be results-oriented in your investments and demand accountability for state funds. Most important, make sure your funding strategies are aligned and support your overall statewide goals.

Rethink Student Aid

The NCSL commission agrees with the Spellings Commission that federal and state governments need to totally rethink their systems of student financial assistance. The current system of financial aid does not fit the needs of today's students: it does not cover the full cost of education, it does not reward

students who are efficient in getting through the system, and it does not help adults or part-time students.

NCSL commission urges state legislators to carefully examine their merit and need-based financial aid programs to ensure an appropriate balance. However, the federal government must keep its commitment—and strengthen its role—to ensure that the most needy students receive funding for college. The NCSL commission encourages different programs of support that serve multiple families and that rely less on a single source, such as the Pell grant or tax incentives. This is not the time for the federal government—or states—to withdraw from their investments in higher education. All need to reinvest in the system.

State Actions

Minnesota and Oregon have developed a "Shared Responsibility Model" of financial assistance. The approach begins with clear articulation about the various responsibilities—of the student and family, the public and philanthropic partners, and the university—to make college more affordable. It assumes that all students have a responsibility in investing in post-secondary education, but that low- and moderate-income families need public help to reduce a disproportionate burden of the price of a college ation. At the same time, students can choose the tutions they will attend that will best meet their needs.

California's Cal Grant program, designed to support students with various post secondary plans, combines both merit and need. Cal grants can be used for tuition, fees, and living allowances at public and private colleges and occupational or career colleges.

Help Reduce Borrowing and Debt

State legislators should be seriously concerned about student debt. Students are borrowing more than ever before. According to the American Association of State Colleges and Universities, two of three college students graduate with debt, and the average borrower who graduates from a public college owes $17,250 in student loans. Ten years ago, the average student borrower who attended a public college or university graduated with $8,000 in student loan debt (adjusted for inflation). Federal student aid policy has steadily put resources in student loan programs rather than into need-based grants. Pell grant recipients now must rely upon student loans. Many students are turning to private loans with high interest rates or are using credit cards to pay tuition.

This increased student debt load drains students, families and the state economy. Students need to borrow because government is not providing enough assistance to meet the total costs of college—whether that be tuition, room and board, books, child care costs, or missed income due to attending school rather than working an extra job. Young adults are burdened with debt, and the state is short-changed on it's return on investment in these students.

States can help students reduce borrowing and debt by better balancing merit- and need-based financial aid programs, by considering loan incentives or loan forgiveness programs, by considering incentives for students to finish their schooling in four or five years, and by ensuring that institutions are responsive to the needs of students and are providing the courses needed in a variety of schedules and formats. In addition, states should make sure state financial aid programs are aligned with federal programs, so that students and states can take advantage of all opportunities.

Recommit to Access

States simply must get more students into postsecondary education. That requires a commitment to improve access. Financial access means that all students can afford to attend some form of post-secondary education. This can be accomplished by dealing with the overall price of higher education and the availability of grants, loans, work-study options, or other incentives. It also means that a variety of low-cost options are available for students to earn a certificate or degree, such as technical schools and community colleges. Geographic access means viable options are available for students who can not attend regular institutions during normal hours. This might include satellite campuses, on-line learning options, or the availability of courses during the evenings or on weekends. State policy can be used to reward institutions that provide access to traditionally unrepresented students.

State Actions

Many states are experimenting with early commitment financial aid programs that help students prepare early for college access and success. The Indiana 21st Century Scholars Program provides full college tuition to students who, beginning in the eighth grade, maintain a 2.0 grade point average, remain alcohol and drug free, and graduate from an Indiana high school. Oklahoma's Higher Learning Access Program (OHLAP) enrolls low-income students as early as eighth grade and guarantees grants to those who successfully complete the course requirements and stay out of trouble.

Other states are finding that improved counseling that begins in middle school can help students identify and prepare for a range of life opportunities that may include formal post-secondary education, preparation for a career such as nursing, or participation in vocational/technical education and training.

Recommit to Success

Ensuring that students get into college or other postsecondary education is only part of the story. States also will want to ensure that students successfully complete their education and earn a certificate or degree. This requires a commitment to ensuring that students are prepared to enter college and that they have the necessary financial and institutional support to finish in a timely fashion. Studies indicate that most students who will not complete college leave during or after their first year. Students who return for their second year of college have a high likelihood of completing their degree. Legislators should require that institutions have goals for student success and that they regularly report on progress toward those goals. States also should consider financial incentives that support institutions for student success, not only for student enrollment. For example, rather than providing funding based on enrollments, consider funding based on timely degree completion or on persistence into the second year.

Many states are offering accelerated learning opportunities in high school so students are better prepared for college. Advanced Placement, International Baccalaureate, dual and concurrent enrollment, and tech/prep options are effective ways to give high school students a head start on their postsecondary education and to increase the likelihood of their success in college.

STATE ACTIONS

Arkansas passed legislation in 2003 to institute the Smart Core, a mandatory college preparatory curriculum required of all high school students. Beginning with the class of 2010, students will be required to participate in the Smart Core to graduate from high school unless their parents sign a waiver allowing them to participate in an alternate curriculum. Smart Core includes four units of English, four units of math (including Algebra 1, Geometry and Algebra II), three units of science with a lab component, and three units of social studies. It also requires students to take at least one math course in the 11th or 12th grade. Students who complete the Smart Core will be guaranteed admission to most two- and four-year public colleges and universities in the state.

In 2005, Indiana passed legislation requiring all high school students to enroll in the Core 40 curriculum, a college preparatory curriculum, unless they participate in a formal opt-out process with their parents' consent. Beginning with the class of 2011, students will take three years each of math (including Algebra 1, Geometry and Algebra II), science and social studies and four years of English. In addition, beginning in fall 2011, the Indiana Core 40 will be required for admission to public, four-year colleges and universities in the state.

The Texas B on Time loan program rewards students for their efficiency in finishing their college school work on time. If a student maintains a 3.0 grade point average and finishes his or her degree within four or five years, the loan for the full cost of education is forgiven. Students maintaining a 2.5 grade point average may have their loans reduced to zero-interest.

Embrace Innovation

Commission members are impressed by how institutions—public, private, four-year, two-year and for-profit—are changing how they serve today's students. Many examples exist around the country where institutions have stepped up to help meet a critical state need (such as increasing the supply of nurses), fill a void in the state system (such as community colleges that provide low-cost education or retraining options for adults) or meet student time and place needs (such as virtual universities or for-profit institutions). Although there is a great deal of resistance to change in both the legislative and academic community, legislators should embrace and encourage innovative programs.

Encourage Partnerships

Communicate with business leaders in the state to learn about their expectations of and experiences with the higher education system. Businesses can be excellent partners in helping to understand the weakness in the current system and designing innovative solutions. Higher education and K-12 also must work together better in the 21st century. Many states are making strides in connecting K-12 with higher education through P-16 or P-20 councils. These efforts are laudable, but more can be done. Legislators are frustrated by the lack of responsibility taken by K-12 and higher education for results—for example, the high levels of remediation or the lack of prepared teachers. Preparation for college, access to

college, and success in college have important roots in the K-12 system.

Transform the 12th Grade

The commission embraces the high school reform movement that is sweeping the country, especially regarding transforming the 12th grade to a year that is focused on helping students be ready to enter college or work. Dual enrollment, concurrent enrollment programs and early college are state innovations that have excellent potential to help students be better prepared for college and to finish quicker. An important part of the high school reform movement is making high school more relevant for students who may not desire a traditional college track. That means state legislators will want to ensure that alternative pathways are available for post-secondary education, such as vocational and technical opportunities. State policy can provide a framework and incentives for such programs.

Don't Neglect Adult Learners

Adult learners (ages 25 to 54) now represent 40 percent of the overall student population. Adults returning to the higher education system need opportunities for job training and most institutions are not equipped to provide it. Community colleges traditionally have provided this training, but other institutions can and should support adult learners. The financial aid system also should support adult learners, which can offer significant returns to the state economy. Legislators can work with the business community to discover how higher education can better serve the needs of workforce retraining. Consider incentives for businesses who help meet the needs of adult learners. Consider rewards for institutions that successfully serve this population.

Lifelong Learning Accounts (LiLAs) have been developed by the Council for Adult and Experiential Learning as an innovative financial assistance strategy for adult learners. LiLAs are employer-matched educational saving accounts that can be used to finance an employee's continuing education and training. The funds can be used for a variety of costs including tuition and fees, materials, supplies, and books. Illinois, Indiana, Maine and Oklahoma have considered use of LiLAs to help invest in the retraining success of adults.

Focus on Productivity

A productivity approach changes the conversation from "spending more money" to "spending money more efficiently." Legislators should demand that institutions improve their productivity. Every other sector of the economy is guided by this principle, but higher education has, for some reason, been exempt from concepts of efficiency. Clear state policy can direct institutions to improve their productivity.

State Actions

The University System of Maryland has embarked on its "Efficiency and Effectiveness Program," which includes increasing faculty workloads, improving time to degree, extending the use of on-line and out of classroom learning opportunities, and maximizing the use of the systems institutions. In addition, the system has embarked on centralization of shared services (such as audit, construction management and real estate development), leveraged its buying power to drive down prices, and streamlined student services functions to eliminate unnecessary duplication.

The National Center for Academic Transformation has created a course redesign project that uses technologically delivered courses to lower the cost of the courses and improve student performance. By and large, institutions have not included technology to improve the quality of student learning, increase retention, and reduce the costs of instruction. The project focuses on using technology to redesign large introductory courses that reach a significant number of students. Institutions have been able to reduce costs by an average of 40 percent for each redesigned course, and student performance also has improved.

CONCLUSION

The NCSL Blue Ribbon Commission on Higher Education believes states should reframe conversations about higher education reform to focus on support of higher education as an investment in the future of the state and the nation. Higher education discussions should be not only about funding levels, but also about how effective and productive higher education is in spending its funds and in meeting state goals. The commission urges legislators to focus less on specific institutional problems and more on the important role that higher education plays in producing an educated, involved citizenry whose contributions to the state exceed the state investment. Set broad goals and allow the institutions to demonstrate that they have met those goals.

We urge citizens to think less about higher education as a private good and more about the contribution of a highly educated society to the overall public good. The public has not yet sent signals to their legislatures that they are concerned about higher education—other than the concern about the overall cost of attending college. Legislators cannot wait for the public to sound the alarm on this issue. We need to seize this opportunity to lead a public discourse about the urgency to transform higher education.

Finally, state legislators cannot afford to let the federal government define the higher education agenda. We must all work together to design the higher education system we want and need for the future. However, states must take the initiative to decide for themselves how higher education contributes to state goals, and the policy, funding and accountability mechanisms that will support that system and assert their role to remain firmly at the center of the design and development of higher education policy. That begins with state legislators aggressively leading the public dialogue and reclaiming their traditional roles and responsibilities. It ends with a system that we can be confident will serve our citizens, our states and the nation in the 21st century.

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Web Resources

Center for Academic Transformation: www.theNCAT.org

College Board: www.collegeboard.org

Council for Adult and Experiential Learning: www.cael.org

National Center for Public Policy and Higher Education: www.highereducation.org

National Conference of State Legislatures: www.ncsl.org/programs/educ/edu.htm

National Center for Higher Education Management Systems: www.higheredinfo.org

National Center for Public Policy and Higher Education: www.highereducation.org

State Higher Education Executive Officers: www.sheeo.org

Western Interstate Commission for Higher Education: www.wiche.edu

Members of the NCSL Blue Ribbon Commission on Higher Education

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Chair, Senate Higher Education Committee
Senator Robert Plymale, West Virginia
Chair, Senate Education Committee
Senator Steve Rauschenberger, Illinois
Senate Assistant Minority Leader
Assemblyman Craig Stanley, New Jersey
Chair, Assembly Education Committee

Meetings of the Blue Ribbon Commission

May 2005
Denver, Colorado

September 2005
Santa Fe, New Mexico

November 2005
Austin, Texas

April 2006
Washington, D.C.

August 2006
Nashville, Tennessee

Speakers and Resource People

Tina Bjarekull, President, Maryland Independent College and University Association
Louis Caldera, President, University of New Mexico
Pat Callan, President, National Center for Public Policy and Higher Education
Deno Curris, President, American Association of State Colleges and Universities
George R. Boggs, President and CEO, American Association of Community Colleges
Corina Eckl, Director, Fiscal Affairs Program, National Conference of State Legislatures
Teri Flack, Texas Higher Education Coordinating Board
Terry Hartle, Senior Vice President for Government and Public Affairs, American Council on Education
Stan Ikenberry, President Emeritus, University of Illinois
Dennis Jones, President, National Center for Higher Education Management Systems
Dave Lepre, Executive Director, New Mexico Council of University Presidents
Paul Lingenfelter, President, State Higher Education Executive Officers
Dr. Dan Lopez, President, New Mexico Council of University Presidents and President, New Mexico Institute of Mining and Technology
Carol Lynch, Senior Scholar, Council of Graduate Schools
Ed Marth, Executive Director, American Association of University Professors, University of Connecticut
Dr. Michael Martin, President, New Mexico State University
Steve Martinez, Director of Santa Fe Campus, New Mexico Highlands University
Beverly McClure, Secretary of Higher Education, New Mexico
Jamie Merisotis, President, Institute for Higher Education Policy
Steve Murdock, State Demographer, Texas
Curt Porter, Associate Vice President for Planning and Budgeting, University of New Mexico
William Pound, Executive Director, National Conference of State Legislatures
Raymond Paredes, Commissioner of Higher Education, Texas
Claude Presnell Jr., President, Tennessee Independent Colleges and Universities Association
Carlos Romero, Director of Governmental Affairs, University of New Mexico
Ricardo Romo, President, University of Texas
Carl Schaefer, Chapter President, American Association of University Professors, University of Connecticut
Drew Scheberle, Vice President of Education and Workforce, Greater Austin Chamber of Commerce
Vicky Schray, Deputy Director, Spellings Commission on the Future of Higher Education
McGregor Stephenson, Education Policy Advisor to Governor Rick Perry, Texas

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TESTIMONY FOR SENATE APPROPRIATIONS *1.12.09* **RICHIE SMITH, SBHE PRESIDENT**

Good morning! I'm Richie Smith, president of the State Board of Higher Education. It's my pleasure to lead today's presentation of the 2009-11 North Dakota University System budget request.

Committee members, on behalf of the board, I want to thank you for your longstanding support of the University System. I know I speak for board and system officials when I express deep gratitude for the positive relationship that has developed between the Legislature, the private sector and the University System since the Roundtable on Higher Education was convened in 1999. Through the roundtable process, the University System has been charged with enhancing the economic and social vitality of our state. I stand before you now – 10 years later – confident that the University System is committed to meeting these high expectations and to creating an even brighter future for our students and the people and state of North Dakota.

But to do that, we will need your help. I want to go on record as saying that our board is very appreciative of the budget plan presented by Gov. Hoeven. The governor's budget places great emphasis on higher education and demonstrates his understanding of the importance of the University System to the future of our state. We do ask, however, that this committee recommend restoration of two state-funded budget initiatives included in SB 2003.

One initiative would require an additional $8.2 million to maintain college affordability by freezing two-year campus tuition rates at the 2008-09 level for academic years 2009-10 and 2010-11 and limiting four-year campus tuition rate increases to no more than 4 percent for each of the two years. The other initiative asks for $11.2 million in one-time funding to build a joint University System and University of North Dakota IT facility. This facility was number two on the board's 2009-11 major capital project priority list, and we believe it is vitally important to protecting our sizable IT investment, eliminating the operational risks associated with our current facility and enhancing efficiencies through co-location of staff.

As you may know, the State Board of Higher Education held a special meeting to discuss whether or not we should ask for restoration of these two initiatives, in light of the governor's generous budget plan. We voted to do so because we are constitutionally mandated to submit a needs-based budget request, and we believe these initiatives are important to maintaining affordability for our students and sustaining IT functions on our campuses while protecting the state's IT investment.

A number of speakers over the next few days will emphasize the importance of addressing the University System's extensive backlog of deferred maintenance projects. I hope you will agree

that now is the time to update these facilities. By doing so, we can reduce operating costs and once again use these facilities as tools to enhance learning, teaching and student recruitment.

I will conclude my comments by telling you that many good things are happening in the North Dakota University System. Our relationship with K-12 education has been strengthened by efforts such as the P-16 Education Task Force. There are, quite literally, hundreds of examples of collaboration, innovation and academic excellence taking place throughout the system. But the bottom line for our board is whether or not the University System is meeting the needs of our students and our state. I sincerely believe we are, and I respectfully ask for your continued support.

NORTH DAKOTA
UNIVERSITY SYSTEM

Highlights

December 2008

2008 SBHE Major Accomplishments

In 2008, the State Board of Higher Education and the North Dakota University System:

- Completed three successful presidential searches with the hiring of President Mike Bower, Ph.D., at Lake Region State College; President Robert Kelley, Ph.D., at the University of North Dakota; and President Steve Shirley, Ph.D., at Valley City State University; welcomed President Richard McCallum, Ph.D., to Dickinson State University
- Began a presidential search at Williston State College
- Completed a successful upgrade to the NDUS ConnectND student administration system on time and within budget; completed a successful upgrade to the ConnectND finance system in cooperation with state government
- Implemented Wimba, a software that enhances the delivery of online courses through use of interactive technologies such as voice, video, instant messaging and podcasting
- Approved a 2009-11 needs-based budget request and a prioritized list of major capital project requests
- Contributed to the work of the Interim Higher Education Committee, the Interim Workforce Committee, the Interim IT Committee and the Interim Tribal and State Relations Committee
- Participated in revitalization of the Roundtable on Higher Education
- Reviewed progress reports on the FY 2008 Campus Alignment Plans and approved FY 2009 Campus Alignment Plans as a means of ensuring alignment of the NDUS with the goals and expectations of the Roundtable on Higher Education
- Began administration of North Dakota's College Access Challenge Grant Program, which is designed to increase the number of low-income students prepared to enter and succeed in postsecondary education
- Sponsored the NDUS Arts and Humanities Summit, a biennial celebration of the arts and humanities, and the NDUS Research and Development Showcase
- Strengthened efforts to expand access and increase enrollment by signing of a number of articulation agreements with campuses in Wyoming, Washington and Minnesota
- Implemented NotiFind, an emergency notification system used to provide timely information and instructions directly to students, faculty, staff and others during urgent and emergency situations

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SBHE Major Accomplishments (cont.)

- Provided approval of seven Centers of Excellence prior to moving forward for Budget Section consideration
- Demonstrated the SBHE and NDUS commitment to meeting the accountability expectations of the legislature and the Roundtable on Higher Education by production of the *2008 Accountability Measures Report*
- Worked with the Joint Boards of Education to make progress on the goals and objectives of the P – 20 initiative, including the need for a coordinated statewide educational plan
- Developed an action plan for resolution of the Fighting Sioux logo and nickname issue
- Awarded 9,000 academic degrees to students at the 11 NDUS colleges and universities
- Reviewed and reconfirmed the roles and responsibilities of the board, the chancellor and the presidents
- Achieved all of the major action steps for the seven annual SBHE objectives set for FY 2006
- Assisted in successful implementation of the Economic Development Centers of Excellence initiative, including the following centers, funding amounts ($20 million in general fund expenditures) and the projected amount of leveraged funding totaling $81.3 million:
  - The BSC Energy Center: $3 million, projected to leverage $12.2 million
  - The LRSC Dakota Center of Optimized Agriculture: $450,000, projected to leverage $1.3 million
  - The UND National Center for Hydrogen Technology: $2.5 million, projected to leverage $20 million
  - The NDSU Center for Advanced Electronics Design and Manufacturing: $3 million, projected to leverage $9.5 million
  - The NDSU Center of Excellence for Agbiotechnology: $2 million, projected to leverage $10.7 million
  - The NDSU Center of Excellence on Surface Protection: $2 million, projected to leverage $4 million
  - The UND Research Foundation Center of Excellence in Life Sciences and Advanced Technologies: $3.5 million, projected to leverage $10 million
  - The UND Center of Excellence for UAV and Simulation Applications: $1 million, projected to leverage $4.2 million
  - The VCSU Institute for Customized Business Solutions: $1 million, projected to leverage $4.9 million
  - The WSC Petroleum Safety and Technology Center: $400,000, projected to leverage $1.3 million
  - The DSU Institute for Technology and Business Center for Entrepreneurship and Rural Revitalization: $1.15 million, projected to leverage $3 million

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SBHE Major Accomplishments (cont.)

- Developed a 2007–09 budget request consistent with recommendations of the Roundtable on Higher Education
- Established an MaSU work group and accepted the group's recommendations to strengthen the academic and financial viability of the university
- Subscribed to CCBenefits, a web-based database and projection model that will help the community colleges systematically identify North Dakota's workforce needs and opportunities
- Continued to expand the number of businesses served through workforce training
- Supported private sector roundtable members in their efforts to take a stronger leadership role in advancing the vision of the Roundtable on Higher Education
- Implemented new interlibrary loan software for the Online Dakota Information Network (ODIN); this completed a change to the new Aleph 500 library system, retiring the PALS library system in use since 1989
- Implemented through ODIN a new system to centrally manage interlibrary loans across multiple separate library systems, including the University of Minnesota and Minnesota State Colleges and Universities
- Added six libraries (five school libraries and one public library) to the ODIN system
- Conducted a search and appointed Eddie Dunn as NDUS chancellor
- Participated in a WICHE initiative to examine the connection between higher education and the state's workforce and economic needs, one of three states selected for the initiative
- Participated in a state presentation about the success of the Roundtable on Higher Education at a conference sponsored by the Federal Reserve Bank of Chicago titled "Higher Education at a Crossroad"
- Assisted the interim Higher Education Committee in arranging the annual roundtable meeting
- Reorganized the NDUS Foundation and appointed new board members
- Cooperated with the private sector in developing a volunteer speakers program to bring private sector leaders into the classroom

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December 2008

2008 NDUS Campus Highlights

Bismarck State College

- Groundbreaking took place in May 2006 for BSC's National Energy Center of Excellence. The center received $3 million in the first round of awards provided through the North Dakota Centers of Excellence for Economic Development. The BSC center focuses on education of multi-skilled technicians for the energy industry on a national scale. Completion is expected in May 2008.
- BSC began offering a two-year program in Instrumentation and Control Technology in August. Representatives from the energy industry requested that BSC offer the program to help meet the need for skilled instrumentation and control technicians at North Dakota's power plants, ethanol plants, other process plants and industrial sites.
- BSC began offering online power plant technology and process plant technology to students at Wisconsin's Fox Valley Technical College in August. The partnership with Fox Valley will help meet the needs of high-demand energy careers in Wisconsin and upper Michigan. BSC credits will transfer to Fox Valley, and students will earn associate degrees from FVTC.
- Two new buildings opened on campus in time for Fall 2008. Lidstrom Hall is a residence hall that houses about 80 students. The National Energy Center of Excellence is dedicated to energy education, workforce training and continuing education. Partnerships with industry and government agencies were key to completion of the NECE.
- The Great Plains Energy Corridor Office opened in August. The office will provide education and outreach services to the state's energy industry, eventually expanding to neighboring states. U.S. Sen. Byron Dorgan secured funding to establish the office located in BSC's new NECE.
- In May, BSC received a scholarship grant of $597,540 from the National Science Foundation to attract students into science, technology, engineering and mathematics fields (STEM) and to address the critical national shortage of workers in these disciplines. The grant extends through 2013 and will benefit 25 to 30 students per year.

Dickinson State University

- On Nov. 4, Dickinson voters approved allocating $6 million in sales tax to help build the Badlands Activities Center (BAC) on the campus of DSU. The $16 million multi-purpose facility will include a new football field and track as well as space for community events and special functions.

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NDUS Campus Highlights (cont.)

- The National League for Nursing Accrediting Commission (NLNAC) recently granted DSU's practical nursing program full, seven-year continued accreditation. This accreditation shows that the university and its faculty meet the highest standards of nursing education.
- DSU and NDSU have entered into a collaborative engineering program in the areas of computer, electrical, industrial and manufacturing engineering. Students will begin their studies at DSU and complete them at NDSU. The partnership will directly benefit students, businesses and manufacturers in western North Dakota.
- Fall 2008 enrollment at DSU was up for the 13th consecutive year. There were 2,730 students enrolled, a 2.2 percent increase compared to the Fall 2007 enrollment of 2,670. Increases in the numbers of nontraditional and international students are two of the main factors contributing to the university's consistent growth.
- The investiture of Richard McCallum, Ph.D., as DSU's 10th president took place Friday, Nov. 21 at Dorothy Stickney Auditorium on the DSU campus. The theme of the event was "Reflecting on the Past, Embracing the Present, Forging the Future."

Lake Region State College

- Liudmila Tarasiuk has been named the New Century Scholar from North Dakota. Sponsored by the Coca Cola Company in cooperation with the American Association of Community Colleges and Phi Theta Kappa, New Century Scholars represent the top community college student in each of the 50 states. Tarasiuk will receive a $2,000 scholarship for the honor.
- LRSC's 2006 graduating practical nurses and associate degree nurses earned a 100 percent NCLEX-PN and RN first-time pass rate. The NCLEX is a national licensing exam for nursing. Nursing students at LRSC are part of the Dakota Nursing Program, which is a partnership between LRSC, BSC, WSC and MiSU-B.
- LRSC has secured $500,000 in matching funds for a North Dakota Renewable Energy Council grant and currently is working on a North Dakota Department of Commerce Workforce Enhancement Grant proposal, with funding from both sources to be used for development of a Wind Energy Technician Program. LRSC has submitted a Stage II program request and, if approved, plans to offer the program in Fall 2009.
- Students from the country of Oman are training at LRSC. Five members of the Royal Air Force of Oman are taking classes in airplane simulator maintenance. The students will study in Devils Lake for about one and one-half years. LRSC is working with Oman to train more air force personnel in the future.
- LRSC and the Interactive Video Network showcased the college's high-definition interactive video rooms for the media and faculty, staff and students on March 17. Representatives of LRSC connected with IVN personnel in a high-definition room at NDSU to demonstrate the new video technology that brings the distance delivery method closer to a traditional classroom setting. Instructors are able to project high-quality images, videos, microscope slides, power points and other technology over the network.

NDUS Campus Highlights (cont.)

- LRSC now has a chapter of Phi Theta Kappa, the largest honor society in American higher education. With more than two million members and 1,200 chapters, Phi Theta Kappa is located in all 50 states, the U.S. territories and around the world.
- The Otto Bremer Foundation recently awarded a $140,000 grant to the Lake Region Community College Foundation. The three-year grant will fund several regional farm management teacher in-service programs. Coordinated by the National Farm and Ranch Business Management Education Association, the grant will directly benefit all farm management programs in North Dakota.

Mayville State University

- MaSU is administering a $99,200 U.S. Department of Labor grant providing workforce training through internships. Rural businesses are benefiting from the funding of 40 internships through the program. The Traill County Technology Center at MaSU has served as home to four businesses that now have transitioned into the Mayville-Portland community.
- The MaSU Division of Education and Psychology has been granted continuing accreditation by the United Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE). Achieving this endorsement under the performance-oriented standards of NCATE underscores MaSU's commitment to producing high-quality teachers for our nation's children.
- MaSU has begun the second year of activities in a five-year $1.9 million grant from the U.S. Department of Education Strengthening Institutions Program. The grant funding is being used to assist with development and delivering of academic programs and will help improve student retention. Distance learning capabilities and program offerings also are being expanded.
- In an ongoing effort to expand access, MaSU officials have entered into articulation agreements with in and out-of-state colleges. Transfer agreements for MaSU's bachelor's degree in early childhood have been signed with BSC, Northwest College in Powell, Wyo., and Casper College in Casper, Wyo. Articulation agreements for MaSU's bachelor's degree in applied science in business administration have been signed with Hibbing Community College in Hibbing, Minn., and Minnesota State Community and Technical College in Detroit Lakes, Minn.
- MaSU has partnered with LRSC to offer bachelor's degrees in business administration and elementary education. Classes are offered on the LRSC campus or via various distance delivery methods, allowing place-bound students in the Devils Lake area the opportunity to earn bachelor's degrees while remaining close to home, family and work.
- The MaSU Division of Education and Psychology hosted a Jan. 21 in-service for 230 teachers from the May-Port CG, Hatton, Thompson, Central Valley, and Northwood school districts. Nationally recognized speaker Corwin Kronenberg gave a presentation on behavior management skills.

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NDUS Campus Highlights (cont.)

Minot State University

- MiSU faculty held the second annual Mind/Brain MythBusters conference June 12-13. These interactive seminars help educators incorporate new mind/brain research into their classrooms. MiSU's Center for the Applied Studies of Cognition and Learning Sciences was accepted as an NDUS Center of Excellence in September 2007.
- On March 17, MiSU's North Dakota Center for Persons with Disabilities hosted a ground-breaking symposium on autism to launch its new service, training and research program. NDCPD is working with partners around the state to make MiSU and NDCPD the go-to-place for information about autism.
- During Norsk Høstfest in October, President David Fuller welcomed Tora Aasland, Norwegian minister of higher education and research, and other Norwegian dignitaries to MiSU's campus. The group met with 15 MiSU leaders; ideas and information were shared to help the two higher education groups better understand one another.
- Walter Piehl Jr., MiSU professor of art, is one of three recipients of a $100,000 Enduring Vision Award from the Bush Foundation. Piehl will receive the funds over three to five years to pursue his work and to encourage his continued influence on present and future generations of artists and audiences.
- In September, MiSU signed an articulation agreement with Bellingham Technical College in Washington. This agreement makes it easier for BTC students to transfer to MiSU and obtain bachelor's degrees.

MiSU-Bottineau

- In collaboration with the Dakota Nursing Consortium, MiSU-B enrolled students in an associate degree nursing (ADN) curriculum in Fall 2006. By implementing the program, the college helped reduce the shortage of health care professionals experienced in the area since closure of St. Andrews School of Nursing in 1970.
- Sophomore Derek Behrman was named a New Century Scholar by Phi Theta Kappa, an international honor society for two-year colleges. A native of Consul, Saskatchewan, Behrman represent North Dakota as the state's All-USA Academic Team delegate and was recognized at the American Association of Community Colleges Convention April 3–7 in Philadelphia. He was awarded a $2,000 scholarship.
- MiSU-B is a cooperating party in the North Central Education Consortium, one of nine rural education associations (REAs) in the state. In February, the NCEC received a $231,000 grant from the North Dakota Career and Technical Education Department to establish one of three virtual technology centers approved for the state. Eight schools and seven school districts will participate in the NCEC and the technology center programs during the first year. Larry Brooks, associate dean for academic affairs, is the governing board chairman.
- MiSU-B's proposal for an Entrepreneurial Center for Horticulture was approved for a $400,000 award Aug. 20. The center's mission is to provide new opportunities for organic and specialty vegetable commercialization and distribution networks in North Dakota.

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NDUS Campus Highlights (cont.)

- MiSU-B's agriculture education program received the Career and Technical Education Director's Award of Excellence at a professional development conference in Bismarck in August. The honored recipients were Diann Beckman, Larry Brooks, Mark Pomarleau and Bob Underwood.
- Dr. Chuck Lura, biology professor, was an invited speaker at the Great Plains Riparian Forest Summit in Sioux Falls, S.D., Sept. 9. Lura's topic was "A Historical Perspective on Woody Vegetation in Western North Dakota." More than 120 natural resource professionals from across the Midwest attended the conference.

North Dakota State College of Science

- Enrollment at NDSCS continues to grow. Fall 2008 enrollment was 5.3 percent higher than Fall 2007; the college's numbers have increased more than 11 percent since 2001. North Dakotans make up more than 72 percent of the student body, Minnesotans 18 percent, South Dakotans 3.6 percent and Montanans 2.4 percent. NDSCS also boasts students from 31 other states and six foreign countries.
- NDSCS and the North Dakota Workforce Training Southeast Region sponsored the Disney Institute class *Team Creativity, Disney-Style* in Fargo Sept. 23. Disney taught techniques to nurture valuable organizational cultures and to increase productivity through creativity. The one-day program helped foster innovation and imagination among local business people with facilitated discussions and hands-on activities.
- In October, NDSCS sophomore Kristin Eberhardt was selected by the North Dakota Space Grant Consortium to be North Dakota's 2009 International Year of Astronomy student ambassador. She will represent North Dakota and the National Aeronautics and Space Administration (NASA) during the year-long celebration.
- Richard Siegel, an NDSCS culinary arts student, finished fourth in the nation at the National Culinary Arts competition in Kansas City in June. The top four competitors were separated by less than five points. Siegel also was honored for the second highest score on the culinary arts exam.
- The NDSCS Nanoscience Technology Program was a co-recipient of a $3 million National Science Foundation grant to fund the creation of a Midwest Regional Center for Nanotechnology Education or "Nano-Link," awarded this summer. The NDSCS/MSCTC share will be about $430,000 spread over a four-year grant period. The goals are to establish and implement a web-based curriculum repository for nanoscience-related course materials and training modules that can be accessed by other colleges, high schools educators and industry employers.

North Dakota State University

- NDSU set a ninth consecutive enrollment record with 13,229 students enrolled in Fall 2008 undergraduate and graduate programs, including a fall semester record of 1,818 graduate students. The international student population stands at 1,120 undergraduate and graduate students, another record high.

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NDUS Campus Highlights (cont.)

- President Chapman and other NDSU officials visited India, Sri Lanka, South Korea, Uganda and China. The highly successful trips resulted in several signed agreements for collaborative research and education efforts.

- NDSU was awarded a five-year National Science Foundation ADVANCE Institutional Transformation grant of more than $3.7 million to address and study issues of recruitment, retention and advancement of women faculty, including women of color and women who have disabilities, within the science, technology, engineering and mathematics fields.
- A consortium led by NDSU economists in the Department of Agribusiness and Applied Economics has been awarded an $800,000 grant from the North Dakota Industrial Commission to further develop and commercialize the technology to produce bio-based products.
- NDSU ranked out of 662 research universities in the U.S., Guam, U.S. Virgin Islands and Puerto Rico, based on total research expenditures reported in Fiscal Year 2007, according to the National Science Foundation. NDSU was listed in the top 100 FY 2007 research universities in the nation in several NSF research categories, including ranking 41st in R&D expenditures among the 537 research universities that do not have medical schools and in agricultural sciences in total research expenditures.

University of North Dakota

- UND's research enterprise had an economic impact of more than $174 million in FY2007, up $11 million from FY 2006, according to a report released in December by the Office of the Vice President for Research. The figure includes close to $40 million in Grand Forks County and $10 million elsewhere in North Dakota.
- In March, internationally recognized author Salman Rushdie helped UND celebrate its 125th anniversary by inaugurating the "Great Conversations" series. Rushdie was the keynote speaker at the 39th Annual Writers Conference.
- In August, UND learned it would receive $1 million in federal funds for a geomechanical study of the Bakken Formation to improve oil extraction. The shale formation, across western North Dakota and eastern Montana, holds about 4.3 billion barrels of recoverable oil.
- UND alumnus and hall-of-fame basketball coach Phil Jackson received an honorary doctorate from his alma mater at an Aug. 25 ceremony. Coach of the Los Angeles Lakers, Jackson has won nine championships as a coach in the NBA. UND graduate and former North Dakota Gov. Ed Schafer, now U.S. Secretary of Agriculture, was awarded an honorary degree in May.
- AgCam, an Earth-observing sensor built by UND students and faculty, blasted into space on Space Shuttle Endeavour Nov. 14, en route to a new home on the International Space Station. AgCam will monitor the health of crops and other plants. UND's Energy & Environmental Research Center sent special materials into space in the spring, and UND graduate Karen Nyberg made her first trip into space in May.

NDUS Campus Highlights (cont.)

Valley City State University

- VCSU and the National Center for Technological Literacy (NCTL) at the Boston Museum of Science completed a memorandum of understanding to bring standards-based science, technology, engineering and math (STEM) education to K-12 schools. Workshops to introduce STEM curriculum to K-12 teachers were held in Valley City and Devils Lake.
- The North Dakota Board of Nursing approved a collaborative nurse education satellite program to be delivered in Valley City through the Dakota Nursing Program. Partners in the initiative include VCSU, MiSU-B and two local healthcare providers, the Sheyenne Care Center and Mercy Hospital.
- Northwest College, Powell, Wyo., and VCSU entered into an articulation agreement that gives the Wyoming students an opportunity to complete the university's elementary education program via a combination of distance learning delivery methods. The agreement addresses an unmet demand for elementary education degree opportunities in Wyoming.
- Fall 2008 headcount enrollment increased 3.8 percent to 1,019 students, and FTE enrollment increased 2 percent. Growth came from new programs, including VCSU's online master of education (a headcount increase of 43 percent), and collaborative agreements with MiSU-B and Northwest College in Wyoming. Majors in health science and fisheries and wildlife science grew, but are approaching the capacity of VCSU's science facilities.
- VCSU was recognized in the "America's Best Colleges 2009" edition of U.S. News & World Report as one of the top four public baccalaureate colleges in the Midwest, marking the 11th year in a row VCSU has received this recognition.

Williston State College

- WSC and regional development organizations recognized winners of the first annual Mondak Entrepreneur of the Year Awards Feb. 29. In comments at the event, WSC President Joe McCann emphasized the importance of community colleges in identifying and meeting the needs of new businesses and the importance of both to the local quality of life.
- With the recent increase in oil activity in the Williston Basin, the Northwest North Dakota Workforce Training Division at WSC recorded a 50 percent increase in the number of employees participating in oil and gas safety training classes in FY08. The number of oil and gas companies requesting training increased to 103.
- An article by Richard Stenberg, assistant history professor, was published in the November 2008 issue of *We Proceeded On*, the scholarly magazine of the Lewis & Clark Trail Heritage Foundation. Titled "John Newman: A Man of Uncommon Activity and Bodily Strength," the article recounts the story of a member of the Lewis & Clark Expedition who became involved in the fur trade in North Dakota in the1830s.

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NDUS - 2009-11 BIENNIAL BUDGET REQUEST

SBHE Approved Budget -FINAL, June 19, 2008

Revised August 4, 2008

9/23/08 7:54 AM

(1) Priority Order	(2) Policy Objective	(3) Budget Initiative	(4) Amount
A.	**BASE FUNDING INCREASES**		
	07-09 Base Funding		$441,456,162
1	Enhance Student Preparation	Decreased capital bond payments ($3,427,564), SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)	(3,827,674)
2	Enhance Student Preparation	100% of Parity or cost to continue--7%/7% salary and health insurance increases, utility cost increases and operating inflation (Total with SOMHS and Forest Service=$57,346,000)	53,018,493
3	Ensure Student Safety	Emergency Preparedness/Security	1,334,866
4	Maintain Student Affordability	Needs-based financial aid	14,056,000
5	Maintain Student Affordability/Enhance Student Affordability	Equity adjustment to address funding differentials-15% (Total with SOMHS=$18,500,000)	17,406,837
6	Enhance Student Preparation	Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)	2,370,000
7	Maintain Student Affordability	Two and Four-Year college affordability (Total with SOMHS=$12,587,040)	11,370,416
8	Enhancing the Economy and Student Preparation	EPSCoR research matching funds	800,000
9	Enhancing the Economy	New Academic and Technical Program Start-up Revolving Fund	1,000,000
10	Enhance Student Preparation	Disabled Student Services Funding	150,000
11	Promote Student Accessibility	Bismarck HE Center	630,000
12	Maintain Student Affordability and Accessibility	Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)	803,000
13	Enhance Student Preparation and Retention	Comprehensive Career Planning Initiative	1,500,000
14	Increased Effectiveness and Efficiency	Access, Collaboration and Enhancement Fund (ACE)	1,750,000
15	Increased Effectiveness and Efficiency	Shared recruitment initiatives	500,000
16	Increased Effectiveness and Efficiency	NDUS Services - Continuation of FINDET ($155,320), NDUS Office Legal Assistant ($128,930)	284,250
	TOTAL BASE FUNDING INCREASE		103,146,188
	Percentage increase over 07-09		23%
B.	**ONE-TIME FUNDING INCREASES**		
1	Enhance Student Preparation	Deferred Maintenance-facilites and Infrastructure	$50,000,000
2	Ensure Student Safety	Emergency Preparedness/Security	20,642,000
3	Promote Student Accessibility	Technology Maintanance - IVN CODEC Replacement ($350,000), SITS Collaboration and Emergency Pool ($200,000)	550,000
4	Enhance Student Preparation	STEM Initiative	$4,000,000
5	Increased Effectiveness and Efficiency	Pay-off special assessments	1,697,955
6	Promote Student Accessibility	Bismarck HE Center	4,500,000
	TOTAL ONE-TIME FUNDING INCREASE		$81,389,955

Summary Description of 09-11 Budget Request Priorities
SBHE Budget, Audit and Finance Committee Recommendation – March 26, 2008

Eleven Institutions and NDUS Office

Base Funding

Priority 1: Bond payments for state general fund obligation bonds issued through the Industrial Commission will be $3.4 million less in 09-11. This reduction in bond payments allows the $3.4 million to be reallocated to other budget priorities. The NDUS will transfer $100,000 to the State Health Department who administers the Veterinary Loan Forgiveness Program and $300,110 will be transferred from the CIS Pool (now referred to as SITS) to ITD as the administration of K-12 IVN services has been transferred to ITD.

Priority 2: Parity: Includes cost to continue for the state share of parity only as notes below. The student share of parity costs would be funded through tuition rate increases, except as noted below in priority 20:

- 08-09 salary increase @5%
- 09-11 salary increase of an average 7% per year. Based upon an assumed annual market increase of 3 percent per year, the NDUS would reach the regional market average salary in five years with annual 7% increases from FY10 through FY14.
- 09-11 health insurance increase of 10% per year or $136.53 per month. Total projected premium of $794.61 per month per employee. **(NOTE:** Additional $1.9 million required based on latest PERS estimate of 13.5% increase)
- Operating inflation, excluding utilities of 2.0% for FY10 and 2.2% for FY11, based on projections from Economy.Com.
- The projected utility cost increases, of $7.4 million, which is equivalent to a 14.8% increase in the utility budget—the state share of this increase is $4.7 million.
- Utilities for new facilities coming on-line in 09-11 at BSC, UND, NDSU, NDSCS, WSC, and DSU of about $910,000, of which $607,400 is the state share.
- Includes funding of $378,630 for 09-11 salary and health insurance cost increases for CND positions which are currently funded from the CND student fee. This will help to control the amount of the student fee in 09-11.

Priority 3: Emergency Preparedness /Security: Provides funding for additional campus security at a ratio of 1 FTE to 900 students. Also, adds public safety officers to assist with campus planning and implementation of the emergency notification system, emergency response plans, continuum of government (COG) and other activities as follows: (1.0) FTE position shared by BSC, DSU and NDUS-Office; (1.0 FTE) position shared by MiSU, MiSU-BC, (2.0) FTE positions shared by UND, LRSC, and MaSU; and, (2.0) FTE shared by NDSU, NDSCS, and VCSU. Also includes funding to cover the annual fee for the NotiFind emergency notification system for students.

Priority 4: Needs-based financial aid. Consistent with the SBHE 5-4 Affordability Committee State Grant Program, a funding increase of $14,056,000 is included to fund all students who demonstrate unmet need of $800 or more and who meet all other state and/or federal eligibility requirements and increasing the award amount in 09-11 at the same rate as tuition. This would fund about 7,850 students per year, compared to the current 4,075 students.

Priority 5: Equity funding to address peer differentials. The LTF Plan requires a minimum of 15% of the total new funding be allocated to equity, after full funding of the state share of salaries and benefit cost increases in parity (note: the student share of parity would be funded through tuition rate increases). This proposal recommends 15% allocated to equity distributed based on the previously approved SBHE allocation model--the average of the weighted percentage distance from peers and dollar distance from peers—with a minimum of 52% of peers or $250,000. **Note:** The 52% minimum or $250,000 is an exception to the previously approved SBHE plan, but is intended to address those campuses funded furthest from their peers and recognize the high fixed costs of the smaller campuses.

Priority 6:

- SITS pool (formerly CIS pool): In 07-09, $420,000 of the parity funding for the System Information Technology Services (SITS) pool was funded with one-time funding. This base funding will replace the one-time funding to address on-going base costs such as campus bandwidth.
- Network bandwidth: $1,220,000 to cover I1 bandwidth costs through ITD and increased institutional bandwidth needs through StageNet in 09-11, based on projected traffic growth of 50% which is conservative based on national trends. Also, ITD is now asking that we pay 65% of Internet1 costs versus 50% as in the past.
- Northern Tier Network (NTW) Costs: $1,000,000 to cover FY11 maintenance costs. Costs for FY10 will be covered from 07-09 NTW carryover funds.
- ODIN Web Developer position to enhance and ease the use of the library system so the user can spend more time on the material and less time on how to find it, including commercial databases of journals and other academic materials ($150,000).

Priority 7: Two-Year and Four-Year College Affordability. Funding would cover 100% of the parity cost increases at the two-year campuses, instead of the traditional allocation of 75% to the state and 25% to the student. This would allow the two-year campuses to cap tuition rates in 09-11 and, if done consistently over a period of years would ensure two-year campus tuition rates remain affordable for those students least able to afford a college education. Funding would also cover a portion of the student share of parity costs at the four-year campuses, thereby permitting the four-year campuses to keep tuition rate increases to no more than 4% per year in 2009-11. If done over an extended period of time, this step will help to begin to re-balance the state/student shares consistent with the Long-Term Finance Plan.

The ability to cap tuition rate increases, as outlined above, is contingent upon the following budget assumptions: 1.) parity costs are fully funded; 2.) campuses do not experience significant enrollment declines; and 3.) other budget components requested are funded (e.g. Northern Tier Network, bandwidth, etc.) so cost increases need not be absorbed within the current resource base.

Priority 8: EPSCoR: Provides additional state matching funds through the EPSCoR program to generate an additional estimated $1.6 million in federal funding.

Priority 9: New Academic and Technical Program Start-Up Revolving Fund: New program start-up revolving fund, allocated on a one-time funding basis, to assist campuses with program start-up costs until the program generates sufficient enrollment and revenues. This base appropriation would be available in ongoing biennia to allocated to other program areas.

Priority 10: Disabled Student Services Funding: Contingency funding to address unexpected institutional costs associated with providing services to disabled students, in addition to program funding at the campus level. Historically, this funding was a separate line item in the NDUS Office budget. Later, OMB merged the separate line item into the SBHE Initiative fund. The SBHE continued to set aside a portion of its Initiative Funding in support of disabled student services. However, the SBHE Initiative funding was eliminated in 07-09, thereby eliminating the primary source of funding for this activity.

Priority 11: Bismarck Higher Education Center. Funding to cover the operating costs (e.g. plant and support) associated with hosting other NDUS campuses. This would permit students to attend classes at the higher education center for the same cost as attending classes at the providing institutions.

Priority 12: Student Financial Assistance Programs-Scholar's Program, Professional Student Exchange Program (PESEP), Education Incentive Program, and Indian Scholarship.

- Funding to continue current students, plus 50 new slots per year in the Scholar's Program, the same number of new slots as the current biennium-cost $450,000
- Funding to continue the current students plus the following estimated number of new slots per year: 7 vets., 8 dentist, 4 optometrist-cost $193,000.
  In addition, the NDUS will request $990,970 from the student loan trust fund to support currently enrolled students plus 5 new slots per year under the Kansas State University veterinary medicine program.
- As part of the education incentive program, $160,000 increase to support additional applicant demand.

Priority 13: Comprehensive Career Planning Initiative. Establish a partnership initiative with K-12, involving the Rural Education Associations (REA), where appropriate, to: 1.) address professional development needs; 2.) establish seamless K-16 advising; 3.) raise

student awareness of career opportunities in ND involving the private sector; and, 4.) increase utilization of internships as a means of connecting students to careers.

Priority 14: Access, Collaboration and Enhancement (ACE) Fund: Funding to be allocated by the SBHE, based on the Chancellor's recommendation, to be used in support of strategies which further academic excellence, access, affordability, accountability, and alignment goals.

Priority 15: Shared Recruitment Initiatives. Funding to support collaborative recruitment efforts among all NDUS campuses. This could include enhanced marketing and promotional efforts with middle and high school students, coordinated efforts to identify and recruit in viable markets and funding to support other innovative cooperative recruiting efforts.

Priority 16:

- NDUS Office Legal Assistant: Fund a new 1.0 FTE position and related operating costs to assist SBHE and campuses with contract review, HR issues, policy and procedure development and advice and other legal issues ($128,930).
- FINDET: Staff and related operating costs to continue support of the current 2.0 FTE positions who provide information on graduates and student performance. This level of funding will also provide 100% of the support for this activity in the NDUS Office budget from state funding sources (155,320).

One-Time Funding

Priority 1: $50 million in funding to address a portion of facility and infrastructure deferred maintenance currently valued in excess of $100 million.

Priority 2: Emergency Preparedness/Security: Funding to assist with updating facilities with safety upgrades, including: keyless card entry, fire alarms, public announcement systems, cameras, building alarms, improved lighting, phone system upgrades to include a phone in each room, emergency power upgrades, etc.

Priority 3:

- SITS Collaboration and Emergency Pool: Funding to be allocated by the NDUS CIO in support of technology and tools that fosters more effective and efficient delivery of central IT services and to address unforeseen needs not anticipated in the budget process ($200,000).
- IVN CODEC Replacement: The videoconferencing technology in IVN classrooms was last upgraded in 2005; and historically, the replacement cycle for IVN classrooms has been approximately every five years. So by 2010, the current IVN technologies will have completed their life cycle and a technology refresh will be in

store. The most likely replacement technology will be High Definition videoconferencing. Currently, there are five HD test-systems in operation within the NDUS - two systems at MiSU-B and one each at LRSC, MiSU, and NDSU. It is predicted that HD systems will become the norm for classroom videoconferencing because of the superior image quality that can be delivered, versus the current standard definition technology. Of IVN's 31 classrooms, two were updated with HD technologies (the other three are campus-owned rooms) and the remaining 29 rooms will need to be updated at a cost of just more than $12,000 per room, or $350,000 for the total project.

Priority 4: $4,000,000 in funding to implement new initiatives targeted to the enhancement of facilities and instruction in the fields of science, technology, engineering and math (STEM) as follows:

BSC	STEM Careers Awareness	$249,000
DSU	Articulate and Enhance Science and Math Curriculum and Strengthen Teacher Content Knowledge	$646,600
MiSU	Technology-Based, Real-World STEM Foundation and Enhanced Research	$400,400
NDSCS	Fabrication Labs for Academic Preparation and Workforce Training	$386,300
NDSU	Science Lab Renovation	$500,000
UND	Facilities Improvements to Support STEM Undergraduate Training	$1,115,800
VCSU	STEM Certificates for Undergraduate Students	$490,200
NDUS	Unallocated Balance	$211,700

Priority 5: Pay off Special Assessments: Funding to pay off outstanding special assessments at BSC ($349,230), UND ($299,960), NDSCS ($193,130), NDSU ($340,865), MaSU ($481,825), MiSU ($464,280), VCSU ($32,945) resulting in $605,000 savings in interest costs.

Priority 6: Bismarck Higher Education Center. To enhance collaboration and efficient use of existing resources in meeting the program needs of the Bismarck/Mandan area. For the purchase of the Horizon Building on the BSC campus which would be used to house programs and services cooperatively delivered by NDUS institutions.

SBHE Recommended Adjustments to Governor Hoeven's NDUS Budget Proposal

The State Board of Higher Education recommends that the NDUS request additional state funding through legislative action for the following previously approved SBHE initiatives and projects:

- Two-year and four-year campus affordability initiative — $ 8,215,467 (Base)
- NDUS/UND joint IT facility — $11,200,000 (One-time)
- UND deficiency appropriation [deficiency appropriation bill] — $ 1,547,816 (2007-09)

In addition, the SBHE recommends that the NDUS request increased funding authorization for the following previously approved SBHE non-state funded capital project:

- MiSU Wellness Center — $ 5,000,000 (One-time)

Two-year and four-year campus affordability: Listed as priority #7 in the 2009-11 SBHE budget request, the additional funding would permit the NDUS to freeze tuition rates at the current level at the two-year campuses and limit tuition rate increases to no more than four percent per year at the four-year campuses in 2009-10 and 2010-11. The Executive Budget does not include funding for this initiative. The amount has been reduced from the original request to reflect an annual five percent salary increase, instead of seven percent.

NDUS/UND Joint IT Facility: Listed as priority #2 on the 2009-11 SBHE major capital project priority list, the joint facility would, at a minimum: 1.) help address risks, including electrical power inefficiencies, security, heating/cooling and flooding/seeping events, in the current data center location which hosts systemwide administrative computing and library functions and UND's centralized IT functions and servers; 2.) facilitate co-location of NDUS and UND staff to provide greater service efficiencies and communication; 3.) provide adequate and ADA-accessible training space; 4.) provide back-up capacity for other system and campus IT services. The Executive Budget does not include funding for this project.

UND Deficiency Appropriation: Based on pending final settlement with FEMA on appealed projects, it is anticipated that the final 2007-09 deficiency appropriation request will need to increase from $1,310,955 to $2,858,771 to close out the 1997 flood expenses. The Executive Recommendation includes $1,310,955 (1997 flood disaster).

MiSU Wellness Center: Construction of a Wellness Center would: 1.) provide wellness activities for students, faculty and staff; 2.) provide health and wellness curricula and services in response to local and regional needs; and 3.) provide childcare. The $15 million project would be funded by $5 million from private funds and up to $10 million from revenue bond proceeds and/or local institutional funds. The Executive Recommendation includes $10 million special fund authorization ($5 million revenue bond and $5 million other funds) for this project. The request is to increase the revenue bond authority from $5 million to up to $10 million.

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NORTH DAKOTA
UNIVERSITY SYSTEM

Roundtable Recommendations & Board Objectives

December 2008

Roundtable on Higher Education

The Higher education roundtable process originated in September 1999 when 61 state leaders – 21 legislators and 40 private sector, government, and education representatives – came together to assist the Interim Committee on Higher Education in conducting a study of the North Dakota University System.

Roundtable Goal: "To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System."

The Process Continues: October 2008 Roundtable Meeting

The roundtable process has continued, with the ninth meeting of the Roundtable on Higher Education held on October 8, 2008. The sixty participants in this roundtable process included the members of the State Board of Higher Education, the Interim Committee on Higher Education and the chair of the Interim Workforce Committee together with representatives of the private sector; K-12 education; North Dakota public, tribal, and private colleges and universities; and state government.

Breakout group discussions focused on four critical themes that emerged from discussions of the Interim Higher Education Committee: Education Attainment, Accessibility, Contribution to Economic Development, and Meeting Workforce Needs. The resulting recommendations were recorded in a chart that displayed clear parallels with the objectives of the State Board of Higher Education and the goals of the Interim Higher Education Committee. These issues also align closely with the six Roundtable Cornerstones as summarized below.

Cornerstone 1: Contribution to Economic Development

- Continue NDUS partnership with private sector and work closely with targeted industries.
- Focus resources to build workforce skills to meet economic development needs of the state.
- Provide more distance education to meet business needs across the state.
- Continue – and further develop - the research and opportunities offered by the Centers of Excellence, EPSCoR, and other programs.
- Enhance entrepreneurship opportunities.
- Consider tax incentives to encourage recent graduates to remain in state.
- Consider tax incentives to encourage businesses to work with universities.

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Cornerstone 2: Education Excellence

- Educate the working age population to the level of the best in the world.
- Provide clear pathways between degree levels.
- Support partnerships and collaboration that enhance statewide access.
- Encourage lifelong learning to promote access to all demographics.
- Expand internships in partnership with North Dakota businesses.

Cornerstone 3: Flexible and Responsive

- Provide ability to immediately respond to workforce needs with new programs. This requires financial resources.
- Offer shorter term programs.
- Market degrees that take less than four years to complete.
- Hold regular meetings of NDUS and private sector as a systematic process for input.
- Provide a designated office at each college/university that allows businesses to communicate directly with the college/university.
- Work with businesses to develop curriculum and programs to meet future workforce needs.
- Continue employer feedback to higher education on skill levels of interns and graduates.
- Focus on employer partnerships with higher education for training and development of employees (long-term benefits for state), including higher education classes in the workplace.

Cornerstone 4: Access

- Provide the opportunity to ensure that everyone who wants to go to college is adequately prepared and may go to college.
- Give specific attention to the state's Native American and adult populations.
- Increase accessibility by addressing the following barriers: Economic/Financial (including time, job, and family responsibilities), Psychological (leaving home for the first time; lack of encouragement/advisement; coming from small school to a larger school), Geographic/Programmatic Delivery, and Preparation/Education Attainment

Cornerstone 5: Funding and Rewards

- Adequately fund higher education.
- Allow funding flexibility.
- Provide incentives for students or universities to meet selected workforce needs as appropriate.
- Review higher education funding to support online costs as well as on-campus costs.

Cornerstone 6: Sustaining the Vision

- Build a long-range vision for higher education including revisiting campus mission statements.

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Roundtable on Higher Education (cont.)

Accountability: Measuring Progress
Each year, the eleven institutions of the North Dakota University System prepare Roundtable alignment plans for review and approval of the State Board of Higher Education. The alignment plans demonstrate the direct connection between the institutions and the six cornerstones outlined above. They also provide a means of measuring progress toward the Roundtable's expectation of a University System that provides educational excellence and serves as a primary engine for the expansion of North Dakota's economy.

History of the Roundtable
A document summarizing the work and findings of the initial Roundtable on Higher Education was published in May 2000. Titled, *A North Dakota University System for the Century,* it is available at the following link: http://www.ndus.nodak.edu/reports/details.asp?id=332 .

The Roundtable on Higher Education Impacting NDUS Colleges and Universities

Since its inception in September 1999, the Roundtable has had a significant impact on North Dakota higher education. This impact is evident in the words of the presidents of North Dakota's eleven public colleges and universities.

North Dakota State College of Science
The *Accountability Measures Report* documents progress in meeting roundtable expectations and recommendations as well as financial viability and spending decisions of the NDUS. Because the institutions collaborated on what and how data was collected, an additional result is that the institutions are able to compare the accountability data and establish North Dakota benchmarks.

A partial list of NDSCS-specific impacts include:

- Greater collaboration between institutions for course/program delivery – Pathway Program at NDSU
- Number of business/employees served through workforce training continues to grow with satisfaction levels ranging from 94 to 99.9 percent
- Documented evidence that program offerings and services meet the needs of business and industry through employer satisfaction surveys
- Documented evidence of student academic success through licensure and examination pass rates
- Documented evidence of alumni satisfaction with preparation in selected program, acquisition of specific skills and technology

President John Richman, Ph.D.

University of North Dakota
Two recent achievements merit mention and can be attributed to the roundtable.

First, UND has been a successful participant in the Centers of Excellence program, and each center leverages additional successes over time. Second, intellectual property applications have increased substantially to about 10 per year; newly licensed ideas and products are resulting in the formation of new

Roundtable on Higher Education (cont.)

North Dakota companies. The COELSAT (Centers of Excellence for Economic Development in Life Sciences and Advanced Technology) facility will be important to economic development.

Academic achievements include the roll-out of a new, nationally recognized essential studies (general education) program. Increased numbers of graduate students and fewer provisional admits are resulting in a stronger university. A final academic achievement is the university's rapid movement into online education as a means of delivering educational programming.

President Robert Kelley, Ph.D.

North Dakota State University

The roundtable has directly allowed NDSU to leverage resources to:

- Develop the Research and Technology Park
- Add programs, particularly doctoral programs
- Build business partnerships
- Double our research enterprise and
- Increase enrollment.

All of these attract people and generate economic activity that would not exist without the flexibility of the roundtable. Our research park has spun off 17 businesses and 500 jobs that weren't in North Dakota 10 years ago.

We just broke ground in the Research and Technology Park for a new Appareo Systems Facility. Today, Appareo employs 40 people in engineering, manufacturing and administration, and expects to double in size over the next three years. Appareo is a "spin off" of the Technology Incubator facility, showing how effectively that effort can assist fledgling companies to prosper. The close proximity will be of great benefit to both Appareo and NDSU researchers.

President Joseph Chapman, Ph.D.

Williston State College

Since the inception of the roundtable, WSC has become a more comprehensive community college, serving a wider range of students and meeting an increased variety of learning needs in the MonDak region.

During the past seven years, WSC has:

- Increased summer enrollment five-fold
- Expanded access by distance education to the point that six of every 10 students now take at least one course via distance learning
- Increased the number of career and technical students
- Opened a child care facility for students and employees
- Is more responsive to regional needs and has aligned the planning functions including course scheduling

The college now serves more older adult students, holds more civic events on campus, has built a thriving Petroleum Safety and Technology Center and participates in many more partnerships.

President Joseph McCann, Ph.D.

FOR MORE INFORMATION CONTACT:
***William Goetz**, Chancellor*
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Roundtable on Higher Education (cont.)

Minot State University
Minot State University has implemented or completed the following items as a direct result of the roundtable:

- The Prairie Community Development Center has completed business plans and/or feasibility studies for businesses in Minot, Williston, Northwood, and Stanley.
- Initiatives instituted to enhance education excellence include mandatory freshman orientation and on-campus housing, a mentoring program and renovating student areas to promote a more engaged campus. MiSU was part of a 2007–08 national cohort of 13 select schools dedicated to improving the first year of college through participation in the Foundations of Excellence program.
- SMART Boards, iPods, a Personal Response System and PDAs have all contributed greatly to student success.
- MiSU has completed a thorough review of the tuition waiver program. A Great Plains Scholar Award has been instituted.

President David Fuller, Ph.D.

Dickinson State University
The legislative roundtable cornerstones have significantly impacted the development of DSU's programs and outreach efforts.

- The commitment to economic development fueled the launch of the Strom Center for Entrepreneurship and Innovation, a North Dakota Center of Excellence. Additional internship opportunities were created with area businesses, and a leadership certificate program in entrepreneurship was initiated.
- The cornerstone of flexibility and responsiveness spurred the expansion of distance education offerings, including online courses and programs in collaboration with BSC and WSC. New programs in finance and international business also have emerged.
- The accessibility cornerstone guided our expansion of residence hall capacity to accommodate the full cohort of students seeking enrollment this fall.
- Educational excellence prompted our exit testing and assessment program.
- Finally, a future-focused planning process is underway to sustain a vision for the future.

President Richard McCallum, Ph.D.

Minot State University – Bottineau

The *Roundtable Report* gives MiSU-Bottineau a roadmap for the future. It helps us promote an environment that creates a brighter future for all those we serve. Following are examples:

- We chose to become part of the Dakota Nursing Consortium to assist in alleviating the state's critical shortage of healthcare professionals — particularly in our rural areas. We provide nursing programs in Rugby, Bottineau, Valley City and Minot and work with the following facilities: St. Andrews Health Center, Mercy Hospital, Burdick Job Corps and Heart of America Medical Center. For Fall Semester 2008, there are 50 students enrolled in our two nursing programs.
- We chose to pursue a Center of Excellence Grant for an Entrepreneurial Center for Horticulture (ECH). The mission of the center is to stimulate the burgeoning organic and specialty industry in the state and region. A goal of the ECH is to provide the technology transfer necessary to make business opportunities flourish.

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Roundtable on Higher Education (cont.)

Roundtable precepts, particularly those focusing on collaboration and access, were critical in promoting these new MiSU-Bottineau initiatives.

Campus Dean Ken Grosz, Ph.D.

Valley City State University
The roundtable has had a profound impact at Valley City State University. VCSU has engaged in numerous initiatives fulfilling the roundtable expectations, and the cornerstones have served as a compass for strategic decisions while establishing accountability benchmarks.

Regarding economic development and educational excellence, VCSU has partnered with industry, education and government. VCSU partnered with Eagle Creek Software, delivering customized coursework and providing employees to Eagle Creek through recruitment and training of college students and qualified applicants. Today, the Valley City Eagle Creek office employs 100 highly trained software consultants. Additionally, VCSU partnered with the Boston Science Museum to deliver STEM K-12 curriculum and with MiSU-Bottineau and Barnes County healthcare providers to deliver programs addressing the local nursing shortage.

Ensuring a flexible, responsive and accessible system, VCSU has expanded online/distance enrollment by 27 percent from 2004 to 2007. Additionally, VCSU added master's of education programs, now enrolling 120 graduate students – tremendously quick growth furthering the education of regional professionals.

President Steve Shirley, Ph.D.

Bismarck State College
The National Energy Center of Excellence facility allows BSC to provide nationally recognized education. The project funding includes energy industry partners; local, state and federal government; individuals; and employee participation.

BSC partners with the Bismarck Public School District to provide career and technical education to secondary and post-secondary education students whom we both serve on our campus through the shared use of facilities.

BSC also partners with the Bismarck Park Board in the shared use of the Community Bowl and the future use of the BSC Aquatic and Wellness Center. This is another prime example of the sort of public/private partnership envisioned by the roundtable.

BSC is a collaborative partner with many NDUS schools regarding upper-level degree programs in Bismarck/Mandan. This enhances the economic well-being of the area and the region we serve. Finally, the budgeting flexibility offered by the roundtable has allowed BSC to make financial decisions that positively affect BSC students in a more timely and businesslike manner.

President Larry Skogen, Ph.D.

Lake Region State College
The roundtable allows Lake Region State College flexibility to address important college issues while being accountable for decisions made. It allows LRSC to meet and enhance the educational needs of students.

By being flexible, responsive and accessible, LRSC offers more programs at a distance through online learning, IVN and outreach. The college collaborates with other partners on programs such as the B.S. in

Roundtable on Higher Education (cont.)

business administration with MaSU, peace officer training with the Fargo Police Department and the Dakota Nursing Consortium.

Addressing educational needs flexibly and responsibly provides opportunities for LRSC to enhance educational excellence, such as establishing a Phi Theta Kappa chapter. Flexibility with accountability allows LRSC to set tuition rates attractive to resident and nonresident students.

The campus also can address capital needs to enhance accessibility, economic development and student learning. Solid examples of funding and rewards include the Centers of Excellence designation, science lab renovation, housing renovation and Welcome Center completion.

President Mike Bower, Ph.D.

Mayville State University
The roundtable initiative led to the following for Mayville State.

We created an on-campus technology center and business incubator. Five businesses spawned in the center still operate in Mayville-Portland. A host of businesses have been served through the center. These businesses have been able to get established by renting space and taking advantage of the technology infrastructure and campus expertise.

The technology advantages explored after the roundtable led to the development of the Heart of the Valley IT Consortium that links Mayville State University to more than 20 area secondary schools across a seven-county area.

Business internships and community technology infrastructure have prospered.

Flexibility in return for accountability has allowed for much faster delivery of academic programming.

President Gary Hagen, Ph.D.

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Roundtable on Higher Education (cont.)

Current Members of the Roundtable on Higher Education

Name	Title	Organization	Dates Served
Allen, Greg	Administrative Manager	Cavendish Farms	2006 to current
Andrews, Sue	Member	State Board of Higher Education	2002 to current
Backes, Jon	Member	State Board of Higher Education	Oct. 2008 to current
Badal, Robert	President	Jamestown College	Oct. 2008 to current
Brown, Marlys			Oct. 2008 to current
Chapman, Joseph	President	North Dakota State University	1999/charter to current
Cripe, Haylee	Student Member	State Board of Higher Education	July 2007 to current
Daley, Maren	Executive Director	Job Service North Dakota	Oct. 2008 to current
Davis, Jim	President	Turtle Mt Community College	Oct. 2008 to current
Delmore, Lois	Representative	State of ND	2006 to current
Draper, Dakota	President	NDEA	Oct. 2008 to current
Espegard, Duaine	Member	State Board of Higher Education	Oct. 2008 to current
Farnsworth, David	Power Generation & Engineering Leader	Great River Energy (Coal Creek)	Oct. 2008 to current
Feist, Jennifer	Executive Dir	Valley City Barnes Co Dev. Corp	1999/charter to current
Fuller, David	President	Minot State University	2004-2005 and Oct. 2008 to current
Giese, John	Business Banking Manager	Wells Fargo	Oct. 2008 to current
Goettle, Shane	Director	Dept of Commerce	Oct. 2008 to current
Goetz, Bill	Chancellor	North Dakota University System	1999/charter to current
Grindberg, Tony	Senator	State of ND	1999/charter to current
Hagen, Gary	VPAA & Interim Pres	MaSU	1999/charter to current
Hardmeyer, Eric	President	Bank of North Dakota	Oct. 2008 to current
Haugen, Michael	Member	State Board of Higher Education	Oct. 2008 to current
Hawken, Kathy	Representative	State of ND	2003 to current
Hedger, Don	CEO	Killdeer Mountain Mfg	1999/charter to current
Hill, Dennis	Exec VP/Gen Mgr	ND REC	1999/charter to current
Holmberg, Ray	Senator	State of ND	1999/charter to current
Jackson, Jon	Faculty Advisor/SBHE	University of North Dakota	Oct. 2008 to current
Jorde, Terry	President & CEO	Country Bank USA	Oct. 2008 to current
Kelley, Robert	President	University of North Dakota	Oct. 2008 to current
Kelsch, RaeAnn	State Representative	State of ND	Oct. 2008 to current
Kemnitz, David	President	AFL-CIO	1999/charter to current
Klein, Matthew	State Representative	State of ND	Oct. 2008 to current
Kostelecky, Pam	Member	State Board of Higher Education	2002 to current
Krebsbach, Karen	State Senator	State of ND	Oct. 2008 to current

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Roundtable on Higher Education (cont.)

Name	Title	Organization	Dates Served
Kutzer, Wayne	Director	Career & Tech Ed	2001 to current
Laducer, Jim	President & CEO	Laducer and Associates Inc	Oct. 2008 to current
Lindaas, Elroy	Senator	State of ND	1999/charter to current
Martinson, Bob	Representative	State of ND	2001 to current
McCallum, Richard	President	Dickinson State University	Oct. 2008 to current
Michael, Franklin	President	ND Student Association	Oct. 2008 to current
Molmen, David	CEO	Altru Health Systems	Oct. 2008 to current
Morton, Don	Site Leader for Fargo Campus	Microsoft	2002 to current
Nething, David	Senator	State of ND	1999/charter to current
Nisbet, Mark	Principal Manager	Xcel Energy	Oct. 2008 to current
Oehlke, Dave	State Senator	State of ND	Oct. 2008 to current
Piesik, Deanette	Workforce Training Manager	Williston State College	Oct. 2008 to current
Potter, Tracy	State Senator	State of ND	Oct. 2008 to current
Quamme, Ken	Dean of Technology	WSC	1999/charter to current
Rauschenberger, Ron	Chief of Staff	Governor's Office	Oct. 2008 to current
Reierson, Roger	President	Flint Communications	1999/charter to current
Richman, John	President	ND State College of Science	Oct. 2008 to current
Robinson, Larry	State Senator	State of ND	Oct. 2008 to current
Rothschiller, Joe	NEI Committee	Steffes Corporation	Oct. 2008 to current
Sanstead, Wayne	Superintendent	DPI	1999/charter to current
Schneider, Jasper	State Representative	State of ND	Oct. 2008 to current
Shaft, Grant	Member	State Board of Higher Education	Oct. 2008 to current
Skarphol, Bob	State Representative	State of ND	Oct. 2008 to current
Smith, Richie	Member	State Board of Higher Education	July 2005 to current
Sprynczynatyk, David	Adjutant General	ND National Guard	Oct. 2008 to current
Stremick, Paul	Superintendent	Dickinson Public School District	Oct. 2008 to current
Svedjan, Ken	State Representative	State of ND	Oct. 2008 to current
Veeder, Gene	Executive Director	McKenzie County Job Dev Auth	Oct. 2008 to current
Wall, John	State Representative	State of ND	Oct. 2008 to current
Williams, Clark	State Representative	State of ND	Oct. 2008 to current
Wilson, Shirley	President	Council of College Faculties	Oct. 2008 to current
Zimmerman, Delore	President	CEO Praxis	2003 to current
Zimmerman, Jason	Dir/Food & Beverages	Holiday Inn	Oct. 2008 to current

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Roundtable Rec. & Board Objectives

December 2008

Accountability Measures

The *2008 Accountability Measures Report* serves as the primary tool for reporting on the agreed-upon North Dakota University System accountability measures and as a vehicle through which the system demonstrates its commitment to enhancing the economic and social vitality of North Dakota.

Key stakeholders who have contributed to development of this new relationship between the University System and the state of North Dakota include the private and public sector members of the Roundtable on Higher Education.

Organized according to the six cornerstones of the *Roundtable Report*, the *2008 Accountability Measures Report* provides a useful framework for focusing the assets of the University System on the high-priority needs of the state.

For a copy of the report, contact the NDUS Office by phone at 701.328.2960 or via e-mail at ndus.office@ndus.edu. To view the report go to *www.ndus.edu/reports* and click on "Roundtable on Higher Education."

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Roundtable Rec. & Board Objectives

December 2008 State Board of Higher Education Objectives

July 1, 2008 – June 30, 2009

Approved by the State Board of Higher Education – Sept. 18, 2008

NOTE: The following objectives are organized according to the three long-range goals adopted by the board and included in the NDUS Strategic Plan.

Long-Range Goal 1:
Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a university system to enhance the economic and social vitality of the state

Planning for the Future: The State Board of Higher Education will engage in a comprehensive process to review and revise the system-wide strategic plan to ensure that the NDUS is well positioned to provide access to an appropriate array of academic programs, research capacity, workforce training, and cultural enrichment consistent with the roles of a university system of the 21st century.

Action Steps:

- Analyze and revise, if required, the System mission and vision (including input through the Roundtable process)
- Analyze and revise, if required, individual institution missions and key data, including on-line offerings
- Analyze and revise, if required, the long-term finance plan consistent with any changes to mission (original timetable included review during 2008-09)
- Analyze and revise, if required, tuition and fee policy (including traditional, on-line, and collaborative)

Expected Result: Stakeholder consensus regarding appropriate system and institutional missions and future directions

Long-Range Goal 2:
Achieve the vision of the Roundtable on Higher Education in creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate; and proves to be a solid investment for the state and is seen as such by its citizens

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State Board of Higher Education Objectives (cont.)

Preparing Students for Success: In collaboration with appropriate stakeholders, the State Board of Higher Education will develop admission and placement policies that are consistent with the high levels of student preparation required for success in college and in the global economy.

Action Steps:

- Propose steps to address this issue with the Joint Boards in September 2008
- Recommend creation and codification of a P-20 Commission (with representation similar to original task force)
- Study and recommend a system of common challenging standards and assessments leading to alignment of high school graduation requirements and university admission standards and to improved ND performance on the National Assessment of Educational Progress (NAEP)
- Consult with private sector employers to assess students' level of preparation in the skills required for success in the current and future workforce, including "soft skills"
- Implement comprehensive career planning

Expected Result: Adoption of policies aligned with high levels of student preparation

Developing the Workforce: The State Board of Higher Education will identify and implement effective strategies to address the state's workforce development and training needs at all levels (non-credit, certificate, two-year, four-year, graduate, professional).

Action Steps:

- Utilize the System's educational assets to deliver programs where they are needed
- Analyze potential of the higher education center concept and recommend next steps
- Offer programs structured to provide progressively higher levels of skills certification, for example, certificates leading to associate and bachelor's degrees
- Examine coordination of NDUS workforce training efforts and data reporting and develop a statewide inventory of workforce objectives, funding, and work being conducted
- Provide a Learning Management System for collaborative course development with 24 by 7 help desk services for faculty and students
- Provide opportunities for faculty and staff training in the use of collaborative technologies to enhance on-line course delivery
- Prepare a healthy workforce through identifying similar needs between substance abuse and mental health issues for ND college students and undertaking planning, development and research to address these issues.

Expected Result: Adoption of creative strategies and programming that address the state's workforce needs

Increasing Educational Opportunities: The State Board of Higher Education will increase educational opportunities for non-traditional students (adults, other underrepresented groups), leading to a higher level of educational attainment throughout the state and a more highly qualified workforce.

Action Steps:

- Develop an Adult Education Council to offer advice and recommendations to the Chancellor regarding policy, service, and financial aid for non-traditional age students
- Define clear pathways for students to progress to higher degree levels in each academic discipline

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State Board of Higher Education Objectives (cont.)

- Establish a work group to identify ways to utilize technology effectively in serving this student population, including improving self-service options

Expected Result: Increased levels of participation and retention of adults and other underrepresented groups in higher education

Long-Range Goal 3:
Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education that embraces a common vision, a clear set of expectations and agreed-upon accountability measures that are mutually developed and supported by the University System and its stakeholders

Focusing the Vision: The State Board of Higher Education will engage key leaders from the legislature, the private sector, education, local communities, and executive agencies in an active dialogue focused on North Dakota's common vision for higher education.

Action Steps:

- Participate actively in the Roundtable process
- Increase communication with all Roundtable participants
- Explore ways to increase awareness of and to engage the System's faculty and staff in this process
- Explore the possibility of codifying the Roundtable in statute

Expected Result: Active involvement and continuing engagement of key leaders through the roundtable process

Sustaining the Vision: The State Board of Higher Education will sustain the vision through open and frequent external communications with the executive branch, legislative branch, private sector, and others as well as through effective internal communications with the chancellor, staff, and the 11 institutions.

Action Steps:

- Sustain the vision, through open and frequent communication with all external and internal stakeholders

Expected Result: Open communication leading to strengthened relationships with all stakeholders

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ROUNDTABLE STAKEHOLDERS AFFIRM LEGISLATIVE AND SBHE OBJECTIVES

A Report of the Roundtable on Higher Education Meeting

October 8, 2008

The Roundtable discussions identified key actions that are vital to the future of the state and outlined some broad policy directions for the North Dakota University System. As indicated below, the participants' recommendations affirmed strategic objectives that have been established by the State Board of Higher Education as well as goals identified by the Legislative Interim Higher Education Committee. This convergence suggests that the University System is on the right track to meet North Dakota's critical education and workforce needs.

<u>Educational Attainment: Recommendations of the Roundtable on Higher Education</u>

A well-educated population is vital to North Dakota's future. Educate the working age population to the level of the best in the world. Encourage lifelong learning.

The State Board of Higher Education is addressing the recommendations through the following objectives:

- Collaborating with stakeholders, including the Department of Public Instruction and Career and Technical Education, to develop admission and placement policies that are consistent with the high levels of student preparation required for success in college and in the global economy.
- Continuing collaboration with the Joint Boards regarding P-20 education, including development of a plan to study and recommend a system of common challenging standards and assessments leading to alignment of high school graduation requirements and university admission standards and to improved ND performance on the National Assessment of Educational Progress (NAEP).
- Defining clear pathways for students to progress to higher degree levels in each academic discipline.
- Increasing educational opportunities for non-traditional students (adults, other underrepresented groups), leading to a higher level of educational attainment throughout the state and a more highly qualified workforce.

Accountability Measures proposed by the Legislative Interim Higher Education Committee:

- The proportion of the population, ages 25-34, with at least an associate degree.
- The number of certificates, associate, and baccalaureate degrees awarded relative to the 18-year old population six years prior.

<u>Access: Recommendations of the Roundtable on Higher Education</u>

Access is the key to a well-educated population. Increase access to higher education and ensure that every North Dakotan who wants to go to college is adequately prepared for and may attend a North Dakota college or university (especially with regard to underserved and non-traditional student populations). Focus on removing the following barriers to access: economic/financial; psychological; geographic/program delivery, and preparation/education attainment.

The State Board of Higher Education is addressing the recommendations through the following objectives:

- Focusing on affordability as a high priority policy objective, including increased financial aid and a study of tuition and fee policy.
- Providing for program access through collaboration among institutions - evidenced by recent partnerships designed to serve the western part of the state.
- Meeting program needs in Bismarck through the higher education center concept.
- Using technology to Increase the number of programs available through distance learning and enhance on-line course delivery
- Developing an Adult Education Council to offer advice and recommendations regarding policy, service, and financial aid for non-traditional age students
- Reaching out to underserved, low income students through administering the federal College Access Challenge Grant program.

Accountability Measures proposed by the Legislative Interim Higher Education Committee:

- The proportion of recent high school graduates enrolled in NDUS institutions the following fall by county.
- The proportion of the 25-44 year old population with at least a high school diploma enrolled in an NDUS institution for a credit-bearing course.
- The number of student credit hours delivered by NDUS institutions to students attending another NDUS institution.
- Tuition and required fees relative to the lowest quintile per capita income in the state.
- Percent of family income needed to pay for college expenses after deduction of grant aid.
- Average amount of student loan debt incurred each year by undergraduate students.

Contribution to Economic Development: Recommendations of the Roundtable on Higher Education

The presence of a well-educated population and higher education institutions throughout the state (including small business development and research centers) stimulates statewide economic growth. Continue to partner with the private sector to meet economic development needs and to enhance opportunities for research such as Centers of Excellence, EPSCoR, and other programs.

The State Board of Higher Education is addressing the recommendations through the following objectives:

- Engaging in a comprehensive process to ensure that the NDUS is well positioned to provide access to an appropriate array of academic programs, research capacity, workforce training, and cultural enrichment consistent with the roles of a university system of the 21st century.
- Developing and sustaining partnerships with the private sector to meet business and state needs.
- Maintaining open communication with and obtaining feedback from Roundtable participants and other key stakeholders.

Accountability Measures proposed by the Legislative Interim Higher Education Committee:

- The number of recent NDUS graduates employed in North Dakota.
- The number of recent NDUS graduates employed in North Dakota in jobs paying at least twice the amount established as poverty level.

- Annual dollar amount of research expenditures by NDUS institutions of funds received from federal, foundation, and business sponsors.

Meeting Workforce Needs: Recommendations of the Roundtable on Higher Education

A skilled workforce is essential to North Dakota's continued economic growth. Partner with the private sector to develop skills that will meet current and future workforce needs. Maintain a systematic process for the private sector to provide input to the NDUS. Ensure the ability for NDUS institutions to respond immediately to workforce needs with new programs, requiring flexibility and financial resources.

The State Board of Higher Education is addressing the recommendations through the following objectives:

- Engaging key leaders in an active dialogue focused on North Dakota's common vision for higher education.
- Identifying and implementing effective strategies to address the state's workforce development and training needs at all levels (non-credit, certificate, two-year, four-year, graduate, professional).
- Utilizing the System's educational assets to deliver programs where they are needed
- Consulting with private sector employers to assess students' level of preparation in the skills required for success in the current and future workforce.
- Offering programs structured to provide progressively higher levels of skills certification, for example, certificates leading to associate and baccalaureate degrees.

Accountability Measures proposed by the Legislative Interim Higher Education Committee:

- Number of certificates and associate degrees awarded in vocational/technical fields.
- Number of baccalaureate degrees awarded in Science, Technology, Engineering, and Mathematics (STEM) fields.
- Student performance on nationally recognized examinations.
- First-time licensure pass rates.
- Employer satisfaction with recently hired graduates.
- Alumni and student satisfaction with preparation.

-SUMMARY-
Report of the Roundtable

The results of the study by the Roundtable including the cornerstones, specific recommendations and accountability measures, are published in a report titled, "A North Dakota University System for the 21st Century, May 25, 2000." The Report is available through the North Dakota Legislative Council, the University System Office, or from any of the NDUS campuses. The Report is also available on the Web at: www.ndus.edu

Steps must be taken to ensure:

- **North Dakota's future is not an extension of the trends of the past,**
- **All of North Dakota must benefit from a stronger economy, and**
- **The economic vitality of North Dakota is closely linked to the North Dakota University System.**

Those were the three fundamental conclusions arrived at by a group of 61 state leaders who spent seven months studying global forces and projections, examining North Dakota's economic and demographic trends, and developing recommendations for creating a North Dakota University System for the 21st century.

Following is a summary of the key components of the Report of the Roundtable – *A North Dakota University System for the 21st Century*:

I. Legislative Initiative

The 1999 North Dakota Legislative Assembly passed a resolution directing a study of the North Dakota University System to specifically address:

1. The expectations of the NDUS in meeting the State's needs in the 21st century
2. Funding methodology needed to meet those expectations
3. Accountability system and reporting methodology

II. Roundtable Formed

A Roundtable was formed consisting of 61 state leaders – 21 legislators and an additional 40 leaders from the private sector, government, and education – to assist the Interim Committee on Higher Education in conducting the study.

III. The Challenge

Expectations. The Roundtable members were challenged by chairman, Senator David Nething, to look to the future, think outside the box, be bold but also realistic, be non-

parochial, and bring forth a clear set of expectations to serve as the cornerstones upon which the North Dakota University System for the future should be built.

Accountability. The Roundtable was also asked to identify and agree upon a reasonable number of accountability measures for the University System to replace the extensive, and often conflicting, accountability measures currently being applied. The accountability measures identified were to be consistent with the expectations for creating a University System for the 21st century; i.e., high quality, responsive, entrepreneurial, flexible, and accessible. The desired result, as stated by the Roundtable, is a University System characterized by: ***"flexibility with accountability."***

IV. Goal of the Roundtable

The goal developed and agreed upon by the Roundtable is:

"To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System."

V. Cornerstones

The Roundtable identified six key cornerstones on which to build a university system for the future. Those cornerstones are:

1. **Economic Development Connection-**
   Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.
2. **Education Excellence-**
   Provide high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multi-cultural society.
3. **Flexible and Responsive System-**
   Create a University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.
4. **Accessible System-**
   Create a University System which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the "Flexible and Responsive System" Goal.

Summary of Key Principles
Of the Roundtable on Higher Education
(Extracted from Roundtable Report of May 25, 2000)
March 23, 2006

I. THE FUNDAMENTAL PRINCIPLE OF THE ROUNDTABLE (I.E., THE ESSENCE OF THE AGREEMENT AMONG THE STAKEHOLDERS) IS:

In addition to providing educational excellence, the colleges and universities are charged with being a primary engine for expanding the economy of North Dakota, and in turn, are to share accordingly in the benefits of that expansion.

II. Other Key Principles:

Other Key Principles, as stated in the Executive Summary and the Cornerstone sections of the Roundtable Report, are:

1. **An Engaged University System:** "Bold steps are needed to change the downward trajectory of the state." And, "The University System must be a proactive participant in shaping the desired future."
2. **New Relationship Based on Trust and Common Purpose:** "There must be relationship between the NDUS and the state which is based on trust and common purpose rather than suspicion and skirmishes over power."
3. **Flexibility with Accountability:** "The basis for the new relationship is flexibility with accountability."
4. **A Unified System:** "The University System is to function as a system, not as a collection of campuses."
5. **Entrepreneurial:** "The System is to operate in a much more entrepreneurial manner" (with tolerance for risk-taking).
6. **All of North Dakota must Benefit:** "All of North Dakota must benefit, not just the urban areas."
7. **Accessible and Responsive:** "The System is to be accessible and responsive to all citizens of the state, both individual and corporate."
8. **Balanced and Affordable:** "Funding provided by the state and from the students must be properly balanced so student costs for postsecondary education remain affordable to all North Dakota citizens."
9. **Grow Together:** "Old solutions – such as closing campuses and redirecting resources – are not adequate to the task. The state and the NDUS must grow together, not contribute to each other's decline."
10. **Limit Accountability Measures:** "Limit the freedom of other parties to expect accountability outside the domains established and agreed upon."
11. **Make Changes to Unleash the Potential:** "Free up and unleash the potential of the NDUS – to change the budget-building, resource allocation, and audit practices to reflect the new compact between the state and the University System."
12. **A New Funding Mechanism:** "Develop a funding mechanism structured around three primary budgetary components:"
    a. *Base funding* used to sustain the academic capacity of each campus. The adequacy of the base funding for each institution is measured by comparison to other external benchmarks (i.e., peer institutions in other states);
    b. *Incentive funding* which creates incentives and/or rewards in furtherance of the State's and Roundtable's priorities.
    c. *Asset funding* which supports the maintenance of the physical assets of the State's University System.

III. GOAL OF ROUNDTABLE:

To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System.

IV. CORNERSTONES:

The Roundtable concluded the University System for the 21st Century in North Dakota should be built upon six key cornerstones. Those key cornerstones are:

Cornerstone 1: Economic Development Connection – Direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

Cornerstone 2: Education Excellence – High quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multi-cultural society.

Cornerstone 3: Flexible and Responsive System – A University System environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

Cornerstone 4: Accessible System – A University System that is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the "Flexible and Responsive System" Cornerstone.

Cornerstone 5: Funding and Rewards – A system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System – assures achievement of the expectations envisioned.

Cornerstone 6: Sustaining the Vision – A structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

SB 2003

Same given to House

4

ND Senate Appropriations Committee Testimony

By David E. Farnsworth

January 12, 2009

Chairman Holmberg, Members of the Senate Appropriations Committee, Chancellor Goetz, fellow presenters, and guests:

My name is David Farnsworth, Power Generation and Engineering Leader for Great River Energy's Coal Creek Station, North Dakota's largest power plant. As a member of the legislative roundtable on Higher Education, as well as the roundtable on Workforce Development, I have been asked to provide a private sector perspective on the role that the ND University System plays in meeting the needs of the private sector within the state. Over the past decade our state government, the legislature, and the educational communities have increasingly realized that partnering with private industry has been the key to job creation and economic growth within the state. This has not always been the case.

Let me share a little personal perspective. My wife Arlene and I and all three of our sons are products of the North Dakota education system. This past spring our middle son Daniel graduated from NDSU with a civil engineering degree and our youngest son Stephen is in his second year of engineering studies at Bismarck State College. In the late 1970's I graduated from Bismarck Junior College, then went on to obtain my civil engineering degree from NDSU, where I met my wife Arlene, a native of Beach, who obtained her Dietetics degree from NDSU. 8 of 9 of my wife's siblings attended the North Dakota university system and all 5 of my siblings received their 4 year degrees from the ND university system. Our generation was the first generation on either side of the family to attend college, and it was our parents' view --- and yet today remains the view of most ND parents that they must provide their children a good education as a ticket to a successful future.

I can say that the taxpayers of North Dakota provided my generation with an excellent education --- but what did we do with it? We took our 4 year degrees and left the state to get a job. My wife and 8 of her siblings, and I and 4 of my siblings left the state to make a decent living. From the standpoint of Higher Education, they were very successful in educating us. But from the standpoint of the taxpayers, they did not get a very good return on investment when we left the state. However, I believe that times are changing.

I am pleased to say that over the past decade the business climate and job opportunities in the State of North Dakota have steadily improved. Strong growth in the energy, technology, agricultural processing, and manufacturing sectors have provided good job growth. North

Dakota currently has the second lowest unemployment rate and one of the highest personal income growth rates in the nation. I recently read that during the past two years more young people of childbearing years have come into the state than left it. In the past 3 years my power plant has hired 63 new people, most of them younger North Dakota natives, many who were working out-of-state. Four of my siblings have returned to North Dakota, and I am looking forward to the day when our 2 oldest sons will be able to return home.

As a member of the legislative roundtables on both Higher Education and Workforce Development, I can say that the North Dakota business community is very pleased that the state legislature recognizes the strong link between job growth, rising personal income, and the need to focus career and technical education and higher education into those areas where opportunity and need are the highest. For example, the state legislature recognizes that growth within the energy industry is a prime area for providing economic opportunity for our young people. The ND energy industry (and those that support our industry) expects that between 10,000 and 15,000 educated and trained workers will be needed in their sector over the next 5 to 8 years with average salaries of nearly $70,000/year. Of those individuals, at least 70% will require strong technical education with most of the remaining requiring 4 year degrees in science, technology, and engineering.

The private sector is also pleased with Higher Education's increasing willingness to address the needs of North Dakota business and industry and partner with them in creating programs, curriculums, and training facilities that will meet their needs. One can point to the very successful partnerships between UND and NDSU and the research and technology companies in the Red River Valley, the partnership of the ND State College of Science and large agricultural and construction equipment manufacturing companies, and the tight integration of Bismarck State College's energy programs with the needs of the energy industry.

On our part, private industry is more than willing to provide expertise, and, in many cases, financial assistance to make sure it has the trained and educated workforce to allow its companies to grow and prosper. For example, in working with Bismarck State College to improve their energy programs, over recent years my company (Great River Energy) has donated $1.3 million to build and upgrade a power plant simulator housed at BSC, donated $1 million toward building the new National Energy Center of Excellence, donated $44,000 toward buying tools and equipment for the new Mechanical Maintenance program and assisted in building a mobile welding center. We provide vocational scholarships and engineering and chemistry internships. We have been heavily involved in the accreditation and curriculum development for the new BSC Instrumentation and Controls program, as well as for the 4 year degree program in Energy Management. I, along with others in the ND energy industry have

reviewed the technical training programs at BSC and North Dakota State College of Science to provide program recommendations that will help address the energy industries needs. My company has worked extensively with the Energy & Environmental Research Center located at UND.

As the Senate Appropriations committee goes about its difficult business of what to do with Higher Education funding, those of us in the private sector encourage you to be very focused and strategic in your thinking. A critical question will be: What will provide North Dakota with the greatest return on the taxpayers' investment in higher education? It may require that you revamp 100 year-old school charters and missions and redirect funding to address strategic shortages in key sectors of the North Dakota economy. For example, if there is a severe shortage of nurses in North Dakota, but a waiting list of those trying to get into nursing --- expand the nursing programs and redirect resources to solve the problem. If there is a shortage of welders and welding facilities to support the energy industry in North Dakota, then focus resources to make sure these needs can be met in the areas where the energy industry is located. If software and information technology is viewed as a crucial growth opportunity for North Dakota, then strengthen those university programs that can support its growth. A strategic focus, not just a focus on graduating more students, but training and educating them in areas that will best benefit the State of North Dakota, will be the best return on the taxpayer's investment in higher education.

On behalf of the private sector, I want to thank you for allowing me to provide the Senate Appropriations Committee with my comments.

TESTIMONY FOR SENATE APPROPRIATIONS *1.12.09* **BILL GOETZ, NDUS CHANCELLOR**

Mr. Chairman, Senators of the Appropriations Committee.

Good morning. For the record, my name is Bill Goetz, chancellor of the North Dakota University System.

As State Board of Higher Education President Richie Smith said, much is happening in the University System. Over the next few days, campus and system officials will provide many examples of these accomplishments, but today I want to emphasize the point that these successes wouldn't have happened without the support of this legislative body. The budget that came out of the 2007 Legislative Session allowed us to continue building upon recent successes and the vision of a partnership of the legislature, the private sector and higher education.

I've recently had the opportunity to spend time with legislators, especially this past summer when I met with legislators and legislative candidates in a series of regional meetings. These conversations reinforced for me the importance of open communication, relationship building and the development of understanding. Through this process and our extensive work with interim committees, the roundtable, the private sector, the public and the media, I have concluded that we share common objectives – high-quality, affordable, accessible higher education and a vibrant state economy. Thus, it is my pledge – as chancellor – to work with you – as legislators – as well as K-12 education, the State Board of Higher Education and the 11 University System campuses toward the accomplishment of this shared vision.

One of the exciting things about this process is that the roadmap to accomplish our shared vision is already in place. When the outcomes of the Interim Higher Education Committee, the 2008 Roundtable on Higher Education and the State Board of Higher Education's annual planning process are laid side by side, there is consensus on the objectives. It was upon this consensus that the State Board of Higher Education built its 2009-11 budget – a budget plan to achieve the state's strategic agenda – with the shared goals of:

- Improving affordability and accessibility
- Enhancing student preparation and retention
- Positioning North Dakota as a national leader in research and development
- Increasing collaborations and partnerships
- Broadening the reach of career and technical programs
- Increased recognition of the role of community colleges
- Initiating a review of campus missions and
- Increasing the University System's contributions to the state's economy

As you know, the role of legislators in this process is two-fold. First, it is to examine higher education from the public policy perspective, including its impact on the state's economic and social vitality. Those of us participating in this process can be a resource and a source of information, but you also have the benefit of your peers nationwide. For example, the National Conference of State Legislatures (NCSL) Blue Ribbon Commission on Higher Education recently released a report titled "BIG QUESTIONS/PRACTICAL ANSWERS: New Strategies for Setting and Moving a Higher Education Agenda." I've attached this report to my testimony for your review, but one of the biggest "take home" messages from this study is that there is a strong need for legislative advocacy and strategic thinking about higher education and its relationship to the future of our state and nation.

This public policy, strategic planning perspective leads to the second role of the Legislature: establishing a budget to achieve this vision. I believe all of us will consider the 61st Legislative Session a success if we focus on responding to this question: *What will North Dakota's place be in the global economy of the future*? And I believe the logical follow-up question to be: *How best can North Dakota invest in higher education to ensure our place in this highly competitive, global economy*?

The University System's 2009-11 budget request, now set forth in SB 2003, provides an opportunity for you, as policymakers, to discuss your expectations of our state system of higher education. As individual legislators, each representing your district and our state, what role do you believe higher education should play in determining the future of our state?

With the appropriate financial resources, the North Dakota University System will align even more closely with the evolving needs and expectations of our state. We will continue to build upon recent accomplishments, such as:

- A record high Fall Semester 2008 headcount enrollment of 43,442 students, in the face of declining state demographics
- Attraction of more than 16,000 non-resident students each year – students who spend about $9,000 per year in North Dakota for a annual total impact of about $144 million in addition to tuition and fees; studies show that 28 percent of these students remain in the state one year after graduation
- Creating Economic Development Centers of Excellence that have leveraged a $23 million state investment with $100 million in private sector support
- Bringing into the state more than $160 million per year in research, creating benefits for businesses and communities and resulting in new businesses and new products
- A return on investment of about $3 for every $1 of state investment, resulting in increased sales, revenue and employment
- An estimated impact of about $3.5 billion to our state's economy in 2008, according to a study conducted by the NDSU Department of Agribusiness and Applied Economics
- A highly responsive statewide workforce training system for which businesses reported a 98.7 percent satisfaction level for FY 2008

- Greatly increased collaboration among our colleges and universities and expanded partnerships with the private sector – You will hear more about this from the campus presidents
- Increased outreach to minority populations, such as the recent joint meeting of tribal and University System presidents, and more focus on access for adults learners through distance education

As chancellor of the University System, I often ask myself if our actions are meeting the needs and expectations of our students and our state. I realize there will always be challenges, but I know we will address them as a system, with the guidance of the State Board of Higher Education and a team of campus presidents who have the vision, integrity and passion to lead the University System in today's knowledge-driven global economy.

Also as chancellor, part of my role is to anticipate and prepare for the challenges that lie ahead. As we begin the 2009 Legislative Session, I believe it is my responsibility to make you aware of the potential significant impact of the Higher Education Opportunity Act (Public Law 110-315) enacted on Aug. 14, 2008, which reauthorizes the Higher Education Act of 1965. We are just beginning to evaluate this complex federal legislation, but the mandates and opportunities it includes will have implications for the University System's priorities and resources.

In closing, I ask that you look at the budget request as an expression of issues and state policies. When viewed from this perspective, I believe you will do the right thing for our students and our state.

Thank you.

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North Dakota University System

SB 2407 - Senate Education

February 3, 2009

William Goetz, Chancellor

Good morning Mr. Chairman and members of the Senate Education Committee. For the record, my name is William Goetz, Chancellor of the North Dakota University System.

I am here this morning to urge you to vote "Do Not Pass" on SB 2407. Although the bill may have been introduced based on good intentions, as I will attempt to explain, the bill is not only not necessary, it may actually be difficult and expensive to implement and harmful to students.

The NDUS already reports enrollments based on course delivery using the standard delivery method categories established by United States Department of Education. The Department does not recognize "virtual", "electronically" or "dual credit" as valid categories. As you can see in Tables 9 and 9A attached to my testimony, the NDUS already reports enrollment in the distance education delivery method categories identified by the Department of Education. The "virtual course" definition proposed in the bill appears to cross several of these categories, but does not align well with any of them. Using the proposed categories would mean we could no longer track historical enrollment trends in distance education. In addition, the proposed definitions are not well suited to align to new course delivery methods as they evolve. The historical enrollment trend is part of NDUS accountability reporting. Measure AS1 from the Accountability Report is also attached for your reference.

The idea presented in this bill may appear to be a way to logically group distance education courses, but this concept would be difficult to implement. As indicated in the attached tables, thousands of students are simultaneously enrolled in Internet, other distance delivered courses and face to face on campus courses. In order to report "the number of full-time equivalent students enrolled in at least one virtual course" as required on page 2, lines 17 to 19 of the bill, it would require duplicated enrollment reporting between NDUS institutions and the virtual university.

The recent trend is to integrate multiple technologies in individual courses. Almost every course syllabus in the system is available over the Internet, giving all courses an "electronic" component. Does this make the entire NDUS the "virtual university" as defined in the bill? The "COMBO" column in Table 9A of the attachment documents are over 3,000 students enrolled in multi-format courses where no single delivery method makes up 50% of the instruction. The definitions provided in SB 2407 do not provide guidance on how these multi-format courses should be classified for reporting purposes.

The Roundtable on Higher Education recommended that the NDUS make education seamless for students. This has been done through the North Dakota University System – Online and the development of the "Collaborative Student" model. The NDUS-O, as it is called, in 2001 became the first consortium in the country recognized by a regional accrediting association for the joint delivery of multiple academic programs. System institutions can use the NDUS-O to jointly offer degree programs using a model where a student selects a degree-granting home campus, but takes courses from several campuses to earn that degree. The "Collaborative Student" model was developed by the system to provide students who simultaneously register at multiple system institutions a single registration process, a single bill, consolidated financial aid, and, a consolidated transcript. The NDUS-O does not need to be the 12th institution in the NDUS to provide this functionality. The system already has the functionality of a "virtual university" in place from the most important perspective – that of a student.

In SB 2407 virtual University enrollments would include "dual credit"; however, in a technical sense, the NDUS does not offer dual credit courses. NDUS institutions permit qualified, advanced high school students to enroll in college courses. These enrollments are counted and reported along with all other degree-credit enrollments. State law empowers school superintendents to accept those college courses as meeting high school requirements. While the system has begun to categorize high school students as an "admit type" and it will be possible to report students with this admit type, we would not be able to determine exactly how all superintendents use these courses to meet high school course requirements (that is, as dual credit).

System institutions provide enrollment information to the United States Department of Education based on Integrated Postsecondary Data System (IPEDS) reporting requirements. The reporting requirements in SB 2407 are inconsistent with these federal reporting requirements. The bill would force the NDUS to implement a new reporting system where the enrollment numbers would not reconcile with the IPEDS reports. This situation would create confusion and distrust over NDUS reported enrollments. NDUS enrollment reports are based on actual course enrollments. SB 2407 would require us to alter our course enrollment records, something we must oppose on ethical grounds.

Mr. Chairman and members of the Senate Education committee, I urge the committee to forward a "Do Not Pass" recommendation on SB 2407.

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Non-Traditional Delivery Methods

Measure AS1
(Legis. 3.a.)

Number and proportion of enrollments in courses offered by non-traditional methods

Do NDUS students take courses through non-traditional delivery methods?

In Fall 2008, the NDUS served 15,983 students who enrolled in courses for credit through non-traditional delivery methods. These students comprised 37 percent of the system's total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 88 percent since Fall 2004.

About This Measure

The NDUS is proactively pursuing alternative educational delivery methods to provide "anytime, anyplace" access for students.

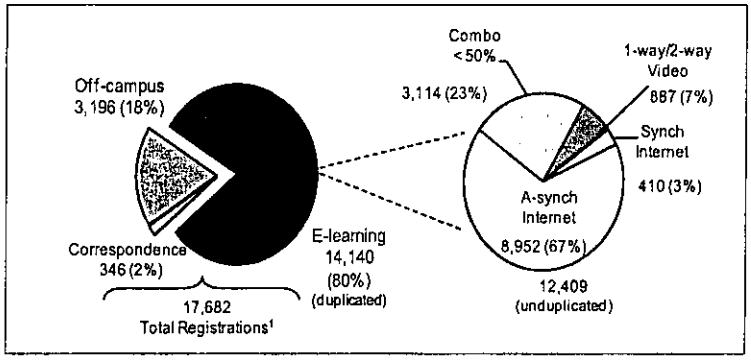
Classes are offered via correspondence study, face-to-face meetings at off-campus sites and through e-learning.

E-learning includes online Internet courses, which can be offered in a synchronous (at the same time) mode or an asynchronous (independent of time) mode. E-learning also includes prerecorded video, two-way video (IVN) or a combination of these methods.

This information is included in the *2008 Fall Enrollment Report*, which is the basis for enrollment accountability reporting. The number of students who enroll in courses via non-traditional delivery methods has increased 88 percent since 2004, including 7.2 percent increase in 2008.

Distance Education Degree Credit Student Headcount Enrollment

Fall 2008



The NDUS also offers courses via live and prerecorded TV broadcasts, prerecorded video, two-way and one-way audio, and CD-ROM; however, students did not choose these delivery methods during Fall 2008.

A course involving a combination of delivery methods is considered a "combo" course only when any single delivery method provides less than 50 percent of the instruction.

[1] The total of 17,682 course registrations included 1,699 students who registered in multiple distance learning courses, resulting in an unduplicated distance education total of 15,983 students. Source: *Fall 2008 Enrollment Report*, Tables 9-9a.

	Face-to-face Off-campus	Correspondence	E-learning	Unduplicated Distance Education Total
Fall 2004	2,557	571	5,800	8,505
Fall 2005	2,366	544	7,849	10,124
Fall 2006	2,924	555	11,060	13,200
Fall 2007	2,639	467	13,587	14,902
Fall 2008	3,196	346	14,140	15,983

Source: Fall Enrollment Reports 2004 through 2008.

North Dakota University System Online

www.nduso.org

Mission and Goals

To provide access to degree and certificate programs from the colleges and universities of the North Dakota University System for all residents of North Dakota and others through eLearning.

1. To provide single point of contact for distance education opportunities;
2. To create collaborations to maximize resources and to reduce duplication;
3. To deliver programs and courses using eLearning;
4. To insure quality and address accountability issues for eLearning; and
5. To facilitate needs assessment and development of courses and programs needed *'to enhance the economic vitality of North Dakota and the quality of life of its citizens.'* (Goal of the North Dakota Legislative Council Interim Committee on Higher Education)

Structure

1. Coordinating and connecting entity for the campuses of the North Dakota University System
2. Curricular and administrative responsibilities remaining with the individual campuses
3. Infrastructure to utilize the strength of each campus and to more efficiently utilize limited resources
4. Collaborative Student Model:
   - To register for courses from multiple campuses from a single campus,
   - To receive one financial aid package for courses taken from multiple campuses during the same term,
   - To receive a single bill for those courses, and
   - To generate a single transcript from the degree-granting campus.

Overview

The initial delivery of online courses started with Minot State University and Bismarck State College. In 1997, MiSU had 12 courses available with 120 enrollments. In 1998, BSC had six courses and 80 enrollments. In the last decade, all of the institutions of the North Dakota University System have significant roles in delivering online courses and programs. At the present time, there are 167 online programs available from the institutions of the NDUS...55 undergraduate and graduate certificate programs, 54 two-year programs, 33 four-year programs, and 25 graduate programs. During the Fall 2008 Semester, there were more than 14,000 course registrations and 10,000 unduplicated enrollments in over 1,000 online courses.

Through the Collaborative Student Model (briefly described above), a student can select a home campus and take courses from that campus plus online courses during the same semester from any of the other ten NDUS institutions. The process insures that a program can be completed in a timely manner with access to courses from other NDUS institutions if not available at the home campus.

attachment #1 SB 2008
University System
March 2, 2009

North Dakota University System

SB 2003 - House Appropriations-Education and Environment Division Committee Hearing

March 2, 2009

William Goetz, Chancellor

Mr. Chairman and members of the committee, for the record my name is William Goetz, Chancellor for the North Dakota University System.

Last week before the House Appropriations Committee I was given the opportunity to share with you comments relative to the proposed North Dakota University System budget. As I indicated to you the focus in formulating the budget was to address the ongoing support of our colleges and universities. In addition and very important, the budget serves as the tool necessary to bring forward important issues and initiatives critical to the future of the System and its role as an integrated component in shaping the future of our state and responding to its needs.

It will be in this context that college and university presentations will be made this week. Since becoming Chancellor as of July 1, 2007, my focus has been upon the following:

- What can we do to address improved student affordability, access and retention?
- Improve and build upon institutional partnerships and collaboration thus increasing productivity and efficiency.
- Increase awareness and develop policy initiatives that address the needs for technical education and recognized role of the community college.
- Improve upon the needed awareness and allocation of resources that address drug and alcohol, mental health and security issues on our campuses.
- Address the need for long-range planning that focus upon the salaries of our faculty, staff and administration giving due recognition to the competitive market and need for meeting turnover of market due to increased retirements.
- The need to address review of missions of institutions, tuition and fee policy.
- Address the need for improved communication with both the legislative and executive branch.

Today the North Dakota University System is operating as a University System as intended. Great progress has been made and continued progress will be made. Since the 60th Legislative Session of 2007 we have seen seven new presidents and one additional one as of April 15 at Williston State College.

The dedication, leadership and support on behalf of their institutions and the system at large are evident by all presidents. The communication process and openness has been very positive and continues to grow.

Are there challenges on a day to day basis? Certainly there are. I must say we have the commitment from the leadership of our presidents that will continue to build our university system as a tremendous asset hosting an environment for student learning, research and community service.

Comments, as well, are in order of the University System Office. Responsibilities of all staff are in accordance with the essential requirements as determined by the policies of the State Board of Higher Education, the determined budget, and work necessary to concur with policy, support efforts to develop new policy as needed and provide the daily support services as required by each campus.

For a small staff the work requirements are demanding on a daily basis. There are high expectations on my part as Chancellor and that of the State Board of Higher Education in meeting the challenge set forth as the public agenda for higher education in this state. To make this happen, dedicated productive staff are essential. It also means that the status quo in the university system office is impossible. The office itself must be as dynamic as the system itself if we are to meet the overall objectives of total system.

Finally, I want to address the amendments that are being offered to this committee for your consideration and final consideration of the full appropriations committee. The first amendment is the NDUS/UND Information Technology facility in Grand Forks. This will be further addressed by Mr. Randall Thursby later on the agenda. The second amendment is the request to restore the $138,011 or 5% allocation of dollars for those in the North Dakota University System office having salaries greater than $100,000. The amendment would also remove language that limits all salaries in the office at 5%.

The impetus of this action on the Senate side are varied for a number of cited reasons some of which fall into a timeline prior to my being chancellor. The impact of this action pointedly impacts individual staff in various ways not reflective of the circumstances that may be reason for the Senate action taken. Detail information will be provided to you relative to salaries and related issues that upon your review hopefully will lead to a resolution of this issue.

My respect is high for those who serve the people in this legislative process. There is and should be openness, honesty and a statesmen approach to all policy decisions. Relative to all issues in higher education the call for such an approach applies not only to the legislative and executive branch but to the North Dakota University System as well.

As I set out on my journey as Chancellor July 1, 2007 my conviction was and remains; first the welfare of our students, faculty, staff and administration, open positive communication with the legislative and executive branches of state government and finally a fair and honest

accounting to our general public of whom we all represent. It is my pledge to you to offer the needed support and willingness to work through this budget and the policy issues it brings forward.

Thank you

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Investing in North Dakota's Future

2008 ACCOUNTABILITY MEASURES REPORT

December 2008

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

The Role of the State Board of Higher Education

The State Board of Higher Education is the governing board of the North Dakota University System.

Our Vision

The North Dakota University System is the vital link to a brighter future.

Our Mission

The mission of the North Dakota University System is to enhance the quality of life of all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge.

Core Values of the North Dakota University System

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative, valued partner with other state agencies and entities
- Responsible stewards of the state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing and application of knowledge
- Support and embrace diversity

DRAFT

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

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About This Report

The North Dakota University System is pleased to provide you its *2008 Accountability Measures Report*. This document is a valuable tool for demonstrating that the University System is meeting the "flexibility with accountability" expectations of SB 2003 passed by the 2001 Legislative Assembly and updated in each subsequent legislative session.

The 2008 report reflects some of the many ways North Dakota University System colleges and universities are developing the human capital needed to create a brighter future for our citizens and state. NDUS institutions are educating future leaders who will provide the talent, energy and innovation to keep North Dakota competitive in today's knowledge-based economy. That's what we do, and, as the accountability measures show, we do it well.

That is one-half of the dual mission envisioned for the University System by the Roundtable on Higher Education, which also charged the NDUS with enhancing the state's economy. Here, too, the system has stepped up to the plate. According to a separate report[1], in 2008, the University System contributed an estimated $3.5 billion to our state's economy, including student spending.

Development of the annual accountability measures report is a direct result of the creation of new relationships among the legislative and executive branches of government, the private sector and the University System. These relationships are based on mutual trust and a common purpose – creating a brighter future for students and the citizens of North Dakota. These new relationships grew out of recommendations from the Roundtable on Higher Education starting in 1999-2000 when members were charged with defining expectations and accountability measures for the system.

First, roundtable members created an overall goal and a set of expectations associated with each of six cornerstones. Then they examined how to determine if these expectations had been met, or, in other words, how progress would be measured. It was from this process that the performance accountability measures emerged as a means of measuring progress on roundtable expectations and recommendations. The fiscal accountability measures were developed by a separate group representing the private sector and the legislative and executive branches of government. This group identified measures upon which they could judge the financial viability and spending decisions of the NDUS.

Passage of SB 2003 in 2001 signaled that the University System can and should play a larger role in enhancing the economic and social vitality of North Dakota, as envisioned by the Roundtable on Higher Education. Simply put, the 2001 version of SB 2003 empowered the system to act more entrepreneurially and, at the same time, provided consensus about what it will be held accountable for. Hence, it often is referred to as the "flexibility with accountability" legislation. This approach has been affirmed in subsequent legislative sessions.

From the beginning, the University System has been committed to meeting these accountability expectations, and the annual accountability measures report is a tool by which the system's performance can be measured. These reports also provide valuable information for state policymakers, the State Board of Higher Education and University System colleges and universities to continually improve the quality and efficiency of education and services provided. While the accountability system was developed in response to legislative action, its greatest value may be as a management tool within the University System.

Like many groundbreaking initiatives, enhancements and adaptations have been made over the years. Those worthy of notation include:

- In addition to the legislatively mandated measures, the SBHE added 12 accountability measures in 2001. The board deemed these measures necessary to provide guidance in establishing effective policy for the 11 University System colleges and universities.

- Several fiscal accountability measures were modified in 2002 because of changes in the Governmental Accounting Standards Board's financial reporting standards. As a result, the 2008 report includes the sixth year of data for these measures.
- Wherever possible, national comparative data is provided. Because a national employer satisfaction survey did not exist, in 2004 the NDUS initiated development of an employer survey and partnered with a national firm and other states in the creation and piloting of a survey instrument. The 2004 report included responses to two new employer satisfaction measures and established baseline data for the NDUS and the beginning of national benchmarks.
- As planned in the original project timeline, the 2005 report provided refinements to the accountability measures reporting system implemented in 2001. These refinements resulted in a net reduction of six accountability measures, bringing the total number of measures included in the 2005 report to 31 and creating a report that more succinctly represents the intent of its creators. The 2008 report is a continuation of this format.

Also, as comprehensive as the accountability measures are, they may not provide a full sense of the dramatic changes occurring at the colleges and universities. To complement these measures, this report includes highlights of 2008 campus activities aligned with the cornerstones of the *Roundtable Report* on Pages 55 through 59. These highlights are examples of the fundamental changes taking place on a day-to-day basis, all of which contribute to the success demonstrated in these measures.

Both the legislatively mandated accountability measures and the board-required measures are organized and numbered according to the cornerstones of the *Roundtable Report*. The origin of each measure is noted in smaller type below the measure number in the body of the text. The six cornerstones of the *Roundtable Report*, combined with the clearly defined and agreed-upon accountability measures, provide a useful framework for focusing the assets of the University System on the high-priority needs of the state.

Although the sixth cornerstone titled "Sustaining the Vision" is integral to the development of a university system for the 21st century, no accountability measures fall specifically under that category. In a broad sense, all accountability measures are aimed at sustaining the vision. It's important to acknowledge that two key components of this cornerstone now are being carried out: implementation of a University System strategic plan and campus plans tied to *Roundtable Report* recommendations and implementation of a communication plan for sustaining the vision.

It's also important to note that the Roundtable on Higher Education emphasizes the value of celebrating successes. To those involved in the process of accountability measures reporting, it is an accomplishment worthy of celebration. The State Board of Higher Education and the North Dakota University System hope the *2008 Accountability Measures Report* not only meets, but exceeds, your expectations.

Thank you to the many University System employees who have contributed to this report.

[1] Economic Impact of the North Dakota University System, F. Larry Leistritz and Randall C. Coon, Department of Agribusiness and Applied Economics, North Dakota State University, Fargo, N.D.

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An Executive Summary

The Roundtable on Higher Education, a group of state leaders from the public and private sectors, established new expectations for the North Dakota University System. In addition to providing high-quality education, roundtable members charged the NDUS with playing a major role in revitalizing North Dakota's economy.

Roundtable members also identified key cornerstones on which to build a university system for the 21st century. They developed accountability measures, which then were established in legislation and now are being used to determine how well roundtable expectations are being met. Accordingly, the *2008 Accountability Measures Report* is organized by the roundtable cornerstones.

Overall, the colleges and universities that make up the North Dakota University System perform very well when compared to other states and national standards.

A summary of the findings follows.

Cornerstone 1: Economic Development Connection

- NDUS institutions offer 45 entrepreneurship courses and two entrepreneurship programs. In the past year, 992 students enrolled in entrepreneurship courses, and three students graduated from entrepreneurship programs. An additional 68 participants attended a workshop that provided an entrepreneurial focus.
- About 72 percent of the 2004-05 graduates/completers who remained in North Dakota in 2006 were employed in occupations related to their education or training.
- The number of businesses using North Dakota's workforce training system to provide training for their employees increased 250 percent between FY 2000 and FY 2005. The number decreased between FY 2005 and FY 2006 as a result of completing a major training contract. In FY 2008, 1,345 businesses were served, and the number of employees trained increased to 11,990.
- Research grew by 19 percent during the past four years with $180.5 million in research expenditures in FY 2008.
- Businesses reported a 98.7 percent workforce training satisfaction level for FY 2008. Employees reported a satisfaction level of 98 percent during the same period.

Cornerstone 2: Education Excellence

- Based on graduation rates from all institutions, 43.7 percent of NDUS two-year college students completed degrees within three years, and 57 percent of four-year university students completed degrees within six years.
- NDUS college or university students meet or exceed the national average on most nationally recognized exams.
- NDUS college and university graduates exceed the national first-time licensure pass rates for most professions measured.
- NDUS students are, in general, satisfied with their college experience. Results of the Student Satisfaction Inventory (SSI) show NDUS colleges and universities are meeting students' expectations in most areas.
- 73.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 81.8 percent said the college or university they attended prepared them at least adequately for their current jobs.
- Based on a survey regarding the preparation of NDUS college and university graduates, employers are, on average, "very satisfied" with the skills and knowledge they rated as "very important."

- Many non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities (28.8 percent). Some students left either because they moved (or were transferred) to new locations or because they believed the majors they wanted were not offered at the institutions they attended.

Cornerstone 3: Flexible and Responsive System

- In FY 2008, companies reported a 99.5 percent satisfaction level with responsiveness of the workforce training system in North Dakota to requests for training.
- When asked to rate their overall satisfaction, 80 percent of NDUS employees who responded to a recent survey said they are "satisfied" or "very satisfied" with their employment.

Cornerstone 4: Accessible System

- In Fall 2008, the NDUS served 15,983 students who enrolled in courses for credit through non-traditional delivery methods. These students comprised 37 percent of the system's total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 88 percent since Fall 2004.
- Tuition and fees at all NDUS campuses, except the two-year colleges, were less than regional counterparts. The average two-year college rate continues to be significantly higher than the regional average.
- As a percentage of median North Dakota household income, tuition and fees are about 1 percent higher than the regional average, other than at the two-year colleges where tuition and fees consume 2.5 percent more of the median household income than their regional counterparts.
- The Fall 2008 NDUS part-time and full-time degree credit headcount enrollment of 43,442 was higher than the Fall 2007 enrollment.
- Beginning freshmen enrollment decreased from 7,945 in Fall 2004 to 7,642 in Fall 2008. Enrollment of non-traditional students increased 3.4 percent between Fall 2004 and Fall 2008. The number of students enrolled in graduate and first professional programs has increased 22.2 percent since Fall 2004.

Cornerstone 5: Funding and Rewards

- In FY 2004, general fund appropriations provided 40 percent of the total NDUS revenues. In FY 2008, the general fund share was 37 percent.
- Based on 2007-09 state funding levels, all NDUS institutions are funded at less than 100 percent of their peer institution benchmarks, and most are funded at less than 85 percent of their peer benchmarks. NDUS institutions, as a whole, are funded at an average of 53 percent of their peer institution benchmarks.

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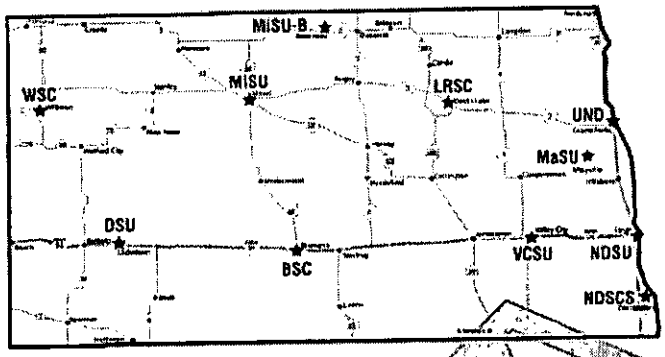
Jon Jackson, Faculty Advisor
William Goetz, Chancellor
North Dakota University System

An Overview of the North Dakota University System

The North Dakota University System (NDUS) is a unified system of higher education governed by one board. The system includes two doctoral universities, two master's-level universities, two bachelor's-level universities and five two-year colleges that offer associate and trade/technical degrees.



Bismarck State College (BSC)

Located in Bismarck, N.D., BSC is an innovative community college, offering high-quality education, workforce training and enrichment programs that reach local and global communities. BSC provides student-centered learning in its transfer courses, technical programs, online classes and degrees, and continuing education programs. Opportunities range from short-term, non-credit courses to advanced degrees offered in cooperation with other colleges and universities.

Degrees: Associate degrees, diploma and certificate programs, and a bachelor of applied science degree in energy management
Fall 2008 Enrollment: 3,788
Telephone: 1.800.445.5073 or 701.224.5400
Web site: www.bismarckstate.edu

Dickinson State University (DSU)

Located in Dickinson, N.D., DSU is a comprehensive university that combines a wide array of strong academic programs with an intimate and caring college environment. In addition to a broad range of bachelor's degree programs in teacher education, business, computer science, agriculture, nursing and liberal arts, DSU offers associate degree programs.

Degrees: Bachelor's and associate degrees and diploma and certificate programs
Fall 2008 Enrollment: 2,730
Telephone: 1.800.279.4295 or 701.483.2175
Web site: www.dickinsonstate.com

Lake Region State College (LRSC)

Located in Devils Lake, N.D., LRSC is a two-year comprehensive community college. LRSC offers academic, transfer, career and technical education courses and programs; online courses and degrees; continuing education; workforce training; and educational outreach opportunities.

Degrees: Associate degrees and diploma and certificate programs
Fall 2008 Enrollment: 1,657
Telephone: 1.800.443.1313 or 701.662.1600
Web site: www.lrsc.edu

Mayville State University (MaSU)

Located in Mayville, N.D., MaSU is a small university known for teacher education and many warm, personal touches. Founded as a normal school in 1889, MaSU has grown to meet the needs of society, adding programs in business and computing, and, most recently, clinical laboratory science and early childhood education/early elementary education. MaSU was the first U.S. university to issue Tablet PC notebook computers to all on-campus students. MaSU offers distance education courses and degrees via various delivery methods and partners with other colleges to meet the diverse needs of today's students.

Degrees: Bachelor's and associate degrees and certificate programs
Fall 2008 Enrollment: 789
Telephone: 1.800.437.4104 or 701.788.4842
Web site: www.mayvillestate.edu

Minot State University (MiSU)

Located in Minot, N.D., MiSU is a mid-size university founded as a normal school in 1913. MiSU is a leader in teacher education certification, which may be earned in nearly 20 majors. The university has evolved into a comprehensive institution to meet growth in fields such as criminal justice, psychology, computer science, management, accounting, nursing, communication disorders, social work, management information systems and marketing. Distance education courses

are offered by: off-site classes in Bismarck, West Fargo, Williston, Devils Lake and Minot Air Force Base; online; and the Interactive Video Network.

Degrees: Master's, bachelor's and education specialist degrees and certificate programs
Fall 2008 Enrollment: 3,432
Telephone: 1.800.777.0750 or 701.858.3000
Web site: www.minotstateu.edu

Minot State University-Bottineau (MiSU-B)

Located in Bottineau, N.D., MiSU-B provides career/technical, transfer/academic and online courses and degrees in the areas of natural resources, allied health, business and liberal arts. Educational opportunities range from nine-month degrees and certificates to two-year associate degrees. MiSU-B also offers degree programs in Minot and Bismarck.

Degrees: Associate degrees and diploma and certificate programs
Fall 2008 Enrollment: 655
Telephone: 1.800.542.6866 or 701.228.2277
Web site: www.msub.edu

North Dakota State College of Science (NDSCS)

Located in Wahpeton, N.D., NDSCS is a comprehensive two-year college that offers career and transfer options in the applied sciences, technologies, health, business, construction and transportation fields, and the liberal arts. It also provides workforce training for North Dakota businesses and industries. Outstanding facilities, individual attention and traditionally high job placement are keys to NDSCS's success.

Degrees: Associate degrees and diploma and certificate programs
Fall 2008 Enrollment: 2,545
Telephone: 1.800.342.4325 or 701.671.2202
Web site: www.ndscs.edu

North Dakota State University (NDSU)

Located in Fargo, N.D., NDSU is North Dakota's original land-grant university. While both the university and its statewide role have expanded, the mission of teaching, research and public service is essentially the same today as it was more than 110 years ago when the university was created. NDSU's land-grant heritage includes an active statewide presence through the NDSU Extension Service and regional research extension centers.

Degrees: Professional, doctoral, master's and bachelor's degrees and certificate programs
Fall 2008 Enrollment: 13,229
Telephone: 1.800.488.6378 or 701.231.8643
Web site: www.ndsu.edu

University of North Dakota (UND)

Located in Grand Forks, N.D., and founded in 1883, UND is one of the largest and most diversified universities in the Upper Midwest. UND is characterized by a creative, innovative and entrepreneurial spirit; a solid foundation in the liberal arts; a comprehensive array of colleges and schools, including law and medicine; high-quality students and faculty; a varied curriculum; a commitment to graduate education, research and service; a campus environment rich in cultural resources; and an outstanding record of alumni support.

Degrees: Professional, doctoral, specialist, master's and bachelor's degrees and certificate programs
Fall 2008 Enrollment: 12,748
Telephone: 1.800.225.5863 or 701.777.4463
Web site: www.und.edu

Valley City State University (VCSU)

Located in Valley City, N.D., VCSU is known for using technology to enhance the learning experience by providing universal access to notebook computers and classrooms equipped with the latest educational technology. Areas of study include teacher education, science, business, information technology, mathematics, physical education, communication arts and fine arts.

Degrees: Master's degrees, bachelor's degrees and certificate programs
Fall 2008 Enrollment: 1,019
Telephone: 1.800.532.8641 or 701.845.7101
Web site: www.vcsu.edu

Williston State College (WSC)

Located in Williston, N.D., WSC is a two-year comprehensive community college. WSC offers programs for academic, transfer, vocational-occupational training and community services.

Degrees: Associate degrees and diploma and certificate programs
Fall 2008 Enrollment: 850
Telephone: 1.888.863.9455 or 701.774.4200
Web site: www.wsc.nodak.edu

In Other Words

Terms used in this report include:

ACCESS: The NDUS Web site for distance education courses is located at www.access.ndus.edu.

Adjusted Graduation Rate: An adjusted graduation rate includes the percentage of the freshman cohort who graduated from any postsecondary institution within three years at a two-year college or six years at a four-year university.

AY: An academic year includes three consecutive semesters: summer, fall and spring.

ConnectND: ConnectND is the North Dakota University System's implementation of Oracle's Peoplesoft administrative software system, including student administration, finance, human resources and other related ancillary systems.

FINDET: Follow-up Information on North Dakota Education and Training is a consortium of seven state agencies formed to provide information regarding the status of graduates and program completers.

FTE Student: Full-Time Equivalent student describes the total student credit hours per campus per semester divided by 15 credit hours for undergraduate students or 12 credit hours for graduate students. Each professional-level student is counted as one FTE. (FTEs are defined differently for national and regional comparison purposes in Accountability Measures AS2 and AS3.)

FY: A fiscal year includes July 1 through June 30.

HECN: The Higher Education Computer Network provides infrastructure and client services in support of system-wide services, such as ConnectND, the Interactive Video Network (IVN), On-line Dakota Information Network (ODIN), the customer services helpdesk and communication network-related activities.

IPEDS: The Integrated Postsecondary Education Data System is the official U.S. Department of Education postsecondary education data collection and reporting system.

IVN: The Interactive Video Network supports videoconferencing, audioconferencing and collaborative teaching technologies designed to improve learning and information access for the North Dakota University System.

NDUS: The North Dakota University System is a unified, statewide higher education system that includes 11 colleges and universities governed by the State Board of Higher Education. A chancellor serves as the chief executive officer of the board and the University System.

ODIN: The Online Dakota Information Network operates a computer-based library catalog and management system for North Dakota University System libraries and other libraries in the state, coordinates cooperative purchasing of databases licensed for all North Dakota libraries, operates software to enable the sharing of materials among libraries in the state and facilitates shared purchasing of online books, magazines and journals for North Dakota libraries.

OMB: The Office of Management and Budget provides a number of administrative functions and services to the state of North Dakota, including accounting, budgeting, payroll, financial reporting, facility management, human resources, risk management, central duplicating, state procurement, surplus property and central supply.

SBHE: The State Board of Higher Education is the governing body for the North Dakota University System.

Roundtable Cornerstone 1

Economic Development Connection

Direct connections
and contributions of the
University System
to the economic growth
and social vitality of
North Dakota

Entrepreneurship Program Enrollment and Graduates

Measure ED1
(Legis 2.a.)

Enrollment in entrepreneurship courses and the number of graduates of entrepreneurship programs

Do NDUS students enroll in entrepreneurship courses and graduate from entrepreneurship programs?

NDUS institutions offer 45 entrepreneurship courses and two entrepreneurship programs. In the past year, 992 students enrolled in entrepreneurship courses, and three students graduated from entrepreneurship programs. An additional 68 participants attended a workshop that provided an entrepreneurial focus.

About This Measure

NDUS institutions are responding to Roundtable on Higher Education and legislative expectations to offer entrepreneurial programs and courses. In the past year, 992 students enrolled in entrepreneurship courses, and three students graduated from entrepreneurship programs. In addition to two programs, NDUS institutions offer 45 courses in entrepreneurship with at least one course at each campus. Many other courses now integrate entrepreneurship principles along with other course content.

In the spring of 2008, 68 participants attended an entrepreneurship seminar sponsored by DSU. This seminar was open to students and the general public.

Entrepreneurship Offerings, AY 2006–07

Courses:	45
Enrollments[1]:	992
Programs:	2
Graduates:	3
Seminars/Workshops:	1
Participants[1]:	68

[1] Headcount

Employment Related to Education

Measure ED2
(Legis 2.b.)

Percentage of University System graduates obtaining employment appropriate to their education in the state

What percentage of NDUS college and university graduates who stay in the state find employment appropriate to their education?

About 72 percent of the 2004-05 graduates/completers who remained in North Dakota in 2006 were employed in occupations related to their education or training.

About This Measure

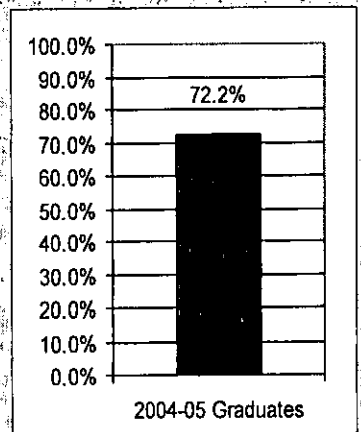
In cooperation with Job Service North Dakota, the FINDET office (Follow-up on North Dakota Education and Training) surveyed employers of 2004-05 NDUS graduates/completers in 2006, or one year after graduation. This is the most recent data available. The graduates/completers' occupations were compared to their programs of study using Department of Labor Standard Occupational Classification (SOC) codes and the standardized national Classification of Instructional Program (CIP) codes for categorizing programs in higher education.

Of the 2004-05 graduates/completers employed in North Dakota, 72.2 percent were employed in occupations related to the education or training they received at a North Dakota University System college or university. 74 percent of the graduates/completers were employed in North Dakota on a full-time basis, and the remaining 26 percent were employed part-time.

Since this is the first year the responses for graduates/completers working full-time and part-time have been combined, the 2006 survey results provide the baseline for future trend analysis. No national comparisons are available for this measure.

By using SOC and CIP codes and partnering with Job Service North Dakota, FINDET offers a reliable, comparatively inexpensive and unbiased way to follow up on graduates/completers. At the present time, however, this methodology only provides information about graduates/completers employed in North Dakota. Options for obtaining reliable and affordable information about those employed in other states are being explored for future reporting.

2004–05 NDUS Graduates Employed in Their Field of Study in North Dakota
(Summer 2006)



Workforce Training

Measure ED3
(Legis 2.c.)
Number of businesses and employees in the region receiving training

How well is North Dakota's workforce training system responding to the training needs of employers?

The number of businesses using North Dakota's workforce training system to provide training for their employees increased 250 percent between FY 2000 and FY 2005. The number decreased between FY 2005 and FY 2006 as a result of completing a major training contract. In FY 2008, 1,345 businesses were served, and the number of employees trained increased to 11,990.

About this Measure

Workforce training system performance results are available for FY 2000 through FY 2008. These results demonstrate responsiveness by the workforce training system to a strong demand for workforce training in the state.

For example, 518 businesses received training through this system in FY 2000. The number rose to 1,818 in FY 2005. The unusually high number of businesses served in 2005 was due to a major one-year contract that required training to be provided to several hundred businesses. The number of businesses served has returned to more normal levels since that time.

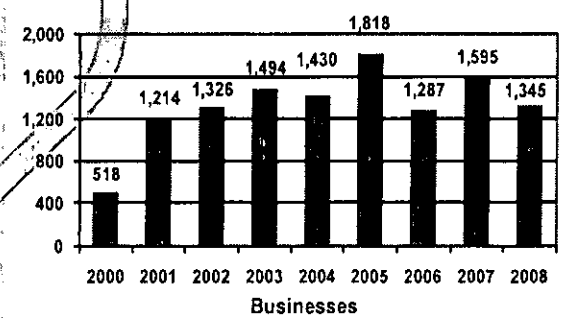
The number of employees who received training increased from 7,463 in FY 2000 to 10,669 in FY 2001. The number declined to 7,958 in FY 2004, but has increased steadily since 2005. These fluctuations in the number of businesses served and employees trained are related to the size and location of the businesses. For example, when training is extended to more rural areas of the state, smaller businesses that have fewer employees may be served. Much of the increase for FY 2008 can be attributed to training provided for oilfield workers.

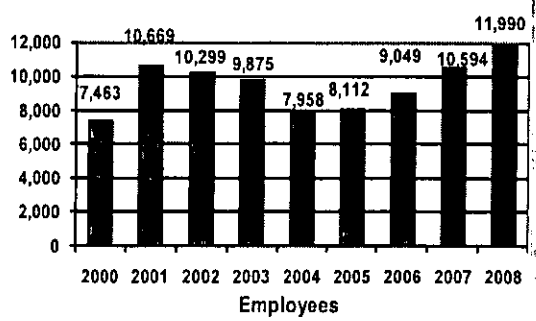
Workforce training client satisfaction levels are presented in Measure ED5 on Page 7.

The workforce training system resulted from a 31-member statewide task force on workforce development and training formed in 1998 to research "best practices" in other states and to design a more effective workforce training system for North Dakota.

This initiative was coordinated by the North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the North Dakota University System and the Legislative Assembly. These recommendations were enacted into legislation during the 1999 Legislative Session.

Workforce Training Provided
FY 2000 through FY 2008





Research Expenditures

Measure ED4
(Legis 5.d.)

Research expenditures in proportion to the amount of revenue generated by research activity and funding received for research activity

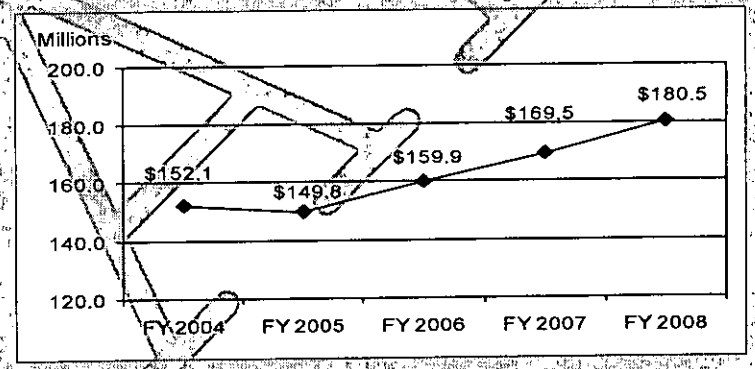
What is the level of North Dakota's research investment in higher education?

Research grew by 19 percent during the past four years with $180.5 million in research expenditures in FY 2008.

About This Measure

During the past four years, research has grown by 19 percent from $152.1 million in FY 2004 to $180.5 million in FY 2008.

Research Expenditures[1, 2]
FY 2004 through FY 2008



[1] As reported by NDSU and UND to the National Science Foundation.
[2] Previously reported amounts included total NDUS research expenditures per functional category as reported in the NDUS annual audited financial statements.

Workforce Training Satisfaction

Measure ED5
(SBHE–1)

Workforce training information, including levels of satisfaction with training events as reflected in information systematically gathered from employers and employees receiving training

What is the level of satisfaction with training?

Businesses reported a 98.7 percent workforce training satisfaction level for FY 2008. Employees reported a satisfaction level of 98 percent during the same period.

About This Measure

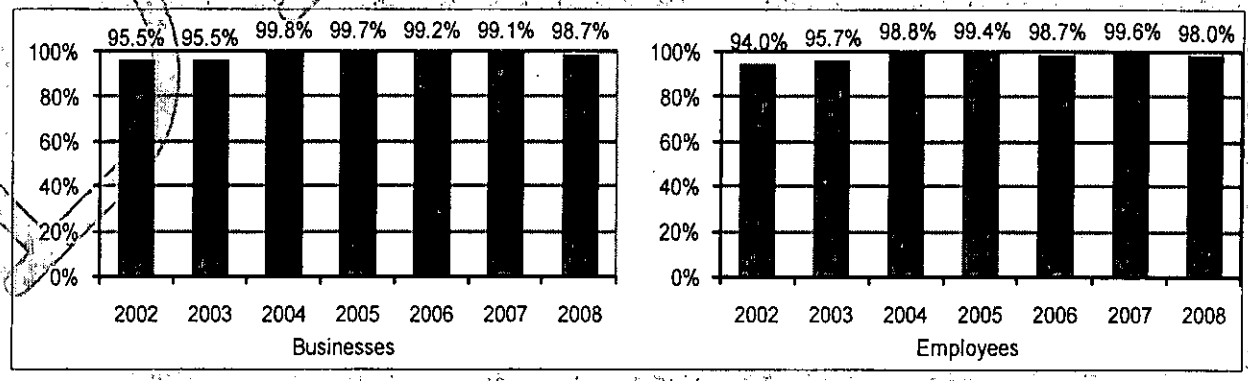
Both businesses and employees continue to report very high levels of satisfaction with training received through the workforce training system. Through an evaluation of each training event, businesses that contracted for training have consistently reported satisfaction levels above 95 percent, including a 98.7 percent satisfaction level in FY 2008.

Satisfaction of employees also continues to be high. Beginning at 94 percent in 2000, the FY 2008 satisfaction level was 98 percent. These numbers include employees who received training through the North Dakota workforce training system by way of contracts with businesses. The numbers also include other individuals who received training through open enrollment, a term used to describe training events not directly financed by business.

Quality of the workforce – or the availability of a well-educated, highly-skilled workforce – has been identified as the single most important factor that determines the success of business and industry by the National Council for Continuing Education and Training, the National Alliance of Business and various economic development specialists.

The need for a more effective workforce training system to respond to North Dakota's business and industry needs became apparent by the mid-to-late 1990s. As a result, a new workforce training system was developed for the state. This initiative was coordinated by the North Dakota Chamber of Commerce (formerly the Greater North Dakota Association) and resulted in recommendations for the NDUS and the Legislative Assembly.

Workforce Training Satisfaction Levels
FY 2002 through FY 2008



DRAFT

Roundtable Cornerstone 2

Education Excellence

High-quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global, multicultural society

Student Graduation and Retention Rates

Measure EE1
(Legis. 1.f.)
Student graduation and retention rates

Are NDUS students completing their degrees?
Based on NDUS adjusted graduation rates from all institutions, 36.4 percent of NDUS two-year college students completed degrees within three years, and 55.5 percent of four-year university students completed degrees within six years.

About This Measure

Each year, NDUS colleges and universities are required to report graduation rates to the National Center for Education Statistics using the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS).

Data for the 2008 GRS was generated by establishment of a cohort (group of all first-time, full-time students) at each institution. Two-year college cohorts entered college in Fall 2004 and were tracked for three years; four-year university cohorts entered college in Fall 2001 and were tracked for six years.

Once a cohort has been established, only a few exceptions, such as military service, an official church mission, Peace Corps service or death, can result in removal of a student from the original cohort. The survey does not take into account students who transfer, then graduate from other institutions; these students are counted as non-completers in GRS.

In 2008, NDUS two-year colleges reported to IPEDS a 35.1 percent completion rate, and four-year universities reported a 41.2 percent rate. This compares to a 2008 national two-year college rate of 31 percent and a four-year university rate of 56 percent. Using the IPEDS cohort and including those in the cohort who graduated from other campuses, the cohort graduation rate increases to 36.4 percent for two-year college students and 55.5 percent for four-year university students. In addition to the number of those who graduated, 78 are still enrolled at two-year colleges and 172 are still enrolled at four-year universities.

NDUS institutions also track the rate at which full-time freshmen return to college the following year. NDUS two-year colleges report a 51.8 percent average rate of freshmen who entered college in Fall 2006 and re-enrolled in Fall 2007, and the four-year universities reported a 67.3 percent rate. This compares to a 51.8 percent national two-year college retention rate and a 76.5 percent four-year institution retention rate for 2007.

It should be noted, as reported in Measure EE8 on Page 21, not all students intend to earn degrees or earn degrees within the time frames established by IPEDS.

Freshman Retention Rates

	NDUS			National
	2005	2006	2007	2007
Two-year colleges	64.0%	67.7%	51.8%	51.8%
Four-year universities	68.0%	70.1%	67.3%	76.5%

Graduation Rates

	2-year colleges	4-year universities
NDUS IPEDS-reported campus graduation rate	35.1%	41.2%
National 2008 IPEDS-reported graduation rate	31%	56%
Graduates of other NDUS postsecondary institutions	6	169
Graduates of non-NDUS postsecondary institutions	17	441
NDUS adjusted graduation rate	36.4	55.5

[1] Calculated rate, official rate not yet published.
Note: This table does not include information on students still enrolled or students who have transferred, but not graduated from other institutions, and therefore is not comparable to adjusted graduation rates published in earlier years.

Performance on Nationally Recognized Exams

Measure EE2

(Legis 1.a.)

Student performance on nationally recognized exams in their major fields compared to the national averages

How well do NDUS students perform on nationally recognized exams?

NDUS college or university students meet or exceed the national average on most nationally recognized exams.

About This Measure

NDUS institutions report student participation in 20 national exams not required for entering a professional field.

One of these exams, the National Council of Examiners for Engineering and Surveying (NCEES), includes several subset exams, such as electrical and civil engineering. NDUS engineering students exceeded the national average in the five NCEES exams included in this report.

Students from four NDUS universities took one or more parts of the four-part certified public accountant (CPA) exam. The system average of 53.9 percent was below the regional average of 57.1 percent.

In general, NDUS students meet or exceed national averages on nationally recognized exams. For privacy and confidentiality purposes, this report does not include results from tests taken by fewer than five students.

The bar graphs on these two pages reflect the most recent data available.

The Pre-Professional Skills Test (PPST) is a national three-part teaching skills test for which each state establishes passing scores. Now called PRAXIS I, this test was offered at all six NDUS universities during the testing period from Sept. 1, 2007, through Aug. 31, 2008. To be admitted to a teacher education program in North Dakota, a student must score within the North Dakota Education Standards and Practices Board's established target range on each of the three parts or score a minimum total of 516 points.

Since PRAXIS I is an entrance exam, not an exit exam, it is not an indication of individual teacher education program quality. Aggregated examination results from the six University System teacher education institutions are summarized in the table at right.

Praxis I Results[1]
9.1.07 through 8.31.08

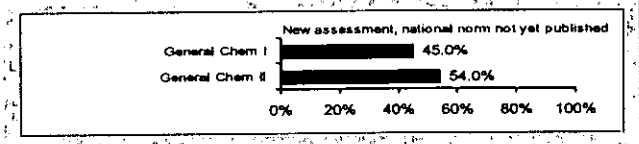
	# Participants	# Passed	Percentage Passing
PPST Mathematics	440	399	90.6
PPST Writing	493	350	70.9
PPST Reading	480	376	78.3

[1] The data represent prospective NDUS teacher education students seeking to qualify for acceptance to teacher education programs.

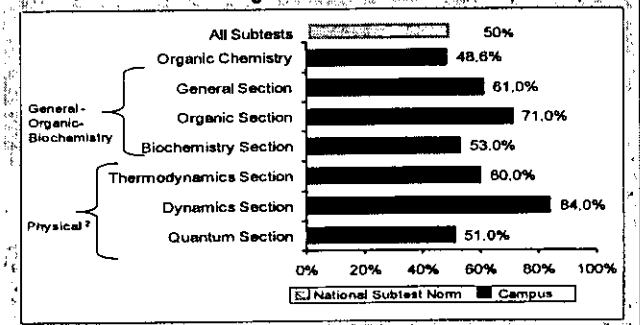
PRAXIS: The *Praxis Series* assessments provide tests and other services that states use as part of their teaching licensing certification process.

National Chemistry Examination[1]
AY 2007–08

Pass Rate



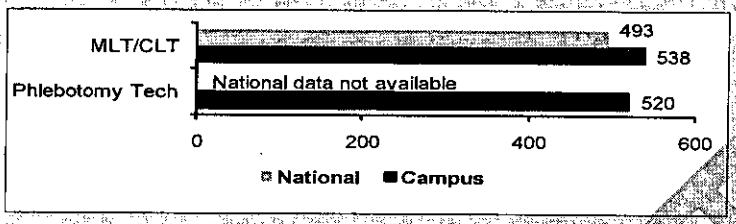
Average Score Percentiles



[1] Results for the general chemistry exam are reported as a pass rate percentage, while all other results report average score percentiles.

[2] First administration of a new assessment.

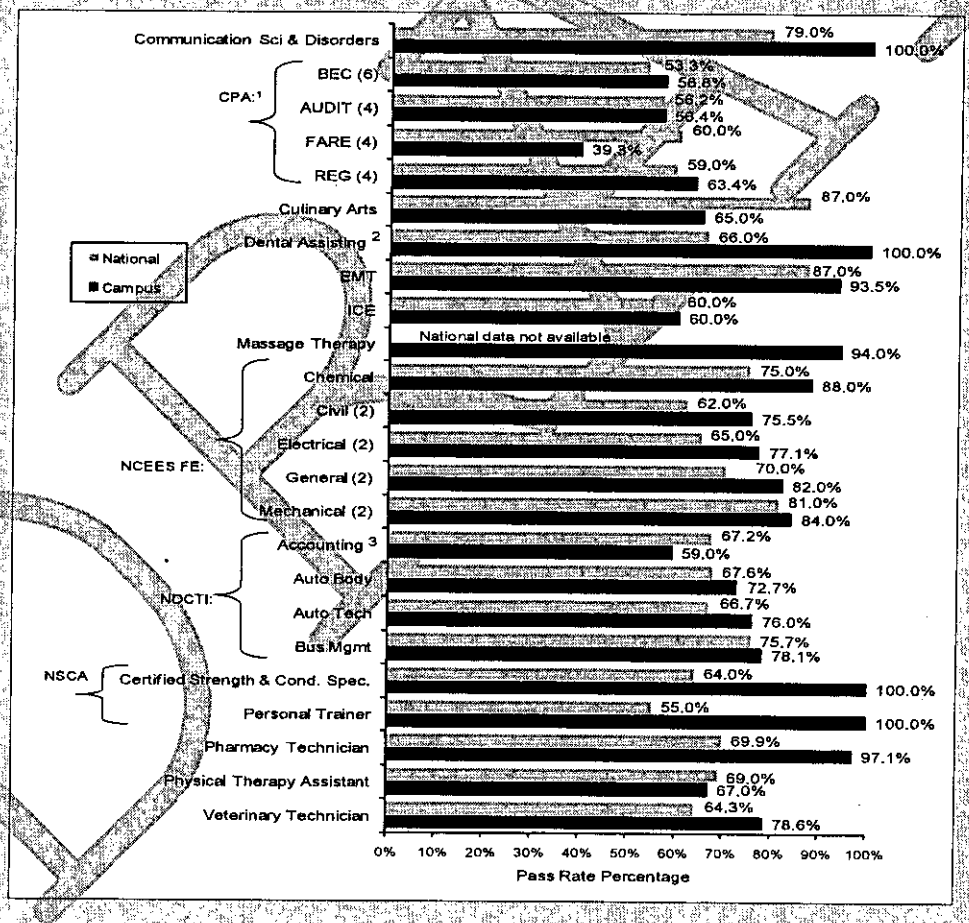
National Examination Reporting by Test Score
AY 2007–08



* The national average score is not available; however, 135.7 is the national cut-off passing grade.

MLT/CLT: Medical Lab Technician/Clinical Lab Technician.

National Examination Reporting by Pass Rate
AY 2007–08



( ) Number of campuses reporting.

[1] Based on regional comparison due to cost of obtaining national results.

[2] NDUS students complete this exam at the end of their first semester. The national pass rate includes students who have completed up to four semesters.

[3] This exam is normed on two-year accounting programs. NDUS test results reflect students from a one-year program.

ACAT: Area Concentration Achievement Test.

CPA: Certified Public Accountant (BEC = Business and Environmental Concepts, AUDIT = Audit, FARE = Financial Reporting, REG = Regulation).

EMT: Emergency Medical Training.

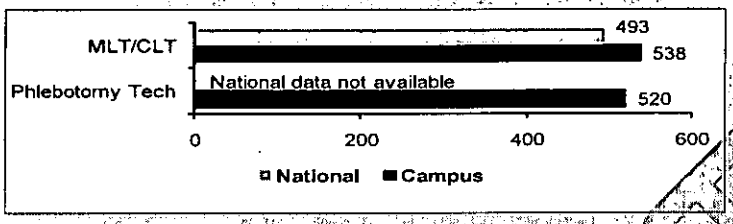
ICE: Industry Competency Exam.

NCEES FE: National Council of Examiners for Engineering and Surveying Fundamentals Exams, reported by exam.

NOCTI: National Occupational Competency Testing Institute.

NSCA: National Strength and Conditioning Association.

National Examination Reporting by Test Score
AY 2007–08



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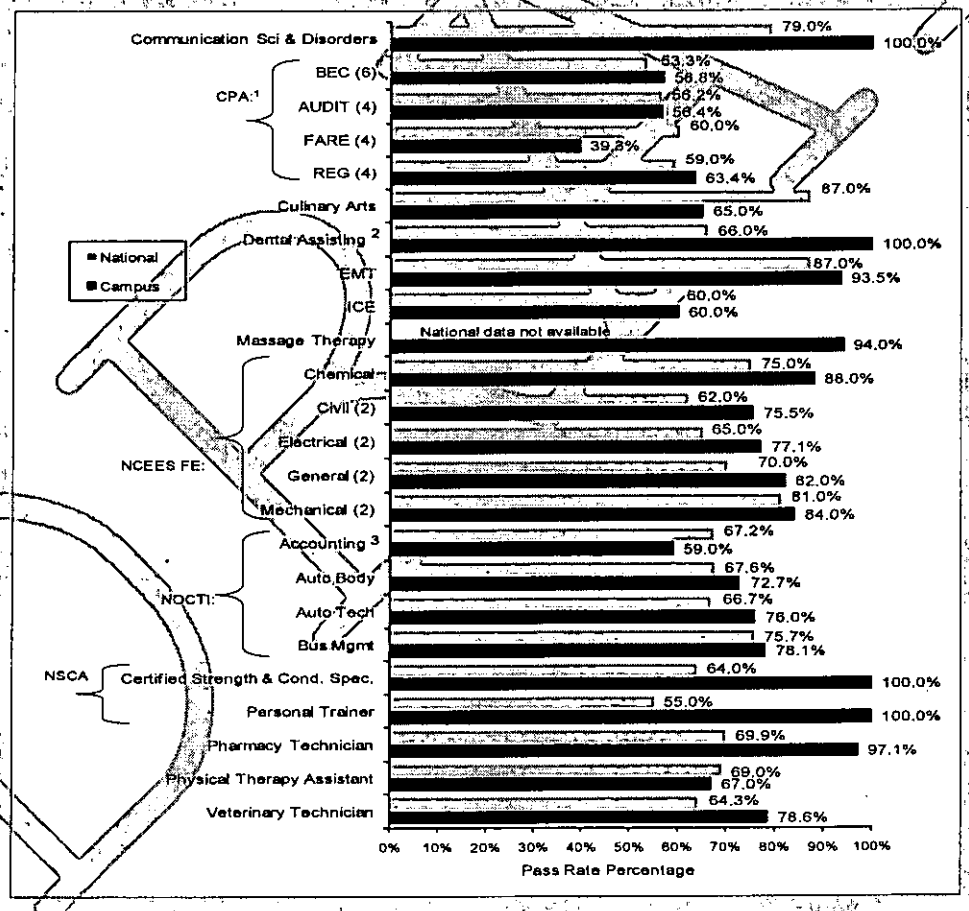
National Examination Reporting by Pass Rate
AY 2007–08



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First-Time Licensure Pass Rates

Measure EE3
(Legis. 1.b.)
First-time licensure pass rates compared to other states

How do NDUS graduates perform on national licensure or certification exams?
NDUS college and university graduates exceed the national first-time licensure pass rates for most professions measured. (See the explanation of exceptions in the bar graph footnotes on Page 15.)

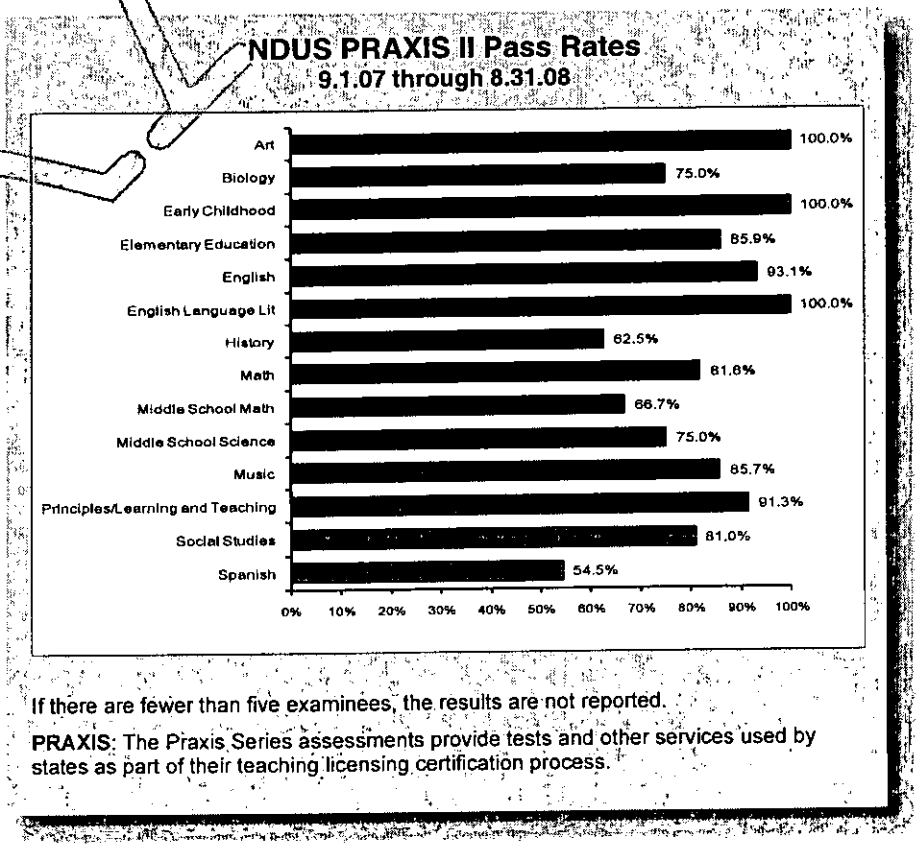
About This Measure

Some professions and occupations require certification on licensure examinations related to education in that discipline.

These examinations do not provide information about how well students perform in general education courses or in courses outside of the examination field. The bar graph at right includes the scores of NDUS program graduates, including students who test out of state if the identical examination is given and the criterion cut-off scores are the same. For example, nursing's National Council Licensure Examination (N-CLEX) is the same nationwide and has the same cut-off scores. Therefore, the nursing N-CLEX-RN passage rate includes North Dakota graduates who have taken the exam in other states.

North Dakota students achieve higher than the national average pass rates on 20 of 23 licensing examinations. Pass rates on some examinations may have been affected by special circumstances, including efforts to provide access to underserved populations.

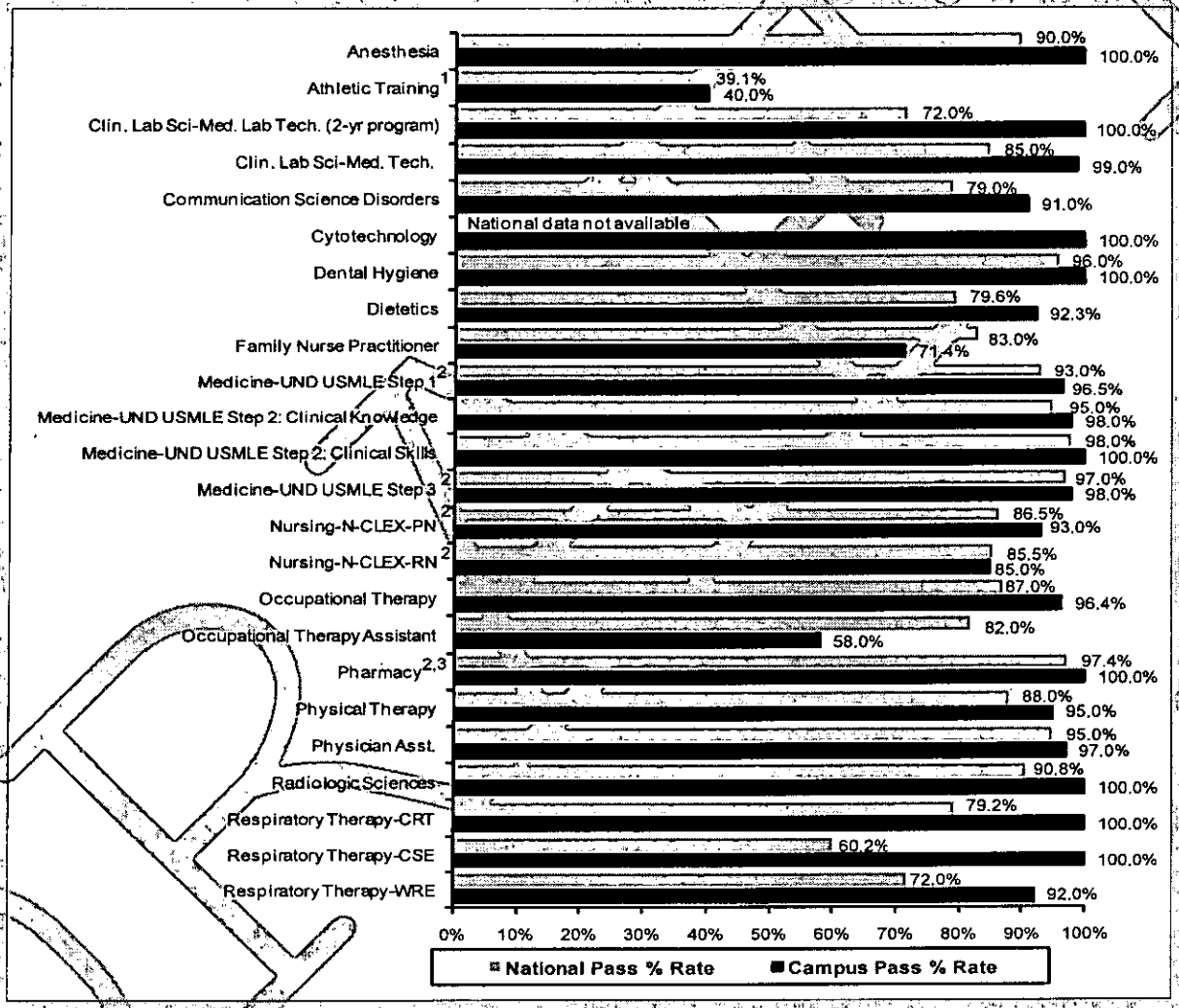
Some professions, such as accounting and engineering, do not require examinations prior to professional practice. National comparisons are not appropriate in other professions, such as law, because exam content and cut-off scores vary from state to state. Information about other exams is reported as part of Measure EE2 on Pages 12-13. The bar graph below summarizes the results of NDUS PRAXIS II testing. North Dakota students now are required by the Education Standards and Practices Board to pass PRAXIS II to obtain teacher licenses. Since passing scores vary by state, state pass rates cannot be compared directly to national pass rates.



If there are fewer than five examinees, the results are not reported.

PRAXIS: The Praxis Series assessments provide tests and other services used by states as part of their teaching licensing certification process.

Comparison of NDUS Pass Rates to National Averages on Professional Licensure and Certification Exams
AY 2007–08



Sources of data: BSC, DSU, MiSU, NDSCS, NDSU, UND and WSC.

Note: Rates are for first time examinees.

[1] NDUS students take this exam after completing a two-year program. The national average rate includes students completing both two and four-year programs. Some students not passing this exam may have passed one or two parts of the three-part exam.

[2] This program reserves slots for students from underserved populations.

[3] For period Jan. 1, 2007, through Dec. 31, 2007.

CSE: Clinical Simulation Examination.
CRT: Certification Respiratory Test.
N-CLEX: National Council Licensure Examination.
PN: Practical Nurse.
RN: Registered Nurse.
USMLE: United States Medical Licensing Examination.
WRE: Written Respiratory Examination.

Student-Reported Satisfaction

Measure EE4
(Legis 1.c.)

Student-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities

Are NDUS students satisfied with their college experience?

NDUS students are, in general, satisfied with their college experience. Results of the Student Satisfaction Inventory (SSI) show NDUS colleges and universities are meeting students' expectations in most areas.

About This Measure

On the fourth Student Satisfaction Inventory administered in Spring 2008, 3,264 students responded to questions asking them to rate, on a seven-point scale, services and qualities of the NDUS college or university they attended based on two criteria: "importance" and "satisfaction."

Higher scores represent higher levels of importance and satisfaction.

To show how well a campus is meeting students' expectations, the satisfaction rating was subtracted from the importance rating to establish a "relative performance gap score." A large performance gap score, for example a score of 1.6, shows that the institution is not meeting students' expectations, whereas a zero or small gap score of .50 indicates that an institution is close to meeting students' expectations. A negative gap score of -.25 shows that an institution is exceeding students' expectations.

NDUS student responses then were compared to corresponding national groups. For example, responses from students enrolled at NDUS four-year universities were compared to responses from students at other public four-year universities. In comparison, performance gaps based on NDUS student responses are lower than the nationally reported performance gaps in all categories.

Students who attend four-year universities rated academic advising as the most important, followed by instructional effectiveness, safety and security, registration effectiveness, recruitment and financial aid, and campus climate. Students who attend two-year colleges agreed that instructional effectiveness and academic advising are the most important categories. Registration effectiveness, concern for the individual, student centeredness and recruitment and financial aid followed in importance at the two-year colleges.

NDUS online learners' satisfaction level is higher than the national average on all five measures. Nine hundred thirteen online learners responded to the Priorities Survey for Online Learners in Spring 2008. This is the second time this survey was administered. Online learners again rated enrollment services as the most important, followed by instruction and institutional perception.

Student-Reported Satisfaction
March 2008

Category	NDUS Importance	NDUS Satisfaction	NDUS Performance Gap[1]	National Importance	National Satisfaction	National Performance Gap[1]
Four-Year Institutions						
Academic Advising	6.32	5.42	0.90	6.38	5.25	1.08
Instructional Effectiveness	6.29	5.33	0.96	6.32	5.26	1.04
Safety and Security	6.19	4.81	1.38	6.30	4.53	1.77
Registration Effectiveness	6.16	5.19	0.97	6.20	4.98	1.22
Recruitment and Financial Aid	6.11	5.01	1.10	6.13	4.83	1.30
Student Centeredness	6.10	5.25	0.85	6.08	5.12	0.96
Campus Climate	6.10	5.20	0.90	6.10	5.08	1.02
Concern for Individuals	6.10	5.13	0.97	6.11	4.99	1.12
Service Excellence	6.10	5.15	0.85	6.01	4.95	1.06
Campus Support Services	5.97	5.44	0.53	6.04	5.30	0.74
Campus Life	5.75	5.07	0.68	5.70	4.89	0.81
Responsiveness to Diverse Populations[2]		5.22			5.10	
Two-Year Institutions						
Instructional Effectiveness	6.03	5.39	0.64	6.16	5.38	0.78
Academic Advising	6.01	5.45	0.56	6.11	5.19	0.92
Registration Effectiveness	5.98	5.42	0.56	6.14	5.39	0.75
Concern for the Individual	5.96	5.33	0.63	6.07	5.21	0.86
Student Centeredness	5.91	5.39	0.52	5.96	5.34	0.62
Recruitment and Financial Aid	5.88	5.17	0.71	6.01	5.10	0.91
Campus Climate	5.87	5.29	0.58	5.95	5.27	0.68
Service Excellence	5.82	5.30	0.52	5.94	5.23	0.71
Academic Services	5.80	5.41	0.39	6.03	5.42	0.61
Safety and Security	5.74	4.87	0.87	5.98	4.97	1.01
Campus Support Services	5.32	4.98	0.34	5.44	4.94	0.50
Responsiveness to Diverse Populations[2]		5.35			5.43	
Two-Year and Four-Year Online Learners						
Enrollment Services	6.38	5.89	0.49	6.48	5.92	0.56
Instructional Services	6.33	5.75	0.58	6.39	5.72	0.67
Institutional Perception	6.30	5.87	0.43	6.45	5.73	0.72
Academic Services	6.28	5.69	0.59	6.32	5.66	0.66
Student Services	6.27	5.72	0.55	6.31	5.63	0.68

Questions are rated on a 1 to 7 scale
Some questions on the SSI Inventory contribute to more than one category.
[1] Importance rating minus satisfaction rating.
[2] Importance data are not collected for the Responsiveness to Diverse Populations" questions.

Levels of Satisfaction and Reasons for Non-Completion

Measure EE7
(SBHE-2)

Non-completers satisfaction – levels of satisfaction and reasons for non-completion as reflected in a survey of individuals who have not completed their program or degree

Why do students leave NDUS institutions?

Many non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities (27.6 percent). Some students left either because they moved (or were transferred) to new locations or because they believed the majors they wanted were not offered at the institutions they attended.

About This Measure

Students who left NDUS institutions during the Fall 2007, Spring 2008 and Fall 2008 semesters were asked to complete the Withdrawing/Nonreturning Student Survey. Although not all students who leave NDUS institutions complete the survey, of the 492 respondents, 36.8 percent were freshmen.

Most Evaluation Survey Service (ESS) respondents said they entered college to pursue bachelor's degrees. 69.9 percent were full-time students, and 70.7 percent were North Dakota residents. 38.8 percent said they would not re-enroll at the same institution.

Students were asked to tell why they were leaving by selecting "major reason," "minor reason" or "not a reason" after each statement in the ESS survey. "Decided to attend a different college" was the number one reason students left NDUS institutions (27.6 percent). Some students said they wanted to move or were transferred to new locations (18.9 percent) or said they or their families experienced health-related problems (14.6 percent).

NDUS Non-Returning Survey Responses[1, 2]
(AY 2007–08)

Major reasons for leaving an NDUS institution by rank order	2008 Percentage	2005 Nat'l Public Postsecondary Institutions Percentage [3]	2005 All Nat'l Postsecondary Institutions Percentage [3]
Decided to attend a different college	27.6	20.8	23.6
Wanted to move (or was transferred) to a new location	18.9	13.8	14.7
Health-related problem (family or personal)	14.6	17.6	17.2
Desired major was not offered by this college	12.4	10.0	10.5
Experienced emotional problems	12.0	8.8	9.6
Family responsibilities were too great	11.2	12.5	11.4
Dissatisfied with my grades	10.4	11.0	10.3
Wanted to live nearer to parents or loved ones	9.8	4.2	5.2
Conflict between demands of job and college	9.6	14.7	13.3
Wanted a break from my college studies	9.1	7.7	8.0

Note: Only the 10 most common responses by former NDUS students are reported here.

[1] Eight of the 11 institutions responded to this survey.

[2] Percentages do not total 100 percent because students may have provided more than one major reason for leaving an institution.

[3] 2005 is the most recent year for which national data are available.

Alumni-Reported Satisfaction

Measure EE5

(Legis 1.c.)

Alumni-reported satisfaction with preparation in selected major, acquisition of specific skills, and technology knowledge and abilities

Do NDUS graduates believe they are prepared for the workforce?

73.2 percent of NDUS alumni said their current jobs were highly related or moderately related to the most recent degrees they earned, and 81.8 percent said the college or university they attended prepared them at least adequately for their current jobs.

About This Measure

A total of 642 NDUS alumni who graduated between July 2003 and June 2005 responded to a spring 2008 ACT Evaluation Service Alumni Survey. The next alumni survey will be administered in the spring of 2010.

In the 2008 survey, 73.2 percent of the respondents said their current jobs were "highly related" or "moderately related" to the most recent degrees earned, and 81.8 percent said the college or university they attended prepared them "exceptionally well," "more than adequate" or "adequately" for their current jobs. More than one-half (52.5 percent) said their college majors and their first jobs were "highly related."

82.6 percent said they were "very satisfied" or "satisfied" with the overall quality of instruction at the college or university they attended. Nearly 90 percent said they would give the college or university an overall rating of "excellent" (49.8 percent) or "good" (37.5 percent). For most measures, NDUS college and university alumni responses either closely paralleled or exceeded national comparisons.

Alumni-Reported Satisfaction
AY 2003–05 Graduates

What is the closeness of your current job to your most recent degree/certificate/diploma?

	NDUS %	Nat'l %
Highly related	59.0	52.1
Moderately related	14.2	15.8
Slightly related	8.9	9.8
Not at all related	5.6	9.6
No response	12.3	12.7

What is the relationship between your first job and your major at this school?

	NDUS %	Nat'l %
Highly related	52.5	48.7
Moderately related	17.0	16.5
Slightly related	11.1	10.9
Not at all related	7.6	12.4
No response	11.8	11.5

How well did experiences at this school prepare you for your current job?

	NDUS %	Nat'l %
Exceptionally well	17.8	16.6
More than adequate	28.0	26.8
Adequately	36.0	34.1
Less than adequate	3.3	4.3
Very poorly	0.6	0.9
Not at all	1.9	4.0
I am not employed	0.0	0.3
No response	12.5	12.9

How would you rate the overall quality of instruction

	NDUS %	Nat'l %
Very satisfied	34.9	33.4
Satisfied	47.7	48.7
Neutral	8.1	9.0
Dissatisfied	2.6	3.3
Very dissatisfied	0.9	0.8
No opinion	0.6	0.6
No response	5.1	4.2

Overall, how would you rate this school?

	NDUS %	Nat'l %
Excellent	49.8	44.4
Good	37.5	42.1
Average	6.5	9.0
Poor	0.6	1.2
No response	5.5	3.3

Employer-Reported Satisfaction with Recent Graduates

Measure EE6
(Legis 1.d.)
Employer-reported satisfaction with preparation of recently hired graduates

Are employers satisfied with the preparation of NDUS college and university graduates?

Employers are, on average, "very satisfied" with the skills and knowledge they rated as "very important."

About This Measure

Because no national employer satisfaction surveys were available, in 2004 the North Dakota University System (NDUS) initiated development of a survey in partnership with a vendor and institutions in other states. The third employer satisfaction survey was sent to 5,669 employers of 2005–06 and 2006–07 NDUS college and university graduates in the summer of 2008. Responses were received from 1,199 employers. The next employer survey will be administered in the summer of 2010.

About 78 percent of the surveys were completed by supervisors, 60 percent of the respondents had daily contact with the graduates and 47 percent of the graduates had been employed by the company for one or two years.

Employers were asked to respond to several questions about how important a particular skill was to them and then to rate their level of satisfaction with the employee on that skill. Several questions were asked in each of four categories – *knowledge and understanding; qualities generally expected; general skills and specific skills.* All questions were rated on a scale of 1 to 5 with 5 being "extremely important" or "extremely satisfied" and 1 being "not at all important" or "not at all satisfactory." For example, employers gave *knowledge and understanding in employee's field of study* a "very important" rating and said they were "very satisfied" with the employee's knowledge in their field.

In *qualities generally expected of an employee*, employers assigned "very important" ratings of 4 or higher to willingness to learn, reliability, integrity, and understands and takes directions for work assignments. Employers said NDUS college and university graduates met their expectations in this area by giving each of those items a "very satisfied" rating. The most important general skills to employers were teamwork, listening to others, verbal communication and customer service.

Employers were "very satisfied" with the general skills in teamwork, reading, listening to others, basic computer skills and customer service; they were "somewhat satisfied" with critical thinking, written communication, use of technology specific to the job and organizing information for presentation. In specific skills, employers rated the ability to set goals, the ability to translate theory into practice and mentoring or coaching colleagues as being "somewhat important" and were "somewhat satisfied."

On average, NDUS graduates received a "very" satisfied rating from their employers. This average is slightly higher than those reported by other states. Employers said they would be "very" likely to hire other graduates of that college or university.

Employer Satisfaction Survey Summary

Survey question	NDUS Mean 2006	2008
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.23	4.16
Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	4.11	4.13
Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job.	3.87	3.88
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.15	4.17

5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not very; 1 = Not at all

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Levels and Trends in the Number of Students Achieving Goals

Measure EE8
(SBHE–3)

Student goals – levels and trends in the number of students achieving goals – institution meeting the defined needs/goals as expressed by students

Are NDUS college and university students meeting goals?

Although direct comparisons cannot be drawn between the Student Satisfaction Inventory (SSI) and graduation information, 63 percent of NDUS two-year college students indicated the intent to earn two-year degrees, while, as reported in Measure EE1, 36.4 percent completed two-year degrees within three years. At NDUS four-year universities, 66.6 percent indicated the intent to earn four-year degrees, while, as also reported in Measure EE1, 55.5 percent completed four-year degrees within six years.

About This Measure

The Student Satisfaction Inventory (SSI) was offered to all North Dakota University System college and university students in the spring of 2008. It will be offered again in the spring of 2010.

In the spring of 2008, a total of 5,561 students identified their educational goals. Survey results showed that most students who attend two-year institutions do so either to earn associate degrees (62.9 percent) or to transfer (17.3 percent). When asked if they expected to earn associate degrees in three years, 74 percent said "yes." Most students who attend four-year institutions plan to earn bachelor's degrees (66.6 percent). When asked if they expected to earn bachelor's degrees in six years, 85 percent responded "yes." Because the SSI is anonymous, the NDUS cannot track students to determine if their goals have been or are being met. Degree-seeking students do not include those who responded that their educational goals were "self-improvement/pleasure," "job-related training" or "other."

The 2008 NDUS Graduation Rate Survey (GRS) reports graduation rates by tracking a cohort or group of all first-time, full-time freshmen. The GRS followed two-year college students for three years (entering college in 2004) and four-year college students for six years (entering college in 2001).

Based on NDUS adjusted graduation rates from all institutions, 36.4 percent of NDUS two-year college students completed degrees within three years, and 55.5 percent of four-year university students completed degrees within six years. In addition, the institutions reported to IPEDS that 249 students in the NDUS four-year university cohort transferred to other institutions, and 71 students in the two-year cohort transferred to other institutions.

NDUS Student Educational Goals

Educational goal	2004 2-year school	2004 4-year school	2006 2-year school	2006 4-year school	2008 2-year school	2008 4-year school
Associate degree	50.8%	2.2%	58.7%	1.5%	62.9%	2.7%
Vo-Tech	9.9%		7.6%		6.9%	
Transfer	26.7%		21.5%		17.3%	
Bachelor's degree		58.3%		61.6%		66.6%
Master's degree		20.9%		19.0%		16.4%
Doctorate or professional degree		16.1%		15.5%		11.7%
Certification	4.2%	0.4%	3.4%	0.4%	4.2%	0.4%
Self-improvement/pleasure	0.7%	0.5%	0.7%	0.4%	1.1%	0.3%
Job-related training	2.0%	0.3%	2.3%	0.4%	2.3%	0.2%
Other educational goals	5.6%	1.3%	5.9%	1.3%	4.9%	1.3%

Roundtable Cornerstone 3

Flexible and Responsive System

A University System environment that is responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial and rewarding organization for a new economy in a rural state

DRAFT

Responsiveness to Clients

Measure FRS1

(SBHE–4)

Levels of satisfaction with responsiveness, as reflected through responses to evaluations by companies receiving training

What is the level of satisfaction with responsiveness to training needs?

In FY 2008, companies reported a 99.5 percent satisfaction level with responsiveness of the workforce training system in North Dakota to requests for training.

About This Measure

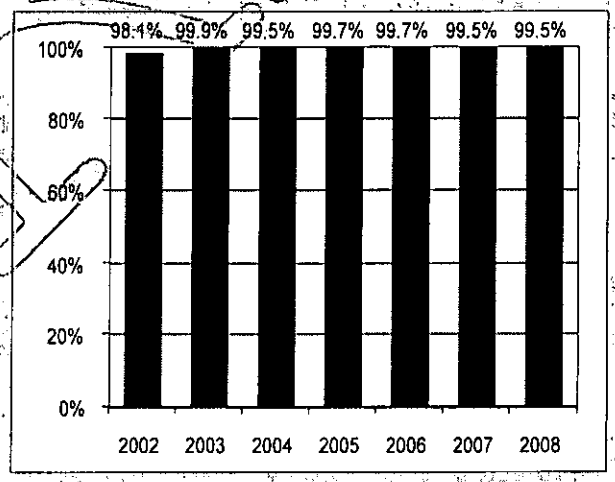
The statewide Task Force on Improving Workforce Training and the Roundtable on Higher Education both recommended several accountability measures related to the workforce training system in North Dakota, including measurement of the system's responsiveness to clients.

In FY 2008, the 1,345 companies that contracted for training through the workforce training system reported an average satisfaction level of 99.5 percent in regard to responsiveness to training requests.

FY 2002 was the first year data on responsiveness was collected and reported. Client satisfaction levels have been consistently high throughout this seven-year period.

Since workforce training is a contractual arrangement between the employer and the training provider, only employers can report on satisfaction levels with responsiveness. As a result, no employee-level data is available.

Workforce Training Satisfaction Levels With Responsiveness
FY 2002 through FY 2008



Businesses

Biennial Report on Employee Satisfaction

Measure FRS2
(Legis. 1.e.)
Biennial report on employee satisfaction relating to the University System and local institutions

Are NDUS employees satisfied with their employment?
When asked to rate their overall satisfaction, 80 percent of NDUS employees who responded to a recent survey said they are "satisfied" or "very satisfied" with their employment.

About This Measure

About 1,600 NDUS employees responded to the fourth National Campus Quality Survey administered to all system employees in 2008. 80 percent of all respondents rated their overall job satisfaction as "satisfied" (51 percent) or "very satisfied" (29 percent). The remaining 20 percent rated their overall job satisfaction as "neutral" (10 percent), "somewhat dissatisfied" (8 percent) and "not satisfied at all" (2 percent).

Participants included 461 faculty members, 522 support staff, 513 administrative professionals and 62 department chairs. (Eighteen respondents did not designate an employment category).

When asked to rate their overall impression of quality on their campus, the majority of respondents said quality was "good" (52 percent) or "excellent" (25 percent). The remaining 23 percent said their overall impression was "average" (18 percent), "below average" (4 percent) or "inadequate" (1 percent).

In the same survey, system employees responded to 50 questions about their perceptions of "how it is now" and "how it should be." The questions were organized into eight quality management categories. Employee responses were compiled and are reflected in the table on the next page.

A performance gap is calculated for each question by subtracting the "how it is now" score from the "how it should be" score. A small gap means that employee expectations are close to being met.

The 2008 NDUS performance gaps are lower than the national gaps for all institutions in all eight quality improvement categories.

Employees also responded to 10 survey questions customized for the University System. National comparisons are not available for the NDUS customized questions. This portion of the survey was not administered in 2006. The smallest gap was in regard to the University System's commitment to providing quality service. As in 2002 and 2004, the largest gap concerned employee involvement in planning for the future.

Table 1: Comparisons of National Norms in Eight Main Survey Categories of Staff Perception of "How It Is Now"

2004, 2006 and 2008

	Overall NDUS How It Is Now			Overall NDUS Performance Gap			Overall Nat'l Norm Performance Gap			2-yr Nat'l Norm Performance Gap			4-yr Nat'l Norm Performance Gap		
Quality Category	**2004**	**2006**	**2008**	**2004**	**2006**	**2008**	**2004**	**2006**	**2008**	**2004**	**2006**	**2008**	**2004**	**2006**	**2008**
Employee Training and Recognition	3.166	3.174	3.240	1.250	1.235	1.215	1.333	1.316	1.298	1.375	1.342	1.325	1.392	1.400	1.360
Top Management Leadership and Support	3.337	3.310	3.393	1.111	1.140	1.094	1.161	1.152	1.134	1.243	1.220	1.203	1.225	1.242	1.206
Employee Empowerment and Teamwork	3.349	3.329	3.409	1.029	1.059	1.022	1.147	1.139	1.120	1.190	1.165	1.148	1.181	1.203	1.163
Quality/Productivity Improvement Results	3.324	3.272	3.344	0.992	1.053	1.025	1.084	1.082	1.063	1.131	1.110	1.089	1.060	1.088	1.050
Measurement and Analysis	3.370	3.278	3.371	0.982	1.091	1.029	1.076	1.070	1.048	1.108	1.086	1.069	1.120	1.144	1.098
Strategic Quality Planning	3.406	3.394	3.462	0.939	0.947	0.932	1.192	1.184	1.164	1.243	1.220	1.203	1.210	1.224	1.184
Quality Assurance	3.356	3.341	3.396	0.938	0.961	0.952	1.076	1.070	1.052	1.114	1.095	1.080	1.094	1.112	1.072
Customer Focus	3.410	3.409	3.443	0.904	0.925	0.919	1.006	0.999	0.978	1.058	1.033	1.016	1.034	1.057	1.009

Table 2: Performance Gap on NDUS Customized Questions

2002, 2004 and 2008

	How It Is Now			Overall System Performance Gap		
Quality Category	**2002**	**2004**	**2008**	**2002**	**2004**	**2008**
Board policies and NDUS procedures provide appropriate flexibility and responsibility at the campus level.	3.255	3.303	3.202	1.086	1.061	1.113
The NDUS listens to students.	3.152	3.135	3.250	1.155	1.163	1.080
The NDUS involves employees in planning for the future.	2.849	2.856	2.959	1.499	1.474	1.390
NDUS employees are empowered by Board policy and system procedure to resolve problems quickly.	2.858	2.921	3.029	1.458	1.376	1.296
NDUS administrators are committed to providing quality service.	3.396	3.424	3.537	1.051	1.002	0.939
The NDUS plans carefully.	3.057	3.036	3.149	1.335	1.400	1.287
The mission, purpose and values of the NDUS are familiar to employees.	3.047	3.038	3.041	1.254	1.285	1.224
NDUS administrators cultivate positive relationships with students.	3.116	3.130	3.154	1.146	1.138	1.150
The NDUS has positive relationships with the private sector and business community.	3.402	3.426	3.409	0.929	0.923	0.988
There are effective lines of communication between campuses.	2.862	2.922	3.074	1.492	1.394	1.363

Questions are rates on a 1–5 scale of "how it is now" and "how it should be" with (1) strongly disagree (2) disagree (3) uncertain (4) agree and (5) strongly agree.

Roundtable Cornerstone 4

Accessible System

A University System which is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities and citizens with access to educational programs, workforce training opportunities, and technology access and transfer – and does so with the same performance characteristics as described in the "Flexible and Responsive" cornerstone.

DRAFT

Non-Traditional Delivery Methods

Measure AS1

(Legis. 3.a.)

Number and proportion of enrollments in courses offered by non-traditional methods

Do NDUS students take courses through non-traditional delivery methods?

In Fall 2008, the NDUS served 15,983 students who enrolled in courses for credit through non-traditional delivery methods. These students comprised 37 percent of the system's total headcount enrollment. Enrollment by students who take courses in a variety of non-traditional delivery methods has increased 88 percent since Fall 2004.

About This Measure

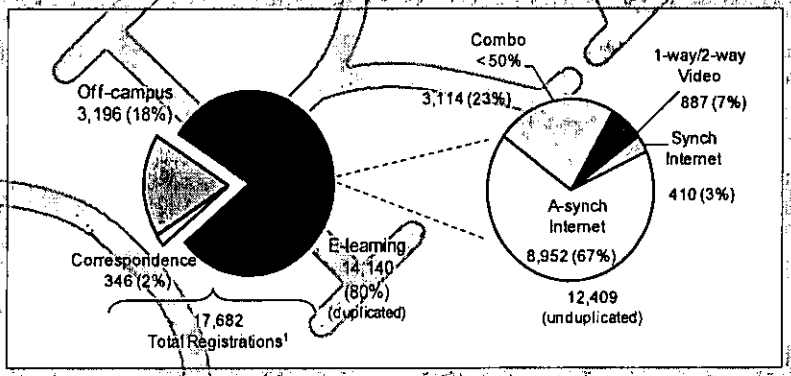
The NDUS is proactively pursuing alternative educational delivery methods to provide "anytime, anyplace" access for students.

Classes are offered via correspondence study, face-to-face meetings at off-campus sites and through e-learning.

E-learning includes online Internet courses, which can be offered in a synchronous (at the same time) mode or an asynchronous (independent of time) mode. E-learning also includes prerecorded video, two-way video (IVN) or a combination of these methods.

This information is included in the *2008 Fall Enrollment Report*, which is the basis for enrollment accountability reporting. The number of students who enroll in courses via non-traditional delivery methods has increased 88 percent since 2004, including 7.2 percent increase in 2008.

Distance Education Degree Credit Student Headcount Enrollment
Fall 2008



The NDUS also offers courses via live and prerecorded TV broadcasts, prerecorded video, two-way and one-way audio, and CD-ROM; however, students did not choose these delivery methods during Fall 2008.

A course involving a combination of delivery methods is considered a "combo" course only when any single delivery method provides less than 50 percent of the instruction.

¹The total of 17,682 course registrations included 1,699 students who registered in multiple distance learning courses, resulting in an unduplicated distance education total of 15,983 students. Source: *Fall 2008 Enrollment Report*, Tables 9-9a.

	Face-to-face Off-campus	Correspondence	E-learning	Unduplicated Distance Education Total
Fall 2004	2,557	571	5,800	8,505
Fall 2005	2,366	544	7,849	10,124
Fall 2006	2,924	555	11,060	13,200
Fall 2007	2,639	467	13,587	14,902
Fall 2008	3,196	346	14,140	15,983

Source: Fall Enrollment Reports 2004 through 2008.

Tuition and Fees Compared to the Regional Average

Measure AS2

(Legis. 4.a.)

Tuition and fees on a per-student basis compared to the regional average

How do tuition and fees at North Dakota's public institutions compare to those of other states?

Tuition and fees at all NDUS campuses, except the two-year colleges, were less than regional counterparts. The average two-year college rate continues to be significantly higher than the regional average.

About This Measure

The FY 2007–08 average resident undergraduate tuition and required fees at UND and NDSU were $364 (5.7 percent) less than the regional average. MiSU's tuition and fees were $140 (2.9 percent) less than the regional average, and rates at DSU, MaSU and VCSU were $121 (2.5 percent) less than regional counterparts.

Tuition and fees at the two-year colleges are higher than the regional average by $617 (20.5 percent). Regional two-year tuition and fee rates have increased 52 percent during the past seven years, while North Dakota two-year tuition and fee rates have increased about 78 percent during the same period.

Resident Undergraduate Tuition and Required Fees: A Regional Comparison[1, 2]

FY 2003–04 through FY 2007–08

	03-04	04-05	05-06	06-07	07-08
Doctoral: ND = UND, NDSU					
North Dakota	$4,060	$4,802	$5,295	$5,742	$6,053
$ Variance from Reg'l Avg	-$667	-$384	-$325	-$312	-$364
% Variance from Reg'l Avg	-14.1%	-7.4%	-5.8%	-5.2%	-5.7%
Masters: ND = MiSU					
North Dakota	$3,228	$3,712	$4,092	$4,492	$4,474
$ Variance from Reg'l Avg	-$516	-$395	-$276	-$112	-$140
% Variance from Reg'l Avg	-13.8%	-9.6%	-6.3%	-2.4%	-2.9%
Four Year: ND = DSU, MaSU, VCSU[3]					
North Dakota	$3,130	$3,695	$4,091	$4,426	$4,680
$ Variance from Reg'l Avg	-$563	-$217	$28	-$1	-$121
% Variance from Reg'l Avg	-15.2%	-5.5%	0.7%	0.0%	-2.5%
Two Year: BSC, LRSC, MiSU-B, NDSCS, WSC					
North Dakota	$2,503	$2,969	$3,202	$3,442	$3,623
$ Variance from Reg'l Avg	$183	$417	$535	$618	$617
% Variance from Reg'l Avg	7.9%	16.3%	20.0%	21.9%	20.5%

[1] For tuition purposes, 45 quarter hours or 30 semester hours per academic year equals full-time undergraduate student status.

[2] Regional average includes CO, IA, KS, MN, MO, MT, NE, OK, SD, WI and WY.

[3] Excludes $854 at MaSU and $902 at VCSU for annual laptop computer and other related fees.

Data Source: *2007–08 Tuition and Fee Rates: A National Comparison*, Washington State Higher Education Coordinating Board; and NDUS Institutional Charges Schedule.

Tuition and Fees Compared to Household Income

Measure AS3

(Legis 4.b.)

Tuition and fees as a percentage of median North Dakota household income

Is public higher education in North Dakota affordable for residents?

As a percentage of median North Dakota household income, tuition and fees are about 1 percent higher than the regional average, other than at the two-year colleges where tuition and fees consume 2.5 percent more of the median household income than their regional counterparts.

About This Measure

In FY 2007–08, tuition and required fees at UND and NDSU were 14.7 percent of the median household income in North Dakota or about the same as their national counterparts. The regional average was 13.5 percent.

To attend MiSU, North Dakotans contributed 11.6 percent of their median household income to tuition and required fees or about the same as their national counterparts. The regional average was 10.4 percent.

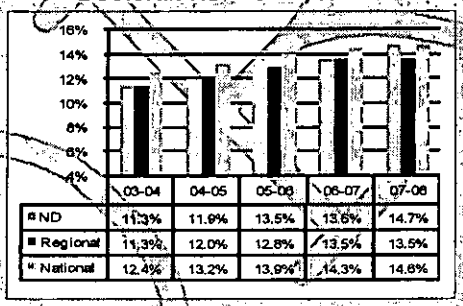
The four-year tuition and required fee rates at DSU, MaSU and VCSU were 11.4 percent of the median household income, also about the same as their national counterparts. The regional average was 10.3 percent.

The greatest difference between North Dakota and regional rates occurs at the two-year colleges where North Dakota residents contribute 8.8 percent of their income to cover tuition and required fees, while the regional contribution is 6.3 percent and the national average is 5.7 percent.

Resident Undergraduate Tuition and Required Fees As a Percentage of Median Household Income[1, 2, 3]

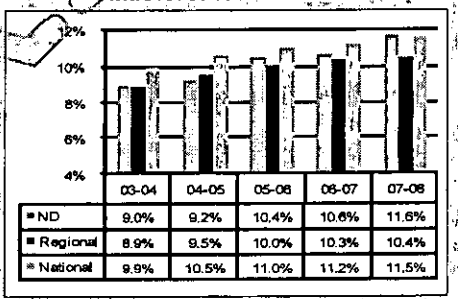
FY 2003–04 through FY 2007–08

Doctoral: ND = UND, NDSU



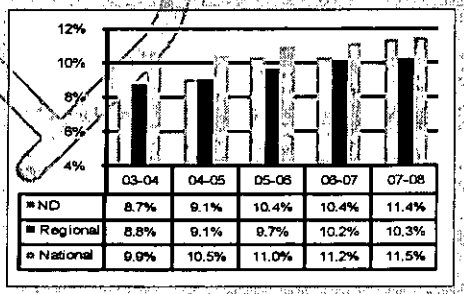
	03-04	04-05	05-06	06-07	07-08
ND	11.3%	11.9%	13.5%	13.6%	14.7%
Regional	11.3%	12.0%	12.8%	13.5%	13.5%
National	12.4%	13.2%	13.9%	14.3%	14.6%

Masters: ND = MiSU



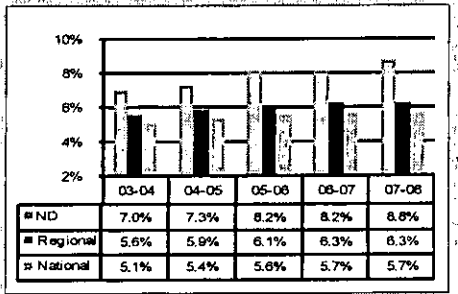
	03-04	04-05	05-06	06-07	07-08
ND	9.0%	9.2%	10.4%	10.6%	11.6%
Regional	8.9%	9.5%	10.0%	10.3%	10.4%
National	9.9%	10.5%	11.0%	11.2%	11.5%

Four-Year: ND = DSU, MaSU, VCSU[4]



	03-04	04-05	05-06	06-07	07-08
ND	8.7%	9.1%	10.4%	10.4%	11.4%
Regional	8.8%	9.1%	9.7%	10.2%	10.3%
National	9.9%	10.5%	11.0%	11.2%	11.5%

Two-Year: ND = BSC, LRSC, MiSUB, NDSCS, WSC



	03-04	04-05	05-06	06-07	07-08
ND	7.0%	7.3%	8.2%	8.2%	8.8%
Regional	5.6%	5.9%	6.1%	6.3%	6.3%
National	5.1%	5.4%	5.6%	5.7%	5.7%

[1] For tuition purposes, 45 quarter hours or 30 semester hours per academic year equals full-time undergraduate student status.

[2] Tuition and required fees ÷ median household income.

[3] Regional average includes CO, IA, KS, MN, MO, MT, NE, OK, SD, WI and WY.

[4] Excludes $854 at MaSU and $902 at VCSU for annual laptop computer and other related fees.

Data Source: *2007–08 Tuition and Fee Rates: A National Comparison*, Washington State Higher Education Coordinating Board, NDUS Institutional Charges Schedule and *NDUS Student Affordability Report*, Feb. 2008.

Enrollment Numbers and Trends

Measure AS4

(SBHE–5)

Student enrollment information, including: (a) total number and trends in full-time, part-time, degree-seeking and non-degree-seeking students being served and (b) the number and trends of individuals, organizations, and agencies served through non-credit activities

How many students does the NDUS serve?

The Fall 2008 NDUS part-time and full-time degree credit headcount enrollment of 43,442 was higher than the Fall 2007 enrollment. *(Fall 2008 Enrollment Report)*

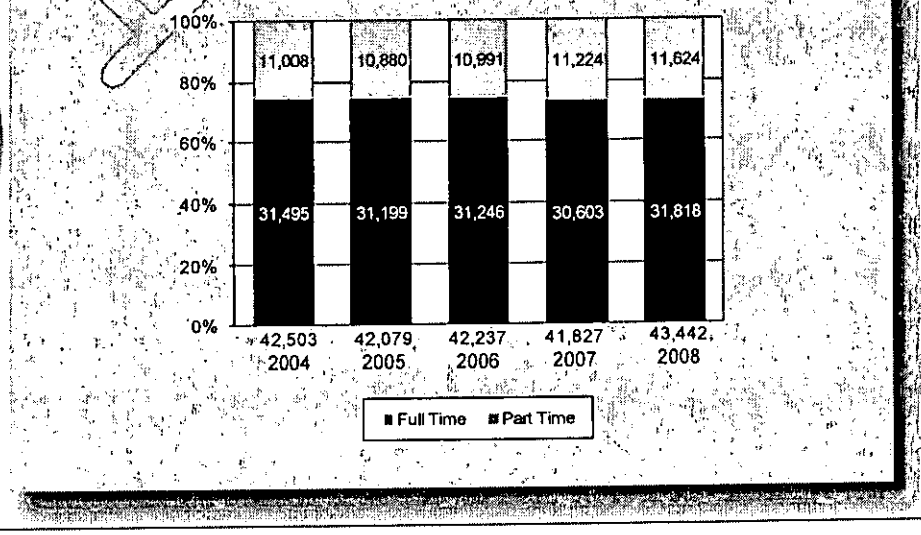
About This Measure

The Fall 2008 enrollment of full-time and part-time degree-seeking students was higher than Fall 2007. In Fall 2008, there were 647 more part-time enrollments and 968 more full-time enrollments.

Credit, non-degree credit and non-credit enrollment are reported on an annual basis. The *2007–2008 NDUS Annual Enrollment Report* includes Summer 2007, Fall 2007 and Spring 2008. This report shows a system-wide unduplicated total of 43,587 enrollments in degree credit, 2,328 unduplicated non-degree credit enrollments and 17,972 unduplicated non-credit enrollments. When credit, non-degree credit and non-credit enrollments are added together and unduplicated, the reports show that, system-wide, the NDUS served 61,191 individual students. This is a conservative number based only on students who have adequate identification information.

In 2008, more than 19,000 individuals were served by NDUS institutions through non-credit activities. Non-credit services, including workforce training, were provided to 1,607 businesses, organizations, high schools and agencies. In addition, through its Rural Methamphetamine Education Project, Minot State University made presentations to more than 13,237 public officials, teachers, business leaders and parents and 208 agencies. Workforce training activities are reported in greater detail in Measure ED3 on Page 5.

Percentage of Full and Part-Time Degree-Seeking Students
Fall 2004 through Fall 2008



Student Participation Levels and Trends

Measure AS5

(SBHE–6)

Student participation – levels and trends in rates of participation of (a) recent high school graduates and non-traditional students, and (b) individuals pursuing graduate degrees

Who's enrolling at NDUS institutions?

Beginning freshmen enrollment decreased from 7,945 in Fall 2004 to 7,642 in Fall 2008. Enrollment of non-traditional students increased 3.4 percent between Fall 2004 and Fall 2008. The number of students enrolled in graduate and first professional programs has increased 22.2 percent since Fall 2004.

About This Measure

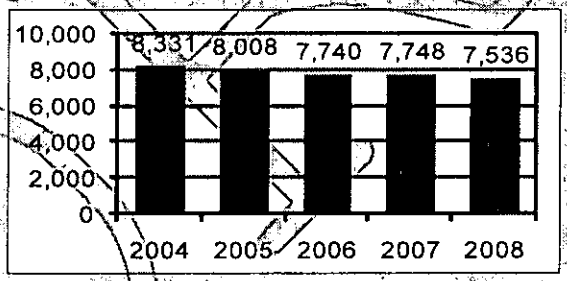
The Fall 2008 beginning freshmen enrollment of 7,642 is higher than the Fall 2007 enrollment of 7,074. It is important to note, however, that this is the first increase in beginning freshmen since 2004.

According to a 2003 Western Interstate Commission on Higher Education (WICHE) report titled *Knocking at the College Door*, this trend will continue. WICHE projects the number of public high school graduates in North Dakota will decrease by 30.6 percent between 2001–02 and 2017–18.

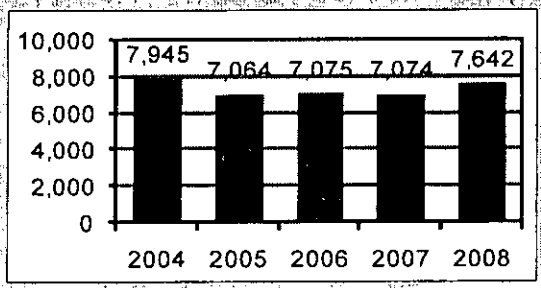
There was a slight decrease in non-traditional student (age 25 and older) participation in Fall 2008 (10,783) compared to Fall 2007 (11,389). Non-traditional enrollments show a 3.4 percent increase over the past five years.

Increased availability and access to graduate programs is benefiting students who want to pursue graduate degrees. Enrollment of students pursuing graduate or first professional degrees has increased 22.1 percent in the past five years. In Fall 2004, 4,229 students were enrolled in graduate and professional programs. In Fall 2008, this number increased to an all-time high of 5,166.

North Dakota High School Graduates



NDUS Beginning Freshmen[1]



Participation Rates of Non-Traditional Students[2]

	Total NDUS Enrollments	# Students Age 25 and Older	Participation Rate
2004	42,503	10,425	24%
2005	42,082	10,730	26%
2006	42,237	10,704	25%
2007	41,827	11,389	27%
2008	43,442	10,783	25%

NDUS Graduate Degree Participation Rates[2]

	Total NDUS Enrollments	NDUS Graduate/ Prof. Students	Participation Rate
2004	42,503	4,229	10%
2005	42,082	4,331	10%
2006	42,237	4,477	11%
2007	41,827	4,965	12%
2008	43,442	5,166	12%

[1] Includes all freshmen entering college for the first time, regardless of residency or high school graduation date.
[2] Includes both resident and non-resident enrollments.

DRAFT

Roundtable Cornerstone 5

Funding and Rewards

A system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high-priority needs and expectations of the University System – assures achievement of the expectations envisioned

Net Assets Available for Debt Service Compared to Long-Term Debt

Measure FR1

(Legis 5.c.)

Ratio measuring the amount of expendable net assets as compared to the amount of long-term debt

Is the North Dakota University System able to cover its debts?

The NDUS ratio of net assets available for debt service to long-term debt is 0.6:1 as of the end of FY 2008. A ratio of 1:1 or greater is desired (see explanation below).

About This Measure

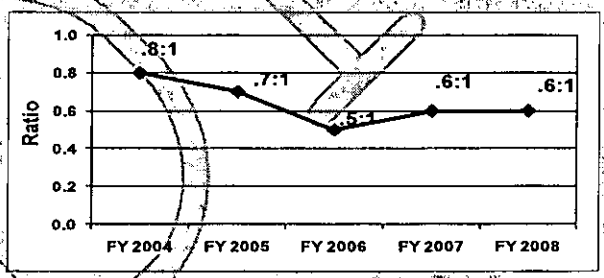
This ratio measures the availability of net assets to cover debts should the NDUS need to immediately settle its obligations. Net assets available for debt service are those that can be quickly accessed and spent. Net assets invested in capital assets, less the related debt, are the largest component of net assets for the NDUS, but are excluded from this calculation because they are not quickly convertible to cash. Restricted assets also are excluded from this calculation because they cannot be accessed for debt service.

A ratio of 1:1 or greater indicates that net assets available for debt service are sufficient to satisfy debt obligations in the event all debts would become immediately payable.

For FY 2008, the NDUS had a ratio of .6:1, up from .8:1 in FY 2004. The decreasing ratio since FY 2004 is due to an $84.3 million net increase in long-term debt with a corresponding increase of only $33.9 million in net assets available for debt service. Although the FY 2008 ratio is less than 1:1, it is highly unlikely that a condition or circumstance would trigger the immediate payment of all outstanding debt. The North Dakota University System historically has had sufficient resources to cover its annual debt service payments and anticipates the same in the future as revenue sources, which will create the future revenue streams to cover the new additional debt, are already in place.

Ratio of Net Assets Available for Debt Service to Long-Term Debt[1, 2]

FY 2004 through FY 2008



FY 2008

Net assets available for debt service:	
Unrestricted net assets	$149,323,700
Expendable debt service	12,444,896
	$161,768,596
Notes, bonds leases and special assessments payable	$252,011,936
	$161,768,596
	$252,011,936 = 0.6:1

[1] Previously reported ratios for FY 2004 have been restated, per a state auditor's suggestion, to include only expendable debt service in the expendable net assets total, as opposed to all restricted expendable net assets.

[2] Includes related entities, such as the NDSU Extension Service, Research Centers and the UND Medical School, as well as the ConnectND debt included in the NDUS office financials.

Data Source: FY 2008 NDUS audited financial statements.

State General Fund Appropriations and Total Fund Revenues

Measure FR2
(Legis 4.c.)
Cost per student in terms of general fund appropriations and total University System funding

What portion of the per-student cost is covered by general fund appropriations?

In FY 2004, general fund appropriations provided 40 percent of the total NDUS revenues. In FY 2008, the general fund share was 38 percent.

About This Measure

This measure analyzes whether the North Dakota University System's annual state general fund and total fund revenues are increasing or decreasing when calculated on a per-student basis. The measure also shows whether the state is contributing a larger or smaller proportion of the total cost over time. Because expenditure data by revenue source is not included in the audited annual financial statements, revenues are used as the basis for this measure.

The measure is presented in two ways. Calculation 1 includes unrestricted revenues and state general fund appropriations. Calculation 2 also includes restricted revenues. The term "restricted" describes revenues restricted in use by the grant, donor or other source.

Using Calculation 1, $6,172 (38 percent) of FY 2008 funding was provided through state general funds, and $10,162 (62 percent) came from unrestricted sources, such as tuition and fees[3]. According to this calculation, FY 2008 per-student funding totaled $16,334.

Using Calculation 2, the state general fund contribution did not change; however, it equaled a smaller percentage of the total financial picture because restricted revenues[4] were added to the equation. In FY 2008, the $6,172 general fund contribution equaled 27 percent of the per-student cost, and the unrestricted and restricted total of $16,404 provided 73 percent of per-student funding for a total of $22,576.

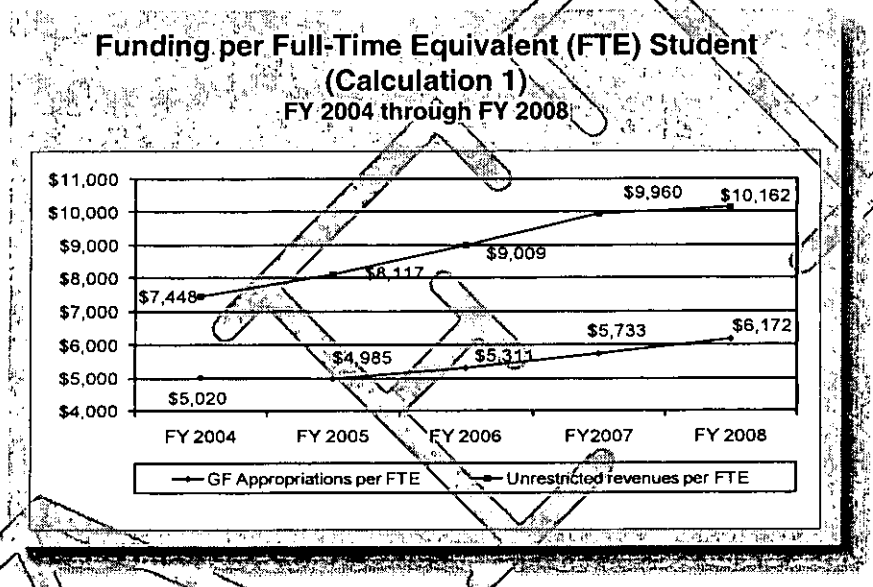
State General Fund Appropriations and Total Fund Revenues per Full-Time Equivalent (FTE) Student
FY 2008

Calculation 1	Revenues[1]	%	Per FTE[2]
Unrestricted[3]	$370,256	62%	$10,162
State general fund appropriations	224,866	38%	6,172
Total	**$595,122**	**100%**	**$16,334**
Calculation 2			
Unrestricted & Restricted[4]	$597,679	73%	$16,404
State general fund appropriations	224,866	27%	6,172
Total	$822,545	100%	$22,576

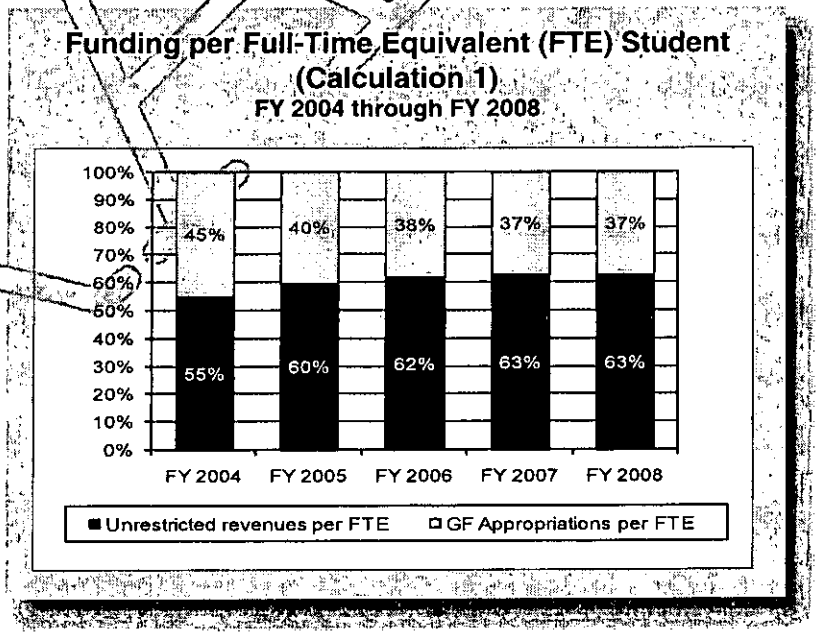
[1] Includes revenues for related entities, such as the NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.
[2] There were 36,436 FTE students in FY 2008.
[3] Unrestricted revenues = student tuition and fees, auxiliary enterprises, educational sales and services, other operating revenues and investment income.
[4] Restricted revenues = grants and contracts, gifts and federal appropriations restricted in use.

Data Source: FY 2008 NDUS audited financial statements and 2007–08 annualized enrollment schedule.

The general fund appropriation per FTE student has increased 22.9 percent since FY 2004; comparatively, tuition, fees and other charges have increased 36.4 percent per FTE student since FY 2004.



The portion of general fund appropriations per FTE student has decreased since 2004 compared to the portion of unrestricted revenues per FTE.



Cost per Student and Percentage Distribution by Major Function

Measure FR3
(Legis 5.a.)
Cost per student and percentage distribution by major function

How much does the NDUS spend per student each year, and how are NDUS resources allocated?

In FY 2008, the NDUS spent $18,451 per student from all funding sources, an increase of 28.5 percent since FY 2004. The majority of funds were spent in support of core services (51 percent), and the remaining funds were spent in support services and student aid (14 percent) and administration and physical plant (15 percent).

About This Measure

This measure analyzes changes in total costs per full-time equivalent (FTE) student and use of institutional resources by category of expenses. These categories and their components are:

Core Services: These costs are directly linked to the core mission of the campuses and include expenses for instruction, research and public service.

Support Services and Student Aid: Support services include academic support and student services that also support the missions of the campuses. Aid to students includes scholarships and fellowships.

Administration and Physical Plant: This category includes institutional support (the presidents' office, business office and budget office) and maintenance of the physical plant, excluding depreciation.

Cost Per Student

In FY 2008, the average total cost per FTE student was $18,451. Between FY 2004 and FY 2008, total cost per FTE student increased 28.5 percent. Core services cost per FTE student rose 14.6 percent,

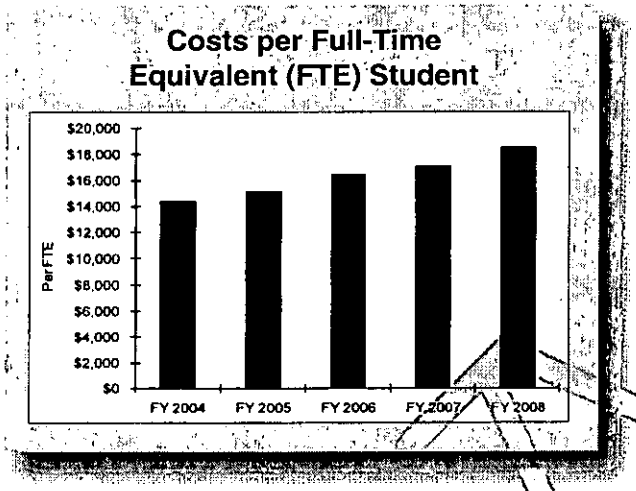
Cost per Student and Percentage of Distribution by Major Function[1]
FY 2008

Expenses		Cost Per Student (Expense/FTE)	% of Funding[2] (Expense/ Revenues)
Core Services:			
Instruction	$262,211,772	$7,197	31%
Research	123,620,132	3,393	15%
Public service	44,863,037	1,231	5%
	$430,694,941	$11,821	51%
Support Services:			
Academic support	$58,147,036	$1,597	7%
Student services	36,807,039	1,010	4%
Scholarships & fellowships	25,736,693	706	3%
	$120,690,768	$3,313	14%
Administration & Physical Plant:			
Institutional support	$65,933,215	$1,810	8%
Operation and maintenance of plant	54,928,771	1,507	7%
	$120,861,986	$3,317	15%
Total average cost per student		$18,451	
FTE Students	36,436		
Revenues			
Total Revenue[3]	$822,545,014		
Less: Auxiliary revenue	-178,526		
Total revenues (excluding auxiliary)	$822,366,488		

[1] Includes NDSU and UND-related entities, such as NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.
[3] Expenditures divided by total revenue less auxiliary revenue.
[4] Total revenues from Measure FR2, calculation #2.

Data Source: FY 2007 NDUS audited financial statements and 2006–07 annualized enrollment schedule.

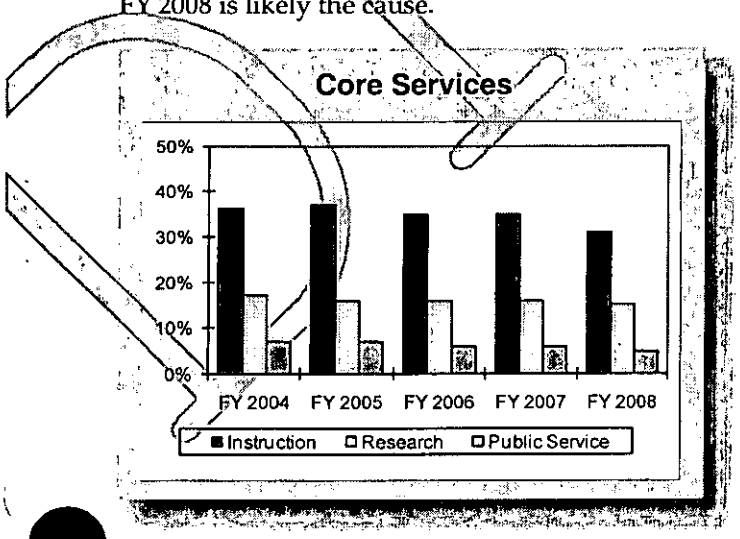
while combined support services, administration and physical plant costs per FTE student increased 27.9 percent in the same time period. Rising health care and utility costs are the primary reason for the increases.



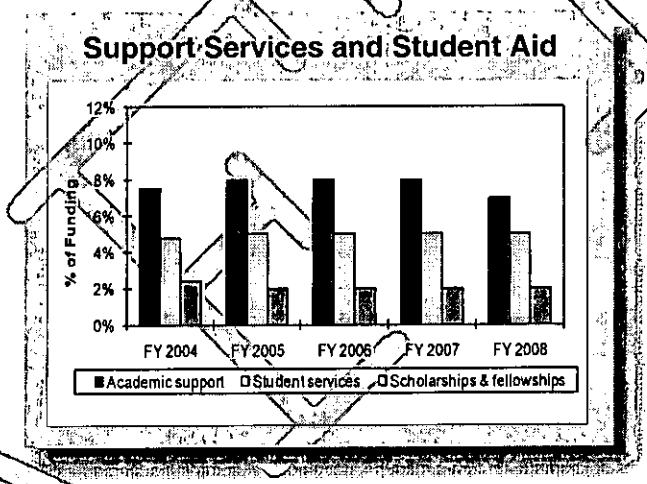
Percentage Distribution by Major Function

In FY 2008, the NDUS spent 51 percent of its total combined revenues and state appropriations (excluding auxiliary revenues) on core services, 14 percent on support services and student aid, and 15 percent on administration and physical plant.

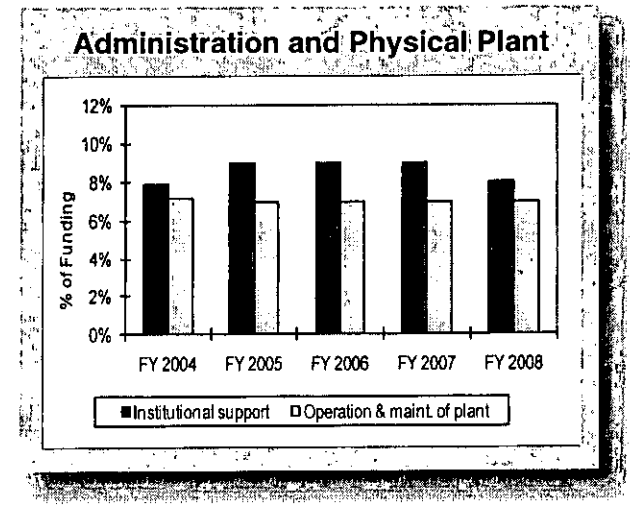
Core Services: The percentage of funding used for all core services dropped to 51 percent in FY 2008 from 60 percent in 2004. The slight decline in enrollment in FY 2008 is likely the cause.



Support Services and Student Aid: Funding for this category of expenses has remained relatively stable in the last four years.



Administration and Physical Plant: The percentage of funding for institutional support and physical plant has remained relatively stable in the last four years, even as the cost basis of the infrastructure and buildings has increased from $773 million to $945 million since FY 2004. As funding becomes tight, deferred maintenance activities are delayed because of more pressing, immediate needs.



Per Capita General Fund Appropriations for Higher Education

Measure FR4
(Legis.4.d.)
Per capita general fund appropriations for higher education

To what extent do North Dakota taxpayers provide financial support for NDUS students?

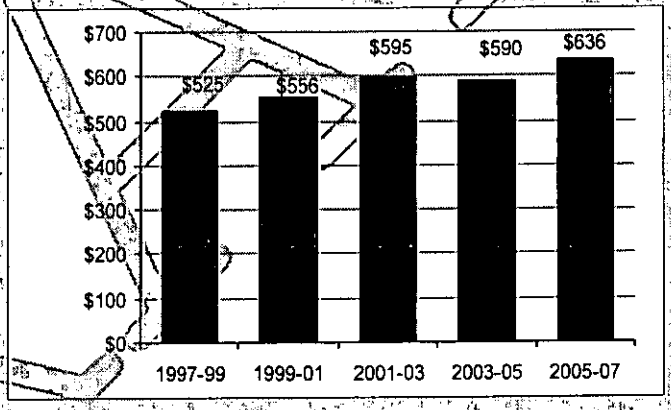
The average per-capita state general fund appropriation for the 2005–07 biennium was $636, an increase of 21 percent since the 1997–99 biennium.

About This Measure

This measure demonstrates whether the state, on an individual per-capita basis, is providing an increasing or decreasing amount of funding to the colleges and universities over time.

The average per-capita state general fund appropriation for the 2005–07 biennium was $636, an increase of 21 percent since the 1997-99 biennium. These funds are appropriated by the Legislative Assembly for the general operation of the campuses and related entities.

Per-Capita State General Fund Appropriations for Higher Education[1, 2]
1997–99 through 2005–07 Biennia



[1] Includes related entities, such as NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.
[2] Per capita state general fund revenue = state appropriations (excluding capital assets) ÷ North Dakota population.

Data Source: NDUS annual audited financial statements; Population Division, US Census Bureau; www.census.gov/popest/estimate.pho

State General Fund Appropriations Compared to Peer Institutions

Measure FR5
(Legis. 4.e.)

State general fund appropriation levels for University System institutions compared to peer institutions' general fund appropriation levels

How well does North Dakota fund its public institutions compared to peer institutions?

Based on 2007–09 state funding levels, all NDUS institutions are funded at less than 100 percent of their peer institution benchmarks, and most are funded at less than 85 percent of their peer benchmarks. NDUS institutions, as a whole, are funded at an average of 53 percent of their peer institution benchmarks.

About This Measure

This measure demonstrates each college and university's position relative to its peer benchmark.

The amounts included in this report reflect 2007–09 state general fund levels for NDUS institutions compared to peer benchmarks. All NDUS colleges and universities are funded at less than 100 percent of their peers. NDUS institutions, as a whole, are funded at an average of 53 percent of their peer benchmarks for 2007-09, compared to an overall average of 51 percent for 2005-07.

State General Fund Appropriation Levels As a Percent of Peer Benchmark[1]
(In Millions)
2007–09 Biennium

	NDUS Campuses 2007–09 Approp.	2007–09 Peer Benchmark	2007-09 NDUS Campus As a Percent of Benchmark	2005–07 NDUS Campus as a Percent of Benchmark
Bismarck State College	$19.7	$37.2	53%	51%
Dickinson State University	16.9	34.1	49%	47%
Lake Region State College	6.5	13.7	47%	46%
Mayville State University	10.1	13.5	75%	71%
Minot State University	30.1	45.2	67%	66%
MiSU-Bottineau[2]	4.9	5.4	89%	71%
ND State College of Science	27.4	31.0	88%	87%
North Dakota State University[2]	89.6	219.8	41%	41%
University of North Dakota[3]	141.2	265.8	53%	50%
Valley City State University	13.3	15.5	86%	81%
Williston State College	6.4	10.3	63%	62%
Total NDUS	**$366.1**	**$691.5**	**53%**	**51%**

[1] Benchmarks are based on FY 2006 financial data and average Fall 2005 and 2006 enrollment data for the new peer institutions established in 2006.
[2] Excludes ag extension and experiment stations.
[3] Includes medical school.

Data Source: NDUS Long-Term Finance Plan and Resource Allocation Model.

Operating and Contributed Income Ratio

Measure FR6

(Legis 5.b.)

Ratio measuring the funding derived from operating and contributed income compared to total University System funding

What percent of NDUS revenues are self-generated?

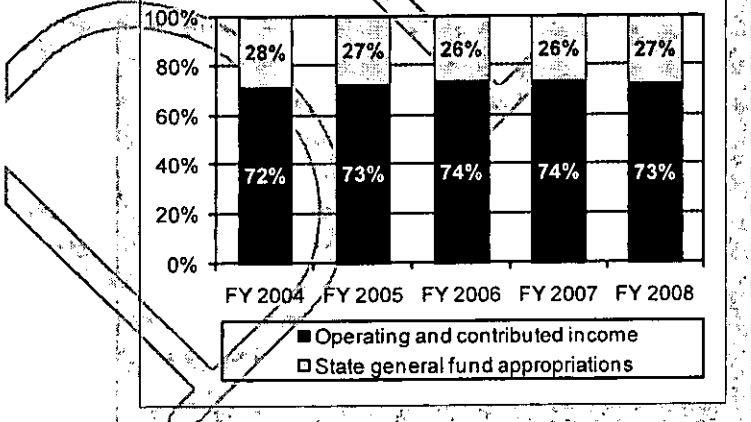
In FY 2008, the NDUS generated 73 percent of its total revenues, either internally from fees for services or externally from gifts, grants and contracts.

About This Measure

This measure analyzes the portion of overall North Dakota University System funding that is self-generated. These funds include operating income, which is generated internally by the institutions on a fee-for-service basis, and contributed income, which is generated externally through contributions received from alumni, corporations, foundations and others. This total includes revenue sources that are restricted in use by the donor, grantor or other source.

Up from 72 percent in FY 2004, the NDUS generated 73 percent of its total revenue from operating and contributed income sources in FY 2008. This increase demonstrates that the colleges and universities' share of their total revenues are remaining relatively consistent.

Funding Sources
FY 2004 through FY 2008



Operating and Contributed Income Ratio[1]
(In Millions)
FY 2008

Self-generated revenues	
Tuition and fees	$222,921
Federal appropriations	7,587
Federal grants and contracts	157,540
State grants and contracts	13,400
Private gifts, grants/contracts	46,553
Sales and services – Ed. depts.	55,369
Investment and endowment income	7,787
Auxiliary enterprise	83,099
Other operating revenue	3,423
Total self-generated revenues	$597,679
Total all revenues[2]	**$822,545**
Operating and Contributed Income Ratio	$597,679 / $822,545 = 73%

[1] Includes related entities, such as the NDSU Extension Service and Research Centers and the UND Medical School, but excludes the NDUS Office.

[2] Total revenues from Calculation 2 of Measure FR2.

Data Source: FY 2008 NDUS audited financial statements.

Primary Reserve Ratio

Measure FR7

(Legis. 5.e.)

Ratio measuring the amount of expendable net assets divided by operating expenses

In an emergency situation, how long could the NDUS continue its current operations without revenue?

The NDUS had a primary reserve ratio of 0.3:1 as of the end of FY 2008, which indicates it could continue operations for about 15 weeks.

About This Measure

In current financial statement terminology, this ratio measures the amount of expendable net assets compared to operating expenses. A ratio greater than .1 is good while a ratio of less than .05 is of concern.

This ratio measures the ability of the North Dakota University System to continue operating at current levels, within current restrictions, without revenue. Expendable net assets are those that can be quickly accessed and spent. Net assets invested in capital assets, less the related debt, are the largest component of net assets for the NDUS, but are excluded from this calculation because they are not quickly convertible to cash. Restricted assets also are excluded from this calculation because they cannot be accessed for general operations.

For FY 2008, the NDUS had a ratio of 0.3:1, which indicates that in an emergency situation, the University System could continue its current operations for about 15 weeks. The NDUS primary reserve ratio has remained unchanged since FY 2004.

Primary Reserve Ratio[1]
FY 2008

Expendable Net Assets:		
Unrestricted net assets	$149,323,700	
Expendable net assets	85,500,793	
	$234,824,493	
Operating Expenses	$822,212,039	
	$234,824,493	
	$822,212,039	= 0.3:1

[1] Includes related entities such as NDSU Extension Service and Research Centers and the UND Medical School.

Data Source: FY 2008 NDUS audited financial statements.

Net Income Margin

Measure FR8
(Legis 5.f.)
Ratio measuring increase in net assets divided by total revenues

Is the NUS spending more than it is taking in?
The NDUS had a net income margin of 2.3 percent as of the end of FY 2008, compared to 4.2 percent in FY 2004, indicating the University System was not spending more than it was taking in.

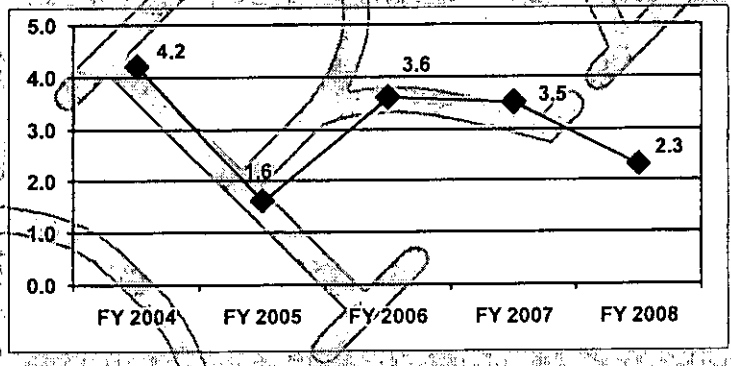
About This Measure

In current financial statement reporting terminology, this margin is calculated by dividing the current year's increase in net assets by the total revenues. This margin is an important measure of an institution's financial status in terms of current year operations.

A negative net income margin results when an institution's current year expenditures exceed its current year revenues, requiring the college or university to draw on reserves or creating deficit spending. A positive net income margin indicates that the institution experienced a net increase in current year fund balances. A positive FY 2008 margin of 2.3 percent signifies the North Dakota University System is not spending more than it is taking in.

Net Income Margin[1]

FY 2004 through FY 2008



FY 2008

Increase in net assets	$20,232,072	
Total revenues	$861,944,373	
	$20,232,072	
	$861,944,373	= 2.3%

[1] Includes related entities such as NDSU Extension Service and Research Centers and the UND Medical School.

Data Source: FY 2008 NDUS audited financial statements.

Status of NDUS Long-Term Finance Plan

Measure FR9
(SBHE–7)

Higher education financing – a status report on higher education financing as compared to the Long-Term Finance Plan

How well are NDUS colleges and universities funded when compared to the Long-Term Finance Plan?

Ten of the 11 colleges and universities were funded at less than their operating benchmarks per FTE student. All colleges and universities exceeded the student share portion of the state/student share targets in 2005–07. The 2007–09 base capital assets appropriation funded an average 12.1 percent of the Office of Management and Budget capital assets formula, and one-time appropriations funded 16.9 percent of deferred maintenance.

About This Measure

This measure is intended to demonstrate progress toward achieving the funding goals of the North Dakota University System Long-Term Finance Plan adopted in 2001 and revised in 2006. It includes the following components: (1) operating fund benchmarks per FTE student (2) state/student share targets and (3) capital asset funding targets. Because the first two components include biennial revenue from net tuition and fees, the 2007–09 data will be reported after FY 2009 net tuition and fees revenue data are available.

An operating fund benchmark per FTE student, comprised of state appropriations and net tuition and fee revenues, was established for each NDUS institution, based on a revised group of peer institutions. All NDUS colleges and universities, except NDSCS, were funded at less than their benchmarks for the 2005–07 biennium. The following table illustrates a wide range of variances, from NDSU, which is at 67 percent of its benchmark, to NDSCS, which is at 108 percent of its benchmark.

State Appropriations and Net Tuition and Fees As a Percent of Benchmark per FTE Student
2005–07 Biennium
(Based on the new set of peers adopted in 2006)

	NDUS Institutions[1] per FTE	Benchmark[2] per FTE	Percent of Benchmark
Bismarck State College	$6,071	$7,790	78%
Dickinson State University	6,993	10,330	68%
Lake Region State College	6,221	8,970	69%
Mayville State University[3]	8,775	11,910	74%
Minot State University	7,931	9,700	82%
MiSU-Bottineau	6,384	8,310	77%
ND State College of Science	9,368	8,690	108%
North Dakota State University[4]	9,785	14,590	67%
University of North Dakota[5]	12,991	16,960	77%
Valley City State University[3]	10,008	11,430	88%
Williston State College	5,927	8,330	71%

[1] NDUS state appropriation and net tuition and fees per FY 2006 and FY 2007 financial statements, plus (minus) adjustments described in additional footnotes, divided by average Fall 2003 and 2004 student count (75 percent FTE, 25 percent headcount) per revised Long-Term Finance Plan.
[2] Benchmarks are based on FY 2004 financial data and Fall 2003 enrollment data of the new peer institutions that were established in 2006.
[3] Technology revenues subtracted from tuition revenues for 2005–07 (Mayville = $816 per FTE student, Valley City = $557 per FTE student).
[4] NDSU 2005–07 state appropriations are reduced for: HECN and ConnectND ($364 per FTE student), Ag Extension and Experiment ($2,530 per FTE student) and flood appropriations ($13 per FTE student).
[5] UND 2005–07 state appropriations are reduced for: HECN, ConnectND, IVN and ODIN ($517 per FTE student), and flood appropriations ($86 per FTE student).

Data Source: IPEDS Fall 2003 and Fall 2004 Enrollment Data, NDUS Long-Term Finance Plan and FY 2006 and FY 2007 NDUS audited financial statements.

Status of NDUS Long-Term Finance Plan (continued)

Funding higher education is a responsibility shared among the stakeholders: the state, the students and the institutions. Both state and student share targets were established for each type of NDUS institution in the Long-Term Finance Plan. The actual state/student share percentages compared to their targets are reflected in the table below. Timing of the drawdown of state-appropriated funds between fiscal years will cause the state/student shares to fluctuate between the two years of the biennium. The biennial percentages are included in the table to reflect the total state/student shares for the biennium to minimize these timing differences.

None of the 11 institutions met their student share targets for the 2003–05 and 2005–07 biennia. For the colleges and universities to meet these targets, a higher proportion of funding must be provided by the state.

State (State Appropriations) and Student (Net Tuition and Fees) Shares Compared to Target Shares Per Long-Term Financing Plan

	State Share (State Appropriations)			Student Share (Net Tuition & Fees)		
	2003–05 Bienn.	2005–07 Bienn.	Target	2003–05 Bienn.	2005–07 Bienn.	Target
BSC	50%	49%	75%	50%	51%	25%
DSU	56%	49%	70%	44%	51%	30%
LRSC	50%	50%	75%	50%	50%	25%
MaSU[1]	70%	68%	70%	30%	32%	30%
MiSU	58%	53%	65%	42%	47%	35%
MiSU-B	73%	69%	75%	27%	31%	25%
NDSCS	66%	61%	75%	34%	39%	25%
NDSU[2]	42%	38%	60%	58%	62%	40%
UND[3]	42%	40%	60%	58%	60%	40%
VCSU[1]	73%	65%	70%	27%	35%	30%
WSC	65%	65%	75%	35%	35%	25%
NDUS Average	48%	44%		52%	56%	

[1] Technology revenues subtracted from tuition revenues: Mayville $1,203,401 (2003–05) and $1,243,728 (FY 2005–07); Valley City $1,672,387 (2003–05) and $1,017,171 (FY 2005–07).

[2] NDSU state appropriations reduced for: HECN and ConnectND $6,940,288 (2003–05) and $7,881,414 (FY 2005–07); Ag Extension and Experiment $52,460,500 (2003–05) and $54,718,376 (FY 2005–07); and flood appropriations $1,700,000 (2003–05) and $289,092 (2005–07).

[3] UND state appropriations reduced for: HECN, ConnectND, IVN and ODIN $11,952,482 (2003–05) and $12,502,911 (FY 2005–07); and flood appropriations $1,571,000 (2003–05) and $2,069,727 (FY 2005–07).

Data Source: IPEDS Fall 2003 and Fall 2004 Enrollment Data, NDUS Long-Term Finance Plan and FY 2004, FY 2005, FY 2006 and FY 2007 NDUS audited financial statements.

The capital asset funding model calls for funding all institutions at 100 percent of the 2007–09 Office of Management and Budget building and infrastructure formula ($55 million), phased in over 10 years, plus 100 percent funding of outstanding deferred maintenance ($119.4 million), phased in over 14 years.

The 2007–09 capital asset appropriation for the 11 institutions, excluding major capital projects, included $6.7 million in base funding and $10.9 million in one-time funding. The one-time funding included $10 million for deferred maintenance at all 11 institutions, as well as $143,033 for special assessments and $750,000 for a campus master plan and deferred maintenance at MaSU. In addition, separately funded major capital projects addressed an additional $9.55 million of deferred maintenance.

The average NDUS base capital funding is 12.1 percent of the OMB formula, ranging from 5.8 percent at LRSC to 20.6 percent at MiSU-B. System wide, the 2007–09 one-time appropriation funded 16.9 percent of total deferred maintenance of $119.4 million, ranging from 3.6 percent at WSC to 73.6 percent at MiSU, where a major capital project addressed $7.4 million of MiSU's deferred maintenance.

Capital Asset Funding Model Compared to 2007–09 Capital Asset Appropriation

	Capital Asset Formula			Current 2007–09 Appropriation			
	OMB Bldg & Infrastructure[1]	Deferred Maintenance	Outstanding Needs	Base 2007–09 Appropriation	Base 2007–09 % OMB Bldg & Infra. Formula	One-time 2007–09 Appropriation[2]	One-time 2007–09 % Deferred Maintenance
BSC	$2,064,719	$2,040,000	$4,104,719	$243,481	11.8%	$347,631	17.0%
DSU	2,250,568	8,893,166	11,143,734	383,690	17.0%	635,073	7.1%
LRSC	753,446	548,000	1,301,446	43,662	5.8%	81,942	15.0%
MaSU	1,446,385	10,922,900	12,369,285	208,994	14.4%	1,432,937	13.1%
MiSU	3,908,706	11,185,000	15,093,706	596,870	15.3%	8,228,336	73.6%
MiSU-B	533,315	531,000	1,064,315	109,725	20.6%	48,977	9.2%
NDSCS	5,813,631	5,771,000	11,584,631	753,332	13.0%	633,113	11.0%
NDSU	13,605,819	30,026,000	43,631,819	1,692,226	12.4%	3,416,935	11.4%
UND	21,472,785	40,454,000	61,926,785	2,300,545	10.7%	4,788,519	11.8%
VCSU	2,119,090	7,021,000	9,140,090	258,416	12.2%	537,819	7.7%
WSC	1,037,325	1,968,600	3,005,925	86,475	8.3%	70,723	3.6%
Total	**$55,005,789**	**$119,360,666**	**$174,366,455**	**$6,677,416**	**12.1%**	**$20,222,005**	**16.9%**

[1] OMB formula generated amount

[2] One-time 2007–09 appropriation excludes $143,033 in special assessments and a $55,000 master plan at MaSU. It includes the one-time funding for deferred maintenance, as well as the deferred maintenance that was addressed through major capital projects' funding.

Ratio of Incentive Funding to NDUS Total State Funding

Measure FR10
(SBHE–8)

Ratio of incentive funding to total NDUS state general fund appropriations

How well does North Dakota provide funding for state priorities, compared to the Long-Term Finance Plan?

The state did not provide any discretionary incentive funding for the 2007–09 biennium, compared to the Long-Term Finance Plan goal of 2 percent of the total NDUS appropriation.

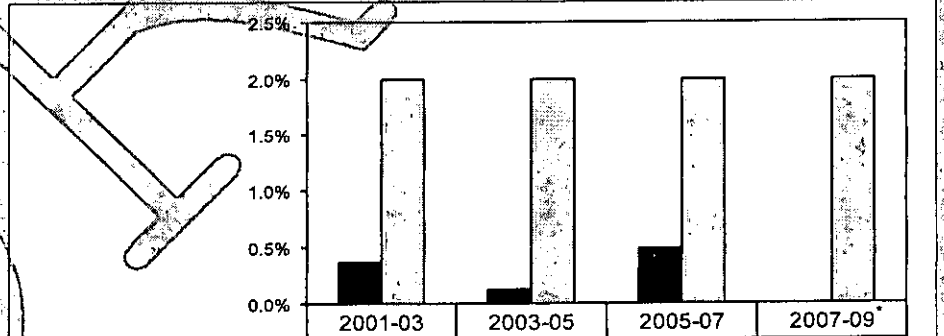
About This Measure

This measure reports on progress toward achieving the North Dakota University System Long-Term Finance Plan goal of providing incentive funding equal to 2 percent of higher education's total state general fund appropriation. Known as the Board Initiative Fund, these monies are allocated by the State Board of Higher Education to support University System and state priorities.

For the 2007–09 biennium, no funding was appropriated for discretionary board initiative use. The recommended level of 2 percent would be equal to $9.2 million for the 2007–09 biennium or $4.6 million per year.

The following chart shows the legislative appropriation for the Board Initiative Fund in comparison to the 2 percent goal over the past four biennia.

Percentage of Total NDUS State Funding Appropriated for Incentive (Board Initiative) Funding Compared to Long-Term Finance Plan Goal
2001–03 through 2007–09 Biennia



	2001-03	2003-05	2005-07	2007-09*
■ Incentive funding as a percent of total biennial NDUS state funding	0.37%	0.13%	0.49%	0.00%
□ NDUS LTFP goal of 2 percent of NDUS state funding	2.00%	2.00%	2.00%	2.00%

* The legislature appropriated $398,500 in the board initiative budget line for specifically identified projects.

Data Source: NDUS Long-Term Finance Plan and 2001, 2003, 2005 and 2007 Legislative Appropriations.

Ratio of NDUS General Fund Appropriation to Total State General Fund Appropriation

Measure FR11
(SBHE–9)

Ratio of NDUS state general fund appropriation levels to total state general fund appropriations

How much of the total state budget is being invested in higher education?

Higher education's share of the 2007–09 total state appropriation is 19.2 percent, a decrease from a high of 21 percent in 2001–03.

About This Measure

This measure reports on public higher education's share of total state general fund appropriations.

Over the past six biennia, higher education's share of the total state budget has decreased from 20.3 percent in 1997–99 to 19.2 percent in 2007–09 with a peak of 21 percent in 2001–03. Although the percentage differences may not seem significant, the NDUS would have received an additional $27 million in 2007–09 if funded at the 1997–99 level of 20.3 percent. The NDUS would have received $44 million more in 2007–09 if funding continued at the 2001–03 level of 21 percent. Based on 2007–09 state spending, each 1 percent change is equivalent to about $25 million.

At the same time higher education's share of the state budget decreased, enrollment increased steadily from 30,271 FTE students in Fall 1997 to 36,096 in Fall 2008, an increase of more than 5,800 students or 19 percent. Higher education's 2007–09 share of 19.2 percent includes $3 million in state funding for workforce training included in the State Board for Career and Technical Education appropriation.

NDUS State Appropriation as a Percent of Total State Appropriation
1997–99 through 2007–09 Biennia

Biennium	NDUS State Appropriation (In Millions)[1]	Total State Appropriation (In Millions)	Percent of NDUS to Total State Appropriation	Average Fall FTE Enrollment
1997–99	$302.24	$1,489.24	20.3%	30,256
1999–01	$327.41	$1,594.04	20.5%	30,891
2001–03	$366.95	$1,746.98	21.0%	33,410
2003–05	$362.89	$1,803.66	20.1%	35,910
2005–07	$388.51	$1,989.45	19.5%	35,511
2007–09	$471.65	$2,456.97	19.2%	35,586

[1] Excludes NDSU Ag Extension and Research Centers.

Campus Activities Align with Roundtable Expectations

Fundamental changes are taking place at the 11 colleges and universities that make up the North Dakota University System. These changes demonstrate the system's commitment to attaining the goals of the Roundtable Report *and to meeting the expectations of SB 2003. Highlights of 2008 accomplishments follow.*

Bismarck State College (BSC)

- Groundbreaking took place in May 2006 for BSC's National Energy Center of Excellence. The center received $3 million in the first round of awards provided through the North Dakota Centers of Excellence for Economic Development. The BSC center focuses on education of multi-skilled technicians for the energy industry on a national scale. Completion is expected in May 2008.
- BSC began offering a two-year program in Instrumentation and Control Technology in August. Representatives from the energy industry requested that BSC offer the program to help meet the need for skilled instrumentation and control technicians at North Dakota's power plants, ethanol plants, other process plants and industrial sites.
- BSC began offering online power plant technology and process plant technology to students at Wisconsin's Fox Valley Technical College in August. The partnership with Fox Valley will help meet the needs of high-demand energy careers in Wisconsin and upper Michigan. BSC credits will transfer to Fox Valley, and students will earn associate degrees from FVTC.
- Two new buildings opened on campus in time for Fall 2008. Lidstrom Hall is a residence hall that houses about 80 students. The National Energy Center of Excellence is dedicated to energy education, workforce training and continuing education. Partnerships with industry and government agencies were key to completion of the NECE.
- The Great Plains Energy Corridor Office opened in August. The office will provide education and outreach services to the state's energy industry, eventually expanding to neighboring states. U.S. Sen. Byron Dorgan secured funding to establish the office located in BSC's new NECE.
- In May, BSC received a scholarship grant of $597,540 from the National Science Foundation to attract students into science, technology, engineering and mathematics fields (STEM) and to address the critical national shortage of workers in these disciplines. The grant extends through 2013 and will benefit 25 to 30 students per year.

Dickinson State University (DSU)

- On Nov. 4, Dickinson voters approved allocating $6 million in sales tax to help build the Badlands Activities Center (BAC) on the campus of DSU. The $16 million multi-purpose facility will include a new football field and track as well as space for community events and special functions.
- The National League for Nursing Accrediting Commission (NLNAC) recently granted DSU's practical nursing program full, seven-year continued accreditation. This accreditation shows that the university and its faculty meet the highest standards of nursing education.
- DSU and NDSU have entered into a collaborative engineering program in the areas of computer, electrical, industrial and manufacturing engineering. Students will begin their studies at DSU and complete them at NDSU. The partnership will directly benefit students, businesses and manufacturers in western North Dakota.
- Fall 2008 enrollment at DSU was up for the 13th consecutive year. There were 2,730 students enrolled, a 2.2 percent increase compared to the Fall 2007 enrollment of 2,670. Increases in the numbers of nontraditional and international students are two of the main factors contributing to the university's consistent growth.

- The investiture of Richard McCallum, Ph.D., as DSU's 10th president took place Friday, Nov. 21 at Dorothy Stickney Auditorium on the DSU campus. The theme of the event was "Reflecting on the Past, Embracing the Present, Forging the Future."

Lake Region State College (LRSC)

- Liudmila Tarasiuk has been named the New Century Scholar from North Dakota. Sponsored by the Coca Cola Company in cooperation with the American Association of Community Colleges and Phi Theta Kappa, New Century Scholars represent the top community college student in each of the 50 states. Tarasiuk will receive a $2,000 scholarship for the honor.
- LRSC's 2006 graduating practical nurses and associate degree nurses earned a 100 percent NCLEX-PN and RN first-time pass rate. The NCLEX is a national licensing exam for nursing. Nursing students at LRSC are part of the Dakota Nursing Program, which is a partnership between LRSC, BSC, WSC and MiSU-B.
- LRSC has secured $500,000 in matching funds for a North Dakota Renewable Energy Council grant and currently is working on a North Dakota Department of Commerce Workforce Enhancement Grant proposal, with funding from both sources to be used for development of a Wind Energy Technician Program. LRSC has submitted a Stage II program request and, if approved, plans to offer the program in Fall 2009.
- Students from the country of Oman are training at LRSC. Five members of the Royal Air Force of Oman are taking classes in airplane simulator maintenance. The students will study in Devils Lake for about one and one-half years. LRSC is working with Oman to train more air force personnel in the future.
- LRSC and the Interactive Video Network showcased the college's high-definition interactive video rooms for the media and faculty, staff and students on March 17. Representatives of LRSC connected with IVN personnel in a high-definition room at NDSU to demonstrate the new video technology that brings the distance delivery method closer to a traditional classroom setting. Instructors are able to project high-quality images, videos, microscope slides, power points and other technology over the network.
- LRSC now has a chapter of Phi Theta Kappa, the largest honor society in American higher education. With more than two million members and 1,200 chapters, Phi Theta Kappa is located in all 50 states, the U.S. territories and around the world.
- The Otto Bremer Foundation recently awarded a $140,000 grant to the Lake Region Community College Foundation. The three-year grant will fund several regional farm management teacher in-service programs. Coordinated by the National Farm and Ranch Business Management Education Association, the grant will directly benefit all farm management programs in North Dakota.

Mayville State University (MaSU)

- MaSU is administering a $99,200 U.S. Department of Labor grant providing workforce training through internships. Rural businesses are benefiting from the funding of 40 internships through the program. The Traill County Technology Center at MaSU has served as home to four businesses that now have transitioned into the Mayville-Portland community.
- The MaSU Division of Education and Psychology has been granted continuing accreditation by the United Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE). Achieving this endorsement under the performance-oriented standards of NCATE underscores MaSU's commitment to producing high-quality teachers for our nation's children.
- MaSU has begun the second year of activities in a five-year $1.9 million grant from the U.S. Department of Education Strengthening Institutions Program. The grant funding is being used to assist with development and delivering of academic programs and will help improve student retention. Distance learning capabilities and program offerings also are being expanded.
- In an ongoing effort to expand access, MaSU officials have entered into articulation agreements with in and out-of-state colleges. Transfer agreements for MaSU's bachelor's degree in early childhood have been signed with BSC; Northwest College in Powell, Wyo.; and Casper College in Casper, Wyo. Articulation agreements for MaSU's bachelor's degree in applied science in business administration have been signed with Hibbing Community College in Hibbing, Minn., and Minnesota State Community

and Technical College in Detroit Lakes, Minn.

- MaSU has partnered with LRSC to offer bachelor's degrees in business administration and elementary education. Classes are offered on the LRSC campus or via various distance delivery methods, allowing place-bound students in the Devils Lake area the opportunity to earn bachelor's degrees while remaining close to home, family and work.
- The MaSU Division of Education and Psychology hosted a Jan. 21 in-service for 230 teachers from the May-Port CG, Hatton, Thompson, Central Valley, and Northwood school districts. Nationally recognized speaker Corwin Kronenberg gave a presentation on behavior management skills.

Minot State University (MiSU)

- MiSU faculty held the second annual Mind/Brain MythBusters conference June 12-13. These interactive seminars help educators incorporate new mind/brain research into their classrooms. MiSU's Center for the Applied Studies of Cognition and Learning Sciences was accepted as an NDUS Center of Excellence in September 2007.
- On March 17, MiSU's North Dakota Center for Persons with Disabilities hosted a ground-breaking symposium on autism to launch its new service, training and research program. NDCPD is working with partners around the state to make MiSU and NDCPD the go-to-place for information about autism.
- During Norsk Høstfest in October, President David Fuller welcomed Tora Aasland, Norwegian minister of higher education and research, and other Norwegian dignitaries to MiSU's campus. The group met with 15 MiSU leaders; ideas and information were shared to help the two higher education groups better understand one another.
- Walter Piehl Jr., MiSU professor of art, is one of three recipients of a $100,000 Enduring Vision Award from the Bush Foundation. Piehl will receive the funds over three to five years to pursue his work and to encourage his continued influence on present and future generations of artists and audiences.
- In September, MiSU signed an articulation agreement with Bellingham Technical College in Washington. This agreement makes it easier for BTC students to transfer to MiSU and obtain bachelor's degrees.

Minot State University–Bottineau (MiSU-B)

- In collaboration with the Dakota Nursing Consortium, MiSU-B enrolled students in an associate degree nursing (ADN) curriculum in Fall 2006. By implementing the program, the college helped reduce the shortage of health care professionals experienced in the area since closure of St. Andrews School of Nursing in 1970.
- Sophomore Derek Behrman was named a New Century Scholar by Phi Theta Kappa, an international honor society for two-year colleges. A native of Consul, Saskatchewan, Behrman represented North Dakota as the state's All-USA Academic Team delegate and was recognized at the American Association of Community Colleges Convention April 3–7 in Philadelphia. He was awarded a $2,000 scholarship.
- MiSU-B is a cooperating party in the North Central Education Consortium, one of nine rural education associations (REAs) in the state. In February, the NCEC received a $231,000 grant from the North Dakota Career and Technical Education Department to establish one of three virtual technology centers approved for the state. Eight schools and seven school districts will participate in the NCEC and the technology center programs during the first year. Larry Brooks, associate dean for academic affairs, is the governing board chairman.
- MiSU-B's proposal for an Entrepreneurial Center for Horticulture was approved for a $400,000 award Aug. 20. The center's mission is to provide new opportunities for organic and specialty vegetable commercialization and distribution networks in North Dakota.
- MiSU-B's agriculture education program received the Career and Technical Education Director's Award of Excellence at a professional development conference in Bismarck in August. The honored recipients were Diann Beckman, Larry Brooks, Mark Pomarleau and Bob Underwood.
- Dr. Chuck Lura, biology professor, was an invited

speaker at the Great Plains Riparian Forest Summit in Sioux Falls, S.D., Sept. 9. Lura's topic was "A Historical Perspective on Woody Vegetation in Western North Dakota." More than 120 natural resource professionals from across the Midwest attended the conference.

North Dakota State College of Science (NDSCS)

- Enrollment at NDSCS continues to grow. Fall 2008 enrollment was 5.3 percent higher than Fall 2007; the college's numbers have increased more than 11 percent since 2001. North Dakotans make up more than 72 percent of the student body, Minnesotans 18 percent, South Dakotans 3.6 percent and Montanans 2.4 percent. NDSCS also boasts students from 31 other states and six foreign countries.
- NDSCS and the North Dakota Workforce Training Southeast Region sponsored the Disney Institute class Team Creativity, Disney-Style in Fargo Sept. 23. Disney taught techniques to nurture valuable organizational cultures and to increase productivity through creativity. The one-day program helped foster innovation and imagination among local business people with facilitated discussions and hands-on activities.
- In October, NDSCS sophomore Kristin Eberhardt was selected by the North Dakota Space Grant Consortium to be North Dakota's 2009 International Year of Astronomy student ambassador. She will represent North Dakota and the National Aeronautics and Space Administration (NASA) during the year-long celebration.
- Richard Siegel, an NDSCS culinary arts student, finished fourth in the nation at the National Culinary Arts competition in Kansas City in June. The top four competitors were separated by less than five points. Siegel also was honored for the second highest score on the culinary arts exam.
- The NDSCS Nanoscience Technology Program was a co-recipient of a $3 million National Science Foundation grant to fund the creation of a Midwest Regional Center for Nanotechnology Education or "Nano-Link," awarded this summer. The NDSCS/MSCTC share will be about $430,000 spread over a four-year grant period. The goals are to establish and implement a web-based curriculum repository for nanoscience-related course materials and training modules that can be accessed by other colleges, high schools educators and industry employers.

North Dakota State University (NDSU)

- NDSU set a ninth consecutive enrollment record with 13,229 students enrolled in Fall 2008 undergraduate and graduate programs, including a fall semester record of 1,818 graduate students. The international student population stands at 1,120 undergraduate and graduate students, another record high.
- President Chapman and other NDSU officials visited India, Sri Lanka, South Korea, Uganda and China. The highly successful trips resulted in several signed agreements for collaborative research and education efforts.
- NDSU was awarded a five-year National Science Foundation ADVANCE Institutional Transformation grant of more than $3.7 million to address and study issues of recruitment, retention and advancement of women faculty, including women of color and women who have disabilities, within the science, technology, engineering and mathematics fields.
- A consortium led by NDSU economists in the Department of Agribusiness and Applied Economics has been awarded an $800,000 grant from the North Dakota Industrial Commission to further develop and commercialize the technology to produce bio-based products.
- NDSU ranked 128th out of 662 research universities in the U.S., Guam, U.S. Virgin Islands and Puerto Rico, based on total research expenditures reported in Fiscal Year 2007, according to the National Science Foundation. NDSU was listed in the top 100 FY 2007 research universities in the nation in several NSF research categories, including ranking 41st in R&D expenditures among the 537 research universities that do not have medical schools and 28th in agricultural sciences in total research expenditures.

University of North Dakota (UND)

- UND's research enterprise had an economic impact of more than $174 million in FY 2007, up $11 million from FY 2006, according to a report released in December by the Office of the Vice President for

Research. The figure includes close to $40 million in Grand Forks County and $10 million elsewhere in North Dakota.

- In March, internationally recognized author Salman Rushdie helped UND celebrate its 125th anniversary by inaugurating the "Great Conversations" series. Rushdie was the keynote speaker at the 39th Annual Writers Conference.
- In August, UND learned it would receive $1 million in federal funds for a geomechanical study of the Bakken Formation to improve oil extraction. The shale formation, across western North Dakota and eastern Montana, holds about 4.3 billion barrels of recoverable oil.
- UND alumnus and hall-of-fame basketball coach Phil Jackson received an honorary doctorate from his alma mater at an Aug. 25 ceremony. Coach of the Los Angeles Lakers, Jackson has won nine championships as a coach in the NBA. UND graduate and former North Dakota Gov. Ed Schafer, now U.S. Secretary of Agriculture, was awarded an honorary degree in May.
- AgCam, an Earth-observing sensor built by UND students and faculty, blasted into space on Space Shuttle Endeavour Nov. 14, en route to a new home on the International Space Station. AgCam will monitor the health of crops and other plants. UND's Energy & Environmental Research Center sent special materials into space in the spring, and UND graduate Karen Nyberg made her first trip into space in May.

Valley City State University (VCSU)

- VCSU and the National Center for Technological Literacy (NCTL) at the Boston Museum of Science completed a memorandum of understanding to bring standards-based science, technology, engineering and math (STEM) education to K-12 schools. Workshops to introduce STEM curriculum to K-12 teachers were held in Valley City and Devils Lake.
- The North Dakota Board of Nursing approved a collaborative nurse education satellite program to be delivered in Valley City through the Dakota Nursing Program. Partners in the initiative include VCSU, MiSU-B and two local healthcare providers, the Sheyenne Care Center and Mercy Hospital.
- Northwest College, Powell, Wyo., and VCSU entered into an articulation agreement that gives the Wyoming students an opportunity to complete the university's elementary education program via a combination of distance learning delivery methods. The agreement addresses an unmet demand for elementary education degree opportunities in Wyoming.
- Fall 2008 headcount enrollment increased 3.8 percent to 1,019 students, and FTE enrollment increased 2 percent. Growth came from new programs, including VCSU's online master of education (a headcount increase of 43 percent), and collaborative agreements with MiSU-B and Northwest College in Wyoming. Majors in health science and fisheries and wildlife science grew, but are approaching the capacity of VCSU's science facilities.
- VCSU was recognized in the "America's Best Colleges 2009" edition of U.S. News & World Report as one of the top four public baccalaureate colleges in the Midwest, marking the 11th year in a row VCSU has received this recognition.

Williston State College (WSC)

- WSC and regional development organizations recognized winners of the first annual Mondak Entrepreneur of the Year Awards Feb. 29. In comments at the event, WSC President Joe McCann emphasized the importance of community colleges in identifying and meeting the needs of new businesses and the importance of both to the local quality of life.
- With the recent increase in oil activity in the Williston Basin, the Northwest North Dakota Workforce Training Division at WSC recorded a 50 percent increase in the number of employees participating in oil and gas safety training classes in FY 2008. The number of oil and gas companies requesting training increased to 103.
- An article by Richard Stenberg, assistant history professor, was published in the November 2008 issue of We Proceeded On, the scholarly magazine of the Lewis & Clark Trail Heritage Foundation. Titled "John Newman: A Man of Uncommon Activity and Bodily Strength," the article recounts the story of a member of the Lewis & Clark Expedition who became involved in the fur trade in North Dakota in the1830s.

NORTH DAKOTA UNIVERSITY SYSTEM

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SB2003 – Senate Appropriations Committee
January 12, 2009
Dr. Marsha Krotseng, Vice Chancellor for Strategic Planning/Exec. Director, CTEC

Accountability is all about answering the question, "What does the state need from our University System?" and then tracking and measuring progress toward that goal.

During the recent interim session, there were numerous policy discussions about what the NDUS should provide in terms of:

- Focusing resources to build a skilled workforce for North Dakota;
- Partnering with employers for the training and development of their employees – which also creates long-term benefits for the state; and
- Providing the ability to immediately respond to workforce needs.

These comments were echoed prominently by participants in the October 2008 Higher Education Roundtable meeting, with stakeholders expressing general agreement on the importance of these workforce-related issues.

Developing North Dakota's workforce takes several forms. We most often think about the for-credit academic programs that lead to a formal degree or certificate. These are the programs Vice Chancellor Hillman has just described.

In addition to these credit programs, the University System provides workforce training. Workforce training is customized instruction tailored to the needs of a particular employer. The training is delivered when and where it is needed to current workers to enhance or upgrade their skills. With workforce training, our customers are private sector employers and our students are the employees of those companies. With enhanced skills, these individuals become even more valuable assets to their respective companies and contribute to making their employers more competitive, nationally and internationally. Companies contract with higher education's Workforce Training System (trainND) for this customized training, and it is delivered to clients anytime, anywhere.

Some examples of the training (specific examples are listed under the three general areas) provided by trainND include:

1. Technical skills training: electrical, welding, machinist, home health care provider, OSHA regulations, and commercial driver's license.

2. Computer and technology skills: computer hardware and software, network, e-commerce.

3. Employee and organization development skills: team building, customer service, time management, project management, grant writing.

North Dakota's customized workforce training network is known as trainND. TrainND consists of the four community colleges designated as the lead institutions within their

respective regions of the state: Bismarck State College, Lake Region State College, the North Dakota State College of Science, and Williston State College. Bismarck State College is the lead institution for the Southwest, and Williston State College is responsible for the Northwest. Lake Region State College covers the Northeast region and the North Dakota State College of Science serves the Southeast quarter. The regions work collaboratively. If one region cannot offer a particular type of training, it will refer the company to one of the other regions for assistance.

How successful is the workforce training network in responding to employer needs? How has trainND partnered with private sector business and industry to build workforce skills? What are the quantitative results of this training? The *Accountability Measures* document addresses these questions. On page 5, the graphs indicate that during FY 2008 trainND served 1,345 businesses and 11,990 individual participants. To add further perspective, some of these nearly 12,000 individuals were registered for multiple training sessions. If we count the multiple instances, altogether there were over 17,000 total registrations for workforce training sessions. These 17,000 registrations translate into 211,607 total training hours provided.

The sheer numbers of businesses and individuals served are significant and they offer essential insights into the performance of trainND. However, an even more crucial question to ask is: "How satisfied are the clients and workers with the training they received?"

The graph on page 7 indicates that 98.7% of clients were either "satisfied" or "very satisfied" with the training provided. Additional evidence of satisfaction is the fact that 53% of the 1,345 businesses contracted for additional training. Comments by a representative group of employers reference the professionalism of the training, the visible difference they witnessed in their employees following training, flexibility of the training system in working with them, and the positive feedback they received from their employees. The second graph on page 7 quantifies this statement; it reveals that 98% of employees were either "satisfied" or "very satisfied" with their training.

These are very positive indicators, and they reflect the support that you, as legislators, have provided for this purpose. In closing, I thank each of you for your continuing support and assure you that trainND strives not just to meet but to exceed your expectations as it serves North Dakota's ever-changing workforce training needs.

Thank you. I will be happy to answer any questions at this time.

NORTH DAKOTA
UNIVERSITY SYSTEM

Sustaining the Vision

December 2008

Summary of SBHE Strategic Plan

Foundation for the SBHE Strategic Plan

In the mid-1990s, many stakeholders had opinions about what higher education should be and do for the state of North Dakota. Unfortunately, those views were not in synch. There was no common vision, no clear set of expectations and no set of consistent, agreed-upon accountability measures.

As a result, the number one priority expressed by the college and university presidents at the Chancellor's Cabinet retreat in 1998 was the need for a "common vision" and a clear set of expectations for higher education in North Dakota. There was also agreement that the major stakeholders of higher education needed to be involved in that process. The North Dakota State Board of Higher Education concurred with the priority expressed by the presidents.

The legislative leadership also reached the same conclusion; a common vision and clear set of expectations for higher education in North Dakota were needed. Subsequently, the 1999 North Dakota Legislative Assembly passed a resolution directing a study to: *"... address the expectations of the North Dakota University System in meeting the state's needs in the 21st century, the funding methodology needed to meet these expectations and needs, and an accountability system and reporting methodology for the University System."*

Twenty-one legislators were selected to be members of an interim Committee on Higher Education. This group was expanded to 61 to provide for stakeholder input and included 40 leaders from the private sector, higher education, tribal colleges, K-12 education and state agencies, forming what is known as the Roundtable on Higher Education.

New Strategic Plan

Implementation of the goal and recommendations of the roundtable now is a top priority for the State Board of Higher Education, the 11 institutions and the University System Office. The strategic plan for the University System is directly linked to the goal and recommendations of the roundtable. In turn, the colleges and universities each develop annual alignment plans, which are specifically designed to meet the expectations expressed in each of the six cornerstones of the *Roundtable Report*. The major components of the new strategic plan include:

I. Vision

"The North Dakota University system is the vital link to a brighter future."

A brighter future for:

- Our students
- The citizens of North Dakota
- All those we serve

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Summary of SBHE Strategic Plan (cont.)

A brighter future through:

- A University System where students have the opportunity to receive the education necessary to be professionally and personally successful
- High-quality, innovative learning opportunities tailored to the needs of students and other clients and readily accessible to all learners in the state
- The creation of strategic alliances with economic entities in the state and being a major player and primary engine in impacting the economic and demographic trends
- A University System which is a solid investment for the state and is seen as such by its citizens

II. Mission

"To enhance the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge."

III. Beliefs and Core Values of the NDUS

In fulfilling the mission and vision, the State Board of Higher Education will govern the institutions in the North Dakota University System in accordance with the North Dakota Constitution and state statutes and will be guided by the following beliefs and core values:

Beliefs of North Dakota University System

- We believe the most valuable asset of any state is its human capital: well-educated and highly skilled citizens, employees, business owners, community leaders, and contributing members of society.

- We believe a brighter future for North Dakota is directly linked to and dependent upon its University System. Likewise, a brighter future for the University System is linked to the economy of North Dakota.

- We believe the University System, in conjunction with the elected and private sector leadership in North Dakota, can and should take positive steps to enhance the economy of North Dakota.

- We believe depopulation is a major threat to the overall viability of North Dakota and, if not addressed with urgency, the infrastructure, quality of life, and services available to the citizens of the state will diminish.

- We believe faculty are the foundation of the North Dakota University System.

- We believe performance of the University System will be enhanced in an environment which is conducive to innovation, creativity, and flexibility – coupled with appropriate accountability.

- We believe in the implementation of education programs and curriculums to meet the needs of a culturally diverse student population and to prepare students to interact in an increasing pluralistic society.

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Summary of SBHE Strategic Plan (cont.)

- We believe the citizens and the legislature created and expect the University System to function as a system; i.e., to collaborate, whenever appropriate and feasible, in offering programs, serving students and citizens, and in providing administrative services.

- We believe the benefits of the University System can and should be available to all of North Dakota, geographically and demographically.

- We believe it is important for all the key stakeholders of the University System to adopt and apply the same set of expectations and accountability measures which were identified and agreed to by the 1999 roundtable.

- We believe it is possible to create a University System for the 21st century, as envisioned by the roundtable and further believe making it a reality will require all entities to do their part as described in the Roundtable Report.

Core Values of North Dakota University System

The core values are to be reflected in how the SBHE and all personnel of the University System carry out responsibilities on a daily basis:

- High integrity
- Open, honest, forthright and mutually respectful in discussion and actions
- Trustworthy
- Accountable
- Cooperative valued partner with other state agencies and entities
- Responsible stewards of state investment in the University System
- Scholarship and the pursuit of excellence in the discovery, sharing and application of knowledge
- Support and embrace diversity

IV. Long-Range Goals of the SBHE

Goal 1: Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a University System to enhance the economic and social vitality of the state.

Goal 2: Achieve the vision of the Roundtable on Higher Education in creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate; and proves to be a solid investment for the state and is seen as such by its citizens.

Goal 3: Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education that embraces a common vision, a clear set of expectations and agreed-upon accountability measures that are mutually developed and supported by the University System and its stakeholders.

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Summary of SBHE Strategic Plan (cont.)

Objectives
The specific objectives for achieving each of the long-range goals are listed in Section 4, page 3, under State Board of Higher Education Objectives for 2008-2009.

V. Campus Alignment Plans

The institutions annually develop alignment plans directly linked to the six cornerstones of the *Roundtable Report*:

a. Economic Development Connection
b. Education Excellence
c. Flexible and Responsive System
d. Accessible System
e. Funding and Rewards
f. Sustaining the Vision

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NORTH DAKOTA
UNIVERSITY SYSTEM

Sustaining the Vision

December 2008

Project Vital Link

Project Vital Link was launched by the State Board of Higher Education in November 2002 to attract more high school students to North Dakota University System (NDUS) colleges and universities.

This initiative was developed to supplement campus recruitment efforts by mailing information about the University System directly to high school students at their homes and by providing other information to students through their middle and high school counselors.

A publication commonly referred to as *The Viewbook* is mailed to high school juniors and seniors. This brochure provides a brief introduction to the 11 NDUS colleges and universities, a comprehensive matrix of programs of study and key facts about enrollment, admission, the cost of college, financial aid and other important topics.

A second publication titled *Consider Your Options* is distributed to high school sophomores through their school counselors. This publication helps students plan and prepare for college and encourages them to consider educational opportunities available at the 11 NDUS institutions.

A third publication titled *Design Your Future* is distributed to eighth-grade students through school counselors. This brochure was created to help students make successful transitions to high school and to begin looking at college and career options. *Design Your Future* also includes a college financial planning guide for parents. This publication is produced in collaboration with the Department of Career and Technical Education, the Department of Public Instruction and Student Loans of North Dakota.

Also, at the request of high school counselors, an NDUS college and university program matrix poster was added to Project Vital Link in 2005. This poster is distributed to high school counselors in North Dakota and several other states.

The Viewbook, *Consider Your Options* and *Design Your Future* are available on the NDUS Web site at *www.ndus.edu*.

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NORTH DAKOTA
UNIVERSITY SYSTEM

Sustaining the Vision

December 2008

P-16/P-20 Education

Vision Statement for the North Dakota P-16 Education Task Force: All North Dakota students will be educated in an innovative, relevant, integrated and challenging system providing world-class quality to prepare them to be good citizens and to take full advantage of all opportunities available to them in their lives.

At the September 2005 annual meeting, the North Dakota Joint Boards of Education agreed to establish a P-16 Education Task Force. The 38-member task force met monthly between January and September 2006. In addition to "joint board" representatives of the State Board of Public School Education, the State Board of Higher Education, the Education Standards and Practices Board and the State Board for Career and Technical Education, the task force included representatives of various levels and types of education, the business community, school boards, associations, agencies, students and parents.

The task force examined relationships among state education agencies and institutions and collectively planned for the future of education in North Dakota. It focused on forging P–16 agreements to create seamless transitions to college and work, thus enabling students to function more effectively in a globally competitive economy. Special attention was given to historically underprepared students. The group also conducted a systematic review of "best practices" in other states to help make better-informed choices for North Dakota.

The task force learned that, while the North Dakota education system is good, slippage in test scores is occurring, cracks in the education system are developing and students are falling through those cracks. Other states are moving ahead, while the results of ACT tests for North Dakota students have remained flat for 15 years. In some academic areas, North Dakota students are testing below the national average.

Because of what they learned, task force members agreed that achieving and maintaining a world-class education system is essential to enabling North Dakota students to compete in a world economy and that North Dakota is capable of developing such a system. In order to achieve that vision, the task force agreed upon the following six goals:

Goal 1: North Dakota should put in place and enforce, throughout its P-16 education system, uniform, consistent proficiency expectations and standards and ensure that each student has a support system in place to enable the student to achieve proficiency.

Goal 2: All North Dakota students should have equitable access to and the expectation of completing a rigorous core curriculum/standards taught by effective and highly qualified P-16 educators.

FOR MORE INFORMATION CONTACT:
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701.328.2965 Michel.Hillman@ndus.edu

P-16/P-20 Education (cont.)

Goal 3: Top performing North Dakota students should be encouraged to become P-16 educators. North Dakota educators are professionals, their quality should be assured and they should be paid accordingly, including receiving additional resources for professional development and for demonstrated improved performance.

Goal 4: North Dakota should provide academic and career assessment and counseling that is comprehensive, developmental and systematic from pre-school through post-secondary education and to employment and life to help students:

- Enhance their academic achievement by linking classroom studies to future choices
- Achieve skills they will need to transition successfully to post-secondary education and work and
- Develop the skills needed to make informed decisions throughout life.

Goal 5: To educate the public about the importance of identifying and correcting weaknesses in the North Dakota education system, and

Goal 6: To seek new and reallocate current resources to accomplish these goals.

The task force also developed a series of strategies to implement the goals. Their work is consistent with the findings of the North Dakota Education Improvement Commission. The joint boards approved the task force recommendations on Sept. 26, 2006.

On Oct. 16, 2006, the SBHE also adopted a resolution of support for the task force's work. In part, the resolution reads: ... *The Education Task Force, reaching unanimous consensus, has concluded that the state education system, although operating from a strong foundation, has need for systematic improvement, especially in light of improvements now occurring in other states. The boards have jointly accepted and endorsed the task force report. The SBHE commends the task force for its intense and thoughtful effort in bringing back a comprehensive plan with suggested goals and strategies for education adequacy for all North Dakota students. The SBHE supports the report goals and recommendations, and, given the importance to the state's future, encourages implementation of the recommendations in as timely a manner as possible.*

The joint boards meetings in 2007 and 2008 focused on continued implementation of the recommendations of the task force. The boards have supported development of the state longitudinal data system and e-Transcripts, comprehensive career planning, and most recently, the development of a P-20 Alignment Task Force to recommend a process for aligned and challenging performance standards and assessments for high school graduation, preparation for work and preparation for college, including university admission requirements with recommendations to be made at the joint boards September 2009 meeting. The SBHE endorsed legislation creating a standing state P-20 council at its November 2008 meeting.

Growing the investment we make in education today will serve as the foundation for a more promising tomorrow. The strength of our commitment to this investment will determine North Dakota's future.

– William G. Goetz, Chancellor
North Dakota University System

For more information
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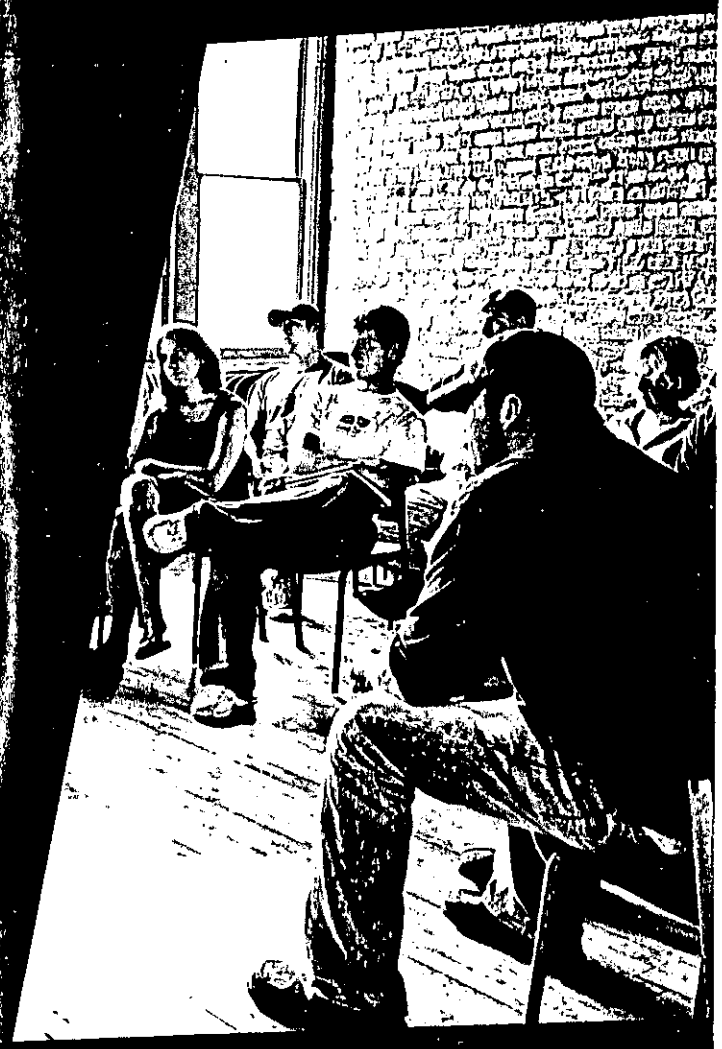
Investing in North Dakota's Future

A Summary of the 2009 NDUS Legislative Agenda



NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

An Investment that Benefits All North Dakotans

Envision a North Dakota where our young people and life-long learners benefit from an affordable and accessible education. Where the burden parents assume to cover tuition and fees is not more than what other parents in the region pay, and where financial assistance is provided to those who need it. Where the condition of our college facilities has a positive impact on student recruitment and student life.

Imagine a North Dakota where our University System is empowered to be even more successful and an even greater contributor to our state's economy.

North Dakota stands at the threshold of a brighter future. A future that will be enhanced even more by making additional strategic investments in our state's human capital through the North Dakota University System.

This North Dakota is now within our reach.

Building on Our Dual Mission

The Roundtable on Higher Education charged the NDUS with a two-pronged mission:

1. Enhancing the quality of education in North Dakota
2. Enhancing the economy of our state

Enhancing the Quality of Education

North Dakota University System students meet or exceed the national average on most national exams. Employers of North Dakota University System graduates are "very satisfied" with the skills and knowledge they rated as "very important" in satisfaction surveys. Our graduates also exceed the first-time licensure pass rates for most professions.

North Dakota ranks third in the percentage of high school graduates who enroll in college, first in the number of 25 to 64-year-olds who hold associate degrees and 19th in the number of bachelor-degree recipients.

Enhancing our State's Economy
North Dakota University System institutions provide the intellectual capital that helps fuel our state's economic growth. For example, the NDUS generates about $3 for every $1 of state investment, resulting in increased sales, revenue and employment.

The NDUS also enrolls more than 16,000 non-resident students. These students each spend about $9,000 while in North Dakota ($144 million per year) in addition to tuition and fees. Other economic growth statistics include:

- About 1,600 businesses and 10,600 employees were served through workforce training in 2007, with a 99.1 percent employer satisfaction level.
- More than $160 million per year is brought into the state by research. Businesses and communities also benefit as innovation produces new businesses and new products.
- In Fiscal Year 2006, the NDUS injected $828 million into local economies, much of it from non-tax sources such as grants, contracts, donations, etc. With an added $285 million in student spending, the direct economic impact is estimated at more than $1.1 billion. When turned over in the economy, the estimated NDUS total annual economic impact was $3.1 billion.
- Centers of Excellence have created public/private partnerships that have leveraged a $23 million state investment with $100 million in private sector support, resulting in 3,500 new and projected jobs and the development or expansion of 16 businesses.

Centers of Excellence

North Dakota State University
- NDSU Technology Center of Excellence
- NDSU Beef Systems Center of Excellence
- Center for Advanced Electronics Design and Manufacturing
- Center for Agbiotechnology: Oilseed Development
- Center for Surface Protection

University of North Dakota
- UND Center for Innovation
- National Center for Hydrogen Technology
- Center for Unmanned Aircraft Systems
- Center for Life Sciences and Advanced Technologies
- Center of Excellence for Biomedical Device Research; Development and Commercialization

Valley City State University
- Institute for Customized Business Solutions

Dickinson State University
- Center for Entrepreneurship and Rural Revitalization

Lake Region State College
- Dakota Center for Technology Optimized Agriculture

Bismarck State College
- National Energy Center of Excellence

Williston State College
- Petroleum Safety Technology Center

Minot State University
- Great Plains Knowledge and Data Center

Building a Brighter Economic Future

Our state's future prosperity depends, in large part, on the quality, competency and educational attainment of our citizens. Nationally, there is a clear link between the level of education and income. (Individuals who have undergraduate degrees can expect to earn about $500,000 to $1 million more in their lifetimes.) These benefits are realized by the entire state. This is income that translates into more state revenue and a more versatile, qualified workforce for attracting and retaining business. Moreover, the NDUS provides students the skills necessary to maintain and grow our economy.

Building Quality of Place

Education creates an environment of discovery and growth, which strengthens the society that provides it.

- Higher educational levels result in lower crime rates, less reliance on governmental assistance, higher voting rates, increased charitable giving, greater community service and volunteerism. Another benefit is greater focus on personal health, which results in reduced health care costs.

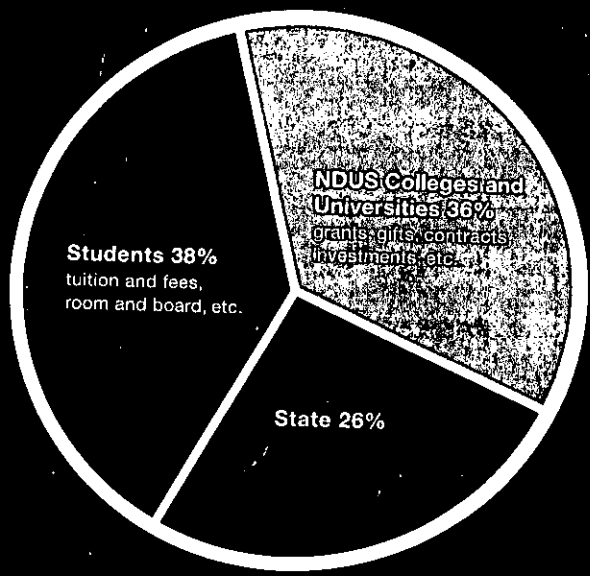
- Our colleges and universities provide exposure to and enhanced appreciation for cultural diversity as well as more cultural and artistic opportunities.

Building on Previous Investments

Students at our state colleges and universities are benefiting from the funding increase provided by the 2007 Legislature and the significant level of per capita state spending support. Over the past 26 years, however, state funding for higher education has increased 116 percent, compared to a 172 percent increase in funding for all state government services. At the same time, post-secondary enrollment has increased more than 35 percent.

While the increased funding has been helpful, continued progress on closing the student-funding gap is needed. Ranking 43rd out of 50 states, North Dakota's public colleges and universities receive about $2,000 less (or 30 percent) in state support per student than regional and national averages.

Funding the Cost of Public Higher Education in North Dakota



Sources of Revenue:

- Roughly 38 percent of state higher education revenues are made up of student tuition, fees, room, board, etc.
- State general funds equal about 26 percent of NDUS revenues.
- Funding from all other sources, such as grants, gifts, contracts and investments, makes up the remaining 36 percent of revenues.

Building on Past Success

Although per-student funding trails national and regional averages, our students and state have received a substantial return for their investments. A National Center for Higher Education Management Systems report ranks North Dakota among the top five state systems of higher education in performance relative to the level of funding.

While the NDUS has operated so efficiently, resource limitations have created challenges, including deteriorating facilities, non-competitive salaries, increased student costs and difficulty responding to workforce needs.

Imagine what improvements could be made in these and other areas with additional prioritized investments.

Strategic Investment Opportunities

Key investments in the following areas are needed to address affordability and accessibility; to enhance student preparation, retention and graduation; and to increase the contributions of the NDUS to the state's economy.

A More Affordable Education

More than 75 percent of North Dakota students apply for financial aid. While the majority receive some assistance, an increasingly larger portion comes in the form of loans, rather than grants. This contributes to a typical four-year university student federally insured debt of $15,000 to $22,000 and a two-year college student debt of $5,000 to $6,500. Students also take on substantial amounts of non-federally insured debt. As a result, the NDUS budget request includes increased funding for needs-based financial aid and to limit tuition rate increases.

(Continued on next page)

(Strategic investments continued)

Faculty/Staff Salaries and Benefits
NDUS faculty salaries lag regional averages by 21 to 31 percent, and staff salaries lag as well. These employees cite low salaries as the most common reason for leaving the NDUS.

The need for funding to address NDUS salary gaps is compounded by a competitive national marketplace with looming worker shortages. To begin addressing this, the NDUS budget request includes 7 percent average annual salary increases.

Base Operating Budget: Parity and Equity
On average, NDUS institutions receive significantly less state funding than similar peer institutions. Additional funding will allow the NDUS to maintain current services and respond to North Dakota's needs by adding new academic programs and building upon existing areas of strength.

Technology
To remain competitive in today's educational environment, it will be necessary to expand the technological infrastructure that supports research, enhances student learning in the classroom and expands delivery methods to students. State funding will leverage additional federal funding, maintain North Dakota's electronic communication infrastructure and upgrade teaching and research laboratories.

Campus Security and Emergency Preparedness
Providing a safe environment for the people on NDUS campuses is a high priority. Funding is needed to develop plans and responses that will ensure safety and continuity of operations in the event of an emergency.

Deferred Maintenance
The NDUS has a deferred maintenance backlog exceeding $110 million. The condition of some facilities negatively impacts student recruitment and results in higher operating costs, underscoring the importance of this budget priority.

(Continued on next page)

(Strategic investments continued)

Workforce Needs

According to the North Dakota Department of Commerce, all areas of the state and nearly every industry are reporting workforce or skill shortages, thereby limiting business attraction and expansion. The budget request includes resources for the NDUS to respond – as a statewide system of higher education – by collaboratively delivering programs to underserved markets through initiatives such as a higher education center at BSC and to create public/private partnerships that will stimulate economic growth.

Academic and Career Planning

In response to growing state workforce shortages, the NDUS budget request provides resources to begin implementing some P-16 Education Task Force recommendations. The focus of this multi-faceted effort is to connect students with careers in North Dakota.

Health Education and Training

A comprehensive health care delivery plan is needed to respond to the state's looming shortage of health care providers. Funding for development and implementation of this plan by the UND School of Medicine and Health Sciences is included in the NDUS budget request, as are financial incentives to encourage family medicine practitioners to work in rural areas of the state and funding for development of a new master's degree in public health.

NORTH DAKOTA
UNIVERSITY SYSTEM

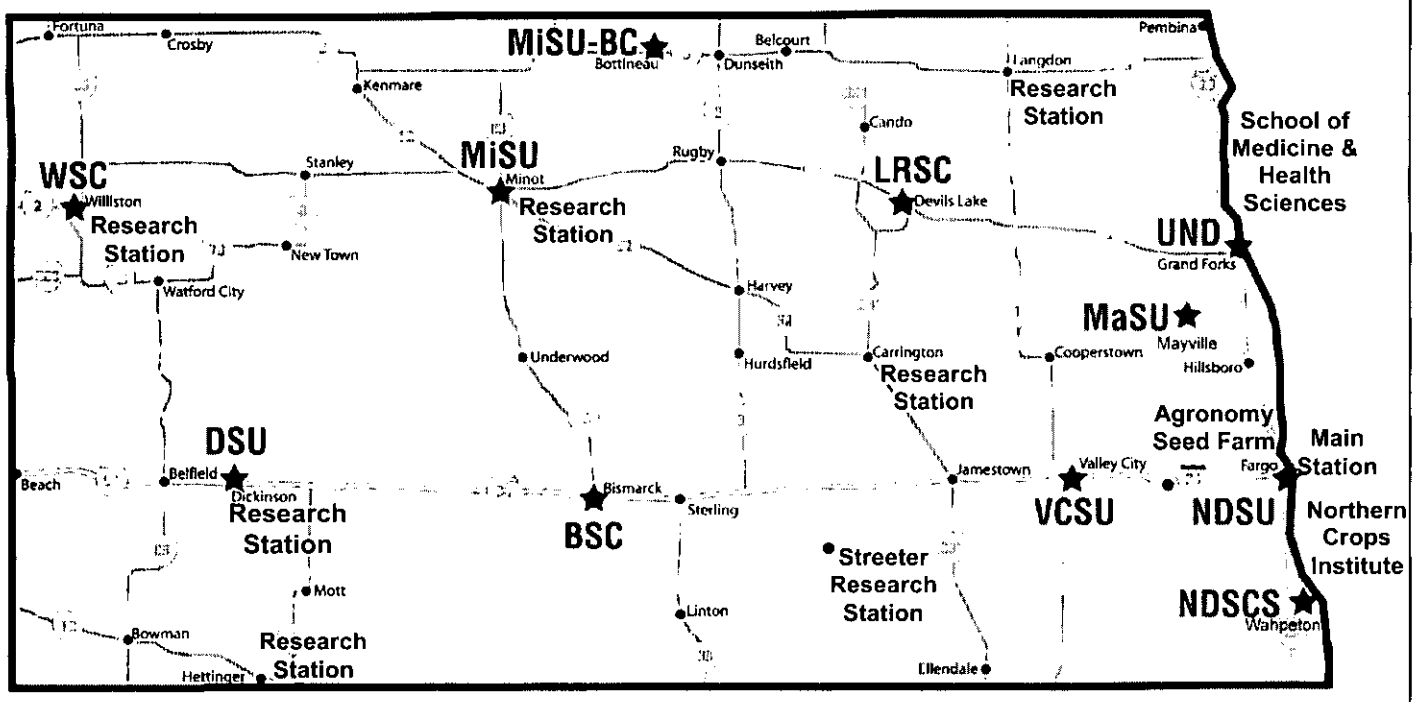
Introduction

December 2008

Location of Institutions and Entities

The NDUS is composed of two doctoral universities, two master's degree-granting universities, two universities that offer bachelor's degrees and five community colleges that offer associate and trade/technical degrees. Each institution is unique in its mission to serve the people of North Dakota.

NORTH DAKOTA UNIVERSITY SYSTEM
Location of Institutions and Entities



Type of Institution:

Doctoral Universities:	UND, NDSU
Master's Universities:	MiSU, VCSU
Bachelor's Universities:	DSU, MaSU
Community Colleges:	BSC, LRSC, MiSU-B, NDSCS, WSC
Research Extension Centers:	Main Station - Fargo, Carrington, Streeter, Dickinson, Hettinger, Langdon, North Central - Minot, and Williston
Other:	Agronomy Seed Farm - Casselton, Northern Crops Institute - Fargo, School of Medicine and Health Sciences - Grand Forks

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NORTH DAKOTA
UNIVERSITY SYSTEM

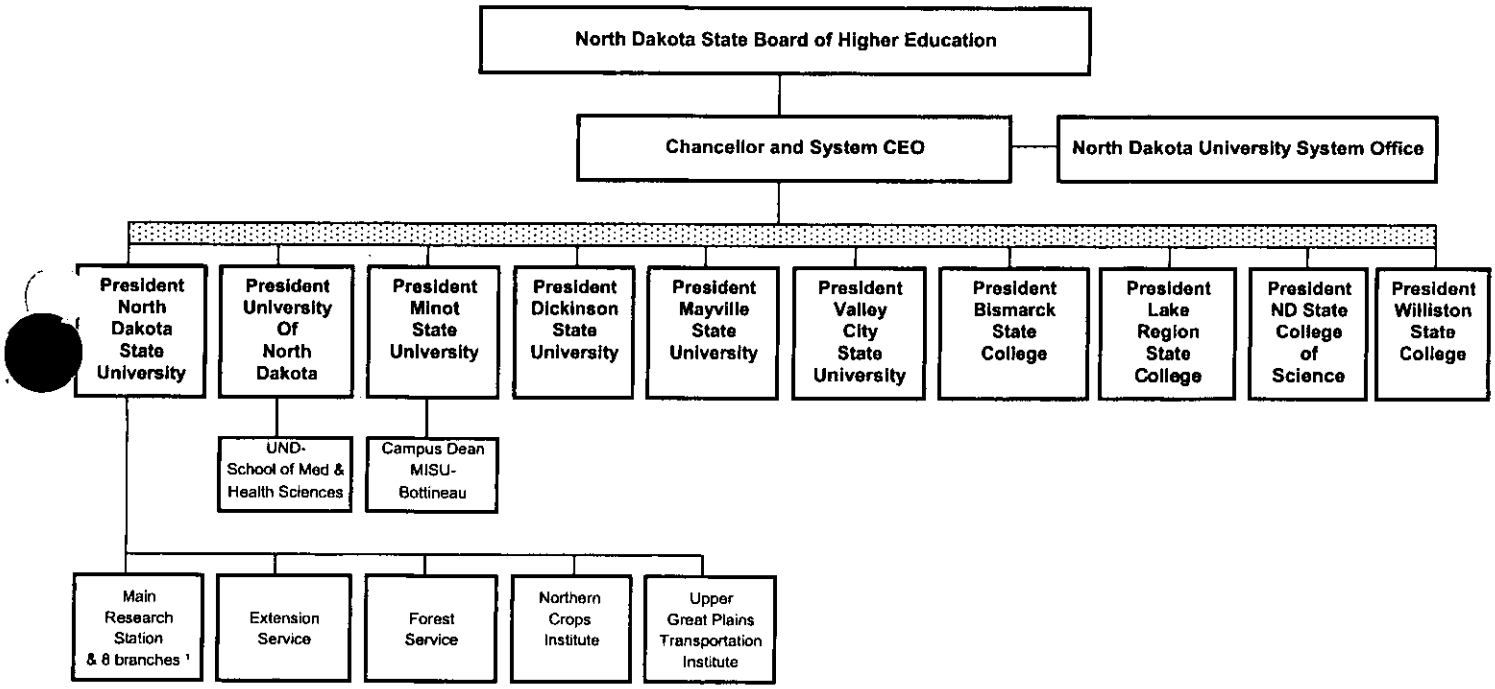
Leadership and Organizational Structure

December 2008

Organization of NDUS

The North Dakota State Board of Higher Education (SBHE) is the governing body for North Dakota's 11 publicly supported colleges and universities. In addition to the 11 colleges and universities, the SBHE also oversees the Agricultural Research Stations, North Dakota Cooperative Extension Service, Northern Crops Institute, State Forest Service and the Upper Great Plains Transportation Institute.

ORGANIZATIONAL CHART OF THE NORTH DAKOTA UNIVERSITY SYSTEM



[1] Eight branch research stations: Agronomy Seed Farm-Casselton, Carrington, Central Grasslands, Dickinson, Hettinger, Langdon, North Central and Williston.

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Organization of NDUS (cont.)

- The State Board of Higher Education (SBHE) consists of seven citizen members, one student member and one faculty advisor. The governor appoints the voting citizen members to four-year terms. These appointments require the consent of the majority of the North Dakota Senate. The governor also appoints the voting student member to a one-year term on the board from a list of students submitted by the North Dakota Student Association. The Council of College Faculties annually selects a non-voting faculty advisor to serve on the board.

- The SBHE is the policy-setting and advocacy body for the North Dakota University System. Decisions on issues with system-wide implications are made by the board and chancellor in consultation with the chancellor's cabinet (composed of the chancellor, presidents, executive dean and vice-chancellors). The CEOs of the institutions retain authority in managing campus affairs.

- The chancellor's office supports the SBHE in developing public policy for the system's governance and in advocating on its behalf.

FOR MORE INFORMATION CONTACT:
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NORTH DAKOTA
UNIVERSITY SYSTEM

Leadership and Organizational Structure

December 2008

State Board of Higher Education

Member	Term Expires	City
Richie Smith, President	2009	Wahpeton
Jon Backes, Vice President	2011	Minot
Sue Andrews	2010	Mapleton
Haylee Cripe	2009	Grand Forks
Duaine Espegard	2010	Grand Forks
Michael Haugen	2012	Fargo
Pam Kostelecky	2009	Dickinson
Grant Shaft	2011	Grand Forks
Jon Jackson, Faculty Advisor (non-voting)	2009	Grand Forks

FOR MORE INFORMATION CONTACT:
***William Goetz**, Chancellor*
701.328.2963 William.Goetz@ndus.edu

State Board of Higher Education (cont.)

Richie Smith: Member 2005-09, President 2008-09

Richie Smith was appointed to a four-year term on the State Board of Higher Education in 2005. His four-year term on the board will run through June 30, 2009.

A native of Campbell, Minn., Smith is a 1970 high school graduate of St. John's Preparatory School in Collegeville, Minn. He received a bachelor's degree in history from Creighton University in Omaha, Neb., in 1974 and a juris doctorate from Creighton University School of Law in 1977. He was captain of the 1973-74 Creighton University basketball team.

Smith is an attorney with Smith, Strege and Fredericksen, Ltd., in Wahpeton, N.D. He serves as president of the Richland County Bar Association and is a member of the North Dakota State Bar Association, the Federal District Court Bar, the U.S. Tax Court Bar and the U.S. Supreme Court Bar. He was chair of the North Dakota State Bar Association Disciplinary Board from 1999 to 2001. Smith also is past president of the North Dakota State College of Science Foundation Board.

Through 25 years of legal practice, Smith has assisted various businesses with acquiring and/or selling companies and assets and in the start-up of new business ventures. He has significant litigation experience in the U.S. Tax Court.

Jon Backes: Member 2007-11, Vice President 2008-09

Jon Backes, Minot, N.D., was appointed to the State Board of Higher Education in 2007. His four-year term on the board will run through June 30, 2011.

Backes is an attorney in the Minot law firm of McGee, Hankla, Backes and Dobrovolny, P.C., where his practice focuses on assisting clients with business, real estate and commercial law needs.

Backes is active in many community service organizations, including the Minot State University Development Foundation and St. Joseph's Community Health Foundation. He is an examiner for the multi-state practice test component of the North Dakota State Bar exam.

Backes received a bachelor's degree in accounting from Minot State University in 1984 and a juris doctorate from the University of North Dakota in 1990.

Sue Andrews: Member 2002-10

Susan Ferguson Andrews was appointed to a four-year term on the State Board of Higher Education in 2002 and re-appointed in 2006 to a second four-year term that will run through June 30, 2010.

Andrews was born and raised in Fargo, N.D., and graduated from Fargo South High School.

State Board of Higher Education (cont.)

She attended UND and earned a bachelor's degree in home economics from NDSU in 1974. She is the executive director of the YMCA of NDSU.

Andrews currently serves on the North Dakota Education Fact Finding Commission, the Fargo Public Schools Foundation and the Fargo-Moorhead Area Foundation.

Andrews was a member of the Fargo Board of Education from 1991 to 1998 and served as president of the board and chaired the negotiations and facilities committees. She has served as a member of the board of directors for the North Dakota Education Standards and Practices Board, Fargo-Moorhead Junior League, Village Family Service, Prairie Public Broadcasting, Fargo and West Fargo Teacher Center/Learning Bank, the Governor's Council on the Status of Women and the Fargo Youth Commission.

Haylee Cripe: Student Member 2008-09

Haylee Cripe was appointed by Gov. John Hoeven to be the 2008-09 student member of the State Board of Higher Education and will serve a one-year term ending June 30, 2009.

A native of Dickinson, N.D., Cripe is a senior majoring in accountancy at the University of North Dakota, Grand Forks, N.D. She was the 2007-08 North Dakota Student Association president, the 2006-07 governmental affairs commissioner and person of the year for UND student government and the 2005-06 UND student senator of the year. She is a member of the UND University Senate.

In addition to involvement in many campus groups and activities, Cripe has been a member of the ConnectND State Oversight Committee, the NDUS ConnectND executive director search committee and the NDUS CIO search committee.

Duaine C. Espegard: Member 2007-10

Duaine C. Espegard, Grand Forks, N.D., was appointed to the State Board of Higher Education in 2007 to complete the four-year term of Charles Murphy who resigned from the board. Espegard's term will run through June 30, 2010.

He is a retired bank administrator. From 1969 to 2003, he worked for Bremer Financial as a bank director, chief executive officer and regional president. Espegard was elected to the North Dakota Senate in 2000 and served until 2006.

He currently serves on the North Dakota Economic Development Foundation, the Grand Forks Region Economic Development Corporation and a number of corporate boards. Espegard also has served on the Commerce Department's Development Fund Board and numerous other boards and commissions.

A native of Petersburg N.D., he is a graduate of Unity High School and Aakers Business College where he obtained an associate degree in business administration in 1963. He also attended the University of North Dakota and the University of Wisconsin's Graduate School of Banking.

State Board of Higher Education (cont.)

Michael Haugen: Member 2008-12

Michael Haugen, Fargo, N.D., was appointed to the State Board of Higher Education in 2008. His four-year term on the board will run through June 30, 2012.

Haugen is a business consultant and president of M.J. Haugen and Associates, Inc. As a major general in the North Dakota National Guard, Haugen was the North Dakota adjutant general from December 2000 through September 2006. He earned numerous awards and decorations during a distinguished 39-year military career.

Haugen currently dedicates considerable time to public service, including Habitat for Humanity, Boy Scouts of America, El Zagel Shrine and the Minot State University Board of Regents.

He attended Valley City State University and received a bachelor's degree in social science from Minot State University. He also completed the U.S. Department of State Senior Seminar, the U.S. Air Force War College and the Regional Security Study Program at the John F. Kennedy School of Government at Harvard University.

Pamela J. Kostelecky: Member 2002-09

Pamela J. Kostelecky was appointed to the State Board of Higher Education in October 2002 to complete the four-year term of Craig Caspers who resigned from the board. She was re-appointed in 2005 to a second term that will run through June 30, 2009.

A native of Dickinson, N.D., Kostelecky graduated from Dickinson High School and attended UCLA; the University of the Seven Seas, an international shipboard education program sponsored by Chapman College in Orange, Calif.; and Dickinson State College.

Kostelecky is president and general manager of Sax Motor Co. in Dickinson, N.D., and Sax Motor Co. Southwest in Bowman, N.D. She is president of General Investment Corporation, a real estate and leasing company also located in Dickinson, N.D.

Kostelecky currently is a member of the board of directors for the North Dakota Auto Dealers Association, Dickinson State University Foundation and Dickinson Industries. She is a member of the advisory council for Consolidated Telcom in Dickinson, N.D., and a member of the Greater North Dakota Association, Stark Development Corporation, Rotary International and the National Auto Dealers Association. She is a past member of the board of directors for the Dickinson Public School Foundation, Trinity School Foundation, Dickinson Public Library Foundation and Norwest Bank in Dickinson, N.D.

Grant Shaft: Member 2007-11

Grant Shaft, Grand Forks, N.D., was appointed to the State Board of Higher Education in 2007. His four-year term on the board will run through June 30, 2011.

State Board of Higher Education (cont.)

Shaft is a partner in the law firm of Shaft, Reis and Shaft, Ltd., in Grand Forks, N.D. He has been an active member of the American Bar Association and the State Bar Associations of North Dakota and Minnesota. He was a member of the North Dakota House of Representatives from 1986 to 1990.

A native of Grand Forks, Shaft is a graduate of Red River High School. He received a bachelor's degree from Arizona State University in 1983 and a juris doctorate from the University of North Dakota School of Law in 1986.

Jon Jackson: Faculty Advisor 2008-09

The Council of College Faculties elected Jon Jackson, Ph.D., faculty advisor to the State Board of Higher Education for a one-year term ending June 30, 2009.

Jackson is in his 11th year on the faculty of anatomy and cell biology at the University of North Dakota School of Medicine, Grand Forks, N.D. He has served two terms as a member of CCF and currently is president of the UND University Senate.

Jackson is the only American anatomist who serves in a leadership capacity with all three major North American anatomical science organizations (American Association of Anatomists, Human Anatomy & Physiology Society and the American Association of Clinical Anatomists). He currently teaches human anatomy to undergraduate, graduate and medical students, as well as courses in scientific writing, responsible conduct of research and the history of science.

Jackson earned bachelor's degrees in chemistry and biology from Luther College, Decorah, Iowa, and master's and doctoral degrees from UND. He did a postdoctoral fellowship in cell biology/biochemistry at Vanderbilt University and served on the medical faculty there before pursuing teaching and business opportunities in the San Francisco Bay area.

NORTH DAKOTA
UNIVERSITY SYSTEM

Leadership and Organizational Structure

December 2008

North Dakota University System Office

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Deanna Dailey	Secretary/Reciprocity Processor	328.4113	deanna.dailey@ndus.edu
Anna Domagala	Administrative Secretary/ Computer/Network Support	328.2966	anna.domagala@ndus.edu
Rebecca Duben-Kalash	Secretary/Articulation & Transfer Assistant	328.2974	rebecca.a.duben@ndus.edu
Diane Faiman	Secretary	328.2988	diane.faiman@ndus.edu
Laura Glatt	Vice Chancellor for Administrative Affairs	328.4116	laura.glatt@ndus.edu
Michel Hillman	Vice Chancellor for Academic and Student Affairs	328.2965	michel.hillman@ndus.edu
Marsha Krotseng	Vice Chancellor for Strategic Planning/ Dir. of the College Technical Ed. Council	328.2979	marsha.krotseng@ndus.edu
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Cathy McDonald	Director of Finance	328.4111	cathy.mcdonald@ndus.edu
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Michelle Olsen	FINDET Director	224.2540	michelle.olsen@ndus.edu
Gina Padilla	Secretary	328.2964	gina.padilla@ndus.edu
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Darci Trenda	Director of Financial Reporting	328.3401	darci.trenda@ndus.edu
Vacant	Research Analyst/FINDET	224.2541	Vacant
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NDUS Office (cont.)

William G. Goetz, Chancellor

William (Bill) G. Goetz became chancellor of the North Dakota University System (NDUS) on July 1, 2007. Goetz served 30 years at Dickinson State University as a faculty member, dean of the School of Business, director of continuing education and executive vice president of the Dickinson State University Foundation.

Goetz served in the North Dakota Legislature for 20 years, for 8 years as a senator and 12 years as a representative. He was assistant leader in both chambers. Most recently, he was chief of staff for Gov. Schafer and Gov. Hoeven, serving in this role for a total of 10 years. Goetz currently serves on the Western Interstate Commission for Higher Education and Midwestern Higher Education Compact and holds the position of chairman for the compact.

Goetz holds a master's degree in business from the University of North Dakota, a bachelor's degree in business administration from Minot State University and an associate degree from Bismarck State College. He has been a member of the North Dakota Roundtable on Higher Education since its inception in 1999. In 1990, Goetz received a U.S. presidential appointment to the National Advisory Council on Educational Improvement. The Greater North Dakota Association named him the North Dakota Educator of the Year in 1990, recognizing his leadership role in fostering an understanding of business through the education of the state's future leaders.

Laura Glatt, Vice Chancellor for Administrative Affairs

Laura Glatt is the chief financial and administrative officer for the NDUS and is responsible for developing policy and coordinating services for financial planning and budgeting, system human resource services, capital planning, accounting and reporting, retirement and disability programs, interstate reciprocity agreements, purchasing, state financial aid programs, information management and computer technology, and auditing.

Prior to assuming this position in 1994, Glatt served as the University System's director of finance, was a management and fiscal analyst for the Office of Management and Budget, and was a controller for the State Treasurer's Office. Glatt is a certified public accountant and holds a bachelor's degree in accounting and master's degree in management from the University of Mary in Bismarck.

Michel Hillman, Vice Chancellor for Academic and Student Affairs

Michel Hillman, Ph.D., has been the vice chancellor for academic affairs since June 1996 and assumed responsibility for student affairs in December 2002. As such, Hillman is the chief academic and student affairs officer and chairs both University System councils. He serves as the system liaison to the Council of College Faculties and the state EPSCoR initiative.

NDUS Office (cont.)

Before joining the University System, Hillman was director of academic affairs for the South Dakota Board of Regents. He received a bachelor's degree in psychology from Slippery Rock State College in Pennsylvania, a master's degree in experimental psychology from Indiana University of Pennsylvania and a Ph.D. in experimental psychology from the University of South Dakota in Vermillion, S.D.

Marsha Krotseng, Vice Chancellor for Strategic Planning and Executive Director, CTEC

Marsha Krotseng, Ed.D. is the vice chancellor for strategic planning and executive director of the College Technical Education Council (CTEC). She is responsible for working with the University System's stakeholders to plan for the future of North Dakota higher education through strategic processes including the Roundtable on Higher Education. Her experience includes both campus and system level planning where she has worked with faculty, staff, students, campus executives, legislators and other external constituents in developing and implementing strategic plans in Georgia, West Virginia and Ohio.

Krotseng currently serves on the American Council on Education's State Network Executive Board and is past president of the national Association for Institutional Research. She is a Phi Beta Kappa graduate of the College of William and Mary, Williamsburg, VA, with a bachelor's degree in Spanish, a master's degree in education administration and a doctorate in higher education.

NORTH DAKOTA
UNIVERSITY SYSTEM

Leadership and Organizational Structure

December 2008

Campus Directory

Name	Title	Phone #	Email Address
Bismarck State College			
Larry C. Skogen	President	224.5430	larry.skogen@bsc.nodak.edu
Drake Carter	Provost & VP for Academic Affairs	224.5545	fred.carter@bsc.nodak.edu
Dave Clark	Executive Vice President	224.5434	david.clark@bsc.nodak.edu
Kari Knudson	VP, Energy Technology Programs and Director, NECE	224.5604	kari.l.knudson@bsc.nodak.edu
Gordon Binek	VP for College Advancement & Executive Director BSC Foundation	224.5697	gordon.binek@bsc.nodak.edu
Dickinson State University			
Richard McCallum	President	483.2326	richard.mccallum@dickinsonstate.edu
Richard Brauhn	VP Academic Affairs	483.2330	rich.brauhn@dickinsonstate.edu
Alvin Binstock	VP Business Affairs	483.2531	alvin.binstock@dickinsonstate.edu
Hal Haynes	VP Student Development	483.2090	hal.haynes@dickinsonstate.edu
Lake Region State College			
Mike Bower	President	662.1544	mike.bower@lrsc.edu
Doug Darling	VP Instructional Services	662.1506	doug.darling@lrsc.edu
Corry Kenner	VP Administrative Services	662.1505	corry.kenner@lrsc.edu
Laurel Goulding	VP Student Services	662.1513	laurel.goulding@lrsc.edu
Mayville State University			
Gary Hagen	President	788.4754	gary.hagen@mayvillestate.edu
Keith Stenehjem	VP Academic Affairs	788.4755	keith.stenehjem@mayvillestate.edu
Steve Bensen	VP Business Affairs	788.4761	steven.bensen@mayvillestate.edu
Ray Gerszewski	VP Student Affairs and Institutional Research	788.4770	ray.gerszewski@mayvillestate.edu
Minot State University			
David Fuller	President	858.3301	president@minotstateu.edu
Gary Rabe	VP Academic Affairs	858.3329	gary.rabe@minotstateu.edu
Ron Dorn	VP Administrative & Finance	858.3331	ron.dorn@minotstateu.edu
Richard Jenkins	VP Student Affairs	858.3299	dick.jenkins@minotstateu.edu
Marv Semrau	VP Advancement	858.4483	marv.semrau@minotstateu.edu
MiSU-Bottineau			
Ken Grosz	Campus Dean	228.5431	ken.grosz@msub.nodak.edu
Larry Brooks	Associate Dean for Academic Affairs	228.5457	larry.brooks@msub.nodak.edu
Jim Borkowski	Director of Business Affairs	228.5432	jim.borkowski@msub.nodak.edu
Paula Berg	Associate Dean for Student Affairs	228.5451	paula.berg@msub.nodak.edu

FOR MORE INFORMATION CONTACT:
***William Goetz**, Chancellor*
701.328.2963 William.Goetz@ndus.edu

Campus Directory (cont.)

Name	Title	Phone #	Email Address
North Dakota State College of Science			
John Richman	President	671.2221	john.richman@ndscs.edu
Harvey Link	VP Academic & Student Affairs	671.2112	harvey.link@ndscs.edu
Michael Renk	VP Admin Affairs	671.2217	mike.renk@ndscs.edu
North Dakota State University			
Joseph A. Chapman	President	231.7211	joseph.chapman@ndsu.edu
R. Craig Schnell	Provost & VP Academic Affairs	231.7131	craig.schnell@ndsu.edu
John Adams	VP Finance & Administration	231.8412	john.adams@ndsu.edu
Prakash Mathew	VP Student Affairs	231.7701	prakash.mathew@ndsu.edu
Evie Myers	VP Equity, Diversity & Global Outreach	231.7708	evie.myers@ndsu.edu
Keith Bjerke	VP University Relations	231.1068	keith.bjerke@ndsu.edu
Philip Boudjouk	VP Research, Creative Activities & Technology Transfer	231.8601	philip.boudjouk@ndsu.edu
Bonnie Neas	VP Information Technology	231.8640	bonnie.neas@ndsu.edu
DC Coston	VP Agriculture & University Extension	231.7720	d.c.coston@ndsu.edu
Ken Grafton	Dean College of Agriculture, Food Systems & Natural Resources and Director Agr Experiment Station	231.6693	k.grafton@ndsu.edu
Duane Hauck	Director Extension Service	231.8944	duane.hauck@ndsu.edu
Rick Johnson	General Counsel	231.7215	rick.johnson@ndsu.edu
Gene Taylor	Director of Athletics	231.8985	gene.taylor@ndsu.edu
Jim Miller	Development Foundation Executive Director	231.6835	jim@ndsualumni.com
University of North Dakota			
Robert O. Kelley	President	777.2121	rokelley@mail.und.edu
Greg Weisenstein	VP Academic Affairs & Provost	777.2167	gweisenstein@mail.und.nodak.edu
Robert Gallager	VP Finance & Operations	777.3511	bobgallager@mail.und.nodak.edu
Robert Boyd	VP Student & Outreach Services	777.2724	robertboyd@mail.und.nodak.edu
H. David Wilson	VP Health Affairs/Dean, School of Medicine and Health Sciences	777.2514	hdwilson@medicine.nodak.edu
Barry Milavetz	Interim VP Research	777.6736	barrymilavetz@mail.und.nodak.edu
Julie Evans	General Counsel	777.6345	jae@und.edu
Valley City State University			
Steven W. Shirley	President	845.7100	steven.shirley@vcsu.edu
Joseph Bessie	VP Academic Affairs	845.7200	joseph.bessie@vcsu.edu
Trudy Collins	VP Business Affairs	845.7234	trudy.collins@vcsu.edu
Glen Schmalz	VP Student Affairs	845.7201	glen.schmalz@vcsu.edu
Williston State College			
Joseph McCann	President	774.4233	joe.mccann@wsc.nodak.edu
Dawn Olson	VP Academic & Student Affairs	774.4214	dawn.m.olson.1@wsc.nodak.edu
Brenda Wigness	VP for Business Affairs	774.4240	brenda.wigness@wsc.nodak.edu
Hugh Long	Director for Student Affairs	774.4213	hugh.long@wsc.nodak.edu

FOR MORE INFORMATION CONTACT:
***William Goetz**, Chancellor*
701.328.2963 William.Goetz@ndus.edu

Campus Directory (cont.)

Bismarck State College – Larry W. Skogen

Larry C. Skogen, Ph.D., became president of Bismarck State College on March 1, 2007. He is the college's sixth CEO during its 69-year history.

Since assuming the presidency, Skogen has initiated an Office of Innovation and a new strategic planning process. He also has formed U.S. military educational partnerships. The construction projects for the National Energy Center of Excellence and Lidstrom Hall (residence hall) and Phase III of the Schafer Hall renovation have been completed. In addition, Bismarck State College has entered into an agreement with the Bismarck Park District for the construction of the Bismarck State College Aquatic & Wellness Center to be completed by the fall of 2009.

Retired from a career in the U.S. Air Force, Skogen is a native of Hettinger, N.D. He holds degrees from Dickinson State University (B.S. in secondary education), Central Missouri State University, Warrensburg (M.A. in history) and Arizona State University, Tempe (Ph.D. in history).

Throughout his career, he has been involved in education as a high school teacher and as a college instructor and administrator in a variety of military and civilian institutions, including the United States Air Force Academy.

Skogen is the author of a legal history of federal Indian policy that was published by the University of Oklahoma Press in 1996, as well as articles and reviews in historical journals.

Dickinson State University – Richard McCallum

The State Board of Higher Education named Richard J. McCallum, Ph.D., the 10th president of Dickinson State University on April 5, 2008. Before his appointment to Dickinson State University, McCallum served as vice president for academic affairs at Missouri Southern State University, Joplin, Mo., from 2004 to 2007. He also served as associate vice president for academic affairs at Central Connecticut State University, New Britain, Conn., from 2001-2004. He served as university administrator and assistant professor at the University of Missouri-Columbia from 1976 to 1993. McCallum also was a program associate at the University Nebraska Medical Center from 1974 to 1976 and a health educator for the Nebraska State Department of Health from 1972 to 1974.

McCallum also served the United States as a member of the National Guard for more than 30 years, attaining the rank of colonel. In 1990, he was given command of a unit and deployed to the Gulf War, where he spent eight months. He attended the Army War College in 1994 and fulfilled an assignment at the Pentagon as a team leader for a classified research project. McCallum later served as chairman of the Strategy and Planning Department and director of strategic outreach at the U.S. Army War College, Carlisle, Penn., from 1995 to 2001.

A native of Bloomfield, Neb., McCallum received a bachelor's degree in education in 1971. He received a master's degree in education, major in adult education, in 1976 and a doctorate in education, community and human resources, in 1982, both from the University of Nebraska-Lincoln.

Campus Directory (cont.)

Lake Region State College – Mike Bower

Mike Bower, Ph.D., has been president of Lake Region State College since July 2008.

Prior to being named LRSC president by the State Board of Higher Education, Bower was executive dean to the president for continuing education corporate services at branch campuses of Michigan Technical Education Centers and University Center at Mott Community College, Flint, Michigan. He also has served as a campus administrator at the Chippewa Falls Campus of Chippewa Valley Technical College in Wisconsin and has served as dean of academics and training, Columbus Campus for Central Community College, Nebraska. He has numerous years of industry experience, having worked for RCA and Ford Motor Company – Lincoln Mercury division.

Bower is an active member of the American Association of Community Colleges, National Council for Workforce Education, The League for Innovation, The Chair Academy, Mott Bruin Club of Genesee County, National Rifle Association, Ducks Unlimited and Rotary International.

Mayville State University – Gary Hagen

Gary Hagen, Ph.D., was named president of Mayville State University in February 2007. Hagen had been Mayville State University's interim president since July of 2006.

Hagen came to Mayville State University as a faculty member in the Division of Business in 1976. He taught in the division until 1997. In addition to his duties as a faculty member, he was chairman of the Division of Business from 1991 to 1997. He served as the university's chief information officer from 1997 to 1998 and was vice president for academic affairs from 1998 until 2007.

During his tenure at Mayville State, Hagen has provided leadership for academic planning, student-centered learning and instructional innovation, and the development and application of instructional technologies. He also has led the university's accreditation functions, assessments, and program reviews, and he has played a key role in academic strategic planning within the university's strategic planning framework. Hagen has developed recommendations and managed the academic budgets.

He earned a bachelor's degree in business administration from the University of North Dakota in 1974, a master of science degree in business education from UND in 1977, and a doctorate of philosophy in business education from UND in 1986.

Minot State University – David Fuller

David Fuller, Ph.D., became the eighth president of Minot State University in July 2004, coming to the university from Wayne State College, Wayne, Neb., where he had been vice president for academic affairs since 2000. He earned a bachelor's degree in English at Hastings College, Hastings, Neb. He received a master's degree in English from the University of Nebraska at Kearney and earned a doctorate in English from the University of Iowa in Iowa City.

Campus Directory (cont.)

Fuller is a member of the Minot Chamber of Commerce board of directors, the Minot Area Development Corporation board of directors, Trinity Health board of directors and the North Central Association board of directors. He is chair of the Dakota Athletics Conference board of directors and the Minot Rotary Club. He has served as a member of the Corp of Chairs of Consultant Evaluator Teams for the Higher Learning Commission since 2001, is a member of the Accreditation Review Council (ARC) for the Higher Learning Commission and currently is a consultant-evaluator for the commission on institutions of higher education of the North Central Association of Colleges and Schools. Fuller also is an active member of the American Association of State Colleges and Universities.

Minot State University – Bottineau – Ken Grosz

A native of Kulm, N.D., Ken Grosz, Ph.D., was named campus dean of Minot State University-Bottineau in April 2001. Prior to this appointment, he was the associate dean for student affairs and has been at MiSU-Bottineau since 1975.

Grosz graduated from the University of South Dakota with a doctorate in higher education administration. He also earned a master's degree in guidance and counseling from North Dakota State University and a bachelor's degree in psychology and history from Jamestown College. He began his career as a school counselor in Walhalla, N.D., in 1971.

Throughout his career, he has been active in community affairs and professional organizations, including the Chamber of Commerce, St. Andrew's Health Center board of directors, MSU-Bottineau Foundation, Home Rule Charter Commission, Economic Development Corporation, NDUS Student Affairs Council, North Dakota Association of Registrars and Admissions Officers, North Dakota College Personnel Association and the Center of North American Coalition.

North Dakota State College of Science – John Richman

John Richman, Ph.D., whose relationship with the North Dakota State College of Science started more than 30 years ago, was appointed president on Feb. 20, 2007. Prior to this appointment, he served as interim president for five months and as the college's vice president for academic and student affairs, a position to which he was appointed in 2003 after serving one year as an interim vice president.

Richman attended NDSCS in the early 1970s and played football and ran track. He returned to the Wahpeton campus in 1986 as head football coach and an instructor in the Health, Physical Education and Recreation Department. He also served four years as the college's director of athletics before his appointment as an interim vice president in 2003.

Under Richman's leadership, the college has completed an extensive review of its academic programs, created new academic options, reorganized student services departments into a separate division and combined its admissions, financial aid and records functions into a comprehensive Enrollment Services Office.

Campus Directory (cont.)

His past experience includes three years as athletic director, teacher and coach at Ada (Minn.) High School, three-plus years as an assistant football coach at MSU Moorhead and three years as an assistant football coach at the University of North Dakota.

A native of Lebanon, Ind., Richman earned a bachelor's degree and a master's degree from what is now Minnesota State University Moorhead. He completed a doctorate in kinesiology at the University of Minnesota in 1999. Richman also competed in football and track and field at MSU Moorhead.

North Dakota State University – Joseph Chapman

Joseph A. Chapman, Ph.D., became North Dakota State University's 13th president in June 1999. Noted for his ability to coordinate collaborative efforts and his commitment to enhancing and integrating research programs, Chapman has led the university through a period of remarkable growth in graduate and undergraduate enrollment, research activity, academic program offerings, private fundraising and public-sector business partnerships.

Chapman is the recipient of the 2006 North Dakota Chamber of Commerce Greater North Dakotan Award and the National Association of Student Personnel Administrators national President's Award in 2005.

Before coming to NDSU, Chapman served as senior vice president and provost at Montana State University, Bozeman, where he also was a professor of biology. Among his responsibilities were a wide array of statewide initiatives, including a system of academic and outreach programs at Montana's two-year and four-year campuses. Prior to joining Montana State in 1996, he was dean of the College of Natural Resources at Utah State University. From 1969 to 1983, he worked at the University of Maryland, College Park, advancing to head the Appalachian Environmental Laboratory. He also was a wildlife biologist for the U.S. Fish and Wildlife Service from 1965 to 1967. Chapman is a fellow of the Institute of Biology, London, fellow of the Explorers Club, N.Y., and a member of the Cosmos Club of Washington, D.C.

He earned a bachelor's degree, a master's degree and a doctorate from Oregon State University, Corvallis. He lists 11 books and editorships, eight monographs, 31 book chapters and symposia proceedings, 67 journal publications and more than 100 reports and popular articles.

University of North Dakota – Robert O. Kelley

Dr. Robert Kelley was selected as the 11th president of the University of North Dakota on Feb. 4, 2008, and assumed his duties on July 1, 2008. Previously, he served as dean of the College of Health Sciences and professor of medical education and public health at the University of Wyoming from 1999 until his selection by the State Board of Higher Education. Before that, he was associate vice chancellor for research and executive associate dean of the graduate college at the University of Illinois at Chicago. He also was a professor of biological sciences at the College of Liberal Arts and Sciences and a professor of anatomy and cell biology at the College of Medicine, both at the University of Illinois at Chicago. At the University of New Mexico, he

served as chair of anatomy and senior executive associate dean, as well as in other faculty capacities. He also has taught at the University of California, Berkeley.

Kelley earned a bachelor's degree in biology and chemistry from Abilene Christian University in Abilene, Texas, in 1965, and a master's degree in 1966 and doctorate in 1969, both in cell and developmental biology from the University of California, Berkeley.

He has served as chair of the Assembly for the Association of American Medical Colleges, chaired the Council of Academic Societies for the AAMC and was a member of the executive board of the National Board of Medical Examiners, which is responsible for the U.S. medical licensure examination. In addition, he has served the National Institutes of Health (NIH) on several study sections, served on the director's advisory board for NIH strategic planning and chaired the Minority Biomedical Research Support Program advisory committee in the NIH Division of Research Resources. That program helped support research for historically black universities, tribal colleges and "minority-majority" institutions. He was principal investigator for the University of Wyoming/Northern Rockies INBRE (IDeA Network of Biomedical Research Excellence), an NIH program which promotes biomedical research and connects the state's community colleges with the University of Wyoming.

Valley City State University – Steven W. Shirley

Steven Shirley, Ph.D., became the 12th president of Valley City State University on July 1, 2008. Prior to this appointment, he was the vice-president for student affairs at Dakota State University (DSU) in Madison, S.D. Before DSU, Shirley was a business professor and director of Learning Abroad at the University of Minnesota, Crookston (UMC). He also has taught at South Dakota State University and the University of North Dakota.

A native of Fargo, N.D., Shirley earned a bachelor's degree and a master's degree in business administration and a Ph.D. in teaching and learning: higher education, all from the University of North Dakota.

During his career, Shirley has served on the Region IV-West Advisory Board for NASPA (National Association of Student Personnel Administrators) and has presented on numerous occasions at regional and national conferences of NASPA, NAFSA: Association of International Educators, and ACBSP (Association of Collegiate Business Schools and Programs). Additionally, he is a member of the Valley City Rotary Club and previously served as club president of the Crookston, Minn., Rotary Club. He also serves on the Valley City-Barnes County Economic Development Corporation.

Shirley has a great interest in international education and has long been a champion of encouraging students to study abroad. He has led student and faculty groups abroad on academic and cultural visits and has taught English abroad to adult learners. His dissertation,

"The Gender Gap in Post-Secondary Study Abroad: Understanding and Marketing to Male Students," was published by the American Institute for Foreign Study Foundation.

Campus Directory (cont.)

Williston State College – Joe McCann

Joseph E. McCann, Ph.D., became president of Williston State College on July 1, 2000. McCann obtained a bachelor's degree from the University of South Dakota at Springfield in 1967, a master's degree from Purdue University, West Lafayette, Ind., in 1972 and a doctorate from the University of Nebraska at Lincoln in 1989.

McCann has 21 years of administrative experience, having worked at Western Nebraska Community College in Sidney, Neb.; Highland Community College in Highland, Kan., and Tomball College in Houston, Texas. He was a teacher for 20 years, 13 of those years at community colleges in Minnesota and Nebraska and seven years as a high school teacher in South Dakota and Iowa.

McCann has experience in a large urban multi-college district that has grown dramatically, as well as in five rural community colleges. His experience includes partnerships, high-tech program start-ups, liberal education, business and industry training, regional and economic development, workforce development, regional accreditation and college advancement.

NORTH DAKOTA
UNIVERSITY SYSTEM

Education Excellence-Faculty & Staff

December 2008

Employees

The North Dakota University System employs almost 17,000 people. This number includes about 2,000 faculty and more than 5,000 staff who provide services in areas such as student housing, food services, counseling and maintenance/physical plant. The University System also employs more than 5,500 students, providing them funding for their college education, as well as on-the-job training. The remaining positions are temporary employees who fill a variety of short-term campus functions in both instructional and non-instructional roles.

North Dakota University System
Employee Count
October 2008

Campus	FACULTY		BROADBAND		OTHER NON-BROADBAND		TEMPORARY		Students	Total
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Instructional	Non-Instructional		
BSC	109	5	157	5	14	3	134	99	103	**629**
DSU	89	2	119	10	16	2	127	23	263	**651**
ERSC	26	11	46	8	16	0	94	55	74	**330**
MaSU	40	1	100	8	8	0	18	44	169	**388**
MiSU	163	11	181	22	42	2	68	136	474	**1,099**
MiSU-BC	23	2	35	4	3	0	37	21	39	**164**
NDSCS	121	8	176	7	22	1	98	87	222	**742**
NDSU	515	120	1,315	121	351	35	428	995	1,832	**5,712**
UND	638	74	1,735	114	179	53	581	924	2,097	**6,395**
VCSU	56	0	88	5	14	0	31	10	225	**429**
WSC	33	3	41	6	5	15	77	10	34	**224**
TOTALS	**1,813**	**237**	**3,993**	**310**	**670**	**111**	**1,693**	**2,404**	**5,532**	**16,763**

FOR MORE INFORMATION CONTACT:
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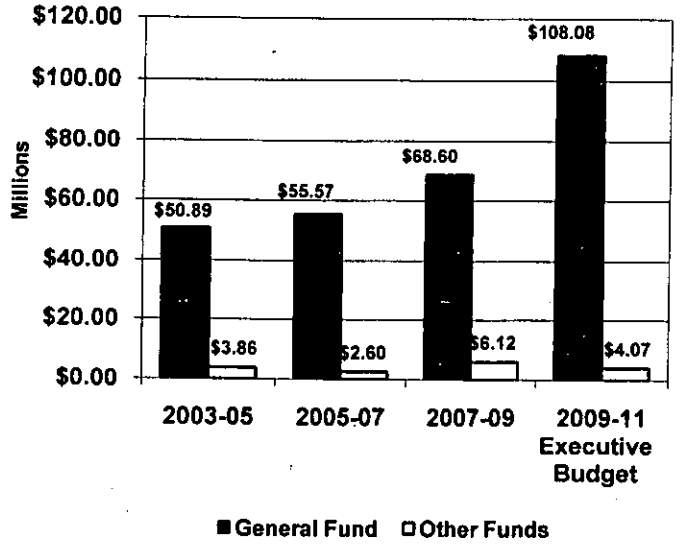
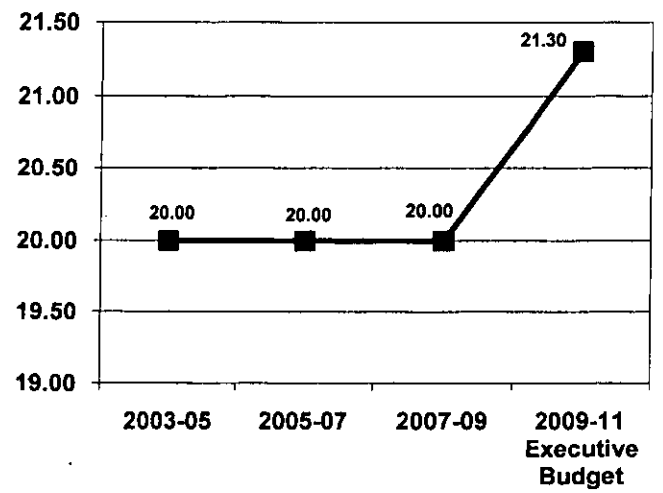
Department 215 - North Dakota University System Office
Senate Bill No. 2003

	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	21.30	$108,080,088	$4,069,558	$112,149,646
2007-09 Legislative Appropriations	20.00	68,601,118	6,117,530	74,718,648
Increase (Decrease)	1.30	$39,478,970	($2,047,972)	$37,430,998

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$104,080,088	$4,000,000	$108,080,088
2007-09 Legislative Appropriations	65,131,118	3,470,000	68,601,118
Increase (Decrease)	$38,948,970	$530,000	$39,478,970

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Increases funding for system governance by $510,782, from the 2007-09 legislative appropriation of $5,883,394, of which $5,652,394 was from the general fund, to $6,394,176, of which $6,136,066 is from the general fund, to:			
a. Provide funding for costs to continue fiscal year 2009 salary increases	$82,570	$3,630	$86,200
b. Provide funding for salary increases of 5 percent per year. **The Senate decreased funding from the general fund for salary increases by $138,011 and added a section providing that certain employees not be given compensation adjustments.**	269,955	16,100	286,055
c. Provide funding for estimated health insurance premium increases	69,741	5,570	75,311
d. Provide funding for operating inflation of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	40,406	1,810	42,216
e. Provide funding for increases in Western Interstate Commission for Higher Education and Midwestern Higher Education Compact dues	21,000		21,000
Total	$483,672	$27,110	$510,782

2. Increases funding for the student financial assistance grant program from the 2007-09 appropriation of $5,987,497, of which $5,823,497 was from the general fund, to $40,348,428, of which $40,000,000 is from the general fund. The expanded program will assist approximately 11,340 students compared to the current level of 4,000 students. In addition, the program will increase the average individual student grants from $800 to $2,000. Of the $40,000,000 general fund appropriation, $700,000 is designated for grants to tribally controlled community colleges to defray the costs of education associated with enrollment of nonbeneficiary students. **The Senate reduced general fund support for student financial assistance programs by $33,112,203 and removed a section of the bill designating $700,000 of the amount for grants to tribally controlled community colleges.**	$34,176,503		$34,176,503
3. Increases funding for the professional student exchange program from the 2007-09 appropriation of $2,722,946, of which $2,199,566 was from the general fund and $523,380 was from the student loan trust fund, to $3,337,100, of which $2,346,130 is from the general fund and $990,970 is from the student loan trust fund. Included in the increase is:			
a. Funding to continue current student funding and to provide the following estimated number of available new openings: seven veterinarian, eight dentist, and four optometrist	$193,000		$193,000
b. Funding to support currently enrolled students and provide an estimated five new openings per year under the Kansas State University veterinary medical education program		$467,590	$467,590
4. Increases funding for the scholars program from $1,478,566 to $2,113,584. The increase in funding is to continue current student funding and provide for an additional 50 new positions per year.	$635,018		$635,018
5. Increases funding for education incentive programs by $160,000 to increase the grant award from $1,000 to $2,000 for new teacher shortage program recipients and the addition of 20 new positions per year for academic and career counselors. Depending on increased applicant demand, the additional funding may be used to address increases in the teacher shortage and technology occupations programs.	$160,000		$160,000
6. Increases funding for competitive research from $5,650,000 to $6,450,000. **The Senate increased funding from the general fund by $600,000 for competitive research programs.**	$800,000		$800,000
7. Provides funding for a science, technology, engineering, and mathematics (STEM) grant initiative. **The Senate removed this funding.**	$2,000,000		$2,000,000
8. Increases ongoing funding for the common information services pool from $25,983,293 to $30,250,638, including:			
a. Expenses associated with ongoing base operations, including costs to continue the fiscal year 2009 salary increases ($277,900), salary increases of 5 percent per year during the 2009-11 biennium ($1,137,793), health insurance increases ($404,962), and operating expenses inflation ($485,600)	$2,306,255		$2,306,255
b. Bandwidth cost increase	1,220,000		1,220,000
c. Funding for ConnectND positions from the student loan trust fund. Funding for these positions was provided by the Bank of North Dakota during the 2007-09 biennium.		$1,041,200	1,041,200
d. Funding provided for 2 FTE Interactive Video Network positions in the Information Technology Department is removed. The funding is being appropriated directly to the Information Technology Department for the 2009-11 biennium.	(300,110)		(300,110)
Total	$3,226,145	$1,041,200	$4,267,345

9. Provides funding for capital bond payments	$11,296,798	$717,250	$12,014,048
10. Provides **one-time funding** for a security and emergency preparedness pool to address campus security and emergency preparedness needs. **The Senate removed this funding.**	$4,000,000		$4,000,000
. Removes 2007-09 one-time funding for ConnectND support ($2,300,000), common information services parity funding ($420,000), and Northern Tier Network infrastructure ($2,773,800)	($2,720,000)	($2,773,800)	($5,493,800)
12. Removes funding for 2007-09 capital assets, including bond payments of $15,754,112 and $750,000 for a master capital plan and deferred maintenance at Mayville State University	($15,474,362)	($1,029,750)	($16,504,112)
13. Adjusts the number of FTE positions by 1.30 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Student loan trust fund - Section 8 provides that $2,011,570 of the special funds appropriated in the bill are from the student loan trust fund to be used for the professional student exchange program ($990,970) and ConnectND ($1,020,600).

Federal, private, and other funds - Section 9 provides an appropriation through June 30, 2011, for federal, private, and other funds that are received by institutions under the control of the State Board of Higher Education. The section also provides an appropriation through June 30, 2011, for funds received under the North Dakota-Minnesota reciprocity agreement.

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office urity and emergency preparedness line item be used for the benefit of institutions under its control.

. positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and tities under its control.

Bond issue authorization - Section 15 authorizes the State Board of Higher Education to arrange for $60,679,500 of revenue bonds for capital projects at Williston State College, North Dakota State University, the State College of Science, Mayville State University, Minot State University, and Valley City State University.

Tuition increases - Section 16 limits tuition increases for institutions under the control of the State Board of Higher Education for the 2009-11 biennium. Four-year institutions are limited to 4 percent annual tuition increases and two-year institutions may not increase tuition beyond the level in effect during the spring 2009 semester.

North Dakota University System employee compensation - Section 17 requires that each employee of the North Dakota University System whose documented performance meets all standards is to receive a minimum monthly salary increase of $100 on July 1, 2009, and July 1, 2010. Section 18 limits annual compensation adjustments of University System office employees to 5 percent annually. Section 18 also states that University System office employees with an annual salary greater than $100,000 on January 1, 2009, are not to receive compensation adjustments for the 2009-11 biennium.

Science, technology, engineering, and mathematics initiative - Section 19 provides that $1,500,000 included in the science, technology, engineering, and mathematics teacher education line item be used to enhance existing teacher education programs at North Dakota University System institutions and may not be used for infrastructure projects.

Legislative Council studies - Sections 20 and 21 provide for Legislative Council studies of the Bismarck Family Practice Center and the feasibility of implementing a higher education completion-based funding model.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

ate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special nue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium pent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University tem include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill

provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

Senate Bill No. 2062 - This bill provides a $25 million general fund appropriation for higher education student financial assistance programs. The bill also creates three new sections to NDCC Chapter 15-62.2 relating to opportunity grants and amends Sec[illegible]-10-37, 15-62.2-02, and 15.1-01-02 relating to financial assistance grants.

[illegible]nate Bill No. 2076 - This bill amends NDCC Section 15-10-12.1 to increase, from $385,000 to $550,000, the amount of campus improvements and building maintenance financed by donations, gifts, grants, and bequests that can be authorized by the State Board of Higher Education without legislative approval.

Senate Bill No. 2087 - This bill creates a new section to NDCC Chapter 15-10 to provide an open records exemption for records that would identify an individual applying for or under consideration for employment as the commissioner of higher education or president of an institution under the control of the State Board of Higher Education. The records of applicants who are finalists for a position would be considered open records.

House Bill No. 1434 - This bill provides for the creation of an endowment fund at each institution under the control of the State Board of Higher Education and provides a $500,000 general fund appropriation to be allocated among the funds.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

ate Bill No. 2003 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
University System office			
Capital assets	$12,014,048		$12,014,048
Grants	100,000		100,000
Competitive research program	6,450,000	600,000	7,050,000
System governance	7,185,612	(138,011)	7,047,601
Title II	695,600		695,600
Common information services	30,250,638	(20,600)	30,230,038
Professional liability insurance	1,100,000		1,100,000
Student financial assistance grants	40,348,428	(33,112,203)	7,236,225
Professional student exchange program	3,337,100		3,337,100
Scholars program	2,113,584		2,113,584
Native American scholarships	381,292		381,292
Security and emergency preparedness	4,000,000	(3,250,000)	750,000
Education incentive programs	4,173,344	(1,997,000)	2,176,344
STEM teacher education enhancement		1,500,000	1,500,000
Total all funds	$112,149,646	($36,417,814)	$75,731,832
Less estimated income	4,069,558	(20,600)	4,048,958
General fund	$108,080,088	($36,397,214)	$71,682,874
FTE	21.30	0.00	21.30
Bismarck State College			
Capital assets	$3,652,981		$3,652,981
Operations	23,381,011	665,668	24,046,679
Deferred maintenance	340,637		340,637
Total all funds	$27,374,629	$665,668	$28,040,297
Less estimated income	409,500	0	409,500
General fund	$26,965,129	$665,668	$27,630,797
FTE	111.93	(1.00)	110.93
Lake Region State College			
Capital assets	$2,653,582		$2,653,582
Operations	7,590,445	159,419	7,749,864
Deferred maintenance	93,807		93,807
Total all funds	$10,337,834	$159,419	$10,497,253
Less estimated income	0	0	0
General fund	$10,337,834	$159,419	$10,497,253
FTE	33.97	(1.00)	32.97
Williston State College			
Capital assets	$11,071,475		$11,071,475
Operations	7,435,374	146,760	7,582,134
Deferred maintenance	382,002		382,002
Total all funds	$18,888,851	$146,760	$19,035,611
Less estimated income	9,375,000	0	9,375,000
General fund	$9,513,851	$146,760	$9,660,611
FTE	42.10	(1.00)	41.10

University of North Dakota			
Capital assets	$56,390,545	$129,000	$56,519,545
Operations	123,806,824	1,569,561	125,376,385
Deferred maintenance	7,178,674		7,178,674
Total all funds	$187,376,043	$1,698,561	$189,074,604
Less estimated income	42,890,000	129,000	43,019,000
General fund	$144,486,043	$1,569,561	$146,055,604
FTE	627.28	(2.00)	625.28
UND Medical Center			
Operations	$39,932,875	$1,267,426	$41,200,301
Total all funds	$39,932,875	$1,267,426	$41,200,301
Less estimated income	0	0	0
General fund	$39,932,875	$1,267,426	$41,200,301
FTE	144.92	0.00	144.92
North Dakota State University			
Capital assets	$72,792,225		$72,792,225
Operations	107,497,432	1,724,292	109,221,724
Deferred maintenance	5,355,817		5,355,817
Total all funds	$185,645,474	$1,724,292	$187,369,766
Less estimated income	58,100,000	0	58,100,000
General fund	$127,545,474	$1,724,292	$129,269,766
FTE	517.76	(2.00)	515.76
State College of Science			
Capital assets	$13,589,332		$13,589,332
Operations	30,550,593	941,697	31,492,290
Deferred maintenance	1,034,143		1,034,143
Total all funds	$45,174,068	$941,697	$46,115,765
Less estimated income	7,136,000	0	7,136,000
General fund	$38,038,068	$941,697	$38,979,765
FTE	158.24	(1.00)	157.24
Dickinson State University			
Capital assets	$2,383,690		$2,383,690
Operations	19,953,973	18,469	19,972,442
Deferred maintenance	1,662,172		1,662,172
Total all funds	$23,999,835	$18,469	$24,018,304
Less estimated income	0	0	0
General fund	$23,999,835	$18,469	$24,018,304
FTE	91.10	0.00	91.10
Mayville State University			
Capital assets	$8,835,819		$8,835,819
Operations	11,428,583	86,168	11,514,751
Deferred maintenance	1,910,120		1,910,120
Total all funds	$22,174,522	$86,168	$22,260,690
Less estimated income	3,668,500	0	3,668,500
General fund	$18,506,022	$86,168	$18,592,190
FTE	55.39	0.00	55.39
Minot State University			
Capital assets	$21,596,870	$5,000,000	$26,596,870
Operations	33,825,003	609,392	34,434,395
Deferred maintenance	595,111		595,111
	$56,016,984	$5,609,392	$61,626,376

Total all funds			
Less estimated income	17,250,000	5,000,000	22,250,000
General fund	$38,766,984	$609,392	$39,376,376
FTE	190.82	(1.00)	189.82
Valley City State University			
Capital assets	$19,758,416		$19,758,416
Operations	15,009,248	126,888	15,136,136
Deferred maintenance	1,304,921		1,304,921
Total all funds	$36,072,585	$126,888	$36,199,473
Less estimated income	18,500,000	0	18,500,000
General fund	$17,572,585	$126,888	$17,699,473
FTE	86.86	0.00	86.86
Minot State University - Bottineau			
Capital assets	$2,909,725		$2,909,725
Operations	5,617,645	64,862	5,682,507
Deferred maintenance	97,021		97,021
Total all funds	$8,624,391	$64,862	$8,689,253
Less estimated income	2,000,000	0	2,000,000
General fund	$6,624,391	$64,862	$6,689,253
FTE	32.75	(1.00)	31.75
Forest Service			
Capital assets	$336,638		$336,638
Operations	4,471,040		4,471,040
Deferred maintenance	45,576		45,576
Total all funds	$4,853,254	$0	$4,853,254
Less estimated income	997,486	0	997,486
General fund	$3,855,768	$0	$3,855,768
FTE	27.00	0.00	27.00
Bill Total			
Total all funds	$778,620,991	($23,908,212)	$754,712,779
Less estimated income	164,396,044	5,108,400	169,504,444
General fund	$614,224,947	($29,016,612)	$585,208,335
FTE	2141.42	(10.00)	2131.42

Senate Bill No. 2003 - North Dakota University System - General Fund Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
University System office	$108,080,088	($36,397,214)	$71,682,874
Bismarck State College	26,965,129	665,668	27,630,797
Lake Region State College	10,337,834	159,419	10,497,253
Williston State College	9,513,851	146,760	9,660,611
University of North Dakota	144,486,043	1,569,561	146,055,604
UND Medical Center	39,932,875	1,267,426	41,200,301
North Dakota State University	127,545,474	1,724,292	129,269,766
State College of Science	38,038,068	941,697	38,979,765
Dickinson State University	23,999,835	18,469	24,018,304
Mayville State University	18,506,022	86,168	18,592,190
Minot State University	38,766,984	609,392	39,376,376
Valley City State University	17,572,585	126,888	17,699,473
Minot State University - Bottineau	6,624,391	64,862	6,689,253
Forest Service	3,855,768		3,855,768
Total general fund	$614,224,947	($29,016,612)	$585,208,335

Detail of Senate Changes to the General Fund

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Provides Funding to Limit Tuition Increases[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office	600,000	(138,011)	(33,112,203)	(1,997,000)		1,500,000
Bismarck State College					974,105	
Lake Region State College					260,572	
Williston State College					256,124	
University of North Dakota					1,774,161	
UND Medical Center					767,426	
North Dakota State University					1,916,408	
State College of Science					991,697	
Dickinson State University					75,749	
Mayville State University					156,614	
Minot State University					693,392	
Valley City State University					176,888	
Minot State University - Bottineau					172,331	
Forest Service						
Total general fund	$600,000	($138,011)	($33,112,203)	($1,997,000)	$8,215,467	$1,500,000

	Reduces Funding for SITS Pool[7]	Removes One-Time Security and Emergency Preparedness Pool[8]	Removes Security and Emergency Preparedness Funding[9]	Provides Funding for Campus Security and Emergency Preparedness[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office		(4,000,000)		750,000		
Bismarck State College			(308,437)			
Lake Region State College			(101,153)			
Williston State College			(109,364)			
University of North Dakota			(204,600)			
UND Medical Center						500,000
North Dakota State University			(192,116)			
State College of Science			(50,000)			
Dickinson State University			(57,280)			
Mayville State University			(70,446)			
Minot State University			(84,000)			
Valley City State University			(50,000)			
Minot State University - Bottineau			(107,469)			
Forest Service						
Total general fund	$0	($4,000,000)	($1,334,865)	$750,000	$0	$500,000

	Total General Fund Changes
University System office	(36,397,214)
Bismarck State College	665,668
Lake Region State College	159,419
Williston State College	146,760
University of North Dakota	1,569,561
UND Medical Center	1,267,426
North Dakota State University	1,724,292
State College of Science	941,697
Dickinson State University	18,469
Mayville State University	86,168
Minot State University	609,392
Valley City State University	126,888
Minot State University - Bottineau	64,862
Forest Service	
Total general fund	($29,016,612)

Senate Bill No. 2003 - North Dakota University System - Other Funds Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
University System office	$4,069,558	($20,600)	$4,048,958
Bismarck State College	409,500		409,500
Lake Region State College			
Williston State College	9,375,000		9,375,000
University of North Dakota	42,890,000	129,000	43,019,000
UND Medical Center			
North Dakota State University	58,100,000		58,100,000
State College of Science	7,136,000		7,136,000
Dickinson State University			
Mayville State University	3,668,500		3,668,500
Minot State University	17,250,000	5,000,000	22,250,000
Valley City State University	18,500,000		18,500,000
Minot State University - Bottineau	2,000,000		2,000,000
Forest Service	997,486		997,486
Total other funds	$164,396,044	$5,108,400	$169,504,444

Detail of Senate Changes to Other Funds

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Provides Funding to Limit Tuition Increases[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office						
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota						
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University						
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	$0	$0	$0	$0	$0	$0

	Reduces Funding for SITS Pool[7]	Removes One-Time Security and Emergency Preparedness Pool[8]	Removes Security and Emergency Preparedness Funding[9]	Provides Funding for Campus Security and Emergency Preparedness[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office	(20,600)					
Bismarck State College						
Lake Region State College						
Williston State College						
University of North Dakota					129,000	
UND Medical Center						
North Dakota State University						
State College of Science						
Dickinson State University						
Mayville State University						
Minot State University					5,000,000	
Valley City State University						
Minot State University - Bottineau						
Forest Service						
Total other funds	($20,600)	$0	$0	$0	$5,129,000	$0

	Total Other Funds Changes
University System office	(20,600)
Bismarck State College	
Lake Region State College	
Williston State College	
University of North Dakota	129,000
UND Medical Center	
North Dakota State University	
State College of Science	
Dickinson State University	
Mayville State University	
Minot State University	5,000,000
Valley City State University	
Minot State University - Bottineau	
Forest Service	
Total other funds	$5,108,400

Senate Bill No. 2003 - North Dakota University System - All Funds Summary of Senate Action

	Executive Budget	Senate Changes	Senate Version
University System office	$112,149,646	($36,417,814)	$75,731,832
Bismarck State College	27,374,629	665,668	28,040,297
Lake Region State College	10,337,834	159,419	10,497,253
Williston State College	18,888,851	146,760	19,035,611
University of North Dakota	187,376,043	1,698,561	189,074,604
UND Medical Center	39,932,875	1,267,426	41,200,301
North Dakota State University	185,645,474	1,724,292	187,369,766
State College of Science	45,174,068	941,697	46,115,765
Dickinson State University	23,999,835	18,469	24,018,304
Mayville State University	22,174,522	86,168	22,260,690
Minot State University	56,016,984	5,609,392	61,626,376
Valley City State University	36,072,585	126,888	36,199,473
Minot State University - Bottineau	8,624,391	64,862	8,689,253
Forest Service	4,853,254		4,853,254
Total all funds	$778,620,991	($23,908,212)	$754,712,779
FTE	2141.42	(10.00)	2131.42

Detail of Senate Changes to All Funds

	Increases Funding for the Competitive Research Program[1]	Decreases Funding for Compensation Adjustments[2]	Decreases Funding for Needs-Based Financial Aid[3]	Decreases Funding for Student Financial Assistance Programs[4]	Provides Funding to Limit Tuition Increases[5]	Provides Funding for a STEM Teacher Education Pool[6]
University System office	600,000	(138,011)	(33,112,203)	(1,997,000)		1,500,000
Bismarck State College					974,105	
Lake Region State College					260,572	
Williston State College					256,124	
University of North Dakota					1,774,161	
UND Medical Center					767,426	
North Dakota State University					1,916,408	
State College of Science					991,697	
Dickinson State University					75,749	
Mayville State University					156,614	
Minot State University					693,392	
Valley City State University					176,888	
Minot State University - Bottineau					172,331	
Forest Service						
Total all funds	$600,000	($138,011)	($33,112,203)	($1,997,000)	$8,215,467	$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Reduces Funding for SITS Pool[7]	Removes One-Time Security and Emergency Preparedness Pool[8]	Removes Security and Emergency Preparedness Funding[9]	Provides Funding for Campus Security and Emergency Preparedness[10]	Adjusts Funding for Capital Assets[11]	Provides Funding to Implement a Rural Health Initiative[12]
University System office	(20,600)	(4,000,000)		750,000		
Bismarck State College			(308,437)			
Lake Region State College			(101,153)			
Williston State College			(109,364)			
University of North Dakota			(204,600)		129,000	
UND Medical Center						500,000
North Dakota State University			(192,116)			
State College of Science			(50,000)			
Dickinson State University			(57,280)			
Mayville State University			(70,446)			
Minot State University			(84,000)		5,000,000	
Valley City State University			(50,000)			
Minot State University - Bottineau			(107,469)			
Forest Service						
Total all funds	($20,600)	($4,000,000)	($1,334,865)	$750,000	$5,129,000	$500,000
FTE	0.00	0.00	(10.00)	0.00	0.00	0.00

	Total All Funds Changes
University System office	(36,417,814)
Bismarck State College	665,668
Lake Region State College	159,419
Williston State College	146,760
University of North Dakota	1,698,561
UND Medical Center	1,267,426
North Dakota State University	1,724,292
State College of Science	941,697
Dickinson State University	18,469
Mayville State University	86,168
Minot State University	5,609,392
Valley City State University	126,888
Minot State University - Bottineau	64,862
Forest Service	
Total all funds	($23,908,212)
FTE	(10.00)

[1] Funding for the competitive research program is increased by $600,000 from the general fund. Of the $600,000 increase, $400,000 is to be used for the National Aeronautics and Space Administration Experimental Program to Stimulate Competitive Research program.

[2] This amendment reduces funding from the general fund by $138,011 relating to 2009-11 biennium compensation adjustments of North Dakota University System office employees with a salary greater than $100,000. A section is also added providing that the North Dakota University System office employees earning a salary greater than $100,000 per year are to receive the same salary as January 1, 2009, for the 2009-11 biennium.

[3] This amendment removes $33,112,203 of increased funding from the general fund included in the executive budget recommendation for needs-based financial aid programs.

e increased funding of $1,997,000 from the general fund included in the executive budget recommendation for education ntive programs is removed.

[5] This amendment increases funding for campus operations to limit tuition increases to 4 percent at four-year campuses and elimir tion increases at two-year campuses. A section is also added to limit annual tuition increases to 4 percent at four-year campuse d provide for no tuition increases at two-year campuses for the 2009-11 biennium.

[6] Funding of $1,500,000 from the general fund is provided to establish a funding pool to be used to enhance teacher education programs in science, technology, engineering, and mathematics fields. A section is also added to provide allocation guidelines for the funds.

[7] This amendment reduces special funds appropriation authority for the system information technology to reflect funding provided by the student loan trust fund.

[8] This amendment removes one-time funding of $4 million from the general fund provided by the executive budget recommendation for an emergency and security preparedness pool.

[9] This amendment removes funding from the general fund for campus emergency security and preparedness.

[10] This amendment provides funding from the general fund of $750,000 for a campus security and emergency preparedness funding pool. The State Board of Higher Education is to determine the allocation of funds to campuses.

[11] This amendment adjusts funding for the following capital asset projects:

- Funding is increased by $5 million for the Minot State University wellness center project. The additional funding will be provided from revenue bonds.
- Provides the University of North Dakota School of Medicine and Health Sciences with special funds spending authority of $129,000 to allow the school to accept federal funds for a forensic pathology facility.

[12] Funding from the general fund of $500,000 is provided for the implementation of a rural health initiative by the University of North Dakota School of Medicine and Health Sciences.

Senate Bill No. 2003 - Other Changes - Senate Action

This amendment also:

- Adds a section to limit annual salary increases to 5 percent for North Dakota University System office employees earning an annual salary of under $100,000.
- Adds a section to provide a Legislative Council study of higher education funding methods.
- Adds a section to provide for a Legislative Council study of the facility needs of the University of North Dakota School of Medicine and Health Sciences Bismarck Family Practice Center.

NORTH DAKOTA
UNIVERSITY SYSTEM

Funding and Rewards

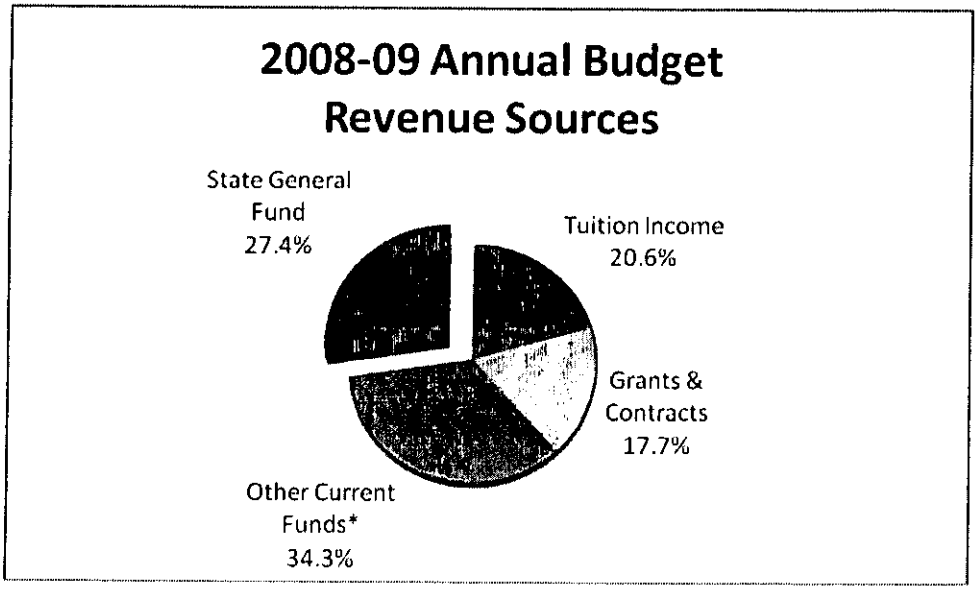
December 2008

2008-09 Annual Budget

The 2008-09 North Dakota University System annual operating budget revenues, from all fund sources, totals $984 million. About 27 percent of the total is from the State General Fund. While the remaining 73 percent is self-generated through tuition and fees and room and board charges paid by students, as well as private and federal research grants and contracts and other current funds.

2008-09 Operating Budget Revenues		
Tuition Income	$202.5 million	20.6%
Grants and Contracts	174.6 million	17.7%
Other Current Funds	337.0 million	34.3%
Subtotal	$714.1 million	72.6%
State General Fund	269.9 million	27.4%
TOTAL	$984 million [1/]	100.0%

[1/] Does not include $94.2 million in capital improvements (including 2005-07 carryover) and 2008-09 capital projects.



*Other current funds includes the following: auxiliary sales and services (food services, housing, etc); education camps, clinics & workshops; student fees; flight time; etc.

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NORTH DAKOTA
UNIVERSITY SYSTEM

Funding and Rewards

December 2008

Summary of Facilities

The plant value of the 11 North Dakota University System colleges and universities totals almost $2 billion, consisting of about 14 million sq. ft. in more than 500 buildings.

NORTH DAKOTA UNIVERSITY SYSTEM

2009-11 FACILITIES DATA

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Replacement Value						Gross Square Footage			
	# Bldgs	Type I	Type II	Infrastruc-ture	Subtotal (1) - (3)	Type III	Total (4) + (5)	Type I	Type II	Type III	Total
BSC	13	$41,082,476	$4,707,124	$9,100,972	$54,890,572	$9,841,931	$64,732,503	332,881	38,896	73,068	444,845
LRSC	11	14,387,578	4,181,992	2,630,799	$21,200,369	$5,579,061	$26,779,430	126,301	46,057	52,140	224,498
WSC	13	19,603,032	981,488	4,947,821	$25,532,341	$2,723,759	$28,256,100	171,001	15,084	35,635	221,720
UND	225	232,854,505	247,278,769	80,462,168	$560,595,442	$242,189,265	$802,784,707	1,707,535	1,774,403	2,200,461	5,682,399
NDSU	92	228,763,701	84,057,414	55,963,284	$368,784,399	$137,209,520	$505,993,919	1,789,270	461,456	1,174,299	3,425,025
NDSCS	35	86,231,097	31,216,688	19,961,200	$137,408,985	$56,021,163	$193,430,148	643,558	148,806	470,136	1,262,500
DSU	29	38,860,141	14,688,182	4,847,241	$58,395,564	$17,191,384	$75,586,948	289,415	150,019	171,023	610,457
MASU	24	32,311,755	9,945,606	5,070,535	$47,327,896	$13,182,581	$60,510,477	227,572	49,684	127,830	405,086
MISU	27	92,415,664	19,929,253	12,601,594	$124,946,511	$24,988,508	$149,935,019	662,538	122,274	223,532	1,008,344
VCSU	29	29,537,453	14,545,058	4,105,224	$48,187,735	$16,031,549	$64,219,284	261,294	100,869	144,870	507,033
MISU-BC	18	12,638,269	1,569,846	1,746,666	$15,954,781	$6,700,671	$22,655,452	131,919	13,055	66,564	211,538
TOTAL	**515**	**828,685,671**	**433,101,420**	**201,437,504**	**$1,463,224,595**	**531,659,392**	**1,994,883,987**	**6,343,284**	**2,920,603**	**4,739,558**	**14,003,445**

Definitions:

Type I & II - Academic and other administrative buildings

Type III – Auxiliary Buildings (i.e. residence halls, food services, etc.)

Infrastructure includes steam lines, parking lots, storm sewers, sidewalks, etc.

This data is per the 2009-11 facilities data and infrastructure formula worksheets prepared Spring 2008 and is based upon the insured replacement values at that time.

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Funding and Rewards

December 2008

Major Capital Project Priority List

2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
New Construction/Renovation/Addition/Infrastructure						
Ranked State Funded Projects for the 11 Campuses						
1	NDSCS	Horton Hall Renovation	$5,700,000		$5,700,000	
2	NDUS/UND	NDUS and UND Joint IT Facility	$11,200,000		$11,200,000	
3	LRSC	Wind Energy Project	$2,609,920		$2,609,920	
4	MiSU-BC	Coal Boiler Replacement	$800,000		$800,000	
5	MISU	New Physical Plant Building/Replace or Refurbish Boiler	$3,750,000	$6,250,000	$10,000000	Performance contract/local
6	MASU	Science-Library Building Renovation and Addition (Including Raising of East and West Hall)	$4,958,325		$4,958,325	
7	NDSU	Minard Hall - Phase III	$13,000,000		$13,000,000	
8	UND	Renovation and Addition to the Education Building	$11,200,000		$11,200,000	
9	DSU	Stoxen Library Addition-Phase I	$8,820,000		$8,820,000	
10	WSC	Science Lab Renovation	$1,610,000		$1,610,000	
11	BSC	Technical Center Renovation	$9,590,500	$409,500	$10,000,000	Bismarck Public Schools
12	VCSU	LD Rhoades Science Addn & Renovation	$11,245,000		$11,245,000	
Total Ranked State-Funded Projects - 11 Campuses			$84,483,745	$6,659,500	$91,143,245	
Other Priorities, NOT for inclusion in 09-11 budget request (13 and 14 only)						
13	UND	UND Law School	$8,160,000		$8,160,000	
14	NDSU	NDSU Ceres Hall	$10,000,000		$10,000,000	
Ranked State Funded Projects for the UND School of Medicine and Health Sciences (SOMHS)						
1	SOMHS	Bismarck Family Practice Clinic	$5,000,000		$5,000,000	
Non-State Funded Projects for the 11 Campuses						
	WSC	Dormitory		$9,375,000	$9,375,000	Revenue bond
	UND	EERC Storage and Support Building		$1,540,000	$1,540,000	Local/Grant
	UND	COBPA Renovation and Addition		$20,500,000	$20,500,000	Private
	UND	Relocation and Renovation of Oxford House		$750,000	$750,000	Private
	UND	Indoor Track and Football Practice Field		$19,500,000	$19,500,000	Private/ Local
	UND	Starcher Hall Research Area Emergency Generator System		$600,000	$600,000	Grant
	NDSU	Auxiliary Enterprises Renovation/ West Dining Services Renovation		$7,000,000	$7,000,000	Revenue bond/local
	NDSU	Student Health Services Expansion		$1,100,000	$1,100,000	Local (fees)
	NDSU	NisKanen Student Apt. Addition		$20,000,000	$20,000,000	Revenue bond

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Major Capital Projects (cont.)

2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
Non-State Funded Projects for the 11 Campuses (continued)						
	NDSU	Ellig Softball Field (This is carryover project from 07-09)		$4,500,000	$4,500,000	Private
	NDSU	Bison Sports Arena (This is carryover project from 07-09)		$25,500,000	$25,500,000	Private
	NDSCS	Parking Lot 4 (Includes $714,000 carryover from 07-09)		$1,136,000	$1,136,000	Revenue bond
	NDSCS	Robertson Hall Renovation (This is carryover from 07-09)		$6,000,000	$6,000,000	Revenue bond
	MASU	Agassiz Hall Housing Renovation		$3,668,500	$3,668,500	Revenue bond
	MISU	Parking Lot Maintenance		$1,000,000	$1,000,000	Local
	MISU	Wellness Center		$15,000,000	$15,000,000	Revenue Bond/ Private
	VCSU	Snoeyenbos Hall Renovation		$3,500,000	$3,500,000	Revenue bond
	VCSU	WE Osmon Athletic & Wellness Ctr Addn-Phase 1		$15,000,000	$15,000,000	Private
	MISU-BC	Entrepreneurial Center for Horticulture		$2,000,000	$2,000,000	Federal/ Private
Total Non-State Funded Projects - Campuses			$0	$157,669,500	$157,669,500	
Ranked State Funded Projects for the NDSU Research Extension Centers (REC) and Forest Service						
1	Main REC	Research Greenhouse Complex-Final Phase	$16,800,000		$16,800,000	
1	For. Svc.	Greenhouse	$300,000		$300,000	
Total Ranked State-Funded Projects - NDSU Research Extension Centers and Forest Service			$17,100,000	$0	$17,100,000	
Non-State Funded Projects for the NDSU Research Extension Centers (REC)						
	Dkn REC	Dickinson REC Parking Lot and Landscaping (Carryover from 07-09)		$350,000	$350,000	Oil Revenue
Total Non-State Funded Projects - NDSU Research Extension Centers			$0	$350,000	$350,000	
Total - All			$106,583,745	$164,679,000	$271,262,745	

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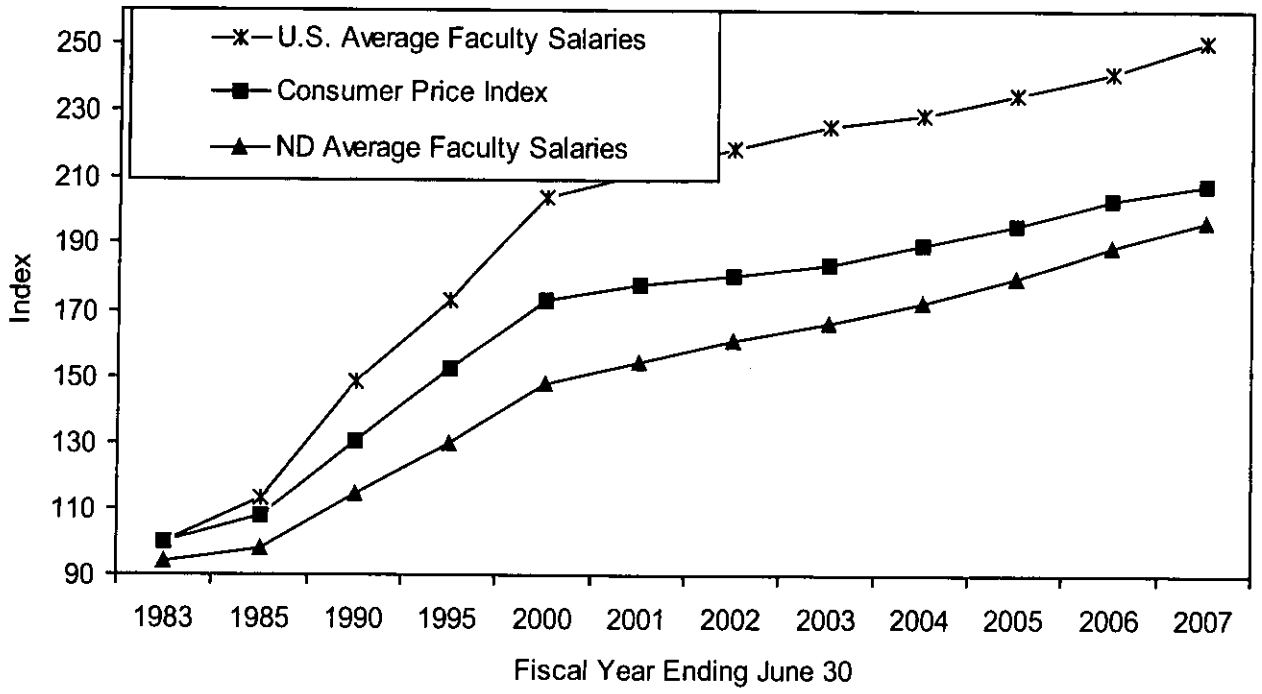
Funding and Rewards

December 2008

Salary Levels

Since 2001, average North Dakota University System faculty salary increases have exceeded U.S. average faculty salary increases and changes in the Consumer Price Index. However, due to the significant lag in increases in the 10 years preceding 2001, significantly larger increases are needed to catch up.



Data Sources: American Association of University Professors, *Academe*, Annual Reports
U.S. Department of Labor Consumer Price Index: July 1983 = 100

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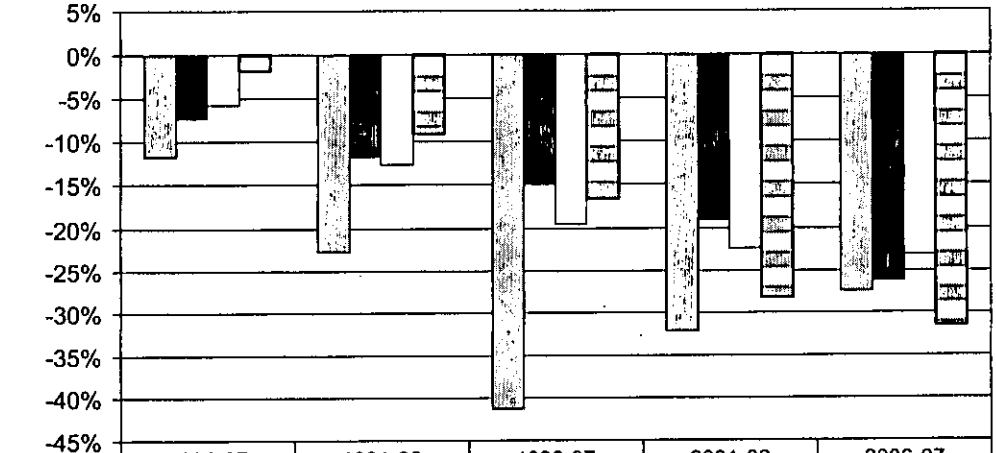
Salary Levels (cont.)

Market Comparison

While the average doctoral faculty salary gap has decreased slightly in the last five years, the masters, baccalaureate and two-year average salary gaps have increased. All remain significantly below their respective regional and national averages. North Dakota faculty salaries currently lag behind regional counterparts by 23 percent to 31.6 percent.

NDUS Faculty Salary Lag Behind Regional Averages



	1986-87	1991-92	1996-97	2001-02	2006-07
Doctoral	-11.7%	-22.7%	-41.3%	-32.2%	-27.5%
Masters	-7.3%	-11.7%	-14.7%	-19.1%	-26.2%
Baccal.	-5.8%	-12.6%	-19.6%	-22.4%	-23.1%
Two-Yr.	-1.8%	-9.1%	-16.6%	-28.2%	-31.6%

Source: AAUP, *Academe,* Annual Reports and NDUS annual budget data.
Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

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Salary Levels (cont.)

Overall improvement has been made at all types of institutions except the four-year campuses, which have lost ground, most significantly in the Administrative/Managerial job families. Average staff salaries at all institutions continue to be below the average market salary, with variances ranging from 2 percent to 18 percent.

Average Broadband Staff Salaries Compared to Job Market

		2007			2001
Band #	Job Family	Weighted Avg. NDUS Salary	Weighted Market Salary	% Variance	% Variance
		Doctoral (NDSU, UND)			
1000	Administrative/Managerial	$78,141	$79,188	-1.3%	-10.7%
3000	Professional	45,782	$47,168	-3.0%	-3.7%
4000	Technical & Paraprofessional	31,866	$32,305	-1.4%	-2.4%
5000	Office Support	27,643	$27,189	0.0%	-2.4%
6000	Crafts/Trades	36,941	$37,604	-1.8%	-12.5%
7000	Services	22,661	$22,964	-1.3%	-3.2%
	Weighted Average	**$36,162**	**$36,933**	**-2.1%**	**-6.9%**
Band #	Job Family	**Masters (MiSU)**			
1000	Administrative/Managerial	$50,872	$49,712	0.0%	-31.9%
3000	Professional	37,302	$39,491	-5.9%	-20.9%
4000	Technical & Paraprofessional	25,508	$27,047	-6.0%	0.0%
5000	Office Support	22,806	$25,453	-11.6%	-20.8%
6000	Crafts/Trades	27,403	$28,623	-4.5%	-23.0%
7000	Services	20,825	$20,482	0.0%	-13.9%
	Weighted Average	**$29,297**	**$31,073**	**-6.1%**	**-20.3%**
Band #	Job Family	**4-year (DSC, MaSU, VCSU)**			
1000	Administrative/Managerial	$49,860	$65,203	-30.8%	-17.2%
3000	Professional	35,966	$42,941	-19.4%	-20.8%
4000	Technical & Paraprofessional	24,116	$26,858	-11.4%	-10.0%
5000	Office Support	22,885	$27,135	-18.6%	-12.8%
6000	Crafts/Trades	28,707	$33,934	-18.2%	-28.1%
7000	Services	20,491	$20,961	-2.3%	-5.4%
	Weighted Average	**$29,271**	**$34,565**	**-18.1%**	**-16.6%**
Band #	Job Family	**2-year (BSC, LRSC, MISU-B, NDSCS, WSC)**			
1000	Administrative/Managerial	$56,864	$60,335	-6.1%	-22.0%
3000	Professional	40,072	$43,464	-8.5%	-16.1%
4000	Technical & Paraprofessional	27,974	$31,262	-11.8%	-14.8%
5000	Office Support	25,049	$27,716	-10.6%	-8.5%
6000	Crafts/Trades	30,260	$34,484	-14.0%	-10.2%
7000	Services	22,020	$23,360	-6.1%	-4.0%
	Weighted Average	**$31,126**	**$34,047**	**-9.4%**	**-14.1%**

Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index.

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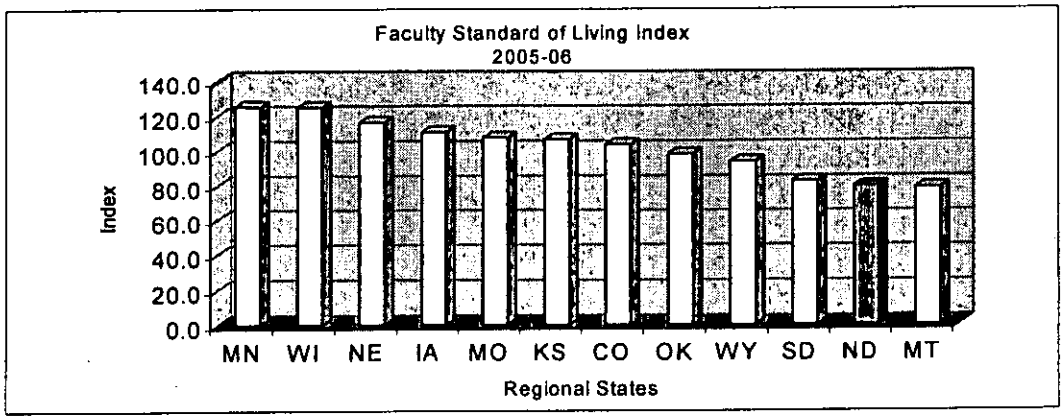
Salary Levels (cont.)

Cost of Living

Based on regional average faculty salaries, North Dakota faculty have a standard-of-living index of 79.7, compared to a regional average of 100.0. This indicates that the real purchasing power of NDUS faculty is substantially lower than the real purchasing power of faculty in other states in our region. The standard-of-living index takes into account the average faculty salary and the cost-of-living index. Since the previous report, North Dakota's regional standard of living rank has slipped from 10th to 11th place, demonstrating that previous salary increases were not sufficient to improve our ranking.

Faculty Standard of Living

	Regional Avg. Faculty Salary Factor (2005-06)[1]	National Composite Cost of Living Factor (2nd Qtr 2007)[2]	Regional Composite Cost of Living Factor (2nd Qtr 2007)[3]	Regional Standard of Living Index[4]	Std of Living Rank
Minnesota	133.1	100.8	106.3	125.2	1
Wisconsin	125.2	95.0	100.2	125.0	2
Nebraska	111.1	90.5	95.4	116.5	3
Iowa	108.4	92.8	97.9	110.8	4
Missouri	102.1	90.1	95.0	107.4	5
Kansas	102.6	91.5	96.5	106.4	6
Colorado	111.6	102.2	107.8	103.5	7
Oklahoma	97.5	94.1	99.2	98.2	8
Wyoming	95.0	96.0	101.2	93.9	9
South Dakota	81.7	93.7	98.8	82.7	10
North Dakota	80.1	95.4	100.6	79.7	11
Montana	84.6	101.9	107.4	78.7	12
Average	100.0	94.8	100.0	100.0	



[1] **Regional Avg. Faculty Salary Factor**
Indicates how the state's average faculty salary compares to the region as a whole. The regional figure is represented by the number 100.0. A factor higher than 100 indicates the state's average faculty salary is higher than average, and vice versa.
Data Source: 2005-06 regional average faculty salaries for public universities from Chronicle of Higher Education, 2007 Almanac.

[2] **National Composite Cost of Living Factor**
Indicates how the state's living expenses (housing, food, etc.) compare to the nation as a whole. All states are combined to develop the national average, which is represented by the number 100.0. A factor higher than 100 indicates the state's cost of living is higher than average, and vice versa.
Data Source: 2nd quarter, 2007 MERIC Composite Cost of Living Index (www.missourieconomy.org/indicators/cost_of_living)

[3] **Regional Composite Cost of Living Factor (composite cost of living index ÷ avg regional composite cost of living index)**
Compares each state's composite cost of living index to the average composite cost of living index for the region. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates the state's cost of living is lower than the average for the region.

[4] **Standard of Living Index** (Reg. Avg. Fac. Salary Factor ÷ Reg. Composite Cost of Living Factor)
Compares regional cost of living to average faculty salary to derive a state's relative standard of living for the average faculty member. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power. Presumably, standard of living is relatively lower for faculty in these states. And vice, verse for an index number greater than 100.0.

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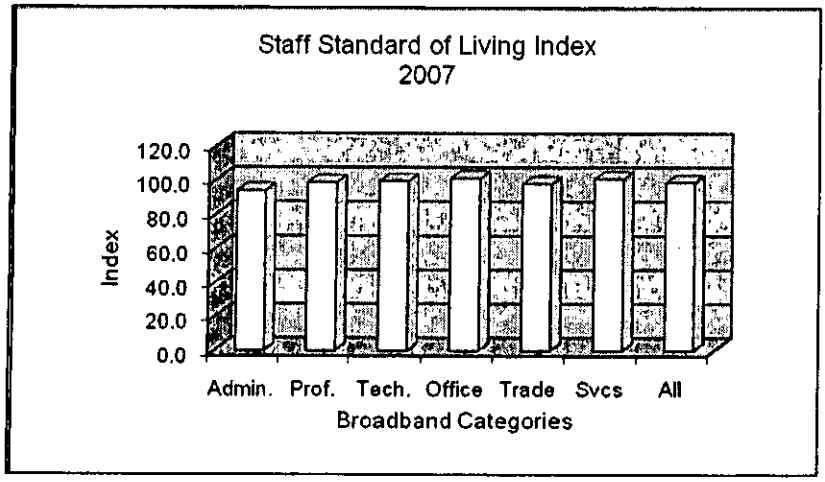
Salary Levels (cont.)

The NDUS standard of living is derived by comparing the NDUS average salary to the average cost of living in the region (Minnesota, North Dakota, South Dakota, Montana) for similar occupations. A factor of less than 100 indicates the NDUS average staff salary is lower than the regional average for similar occupations. Four NDUS broadband categories have a standard of living index of less than 100. The average standard-of-living index for all broadbands combined is 98.6. The real purchasing power of NDUS staff continues to be lower than the real purchasing power of other comparable positions in North Dakota and the surrounding three states.

Regional Standard Of Living - Staff

Broadband Category		Regional Avg. Salary Factor[1]	Regional Composite Cost of Living Factor (2nd Qtr 2007)[2]	Standard of Living Index[3]
Admin./Managerial	Admin.	91.3	97.4	93.7
Professional	Prof.	95.9	97.4	98.5
Tech/Paraprofessional	Tech.	96.7	97.4	99.3
Office Support	Office	98.4	97.4	101.0
Crafts/Trades	Trade	95.1	97.4	97.7
Services	Svcs	98.1	97.4	100.7
Average All Bands	All	96.1	97.4	98.6



[1] **Regional Avg Salary Factor**
Indicates how the NDUS average staff salary compares to ND, MN, MT and SD as a whole for similar occupations. The regional figure is represented by the number 100.0. An index number less than 100.0 indicates the average salary for NDUS staff is lower than the regional average salary for similar occupations.
Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index

[2] **Regional Composite Cost of Living Factor** (ND composite cost of living index + avg regional composite cost of living index)
Compares North Dakota's composite cost-of-living index to the average composite cost-of-living index for ND, MN, SD and MT. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates North Dakota's cost of living is lower than the average for the regional area.

[3] **Standard of Living Index** (Regional Avg. Salary Factor + Regional Composite Cost of Living Factor)
Compares regional composite cost of living to average staff salary to derive relative standard of living for NDUS staff compared to the regional average. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power for similar occupations. Presumably, standard of living is relatively lower for NDUS staff.

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Salary Levels (cont.)

Fringe Benefits

The state of North Dakota offers a comprehensive benefit package to NDUS employees, as do other states. Using the 2007 Central States Compensation Association survey data (and normalizing average salaries), North Dakota ranks eighth in the 12-state region in the value of total benefits provided. In fact, the value of the North Dakota benefit package ($14.55 per hour) is about 6% below the average for the region ($15.45 per hour). North Dakota ranks 9th in the region in actual benefits paid out due to the compounding effect of lower than average salaries. North Dakota's benefit package is a crucial recruitment and retention tool, but it does not offset the long-standing regional and national salary differential.

Regional Faculty Benefit Analysis 2007

State	Salary Rank[3]	Average Faculty Salary (9 months)	Hourly Faculty Salary (9 months)	Normalized Benefits Per Hour[1]								
				Holidays	Health Insurance[2]	Life Insurance[2]	Dental Insurance[2]	Retirement[2]	Social Security	Medicare	Total Benefits	Benefits Rank
Wyoming	9	$64,563	$41.39	$1.55	$8.72	$0.112	$0.19	$5.03	$2.77	$0.65	$19.02	1
Missouri	7	69,339	44.45	2.07	7.53	0.079	0.04	5.75	2.77	0.65	18.89	2
Wisconsin	2	85,082	54.54	1.55	8.52	0.083	0.00	4.83	2.77	0.65	18.41	3
Nebraska	4	75,506	48.40	2.07	9.01	0.021	0.00	3.35	2.77	0.65	17.87	4
Iowa	5	73,669	47.22	1.89	8.39	0.017	0.25	2.71	2.77	0.65	16.68	5
Minnesota	1	90,410	57.96	1.89	8.25	0.000	0.36	1.79	2.77	0.65	15.72	6
Colorado	3	75,782	48.58	1.72	4.36	0.000	0.32	5.15	2.77	0.65	14.97	7
North Dakota	**12**	54,446	34.90	1.81	5.07	0.001	0.00	4.25	2.77	0.65	14.55	**8**
Oklahoma	8	66,219	42.45	1.72	3.65	0.031	0.00	5.59	2.77	0.65	14.42	9
Montana	10	57,448	36.83	1.71	4.28	0.189	0.35	3.09	2.77	0.65	13.13	10
South Dakota	11	55,484	35.57	1.98	3.47	0.040	0.00	2.68	2.77	0.65	11.59	11
Kansas	6	69,719	44.69	1.72	2.04	0.000	0.37	2.58	2.77	0.65	10.14	12
Regional Average		**$69,806**	**$44.75**	**$1.81**	**$6.11**	**$0.048**	**$0.27**	**$3.90**	**$2.77**	**$0.65**	**$15.45**	

Data Sources:
2007 Central States Compensation Association – Benefit Survey
[1] Based on regional average hourly salary (to normalize the data) and 1,560 hours.
[2] Employer paid benefits for employee + family coverage.
[3] Salary rank of 9 and 10 month faculty of public higher ed institutions – 2005-06.

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NORTH DAKOTA
UNIVERSITY SYSTEM

Funding and Rewards

December 2008

Long-Term Finance Plan

The North Dakota University System's Long-Term Finance Plan is the budget mechanism mandated in state statute. It has three main components: base operating funds, capital assets and incentive funds.

Appropriate base operating funding levels are determined by comparisons of NDUS institutions to similar institutions nationwide, commonly referred as "benchmarks." These peers are defined by criteria such as enrollment size and mix, program mix, degree types, research expenditures, etc.

I. Principles

In May 2006, the State Board of Higher Education (SBHE), adopted revisions to the 2001 Long-Term Finance Plan. The following principles and characteristics served as the foundation of the revised Long-Term Finance Plan and resource allocation model:

NDUS – Long-Term Finance Plan Guiding Principles

GUIDING PRINCIPLES	CHARACTERISTICS
1. Funding for higher education must be a **shared responsibility** of the state - through state general fund appropriations, students-through tuition, and campuses-through efficiency and generating other revenues.	**SHARED RESPONSIBILITY**. *The funding model is based on obtaining funds from numerous sources.* **INCENTIVE BASED**. *The model should provide incentives for institutional effectiveness and efficiency.*
2. The State Board of Higher Education remains accountable for **maintaining affordable access** for ND citizens, by continuing to approve tuition rates and program fees for each campus. In addition, campuses are given flexibility to assess additional charges consistent with SBHE policy (i.e., 805.1, 805.1.4, 805.2, 805.3, 805.3.1) and to administer institutional discounting policies, within SBHE policy provisions (i.e., 820).	**AFFORDABLE ACCESS**. *The funding model must relate to funding needs at each institution, but must take into consideration the ability of students to pay.* **INSTITUTIONAL FLEXIBILITY**. *The funding model must also provide opportunity for institutions to provide additional funding or adjustments to meet programmatic needs.*

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Long-Term Finance Plan (cont.)

GUIDING PRINCIPLES	CHARACTERISTICS
3. An **engaged biennial budget process**, including input from the campuses, is utilized in defining and recommending the allocation of new state resources consistent with NDUS priorities.	**ENGAGED BUDGET PROCESS**. *The funding model will allow for key participants to provide input into the budget process.* **UNDERSTANDABLE**. *The model should effectively communicate to key participants in the state budget process how changes in institutional characteristics will affect funding levels.*
4. Campuses should be held **accountable** for the outcomes of the goals and objectives outlined in their campus strategic plans and their Roundtable campus alignment plans, and also be **rewarded and recognized** for accomplishing the goals and objectives and exhibiting behaviors consistent with the Roundtable principles (i.e., flexibility, responsiveness, entrepreneurship, accountability, collaboration).	**GOAL-BASED**. *The funding model should be expressed through missions, strategic plans, and institutional priorities.* **RESPONSIVE**. *The model should reflect changes in institutional priorities and mission as well as changing external conditions.*
5. Campuses should be encouraged to **diversify** and generate additional revenue sources.	**BALANCED**. *The funding model should provide a reasonable balance among funding sources*
6. Campuses should retain their most current legislative general fund appropriation as base operating funds, except for one-time funding items and perhaps in the event of a budget rescission.	**FUNDING STABILITY**. *The funding model should provide stable base funding.*
7. Campuses' **unique missions** should be recognized in establishing base operating funding and adequate funds should be provided to maintain institutional capacity to deliver their mission.	**MISSION SENSITIVE**. *The model should be based on the recognition that different institutional missions and priorities may require different levels of funding.*

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Long-Term Finance Plan (cont.)

GUIDING PRINCIPLES	CHARACTERISTICS
8. New biennial appropriation exceeding current base operating funds should be provided to: a. address **base funding to be allocated as parity and equity**. Base funding should include allocations to: 1.) Address **parity** or inflationary operating cost increases (i.e., cost to continue salary increases from previous biennium, operating and utility inflations, and new compensation and benefits adjustments); and 2.) Address **equity** differentials, based on **peer comparators**, as determined by the peer selection criteria and process, student enrollments, and based on agreed-upon targets outlined in the finance plan. Internal funding comparisons, while discouraged, should be understood and explainable; b. address **statewide priorities** through separate initiative appropriations to the SBHE. Funds should be allocated from the Board Initiative appropriation to encourage behavior consistent with the Roundtable principles (i.e., flexibility, responsiveness, entrepreneurship, accountability, collaboration); and c. address **capital assets** to maintain and replace state assets (i.e., facilities and infrastructure); and d. address **systemwide programs and services** to provide effective and efficient delivery across NDUS campuses, where appropriate, to support student aid, and other SBHE priorities.	**ADEQUACY DRIVEN**. *The model should determine the funding level needed by each institution to fulfill its approved mission, taking into consideration funding realities.* **SIZE-SENSITIVE**. *The model should reflect the impact that relative levels of student enrollment have on funding requirements.* **EQUITABLE**. *The model should provide both horizontal equity (equal treatment of equals) and vertical equity (unequal treatment of unequals) based on size, mission, and growth characteristics of the institutions.* **ADAPTABLE**. *The model should include provisions for supplemental state funding for unique activities that represent significant financial commitments and that are not common across the institutions.*
9. Campuses should be given the flexibility to allocate resources consistent with the priorities established in their strategic plans.	**FLEXIBLE**. *The model should be used to estimate funding requirements in broad categories; it is not intended for use in creating budget control categories.*
10. The model should be based on verifiable data, be rationale and reasonable, and understandable, without diminishing the validity of the model.	**VALID AND RELIABLE**. *The model should rely on valid and reliable data that are appropriate for measuring differences in funding requirements and that can be verified by third parties when necessary.*

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Long-Term Finance Plan (cont.)

II. Policies

A. Operating Budget

1. A biennial appropriation request will be made by the board, and appropriations will be made by the Legislative Assembly comprised of the following components in accordance with state statute approved by the 2005 Legislative Assembly: (1) base operating budget (2) capital asset funding and (3) special initiative funding.
2. Operating fund benchmarks will be established for determining funding requests and legislative appropriations for each institution using data from peer comparator institutions.
   a. These operating benchmarks will be established on the basis of comparing unrestricted revenues: state appropriations and net tuition revenues.
   b. The benchmarks will be established using the most recently available national Integrated Postsecondary Education Data Systems (IPEDS) data. Peers are to be reviewed, at a minimum, every four years.
   c. Peers will be utilized as recommended by MGT of America in 2006 with one substitution each at DSU, WSC and VCSU, and as approved by each campus.
3. Funding of institutions reflect a shared responsibility among the various stakeholders. Targets were established based on the following factors: ensuring regional access, enrollment size of campus, program type (undergraduate vs. graduate programs) and historical tiered tuition-rate structure. Recommended targets to be used in determining state general fund budget requests and legislative appropriations are as follows:

	% state	% student
UND/NDSU	60	40
MiSU	65	35
MaSU/VCSU/DSU	70	30
Two-year	75	25

4. Budget requests and legislative appropriations should be developed to move all institutions to 100 percent of their benchmarks.
5. Base funding requests and legislative appropriations should be based on the following:
   a. Base funding continues to be provided to all 11 institutions and also should include biennial operating fund increases to address parity.
   b. Current general fund appropriations should not be reallocated among campuses.
   c. A portion of increased state general fund appropriations will be allocated on a biennial basis to fund parity and to resolve equity differentials. Parity and equity will be distributed in the following priority order: (1) new and continuing salary and health insurance costs, (2) no less than 15 percent of total new funding allocated to equity (3) operating inflation, including utilities cost increases and (4) any remaining funding allocated to equity.

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Long-Term Finance Plan (cont.)

d. Equity funds will be distributed based on a weighting methodology that provides funding to all campuses funded at less than their benchmarks but with more to those furthest away from the benchmarks calculated on the average of: (a) a weighting model based on a percentage distance from peer benchmarks and (b) simple dollar distance from peer benchmarks.

e. State general fund appropriations for any campus should not be reduced below that of the previous biennium until such time the campus exceeds 105 percent of its peer benchmark, or enrollment declines are significant enough to cause a re-evaluation of the peer institutions and establishment of a new peer benchmark.

6. The SBHE will continue to approve the base tuition rate at each campus; however, institutions should be given discretion to establish additional tuition rate charges for targeted programs and discounting policies.

B. Capital Asset Funding

1. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the OMB building formula based on 2 percent of building replacement value for all buildings five years old or older, and 0 percent for buildings less than five years old.
2. The NDUS, in developing its budget request, and the legislature, in setting appropriations, shall continue to utilize the current OMB infrastructure formula.
3. Deferred maintenance will be factored into the new capital assets funding formula along with the revised building formula and the current infrastructure formula.
4. The use of the pool of dollars generated by this new combined formula will be left to the discretion of the institution (with appropriate approvals by the SBHE where required for projects greater than $100,000). Campuses would be given the authority to allocate funds for repair and replacement priorities for both deferred maintenance and regular repair and replacement projects as determined by the campus.
5. The SBHE will continue the major capital project priority process for establishing funding priorities for major new construction and major renovation/remodeling projects.
6. The board and legislature shall phase-in the capital assets funding model to reach full funding of the buildings and infrastructure formula over a 10-year period in 2013-15 and to address the deferred maintenance backlog that currently exists over 14 years in 2017-19.
7. Campuses will be allowed to continue carrying over unspent capital asset funding from one biennium to the next in order to complete projects started in one biennium but not completed until the next and/or to accumulate funds to complete large projects that require multi-year funding.
8. Institutions will be required to demonstrate they have expended funds in amounts at least as large as appropriations or place funds in escrow for larger renewal projects.
9. At the time full funding is achieved, campuses will cease requiring additional capital renewal/replacement funds beyond this level except for deferred maintenance.

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Long-Term Finance Plan (cont.)

10. The new capital asset funding model will be applied to new state buildings built on campus, but no new operating funds will be added to the base operating budget for operating costs if the operating base is already at the benchmark target.

C. State Priority

Appropriation requests and legislative appropriations for incentive/special initiatives provided to the SBHE to support state priorities will be made equivalent to 2 percent of the total NDUS state general fund appropriation, phased-in over six years.

D. About Parity/Equity

The terms "parity" and "equity" are used to distinguish between two categories of base operating fund increases.

About Parity ....

The term parity describes the funding needed to continue current programs and services, including salaries, utilities and operating inflationary increases.

About Equity . . .

The term equity describes the funding needed to move each of the 11 colleges and universities closer to its individual "benchmark." All NDUS institutions are funded at less than their peer benchmarks.

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North Dakota
University System

Creating
a University System
for the 21st Century

Analysis of 2009–2011
Executive Budget
Recommendation

December 2008

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

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North Dakota University System (NDUS)
Analysis of the 2009-11 Executive Budget Recommendation
SB's 2003 and 2020

The 2009-11 state general fund executive recommendation (including general fund major capital projects) is $614.2 million for the eleven campuses, UND School of Medicine and Health Sciences, Forest Service and North Dakota University System Office. The recommendation includes an increase of $98.6 million in base funding, which is an increase of 22.3% over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments. In addition, $24.2 million is included for one-time increases other than major capital projects and the remaining $49.9 million increase is for one-time major capital projects at the eleven campuses and the State Forest Service. When the one-time funds are taken into account, the total increase is $172.7 million (39.1%) over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments.

The $614.2 million proposed NDUS budget, along with the $3.3 million for workforce training in the Career and Technical Education budget is equivalent to 19.9% of the total proposed state spending of $3.11 billion for 2009-11, including base and one-time funding. That is an increase from the current 19.2% the NDUS received in 2007-09.

The general fund executive recommendation (including major capital projects) for the Upper Great Plains Transportation Institute (UGPTI), Northern Crops Institute (NCI), Extension Service and Research Stations, for the 2009-11 biennium, is $96.6 million. The recommendation includes an increase of $11.4 million in base funding, which is an increase of 16.9% over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments. In addition, $632,000 is for one-time increases other than major capital projects and the remaining $17 million increase is for one-time major capital projects. When the one-time funds are taken into account, the total increase is $29 million (43%) over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments.

Thus, the total recommended state general fund appropriation for all entities of the North Dakota University System (including major capital projects) for the 2009-11 biennium, is $710.8 million. The total base funding increase of $110 million is equivalent to a 21.6% increase, and when $91.8 million one-time increases ($24.9 million for one-time increases other than major capital projects and $66.9 million for major capital projects) are taken into account, the total increase is $201.8 million (39.6%) more than the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments.

This report includes summary and detail schedules of the executive recommendation, as well as the State Board of Higher Education's (SBHE) proposed changes on pages 4-5.

Highlights of 2009-11 Executive Budget Recommendation

	SBHE Request			Executive Recommendation		
	Base Funding	*One-Time Funding*	*Major Capital Projects (One-time)*	*Base Funding*	*One-Time Funding*	*Major Capital Projects (One-time)*
11 campuses and NDUS Office	$106.9	$81.4	$84.5	$91.8	$ 24.0	$49.6
UND SMHS	11.3	4.0	5.0	5.7	.2	
Forest Service	1.5		.3	1.1		.3
Subtotal	$119.7	$85.4	$89.8	$98.6	$24.2	$49.9
NDSU Extension, Research, NCI, UGPTI	$16.8	$2.3	$16.8	$11.4	$ .6	$17.0

Of the total base funding increase of $98.6 million for the campuses, NDUS Office, SMHS and Forest Service, $93 million is for parity, equity, and needs-based financial aid.

Major items included in the budget are:

- 100% of the state share of parity costs based on a 5% annual salary increase (SBHE requested 7% per year)
- $10 of the $18.5 million requested for equity was funded.
- $39.3 million for needs-based financial aid (SBHE requested $20 million) and $700,000 for Tribal College Assistance Program
- One-time funding of $20 million for deferred maintenance (SBHE request $50 million)
- 100% of base funding for security/emergency preparedness and $4 of the $20.6 million one-time funding for security/emergency preparedness
- 100% of funding requested to help stabilize Family Practice Center operations
- Funding for creation of the new RuralMed Scholarship program
- Funding to replace lost Forest Service federal funds
- $2.0 million increase in Technology Occupations Loan Forgiveness Program (referred to as STEM Initiative in Exec. Budget)
- 100% of SBHE requested state-funded major capital projects except the NDUS/UND Joint IT Facility and the Bismarck Family Practice Center. Projects at BSC, DSU and VCSU were partially funded.

Other major initiatives of importance to the NDUS which are included in other agency budgets are:

- $20 million for Centers of Excellence (OMB)
- $2.2 million for the state-wide longitudinal database (ITD)
- $3.3 million for workforce training (CTE)
- Deficiency appropriations for the following: UND - $1,310,955; NDSU - $527,842; NDSU Main Research Center - $100,499; Central Grasslands Research Center - $13,560 and North Central Research Center - $22,094.

SBHE Recommended Adjustments to Governor Hoeven's NDUS Budget Proposal

The State Board of Higher Education recommends that the NDUS request additional state funding through legislative action for the following previously approved SBHE initiatives and projects:

- Two-year and four-year campus affordability initiative $ 8,215,467 (Base)
- NDUS/UND joint IT facility $11,200,000 (One-time)
- UND deficiency appropriation [deficiency appropriation bill] $ 1,547,816 (2007-09)

In addition, the SBHE recommends that the NDUS request increased funding authorization for the following previously approved SBHE non-state funded capital project:

- MiSU Wellness Center $ 5,000,000 (One-time)

Two-year and four-year campus affordability: Listed as priority #7 in the 2009-11 SBHE budget request, the additional funding would permit the NDUS to freeze tuition rates at the current level at the two-year campuses and limit tuition rate increases to no more than four percent per year at the four-year campuses in 2009-10 and 2010-11. The Executive Budget does not include funding for this initiative. The amount has been reduced from the original request to reflect an annual five percent salary increase, instead of seven percent.

NDUS/UND Joint IT Facility: Listed as priority #2 on the 2009-11 SBHE major capital project priority list, the joint facility would, at a minimum: 1.) help address risks, including electrical power inefficiencies, security, heating/cooling and flooding/seeping events, in the current data center location which hosts systemwide administrative computing and library functions and UND's centralized IT functions and servers; 2.) facilitate co-location of NDUS and UND staff to provide greater service efficiencies and communication; 3.) provide adequate and ADA-accessible training space; 4.) provide back-up capacity for other system and campus IT services. The Executive Budget does not include funding for this project.

UND Deficiency Appropriation: Based on pending final settlement with FEMA on appealed projects, it is anticipated that the final 2007-09 deficiency appropriation request will need to increase from $1,310,955 to $2,858,771 to close out the 1997 flood expenses. The Executive Recommendation includes $1,310,955 (1997 flood disaster).

MiSU Wellness Center: Construction of a Wellness Center would: 1.) provide wellness activities for students, faculty and staff; 2.) provide health and wellness curricula and services in response to local and regional needs; and 3.) provide childcare. The $15 million project would be funded by $5 million from private funds and up to $10 million from revenue bond proceeds and/or local institutional funds. The Executive Recommendation includes $10 million special fund authorization ($5 million revenue bond and $5 million other funds) for this project. The request is to increase the revenue bond authority from $5 million to up to $10 million.

NORTH DAKOTA UNIVERSITY SYSTEM

Proposed SBHE Adjustments to the 2009-11 Executive Budget Recommended Increases (12/18/08)

		(1)	(2)	(3)	(4)
		General Fund Increase			Special Funds Increase
		Base Funding	One-time Funding	Total Base & One-time General Fund Increases	Capital Project Special Funds Increase
1	2009-11 Executive Budget Recommended Increases, Excluding Capital Projects	$98,615,540	$24,225,000	$122,840,540	$0
2	2009-11 Executive Budget Recommendation- Major Capital Projects		49,928,245	49,928,245	159,329,000
3	TOTAL Recommended Increases per Executive Budget	$98,615,540	$74,153,245	$172,768,785	$159,329,000
	Proposed Adjustments to the Executive Recommendation:				
4	Affordability initiative to limit tuition rate increases 1/	8,215,467		8,215,467	
5	NDUS/UND Joint IT Facility		11,200,000	11,200,000	
6	MiSU Wellness Center - Increase from $10 million to $15 million			-	5,000,000
7	Subtotal-Adjustments to NDUS Budget (Change From Executive Budget)	8,215,467	11,200,000	19,415,467	5,000,000
8	Total Proposed NDUS Increases With Adjustments	$106,831,007	$85,353,245	$192,184,252	$164,329,000
9	In addition, the SBHE recommends an increase of $1,547,816 (from $1,310,955 to $2,858,771) to the deficiency appropriation for UND based on anticipated final settlement with FEMA in November 2008 on appealed projects related to the 1997 flood disaster.				

1/ Funding this initiative would allow the NDUS to freeze tuition rates at the two-year campuses and limit increases to no more than four percent per year at the four-year campuses.

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NORTH DAKOTA UNIVERSITY SYSTEM
HISTORY OF LEGISLATIVE APPROPRIATIONS
Excludes Major Capital Projects & Capital Bond Payments
(In millions of dollars)

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
		NDUS Office/Grants, Eleven Campuses & Medical School			Extension and Experiment			Other Entities 1/			Total All Entities		
	Years	General Fund	Income 3/	Total	General Fund	Income	Total	General Fund	Income	Total	General Fund	Income	Total
A.	2009-11 Executive Recommendation 2/	549.45	3.35	$552.80	79.03	109.27	$188.30	3.55	1.00	$4.55	$632.03	$113.62	$745.65
B.	2009-11 Budget Request 2/	630.93	5.06	$635.99	87.28	104.65	$191.93	3.97	1.00	$4.97	$722.18	$110.71	$832.89
C.	2007-09 Adjusted Appropriation 2/	439.30	5.82	$445.12	67.69	102.55	$170.24	2.41	1.00	$3.41	$509.40	$109.37	$618.77
D.	2005-07 Adjusted Appropriation 2/	$372.53	$1.43	$373.96	$56.69	$89.25	$145.94	$1.99	$0.98	$2.97	$431.21	$91.66	$522.87
E.	2003-05 Adjusted Appropriation 2/	$350.48	$3.21	$353.69	$50.81	$71.55	$122.36	$1.80	$0.97	$2.77	$403.09	$75.73	$478.82
F.	2001-03 Adjusted Appropriation 2/	$354.08	$17.76	$371.84	$51.62	$61.28	$112.90	$1.85	$1.18	$3.03	$407.55	$80.22	$487.77
G.	1999-01 Adjusted Appropriation 2/	$321.35	$170.39	$491.74	$47.27	$49.34	$96.61	$1.70	$0.90	$2.60	$370.32	$220.63	$590.95

NOTES:

1/ Other Entities includes the Forest Service.

2/ The amounts do not include major capital projects and capital bond payments. Major capital projects included in the 2009-11 budget request total $271.3 million ($106.6 million general fund and $164.7 million other funds). The 2009-11 executive recommendation includes $226.6 million for major capital projects ($66.9 million general fund and $159.7 million other funds). In addition, the budget request and executive recommendation include $11.9 million general fund and $.7 million other funds for capital bond payments.

3/ All income from the campuses and Medical School are excluded, beginning with the 2001-03 biennium and thereafter.

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North Dakota University System
Summary of General Fund Increases
Per 2009-11 Executive Recommendation
(SB 2003 and SB 2020)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Campuses, Med School, Forest Service & NDUS Office (SB 2003)			UGPTI, NCI, Extension & Research (SB 2020)			Total		
2007-09 Adjusted General Fund Appropriation	$ 470,444,979			$ 76,290,237			$ 546,735,216		
Less OMB Adjustments:									
2007-09 One-time Funding	(28,576,870)			(8,730,630)			(37,307,500)		
2005-07 Capital Asset Carryover	(411,947)						(411,947)		
Total Base Adjustments	(28,988,817)			(8,730,630)			(37,719,447)		
2007-09 Adjusted Appropriation, Less Base Adjustments	441,456,162			67,559,607			509,015,769		
2009-11 Executive Recommendation	614,224,947			96,595,159			710,820,106		
Total Increase from 07-09 Adjusted Appropriation	$ 143,779,968			$ 20,304,922			$ 164,084,890		
Total Increase from 07-09 Adjusted Appropriation, Less 07-09 One-Time & Carryover Adjustments	$ 172,768,785			$ 29,035,552			$ 201,804,337		

Summary of Increases from 07-09 Adjusted Appropriation, Less 07-09 One-Time and Carryover Adjustments	Requested Increase	Increase Funded	Incr over Adj Approp	Requested Increase	Increase Funded	Incr over Adj Approp	Requested Increase	Increase Funded	Incr over Adj Approp
Permanent Base Increase	$ 119,660,573	$ 98,615,540	22.3%	$ 16,785,731	$11,403,552	16.9%	$136,446,304	$110,019,092	21.6%
One-time Increases	85,389,955	24,225,000	5.5%	2,346,850	632,000	0.9%	87,736,805	24,857,000	4.9%
Capital Projects - One-time	89,783,745	49,928,245	11.3%	16,800,000	17,000,000	25.2%	106,583,745	66,928,245	13.1%
Total Increase (Decrease)	$ 294,834,273	172,768,785	39.1%	$ 35,932,581	$29,035,552	43.0%	$330,766,854	$201,804,337	39.6%

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NDUS Campuses, NDUS Office, [redacted]al School and Forest Service
Comparison of SBHE General Fund Request to Executive Recommendation (SB 2003)

		(1) SBHE 2009-11 Prioritized GF Revised Request	(2) Executive Recommendation	(3) Executive Recommendation Over (Under) Budget Request	(4) Comments
A	**Base Funding Request:**				
	2007-09 Adjusted Base Funding Appropriation	**$441,456,162**	**$441,456,162**	**$ -**	
	Campuses & NDUS Office (SMHS included in lines 2,5 & 7, Forest Service included in line 2)				
1	Decreased capital bond payments ($3,427,564), SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)	(3,827,674)	(3,827,674)	-	
2	100% of Parity or cost to continue--7%/7% salary and FINAL health insurance increases, utility cost increases and operating inflation (Includes SMHS and Forest Service)	59,086,833	49,367,855	(9,718,978)	Includes 5% annual salary increases, rather than 7% per the budget request (Totals include SMHS and Forest Service)
3	Emergency Preparedness/Security	1,334,865	1,334,865	-	
4	Needs-based financial aid	14,056,000	33,112,203	19,056,203	Provides a total of $39.3 million state general funds for needs-based financial aid
5	Equity adjustment to address funding differentials-15% (Includes SMHS)	18,500,000	10,000,000	(8,500,000)	Totals include SMHS
6	Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)	2,370,000	1,220,000	(1,150,000)	Northern Tier ($1M) and ODIN Web Developer ($150,000) are not funded
7	Two and Four-Year college affordability (Includes SMHS)	12,587,040	-	(12,587,040)	
8	EPSCoR research matching funds	2,800,000	800,000	(2,000,000)	
9	New Academic and Technical Program Start-up Revolving Fund	1,000,000	-	(1,000,000)	
10	Disabled Student Services Funding	150,000	150,000	-	
11	Bismarck HE Center	630,000	-	(630,000)	
12	Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)	803,000	2,803,000	2,000,000	Includes increase to technology occupations loan forgiveness from $1,000 to $2,000/yr for 5 years
13	Comprehensive Career Planning Initiative	1,500,000	-	(1,500,000)	
14	Access, Collaboration and Enhancement Fund (ACE)	1,750,000	-	(1,750,000)	
15	Shared recruitment initiatives	500,000	-	(500,000)	
16	NDUS Services - Continuation of FINDET ($156,830), NDUS Office Legal Assistant ($128,930)	285,760	154,007	(131,753)	Includes parity costs for FINDET and provides full funding from the general fund. Legal assistant is not funded
	Tribal Community College Grants		700,000	700,000	Replaces 2007-09 permanent oil trust funds
	ND Space Grant Consortium		100,000	100,000	To be added to $300,000 in UND's base budget. This was not included in the SBHE request.
	UND School of Medicine & Health Sciences (In addition to parity, equity and affordability included above)				
1	Stabilize operations of the Bismarck and Minot Centers for Family Medicine (CFM)	1,275,000	1,275,000	-	
2	Implement Electronic Medical Records System for CFMs for training (combination of base and one-time funding)	225,000	-	(225,000)	This was requested as base funding, but included in the executive recommendation as one-time funding
3	Create RuralMed program- Funded tuition scholarship to encourage students into family medicine rural practice	600,000	600,000	-	
4	Develop and implement comprehensive health care delivery plan for the State of ND	707,850	-	(707,850)	
5	Implement new master's in public health degree	1,133,600	-	(1,133,600)	
6	Enhanced prevention training and focus on geriatrics	1,074,450	-	(1,074,450)	
	Forest Service (In addition to parity included above)				
1	Replace lost federal forestry funding	826,284	826,284	-	Includes language that up to $826,284 is available, based on actual federal authorizations & resulting reductions
2	Program Enhancement-10% base funding increase	292,565	-	(292,565)	
	Total Base Funding Increase Request & Recommendation	**119,660,573**	**98,615,540**	**(21,045,033)**	
	Percentage Increase over 2007-09 Adjusted Appropriation	**27%**	**22%**		

NDUS Campuses, NDUS Office, Medical School and Forest Service
Comparison of SBHE General Fund Request to Executive Recommendation (SB 2003)

		(1) SBHE 2009-11 Prioritized GF Revised Request	(2) Executive Recommendation	(3) Executive Recommendation Over (Under) Budget Request	(4) Comments
B	**One-time Funding Request:**				
1	Deferred Maintenance-facilites and infrastructure	$50,000,000	$20,000,000	($30,000,000)	
2	Emergency Preparedness/Security	20,642,000	4,000,000	(16,642,000)	$4 million is included in the NDUS Office budget
3	Technology Maintenance - IVN CODEC Replacement ($350,000), SITS Collaboration and Emergency Pool ($200,000)	550,000	-	(550,000)	
4	STEM Initiative	4,000,000	-	(4,000,000)	
5	Pay-off special assessments	1,697,955	-	(1,697,955)	
6	Bismarck HE Center	4,500,000	-	(4,500,000)	
	SMHS - Electronic Medical Records System, requested as #2 base funding priority, but recommended as one-time				
1	SMHS - Retire Minot CFM bond debt	4,000,000	225,000	225,000	Funded SMHS #2 base funding request as one-time
	Total One-time Funding Increase Request & Recommendation	$85,389,955	$24,225,000	($61,164,955)	

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North Dakota University System Campuses and UND School of Medicine and Health Sciences (SMHS)
Summary of 2009-11 Parity Increases, Assuming Salary Increases of 5% Per Year with Final Health Insurance Increases

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Cost to Continue FY 09 Legislatively Funded Salary Increases	Total Estimated Health Insurance, Based on Funded Premium of $825.97 per Month	Est Cost of Compensation Pkg at 5% Per Year	Subtotal, Salary and Health Insurance Increases (Col 1+2+3)	Est Operating Inflation, Excl Utilities at 2.0% for FY10 & 2.2% for FY11	Estimated Actual Utility Increases	Estimated Utility Costs of New Bldgs Coming Online 2009-11	Total Estimated Increases in Computation of Parity (Col 4+5+6+7)	Targeted State Portion Per Funding Model	GF Portion of Parity, using Targeted Funding Percent (Col 8x9)
BSC	541,888	869,426	1,735,397	3,146,711	398,102	167,608	184,000	3,896,421	75%	2,922,316
LRSC	155,016	259,698	496,438	911,152	89,660	41,475		1,042,287	75%	781,715
WSC	148,637	274,093	476,007	898,737	58,538	25,188	42,032	1,024,495	75%	768,371
UND	3,499,036	4,444,774	11,205,663	19,149,473	1,335,932	2,435,456	53,687	22,974,548		13,806,731
UND SMHS	974,927	825,691	3,122,205	4,922,823	434,302	0		5,357,125		3,214,275
Total-UND/SMHS	4,473,963	5,270,465	14,327,868	24,072,296	1,770,234	2,435,456	53,687	28,331,673	60%	17,021,006
NDSU	3,149,849	3,841,363	10,087,391	17,078,603	964,561	3,016,658	187,879	21,247,701	60%	12,748,621
NDSCS	579,394	929,500	1,855,510	3,364,404	187,021	387,361	28,000	3,966,786	75%	2,975,090
DSU	472,855	771,758	1,514,319	2,758,932	234,847	476,065	240,000	3,709,844	70%	2,596,891
MaSU	197,916	341,368	633,826	1,173,110	92,427	317,230		1,582,767	70%	1,107,937
MiSU	810,913	1,200,829	2,596,947	4,608,689	158,357	422,313		5,189,359	65%	3,373,083
VCSU	310,040	536,435	992,902	1,839,377	117,300	149,003		2,105,680	70%	1,473,976
MiSU-BC	96,406	193,021	308,741	598,168	24,787	66,369		689,324	75%	516,993
Subtotal	10,936,877	14,487,956	35,025,346	60,450,179	4,095,834	7,504,726	735,598	72,786,337		46,285,998
	TARGETED STATE SHARE OF EACH OF ABOVE PARITY COMPONENTS BASED % IN COLUMN 9									
BSC	406,416	652,070	1,301,548	2,360,033	298,577	125,706	138,000	2,922,316		
LRSC	116,262	194,774	372,329	683,364	67,245	31,106	-	781,715		
WSC	111,478	205,570	357,005	674,053	43,904	18,891	31,524	768,371		
UND	2,102,942	2,670,895	6,734,672	11,508,509	804,736	1,461,274	32,212	13,806,731		
UND SMHS	584,956	495,415	1,873,323	2,953,694	260,581	-	-	3,214,275		
Total-UND/SMHS	2,687,898	3,166,310	8,607,995	14,462,203	1,065,317	1,461,274	32,212	17,021,006		
NDSU	1,889,909	2,304,818	6,052,435	10,247,162	578,737	1,809,995	112,727	12,748,621		
NDSCS	434,546	697,125	1,391,633	2,523,303	140,266	290,521	21,000	2,975,090		
DSU	330,999	540,231	1,060,023	1,931,252	164,393	333,246	168,000	2,596,891		
MaSU	138,541	238,958	443,678	821,177	64,699	222,061	-	1,107,937		
MiSU	527,093	780,539	1,688,016	2,995,648	102,932	274,503	-	3,373,083		
VCSU	217,028	375,505	695,031	1,287,564	82,110	104,302	-	1,473,976		
MiSU-BC	72,305	144,766	231,556	448,626	18,590	49,777	-	516,993		
Subtotal	6,932,474	9,300,663	22,201,248	38,434,385	2,626,769	4,721,381	503,464	46,285,998		

Note - This schedule includes parity for campuses and SMHS only, compared to the $49,367,855 on page 8 (line 2), which also includes parity of the Forest Service, NDUS Office and SITS pool.

North Dakota University System Equity Allocation
Comparison of Budget Request to Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Budget Request With $250,000 Minimum or 52% Peers			Executive Recommendation Based on Proportionate Share of Request in Column 5	
	Current Percent of Peer Benchmark - Before 09-11 Budget Allocations	LTF Plan Model Allocation Based on Dollar and Percent Distance From Peers	Percentage distribution of those campuses not participating in minimum allocation		2009-11 Budget Request - LTF Plan Model, with minimum of $250,000 or 52% of peers	Executive Recommendation	Percent of Peer Benchmark - After Allocation of 09-11 Parity and Equity
					$15,250,000		
BSC	53%	$818,924	$818,924	5.1%	$770,669	$416,578	62%
LRSC	47%	$385,754	$385,754	2.4%	$363,023	$196,229	55%
WSC	63%	$150,486			$250,000	$135,135	71%
UND & SMHS	53%	$5,960,340	$5,960,340	36.8%	$5,609,129	$3,031,962	61%
NDSU	41%	$7,631,344	$7,631,344	47.1%	$9,181,670	$4,963,065	49%
NDSCS	88%	$19,750			$250,000	$135,135	98%
DSU	49%	$872,227	$872,227	5.4%	$820,831	$443,693	58%
MaSU	75%	$101,667			$250,000	$135,135	84%
MiSU	67%	$536,277	$536,277	3.3%	$504,677	$272,798	75%
VCSU	86%	$21,069			$250,000	$135,135	96%
MISU-BC	89%	$2,162			$250,000	$135,135	101%
TOTAL	53%	$16,500,000	$16,204,866	100.0%	$18,500,000	$10,000,000	61%

1/ Allocated equity to UND and the Med School (SMHS), based on proportionate share of parity (consistent with past practice):

UND = 80.511%	4,515,966	Med = 19.489%	1,093,163	5,609,129

Executive recommendation includes the same proportionate share of the budget request:

UND = 80.511%	2,441,063	Med = 19.489%	590,899	3,031,962

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NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	Bismarck State College			*Lake Region State College*		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 20,695,572	$ 20,695,572	$ -	$ 6,636,952	$ 6,636,952	$ -
Base Adjustments	(718,411)	(718,411)	-	(81,942)	(81,942)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	19,977,161	19,977,161	-	6,555,010	6,555,010	-
Prioritized SBHE Needs Based Request:						
Parity	3,454,883	2,922,316	(532,567)	934,065	781,715	(152,350)
Emergency Preparedness/Security	308,437	308,437	-	101,153	101,153	-
Equity	770,670	416,578	(354,092)	363,023	196,229	(166,794)
Two and Four-Year College Affordability	1,110,944		(1,110,944)	299,203		(299,203)
Bismarck Higher Education Center	630,000		(630,000)			-
Total Requested Increase in GF Base Funding	6,274,934	3,647,331	(2,627,603)	1,697,444	1,079,097	(618,347)
Total Base General Fund Request & Recommendation	26,252,095	23,624,492	(2,627,603)	8,252,454	7,634,107	(618,347)
One-time Budget Requests:						
Deferred Maintenance	851,591	340,637	(510,954)	234,518	93,807	(140,711)
Emergency Preparedness/Security	635,478		(635,478)	336,970		(336,970)
STEM Initiative	249,000		(249,000)			-
Pay-off special assessments	349,229		(349,229)			-
Bismarck HE Center	4,500,000		(4,500,000)			-
Total One-time Budget Request & Recommendation	6,585,298	340,637	(6,244,661)	571,488	93,807	(477,681)
2009-11 State-funded Projects	9,590,500	3,000,000	(6,590,500)	2,609,920	2,609,920	-
Total 2009-11 General Fund Request & Recommendation	$ 42,427,893	$ 26,965,129	$ (15,462,764)	$ 11,433,862	$ 10,337,834	$ (1,096,028)

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NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	Williston State College			*University of North Dakota*		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 6,579,702	$ 6,579,702	$ -	$ 115,120,705	$ 115,120,705	$ -
Base Adjustments	(70,723)	(70,723)	-	(5,465,730)	(5,465,730)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	6,508,979	6,508,979	-	109,654,975	109,654,975	-
Prioritized SBHE Needs Based Request:						
Parity	914,451	768,371	(146,080)	16,562,425	13,806,731	(2,755,694)
Emergency Preparedness/Security	109,364	109,364	-	204,600	204,600	-
Equity	250,000	135,135	(114,865)	4,515,966	2,441,063	(2,074,903)
Two and Four-Year College Affordability	291,990		(291,990)	3,366,719		(3,366,719)
Bismarck Higher Education Center			-			-
Total Requested Increase in GF Base Funding	1,565,805	1,012,870	(552,935)	24,649,710	16,452,394	(8,197,316)
Total Base General Fund Request & Recommendation	8,074,784	7,521,849	(552,935)	134,304,685	126,107,369	(8,197,316)
One-time Budget Requests:						
Deferred Maintenance	955,003	382,002	(573,001)	17,946,685	7,178,674	(10,768,011)
Emergency Preparedness/Security	329,134		(329,134)	7,990,901		(7,990,901)
STEM Initiative			-	1,115,800		(1,115,800)
Pay-off special assessments			-	299,961		(299,961)
Bismarck HE Center			-			-
Total One-time Budget Request & Recommendation	1,284,137	382,002	(902,135)	27,353,347	7,178,674	(20,174,673)
2009-11 State-funded Projects	1,610,000	1,610,000	-	22,400,000	11,200,000	(11,200,000)
Total 2009-11 General Fund Request & Recommendation	$ 10,968,921	$ 9,513,851	$ (1,455,070)	$ 184,058,032	$ 144,486,043	$ (39,571,989)

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NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	North Dakota State University			*North Dakota State College of Science*		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 98,302,791	$ 98,302,791	$ -	$ 29,126,813	$ 29,126,813	$ -
Base Adjustments	(7,016,936)	(7,016,936)	-	(983,113)	(983,113)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	91,285,855	91,285,855	-	28,143,700	28,143,700	-
Prioritized SBHE Needs Based Request:						
Parity	15,225,158	12,748,621	(2,476,537)	3,544,519	2,975,090	(569,429)
Emergency Preparedness/Security	192,116	192,116	-	50,000	50,000	-
Equity	9,181,670	4,963,065	(4,218,605)	250,000	135,135	(114,865)
Two and Four-Year College Affordability	3,279,828		(3,279,828)	1,138,011		(1,138,011)
Bismarck Higher Education Center			-			-
Total Requested Increase in GF Base Funding	27,878,772	17,903,802	(9,974,970)	4,982,530	3,160,225	(1,822,305)
Total Base General Fund Request & Recommendation	119,164,627	109,189,657	(9,974,970)	33,126,230	31,303,925	(1,822,305)
One-time Budget Requests:						
Deferred Maintenance	13,389,543	5,355,817	(8,033,726)	2,585,358	1,034,143	(1,551,215)
Emergency Preparedness/Security	5,240,288		(5,240,288)	1,919,766		(1,919,766)
STEM Initiative	500,000		(500,000)	386,300		(386,300)
Pay-off special assessments	340,865		(340,865)	193,129		(193,129)
Bismarck HE Center			-			-
Total One-time Budget Request & Recommendation	19,470,696	5,355,817	(14,114,879)	5,084,553	1,034,143	(4,050,410)
2009-11 State-funded Projects	13,000,000	13,000,000	-	5,700,000	5,700,000	-
Total 2009-11 General Fund Request & Recommendation	$ 151,635,323	$ 127,545,474	$ (24,089,849)	$ 43,910,783	$ 38,038,068	$ (5,872,715)

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NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	Dickinson State University			Mayville State University		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 18,024,873	$ 18,024,873	$ -	$ 11,205,028	$ 11,205,028	$ -
Base Adjustments	(785,073)	(785,073)	-	(880,969)	(880,969)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	17,239,800	17,239,800	-	10,324,059	10,324,059	-
Prioritized SBHE Needs Based Request:						
Parity	3,030,632	2,596,891	(433,741)	1,289,482	1,107,937	(181,545)
Emergency Preparedness/Security	57,280	57,280	-	70,446	70,446	-
Equity	820,831	443,692	(377,139)	250,000	135,135	(114,865)
Two and Four-Year College Affordability	218,301		(218,301)	215,250		(215,250)
Bismarck Higher Education Center			-			-
Total Requested Increase in GF Base Funding	4,127,044	3,097,863	(1,029,181)	1,825,178	1,313,518	(511,660)
Total Base General Fund Request & Recommendation	21,366,844	20,337,663	(1,029,181)	12,149,237	11,637,577	(511,660)
One-time Budget Requests:						
Deferred Maintenance	4,155,430	1,662,172	(2,493,258)	4,775,300	1,910,120	(2,865,180)
Emergency Preparedness/Security	933,999		(933,999)	609,602		(609,602)
STEM Initiative	646,600		(646,600)			-
Pay-off special assessments			-	481,825		(481,825)
Bismarck HE Center			-			-
Total One-time Budget Request & Recommendation	5,736,029	1,662,172	(4,073,857)	5,866,727	1,910,120	(3,956,607)
2009-11 State-funded Projects	8,820,000	2,000,000	(6,820,000)	4,958,325	4,958,325	-
Total 2009-11 General Fund Request & Recommendation	$ 35,922,873	$ 23,999,835	$ (11,923,038)	$ 22,974,289	$ 18,506,022	$ (4,468,267)

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NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	Minot State University			*Valley City State University*		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 38,267,401	$ 38,267,401	$ -	$ 14,146,372	$ 14,146,372	$ -
Base Adjustments	(7,575,409)	(7,575,409)	-	(537,819)	(537,819)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	30,691,992	30,691,992	-	13,608,553	13,608,553	-
Prioritized SBHE Needs Based Request:						
Parity	4,063,787	3,373,083	(690,704)	1,758,368	1,473,976	(284,392)
Emergency Preparedness/Security	84,000	84,000	-	50,000	50,000	-
Equity	504,677	272,798	(231,879)	250,000	135,135	(114,865)
Two and Four-Year College Affordability	986,640		(986,640)	268,648		(268,648)
Bismarck Higher Education Center			-			-
Total Requested Increase in GF Base Funding	5,639,104	3,729,881	(1,909,223)	2,327,016	1,659,111	(667,905)
Total Base General Fund Request & Recommendation	36,331,096	34,421,873	(1,909,223)	15,935,569	15,267,664	(667,905)
One-time Budget Requests:						
Deferred Maintenance	1,487,778	595,111	(892,667)	3,262,303	1,304,921	(1,957,382)
Emergency Preparedness/Security	1,545,618		(1,545,618)	776,591		(776,591)
STEM Initiative	400,400		(400,400)	490,200		(490,200)
Pay-off special assessments			-	32,946		(32,946)
Bismarck HE Center			-			-
Total One-time Budget Request & Recommendation	3,433,796	595,111	(2,838,685)	4,562,040	1,304,921	(3,257,119)
2009-11 State-funded Projects	3,750,000	3,750,000	-	11,245,000	1,000,000	(10,245,000)
Total 2009-11 General Fund Request & Recommendation	$ 43,514,892	$ 38,766,984	$ (4,747,908)	$ 31,742,609	$ 17,572,585	$ (14,170,024)

G:\CATHY\EXCELFIL\BIENNIAL BUDGETS\2009-11 Budget\Executive Recommendation\[Exec Recom Compare to Request.xlsx]High level summary (2)

NDUS Campuses
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	Minot State University-Bottineau Campus			*Total Campuses*		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 4,918,250	$ 4,918,250	$ -	$ 363,024,459	$ 363,024,459	$ -
Base Adjustments	49,523	49,523	-	(24,066,602)	(24,066,602)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	4,967,773	4,967,773	-	338,957,857	338,957,857	-
Prioritized SBHE Needs Based Request:						
Parity	611,742	516,993	(94,749)	51,389,512	43,071,724	(8,317,788)
Emergency Preparedness/Security	107,469	107,469	-	1,334,865	1,334,865	-
Equity	250,000	135,135	(114,865)	17,406,837	9,409,100	(7,997,737)
Two and Four-Year College Affordability	194,882		(194,882)	11,370,416	-	(11,370,416)
Bismarck Higher Education Center			-	630,000	-	(630,000)
Total Requested Increase in GF Base Funding	1,164,093	759,597	(404,496)	82,131,630	53,815,689	(28,315,941)
Total Base General Fund Request & Recommendation	6,131,866	5,727,370	(404,496)	421,089,487	392,773,546	(28,315,941)
One-time Budget Requests:						
Deferred Maintenance	242,551	97,021	(145,530)	49,886,060	19,954,425	(29,931,635)
Emergency Preparedness/Security	323,653		(323,653)	20,642,000	-	(20,642,000)
STEM Initiative			-	3,788,300	-	(3,788,300)
Pay-off special assessments			-	1,697,955	-	(1,697,955)
Bismarck HE Center			-	4,500,000	-	(4,500,000)
Total One-time Budget Request & Recommendation	566,204	97,021	(469,183)	80,514,315	19,954,425	(60,559,890)
2009-11 State-funded Projects	800,000	800,000	-	84,483,745	49,628,245	(34,855,500)
Total 2009-11 General Fund Request & Recommendation	$ 7,498,070	$ 6,624,391	$ (873,679)	$ 586,087,547	$ 462,356,216	$ (123,731,331)

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UND School of Medicine and Health Sciences
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)	(4)	(5)	(6)
	UND School of Medicine and Health Sciences					
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation Base Funding	Executive Recommendation Change in Base Funding	Executive Recommendation One-Time Funding	Total Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 34,488,501	$ 34,488,501			$ 34,488,501	$ -
Base Adjustments	(460,800)	(460,800)			(460,800)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**34,027,701**	**34,027,701**			**34,027,701**	-
Prioritized SBHE Needs Based Request:						
Parity	3,980,802	3,214,275			3,214,275	(766,527)
Equity	1,093,163	590,899			590,899	(502,264)
Two and Four-Year College Affordability	1,216,624				-	(1,216,624)
Stabilize operations of the Bismarck and Minot Centers for Family Medicine (CFM)	1,275,000	1,275,000			1,275,000	-
Implement Electronic Medical Records System for CFMs for training (combination of base and one-time funding)	225,000		(225,000)	225,000	225,000	-
Create RuralMed program- Funded tuition scholarship to encourage students into family medicine rural practice	600,000	600,000			600,000	-
Develop and implement comprehensive health care delivery plan for the State of ND	707,850				-	(707,850)
Implement new master's in public health degree	1,133,600				-	(1,133,600)
Enhanced prevention training and focus on geriatrics	1,074,450				-	(1,074,450)
Total Requested Increase in GF Base Funding	11,306,489	5,680,174	(225,000)	225,000	5,905,174	(5,401,315)
Total Base General Fund Request & Recommendation	**45,334,190**	**39,707,875**	**(225,000)**	**225,000**	**39,932,875**	**(5,401,315)**
One-time Budget Requests:						
Retire Minot CFM Bond Debt	4,000,000				-	(4,000,000)
Total One-time Budget Request & Recommendation	**4,000,000**	-	-	-	-	**(4,000,000)**
2009-11 State-funded Projects	5,000,000				-	(5,000,000)
Total 2009-11 General Fund Request & Recommendation	$ 54,334,190	$ 39,707,875	$ (225,000)	$ 225,000	$ 39,932,875	$ (14,401,316)

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ND Forest Service
Comparison of SBHE General Fund Revised Request And Executive Recommendation

	(1)	(2)	(3)
	ND Forest Service		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 2,535,546	$ 2,535,546	$ -
Base Adjustments	(143,566)	(143,566)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	2,391,980	2,391,980	-
Prioritized SBHE Needs Based Request:			
Parity	350,606	291,928	(58,678)
Replace lost federal forestry funding	826,284	826,284	-
Program Enhancement-10% base funding increase	292,565	-	(292,565)
Total Requested Increase in GF Base Funding	1,469,455	1,118,212	(351,243)
Total Base General Fund Request & Recommendation	3,861,435	3,510,192	(351,243)
One-time Budget Requests:			
Deferred Maintenance	113,940	45,576	(68,364)
Total One-time Budget Request & Recommendation	113,940	45,576	(68,364)
2009-11 State-funded Projects	300,000	300,000	-
Total 2009-11 General Fund Request & Recommendation	$ 4,275,375	$ 3,855,768	$ (419,608)

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NDUS Office
Comparison of SBHE General Fund Revised Request And Executive Recommendation

	(1)	(2)	(3)
	NDUS Office		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 68,601,118	$ 68,601,118	$ -
Base Adjustments	(2,522,494)	(2,522,494)	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	66,078,624	66,078,624	-
Prioritized SBHE Needs Based Request:			
Decreased capital bond payments ($3,427,564), SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)	(3,827,674)	(3,827,674)	-
Parity	3,365,912	2,789,928	(575,984)
Needs-based financial aid	14,056,000	33,112,203	19,056,203
Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)	2,370,000	1,220,000	(1,150,000)
EPSCoR research matching funds	2,800,000	800,000	(2,000,000)
New Academic and Technical Program Start-up Revolving Fund	1,000,000		(1,000,000)
Disabled Student Services Funding	150,000	150,000	-
Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)	803,000	2,803,000	2,000,000
Comprehensive Career Planning Initiative	1,500,000		(1,500,000)
Access, Collaboration and Enhancement Fund (ACE)	1,750,000		(1,750,000)
Shared recruitment initiatives	500,000		(500,000)
NDUS Services - Continuation of FINDET ($156,830), NDUS Office Legal Assistant ($128,930)	285,760	154,007	(131,753)
Tribal Community College Grants (Replaces 07-09 permanent oil trust funds)		700,000	700,000
ND Space Grant Consortium		100,000	100,000
Total Requested Increase in GF Base Funding	24,752,998	38,001,464	13,248,466
Total Base General Fund Request & Recommendation	90,831,622	104,080,088	13,248,466
One-time Budget Requests:			
Emergency Preparedness/Security		4,000,000	4,000,000
Technology Maintenance - IVN CODEC Replacement ($350,000), SITS Collaboration and Emergency Pool ($200,000)	550,000		(550,000)
STEM Initiative	211,700		(211,700)
Total One-time Budget Request & Recommendation	761,700	4,000,000	3,238,300
2009-11 State-funded Projects			
Total 2009-11 General Fund Request & Recommendation	$ 91,593,322	$ 108,080,088	$ 16,486,766

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North Dakota University System

UGPTI, Extension Service, Main & Branch Research Centers and NCI

Reconciliation of 2007-09 Original General Fund Appropriation to 2009-11 Executive Recommendation (SB 2020)

	(1) UGPTI	(2) Extension Service	(3) Main Research Center	(4) Branch Research	(5) NCI	(6) Total
2007-09 Original General Fund Appropriation	$ 1,209,840	$ 18,402,113	$ 44,235,584	$ 11,301,508	$ 1,143,312	$ 76,292,357
Less amount used in 2005-07, per emergency clause				(2,120)		(2,120)
Transfer from Main Research Center to Extension Service and Branch Research Centers (1% Salary Increase)		110,077	(184,386)	66,803	7,506	-
2007-09 Adjusted Appropriation	1,209,840	18,512,190	44,051,198	11,366,191	1,150,818	76,290,237
Base Adjustments:						
2007-09 One-time funding, net of emergency clause			(8,007,750)	(697,880)	(25,000)	(8,730,630)
2007-09 Adjusted Appropriation, Less Base Adjustments	1,209,840	18,512,190	36,043,448	10,668,311	1,125,818	67,559,607
Increases (decreases) included in base budget request:						
Cost to continue FY2009 salary increases	17,737	291,554	646,460	177,774	21,290	1,154,815
Cost of 2009-11 capital bond payments			421,789	149,634		571,423
2009-11 Base General Fund Request	1,227,577	18,803,744	37,111,697	10,995,719	1,147,108	69,285,845
Executive Recommendation Increases (Decreases):						
Compensation package (5% per year) and health insurance increases	71,854	2,019,336	3,397,178	906,471	111,916	6,506,755
UGPTI, NCI and SBARE initiatives (1)	290,362	520,000	2,180,000		180,197	3,170,559
One-time funding (2)		132,000	500,000			632,000
2009-11 capital projects request			17,000,000			17,000,000
Total Increases (Decreases) to Budget Request	362,216	2,671,336	23,077,178	906,471	292,113	27,309,314
2009-11 Executive Recommendation - General Fund	1,589,793	21,476,080	60,188,875	11,902,190	1,439,221	96,595,159
Increase (Decrease) From 2007-09 Adjusted Appropriation, Less Base Adjustments	$ 379,953	$ 2,962,890	$ 24,145,427	$ 1,233,879	$ 313,403	$ 29,035,552

(1) The following SBARE initiatives and UGPTI and NCI Increases were funded (all base funding increases):

UGPTI - $290,362 Core administrative expenses [Total requested = $290,362]

Extension - $220,000 Crop disease management (.3 Fte Carrington, .7 Fte Langdon); $300,000 Extension operating support [Total requested for all Extension initiatives = $4,442,926]

Main Research - $480,000 Greenhouse utilities; $600,000 Extraordinary repairs base; $1.1 million Pulse, oilseed & wheat quality and product evaluation [Total requested for all Research Centers = $8,243,996]

NCI - $160,000 Milling specialist; $20,197 Operating expenses [Total requested = $270,197]

(2) One-time funding includes the following:

Extension - $132,000 IVN equipment replacement [Total requested = $132,000]

Main Research - $500,000 Deferred maintenance [Total requested = $2,214,850]

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North Dakota University System
UGPTI, Extension Service, Main & Branch Research Centers, NCI and Agronomy Seed Farm
Reconciliation of 2007-09 Original Other Fund Appropriation to 2009-11 Executive Recommendation (SB 2020)

	(1) UGPTI	(2) Extension Service	(3) Main Research Center	(4) Branch Research Centers	(5) NCI	(6) Agronomy Seed Farm	(7) Total
2007-09 Original Other Fund Appropriation	$ 26,361,681	$ 23,863,722	$ 43,100,764	$ 13,715,511	$ 1,479,657	$ 1,230,162	$109,751,497
2005-07 capital assets carryover			7,000,000	366,623			7,366,623
Transfer from Main Research Center to Extension Service and Branch Research Centers		160,819	(648,597)	479,693	4,671	3,414	-
2007-09 Adjusted Appropriation	26,361,681	24,024,541	49,452,167	14,561,827	1,484,328	1,233,576	117,118,120
Increases (decreases) included in budget request:							
Cost to continue FY2009 salary increases	179,298	280,645	2,729,423	1,072,008	98,128	26,929	4,386,431
2005-07 Capital projects carryover			(7,000,000)	(366,623)			(7,366,623)
2007-09 Capital projects	(5,500,000)		(1,000,000)	(701,000)			(7,201,000)
2009-11 Capital projects				350,000			350,000
Other changes in estimated income	(192,263)	(70,000)	(995,516)	(960,384)	(36,500)	(26,000)	(2,280,663)
Total requested increases (decreases)	**(5,512,965)**	**210,645**	**(6,266,093)**	**(605,999)**	**61,628**	**929**	**(12,111,855)**
2009-11 Other Funds Request	**20,848,716**	**24,235,186**	**43,186,074**	**13,955,828**	**1,545,956**	**1,234,505**	**105,006,265**
Executive Recommendation Increases (Decreases):							
Compensation package (5% per year) and health insurance increases	888,483	1,693,691	1,627,193	310,988	52,309	40,733	4,613,397
Total Increases (Decreases) to Budget Request	888,483	1,693,691	1,627,193	310,988	52,309	40,733	4,613,397
2009-11 Executive Recommendation - Other Funds	**$ 21,737,199**	**$ 25,928,877**	**$ 44,813,267**	**$ 14,266,816**	**$ 1,598,265**	**$ 1,275,238**	**$109,619,662**
Increase (Decrease) From 2007-09 Adjusted Appropriation	**$ (4,624,482)**	**$ 1,904,336**	**$ (4,638,900)**	**$ (295,011)**	**$ 113,937**	**$ 41,662**	**$ (7,498,458)**

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North Dakota University System
Branch Research Centers
Reconciliation of 2007-09 Original Appropriation to 2009-11 Executive Recommendation (SB 2020)

	(1) Dickinson	(2) Central Grasslands	(3) Hettinger	(4) Langdon	(5) North Central	(6) Williston	(7) Carrington	(8) Total
General Fund:								
2007-09 Original General Fund Appropriation	$ 1,985,394	$ 1,187,332	$ 1,229,171	$ 1,203,817	$ 2,062,702	$ 1,593,865	$ 2,039,227	$ 11,301,508
Less amount used in 2005-07, per emergency clause					(2,120)			(2,120)
Reallocation of revolving equipment pool	100,000	(100,000)	-	(100,000)	(100,000)	100,000	100,000	-
Transfer from Main Research Center to Extension Service and Branch Research Centers (1% Salary Increase)	15,542	7,519	7,163	7,184	7,584	7,781	14,030	66,803
2007-09 Adjusted Appropriation-GF	2,100,936	1,094,851	1,236,334	1,111,001	1,968,166	1,701,646	2,153,257	11,366,191
Base Adjustments:								
2007-09 One-time funding, net of emergency clause					(697,880)			(697,880)
2007-09 Adjusted Appropriation, Less Base Adjustments	2,100,936	1,094,851	1,236,334	1,111,001	1,270,286	1,701,646	2,153,257	10,668,311
Increases (decreases) included in base budget request:								
Cost to continue FY2007 salary increases	45,334	20,952	20,208	14,651	7,473	34,467	34,689	177,774
Cost of 2009-11 capital bond payments		56,908			92,726			149,634
2009-11 Base General Fund Request	2,146,270	1,172,711	1,256,542	1,125,652	1,370,485	1,736,113	2,187,946	10,995,719
Executive Recommendation Increases (Decreases):								
Compensation package (5% per year) and health insurance increases	207,501	93,717	93,107	91,527	115,626	121,070	183,923	906,471
Total Increases (Decreases)	207,501	93,717	93,107	91,527	115,626	121,070	183,923	906,471
2009-11 Executive Recommendation-General Fund	$ 2,353,771	$ 1,266,428	$ 1,349,649	$ 1,217,179	$ 1,486,111	$ 1,857,183	$ 2,371,869	$ 11,902,190
Other Funds:								
2007-09 Original General Fund Appropriation	$ 4,090,972	$ 1,079,816	$ 1,211,655	$ 493,146	$ 1,761,632	$ 1,540,179	$ 3,538,111	$ 13,715,511
2005-07 Capital projects carryover					366,623			366,623
Transfer authority from Main Research Center Branch Research Centers (1% Salary Increase & Permanent Oil Trust)	459,036	1,384	4,310	2,156	5,224	1,255	6,328	479,693
2007-09 Adjusted Appropriation-OF	4,550,008	1,081,200	1,215,965	495,302	2,133,479	1,541,434	3,544,439	14,561,827
Increases (decreases) included in budget request:								
Cost to continue FY2009 salary increases	455,050	80,079	102,249	14,074	145,874	87,366	187,316	1,072,008
2005-07 Capital projects carryover					(366,623)			(366,623)
2007-09 Capital projects	(701,000)							(701,000)
2009-11 Capital projects	350,000							350,000
Other changes in estimated income	(1,724,058)	(95,048)	281,786	336,175	514,440	(628,800)	355,121	(960,384)
Total requested increases (decreases)	(1,620,008)	(14,969)	384,035	350,249	293,691	(541,434)	542,437	(605,999)
2009-11 Other Funds Request	2,930,000	1,066,231	1,600,000	845,551	2,427,170	1,000,000	4,086,876	13,955,828
Executive Recommendation Increases (Decreases):								
Compensation package (5% per year) and health insurance increases	78,809	7,943	45,506	28,842	60,671	-	89,217	310,988
Total Increases (Decreases) to Budget Request	78,809	7,943	45,506	28,842	60,671	-	89,217	310,988
2009-11 Executive Recommendation-Other Funds	$ 3,008,809	$ 1,074,174	$ 1,645,506	$ 874,393	$ 2,487,841	$ 1,000,000	$ 4,176,093	$ 14,266,816

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Comparison of One-time Deferred Maintenance Request to Executive Recommendation Based on Outstanding Deferred Maintenance From 2006 Master Plan, Adjusted for 2007-09 Funding, Plus CPI Adjustment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	07-09 Outstanding Deferred Maintenance, per 2006 Master Plans	Less 2007-09 one-time deferred maintenance funding	Less deferred maintenance addressed in funded 07-09 capital projects (Enter negative amt)	07-09 Outstanding Def Mnt, less funding in 2007-09 (Col 1 - Cols 2 & 3)	Est increase of 5% per year, based on BLS All Urban Consumer Index for Mpls/St Paul	Balance 07-09 Deferred Mnt (per 2006 Master Plan) adjusted for CPI (Col 4 + Col 5)	Distribution of $50 million in 09-11 Budget Request	Distribution of $20 million included in the 2009-11 Executive Recommendation
BSC	$2,040,000	($229,711)	($117,920)	$1,692,369	$173,468	$1,865,837	$851,591	$340,637
LRSC	$548,000	($81,942)	$0	$466,058	$47,771	$513,829	$234,518	$93,807
WSC	$1,968,600	($70,723)	$0	$1,897,877	$194,532	$2,092,409	$955,003	$382,002
UND	$40,454,000	($3,628,330)	($1,160,189)	$35,665,481	$3,655,712	$39,321,193	$17,946,685	$7,178,674
NDSU	$30,026,000	($2,516,935)	($900,000)	$26,609,065	$2,727,429	$29,336,494	$13,389,543	$5,355,817
NDSCS	$5,771,000	($633,113)	$0	$5,137,887	$526,633	$5,664,520	$2,586,358	$1,034,143
DSU	$8,893,166	($635,073)	$0	$8,258,093	$846,455	$9,104,548	$4,156,430	$1,662,172
MASU 1/	$10,922,900	($737,937)	($695,000)	$9,489,963	$972,721	$10,462,684	$4,776,300	$1,910,120
MISU	$11,185,000	($855,874)	($7,372,462)	$2,956,664	$303,058	$3,259,722	$1,487,778	$595,111
VCSU	$7,021,000	($537,819)	$0	$6,483,181	$664,526	$7,147,707	$3,262,303	$1,304,921
MISU-B	$531,000	($48,977)	$0	$482,023	$49,407	$531,430	$242,551	$97,021
FOREST SERVICE	$250,000	($23,566)	$0	$226,434	$23,209	$249,643	$113,940	$45,576
TOTAL	$119,610,666	($10,000,000)	($10,245,571)	$99,365,095	$10,184,922	$109,550,017	$50,000,000	$20,000,000

1/ Column 3 also includes the amount of deferred maintenance addressed with part of the $750,000 one-time funding that MaSU received for capital master plan and deferred maintenance.

Projects for which an amount is included in column 3.

Campus and Project	Amount
BSC - Schafer Hall Renovation - 1st Floor	117,920
UND - O'Kelly Hall - Ireland Lab	1,160,189
NDSU - Minard Hall Renovation Phase 1 and II	700,000
NDSU - Ceres Hall Renovation	200,000
	900,000
MaSU - Use of $750,000, net of $55,000 for master plan:	
Electrical Power Upgrades	225,000
Site Improvements- sidewalks and signage	120,000
Main Building Admin Office HVAC Upgrade	70,000
Old Gym ADA, Entrance and Gym upgrades	75,000
Others def mnt projects not yet identified	205,000
	695,000
MiSU-Swain Hall	7,036,150
MiSU-Dome Floor	336,312
	7,372,462

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NORTH DAKOTA UNIVERSITY SYSTEM
CAPITAL ASSETS (Extraordinary Repairs and Major Capital Projects)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	2009-11 Executive Recommendation			2009-11 Budget Request Plus SBHE Revisions			2007-09 Adjusted Appropriation			2009-11 Executive Recommendation to 2007-09 Adjusted Appropriation		
Institution	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL
BSC	$243,481	$3,409,500	$3,652,981	$243,481	$10,000,000	$10,243,481	$243,481	$6,222,750	$6,466,231	$ -	($2,813,250)	($2,813,250)
LRSC	43,662	2,609,920	2,653,582	43,662	2,609,920	2,653,582	43,662	3,007,600	3,051,262	-	(397,680)	(397,680)
WSC	86,475	10,985,000	11,071,475	86,475	10,985,000	11,071,475	86,475	2,100,000	2,186,475	-	8,885,000	8,885,000
UND	2,300,545	54,090,000	56,390,545	2,300,545	70,290,000	72,590,545	2,300,545	79,900,000	82,200,545	-	(25,810,000)	(25,810,000)
NDSU	1,692,226	71,100,000	72,792,226	1,692,226	71,100,000	72,792,226	1,692,226	51,000,000	52,692,226	-	20,100,000	20,100,000
NDSCS	753,332	12,836,000	13,589,332	753,332	12,836,000	13,589,332	753,332	10,084,420	10,837,752	-	2,751,580	2,751,580
DSU	383,690	2,000,000	2,383,690	383,690	8,820,000	9,203,690	383,690	8,000,000	8,383,690	-	(6,000,000)	(6,000,000)
MASU	208,994	8,626,828	8,835,822	208,994	8,626,825	8,835,819	208,994	900,000	1,108,994	-	7,726,828	7,726,828
MISU	596,870	21,000,000	21,596,870	596,870	26,000,000	26,596,870	596,870	8,126,150	8,723,020	-	12,873,850	12,873,850
VCSU	258,416	19,500,000	19,758,416	258,416	29,745,000	30,003,416	258,416	2,200,000	2,458,416	-	17,300,000	17,300,000
MiSU-BC	109,725	2,800,000	2,909,725	109,725	2,800,000	2,909,725	109,725	252,000	361,725	-	2,548,000	2,548,000
Subtotal	6,677,416	208,957,248	215,634,664	6,677,416	253,812,745	260,490,161	6,677,416	171,792,920	178,470,336	-	37,164,328	37,164,328
Forest Service	36,638	300,000	336,638	36,638	300,000	336,638	36,638	120,000	156,638	-	180,000	180,000
UGP Transp Institute	-	-	-	-	-	-	-	5,500,000	5,500,000	-	(5,500,000)	(5,500,000)
NDSU-Main Research	1,340,465	17,000,000	18,340,465	1,340,465	16,800,000	18,140,465	740,465	15,907,750	16,648,215	600,000	1,092,250	1,692,250
Branch Research Ctrs	-	350,000	350,000	-	350,000	350,000	-	1,765,503	1,765,503	-	(1,415,503)	(1,415,503)
Subtotal	1,377,103	17,650,000	19,027,103	1,377,103	17,450,000	18,827,103	777,103	23,293,253	24,070,356	600,000	(5,643,253)	(5,043,253)
Total	$8,054,519	$226,607,248	$234,661,767	$8,054,519	$271,262,745	$279,317,264	$7,454,519	$195,086,173	$202,540,692	$600,000	$31,521,075	$32,121,075
General Fund	$ 8,054,519	$ 66,928,248	$74,982,767	$ 8,054,519	$ 106,583,745	$114,638,264	$ 7,454,519	$ 22,413,865	$ 29,868,384	$ 600,000	$44,514,383	$45,114,383
Permanent Oil Trust Fund								4,809,515	4,809,515		(4,809,515)	($4,809,515)
Revenue Bonding	-	-	-	-	60,679,500	$60,679,500	-	22,714,000	22,714,000	-	(22,714,000)	($22,714,000)
Other/Federal Funds	-	159,679,000	159,679,000	-	103,999,500	$103,999,500	-	145,148,793	145,148,793	-	14,530,207	$14,530,207
Total	$8,054,519	$226,607,248	$234,661,767	$8,054,519	$271,262,745	$279,317,264	$7,454,519	$195,086,173	$202,540,692	$600,000	$31,521,075	$32,121,075

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NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL PROJECTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	2009-11 Executive Recommendation					2009-11 Budget Request Plus SBHE Revisions				
	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds
BSC:										
Major Remodeling										
Technical Center Renovation	3,000,000		409,500		3,409,500	9,590,500		409,500		10,000,000
Subtotal (SB2003)	3,000,000	-	409,500	-	3,409,500	9,590,500	-	409,500	-	10,000,000
LRSC:										
New Construction/Addition										
Wind Energy Project	2,609,920				2,609,920	2,609,920				2,609,920
Subtotal (SB2003)	2,609,920	-	-	-	2,609,920	2,609,920	-	-	-	2,609,920
WSC:										
Major Remodeling										
Science Lab Renovation	1,610,000				1,610,000	1,610,000				1,610,000
New Construction/Addition										
New Dormitory		9,375,000			9,375,000		9,375,000			9,375,000
Subtotal (SB2003)	1,610,000	9,375,000	-	-	10,985,000	1,610,000	9,375,000	-	-	10,985,000
UND and SOMHS:										
Major Remodeling										
Education Building Renovation and Addition	11,200,000				11,200,000	11,200,000				11,200,000
COBPA Renovation and Addition			20,500,000		20,500,000			20,500,000		20,500,000
Oxford House Relocation and Renovation			750,000		750,000			750,000		750,000
New Construction/Additions										
NDUS & UND Joint IT Facility						11,200,000				11,200,000
SOMHS-Bismarck Family Practice Clinic					-	5,000,000				5,000,000
Indoor Track and Football Practice Field			19,500,000		19,500,000			19,500,000		19,500,000
EERC Storage and Support Building			1,540,000		1,540,000			1,540,000		1,540,000
Starcher Hall Research Area Emergency Generator System			600,000		600,000			600,000		600,000
Subtotal (SB2003)	11,200,000	-	42,890,000	-	54,090,000	27,400,000	-	42,890,000	-	70,290,000
NDSU:										
Major Remodeling										
Minard Hall Renovation-Phase III	13,000,000				13,000,000	13,000,000				13,000,000
Auxiliary Enterprises Renovation/ West Dining Services Renovation		7,000,000			7,000,000		7,000,000			7,000,000
Ellig Softball Field (Carryover from 2007-09)			4,500,000		4,500,000			4,500,000		4,500,000
New Construction/Additions										
Bison Sports Arena (Carryover from 2007-09)			25,500,000		25,500,000			25,500,000		25,500,000
Niskanen Student Apartment Addition		20,000,000			20,000,000		20,000,000			20,000,000
Student Health Service Expansion			1,100,000		1,100,000			1,100,000		1,100,000
Subtotal (SB2003)	13,000,000	27,000,000	31,100,000	-	71,100,000	13,000,000	27,000,000	31,100,000	-	71,100,000
NDSCS:										
Major Remodeling										
Horton Hall Renovation	5,700,000				5,700,000	5,700,000				5,700,000
Robertson Hall Renovation (Carryover from 2007-09)		6,000,000			6,000,000		6,000,000			6,000,000
New Construction/Additions										
Parking Lot (Including Carryover from 2007-09)		1,136,000			1,136,000		1,136,000			1,136,000
Subtotal (SB2003)	5,700,000	7,136,000	-	-	12,836,000	5,700,000	7,136,000	-	-	12,836,000
DSU:										
Campus-wide master plan, schematic designs & asbestos survey & removal for Stoxen Library	2,000,000				2,000,000					-
New Construction/Additions										
Stoxen Library Addition - Phase I					-	8,820,000				8,820,000
Subtotal (SB2003)	2,000,000	-	-	-	2,000,000	8,820,000	-	-	-	8,820,000

NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL PROJECTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	2009-11 Executive Recommendation					2009-11 Budget Request Plus SBHE Revisions				
	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds
MaSU:										
Major Remodeling										
Science-Library Building Renovation & Addition (Including Raising of East and West Hall)	4,958,328				4,958,328	4,958,325				4,958,325
Agassiz Hall Housing Renovation		3,668,500			3,668,500		3,668,500			3,668,500
Subtotal (SB2003)	4,958,328	3,668,500	-	-	8,626,828	4,958,325	3,668,500	-	-	8,626,825
MiSU:										
Major Remodeling										
Parking Lot Maintenance			1,000,000		1,000,000			1,000,000		1,000,000
New Construction/Additions										
Physical Plant Building/Refurbish Boiler	3,750,000		6,250,000		10,000,000	3,750,000		6,250,000		10,000,000
Wellness Center		5,000,000	5,000,000		10,000,000		10,000,000	5,000,000		15,000,000
Subtotal (SB2003)	3,750,000	5,000,000	12,250,000	-	21,000,000	3,750,000	10,000,000	12,250,000	-	26,000,000
VCSU:										
Campus-wide master plan, space study, repairs	1,000,000				1,000,000					
Major Remodeling										
LD Rhoades Science Addition and Renovation					-	11,245,000				11,245,000
Snoeyenbois Hall Renovation		3,500,000			3,500,000		3,500,000			3,500,000
New Construction/Additions					-					
WE Osmon Athletic and Wellness Center Addn - Phase I			15,000,000		15,000,000			15,000,000		15,000,000
Subtotal (SB2003)	1,000,000	3,500,000	15,000,000	-	19,500,000	11,245,000	3,500,000	15,000,000	-	29,745,000
MiSU-Bottineau Campus:										
Major Remodeling										
Coal Boiler Replacement	800,000				800,000	800,000				800,000
New Construction/Additions										
Entrepreneurial Center for Horticulture				2,000,000	2,000,000				2,000,000	2,000,000
Subtotal (SB2003)	800,000	-	-	2,000,000	2,800,000	800,000	-	-	2,000,000	2,800,000
Campus Subtotal	49,628,248	55,679,500	101,649,500	2,000,000	208,957,248	89,483,745	60,679,500	101,649,500	2,000,000	253,812,745
Forest Service:										
New Construction/Additions										
Greenhouse	300,000				300,000	300,000				300,000
Subtotal (SB2003)	300,000	-	-	-	300,000	300,000	-	-	-	300,000
Main Station:										
New Construction/Additions										
Research Greenhouse Complex-Phase II (Request was for final phase)	11,450,400				11,450,400	16,800,000				16,800,000
Beef Research Facility	2,612,400				2,612,400					
REC Renovations	2,937,200				2,937,200					
Subtotal (SB2020)	17,000,000	-	-	-	17,000,000	16,800,000	-	-	-	16,800,000
Research Centers:										
Major Remodeling										
Dickinson Parking Lot and Landscaping - (Carryover from 2007-09)			350,000		350,000			350,000		350,000
Subtotal (SB2020)	-	-	350,000	-	350,000	-	-	350,000	-	350,000
Related Entities Subtotal	17,300,000	-	350,000	-	17,650,000	17,100,000	-	350,000	-	17,450,000
TOTAL-ALL	66,928,248	55,679,500	101,999,500	2,000,000	226,607,248	106,583,745	60,679,500	101,999,500	2,000,000	271,262,745

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2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	2009-11 Request				09-11 Executive Recommendation
			State	Other	Total	Other Source	
		New Construction/Renovation/Addition/Infrastructure					
		Ranked State Funded Projects for the 11 Campuses					
1	NDSCS	Horton Hall Renovation	$5,700,000		$5,700,000		$5,700,000 GF
2	NDUS/UND	NDUS and UND Joint IT Facility	$11,200,000		$11,200,000		$0
3	LRSC	Wind Energy Project	$2,609,920		$2,609,920		$2,609,920 GF
4	MiSU-BC	Coal Boiler Replacement	$800,000		$800,000		$800,000 GF
5	MISU	Physical Plant Building/Refurbish or Replace Boiler	$3,750,000	$6,250,000	$10,000,000	Energy performance contract and/or local	$3,750,000 GF $6,250,000 OF
6	MASU	Addition (Including Raising of East and West Hall)	$4,958,325		$4,958,325		$4,958,325 GF
7	NDSU	Minard Hall - Phase III	$13,000,000		$13,000,000		$13,000,000 GF
8	UND	Renovation and Addition to the Education Building	$11,200,000		$11,200,000		$11,200,000 GF
9	DSU	Stoxen Library Addition-Phase I (Request) Exec Recom-Master plan, schematic designs & asbestos removal for Stoxen	$8,820,000		$8,820,000		$2,000,000 GF
10	WSC	Science Lab Renovation	$1,610,000		$1,610,000		$1,610,000 GF
11	BSC	Technical Center Renovation	$9,590,500	$409,500	$10,000,000	Bismarck Public Schools	$3,000,000GF $409,500 OF
12	VCSU	LD Rhoades Science Addn & Renov (Request) Exec Recom-Master plan, space study, repairs	$11,245,000		$11,245,000		$1,000,000 GF
		Total Ranked State-Funded Projects - 11 Campuses	$84,483,745	$6,659,500	$91,143,245		$49,628,248 GF $6,659,500 OF
		Other Priorities, NOT for inclusion in 09-11 budget request (13 and 14 only)					
13	UND	UND Law School	$8,160,000		$8,160,000		$0
14	NDSU	NDSU Ceres Hall	$10,000,000		$10,000,000		$0
		Ranked State Funded Projects for the UND School of Medicine and Health Sciences (SOMHS)					
1	SOMHS	Bismarck Family Practice Clinic	$5,000,000		$5,000,000		$0
		Non-State Funded Projects for the 11 Campuses					
	WSC	Dormitory		$9,375,000	$9,375,000	Revenue bond	$9,375,000
	UND	EERC Storage and Support Building		$1,540,000	$1,540,000	Local/Grant	$1,540,000
	UND	COBPA Renovation and Addition		$20,500,000	$20,500,000	Private	$20,500,000
	UND	Relocation and Renovation of Oxford House		$750,000	$750,000	Private	$750,000
	UND	Indoor Track and Football Practice Field		$19,500,000	$19,500,000	Private/Local	$19,500,000
	UND	Starcher Hall Research Area Emergency Generator System		$600,000	$600,000	Grant	$600,000
	NDSU	Auxiliary Enterprises Renovation/ West Dining Services Renovation		$7,000,000	$7,000,000	Revenue bond/local	$7,000,000
	NDSU	Student Health Services Expansion		$1,100,000	$1,100,000	Local (fees)	$1,100,000
	NDSU	Ellig Sftball Field (This is carryover project from 07-09)		$4,500,000	$4,500,000	Private	$4,500,000
	NDSU	Bison Sports Arena (This is carryover project from 07-09)		$25,500,000	$25,500,000	Private	$25,500,000
	NDSU	Niskanen Student Apt. Addition		$20,000,000	$20,000,000	Revenue bond	$20,000,000
	NDSCS	Parking Lot 4 (Includes $714,000 carryover from 07-09)		$1,136,000	$1,136,000	Revenue bond	$1,136,000
	NDSCS	Robertson Hall Renovation (This is carryover from 07-09)		$6,000,000	$6,000,000	Revenue bond	$6,000,000
	MASU	Agassiz Hall Housing Renovation		$3,668,500	$3,668,500	Revenue bond	$3,668,500
	MISU	Parking Lot Maintenance		$1,000,000	$1,000,000	Local	$1,000,000
	MISU	Wellness Center (pending 12/18 SBHE)		$15,000,000	$15,000,000	Revenue Bond/Private	$10,000,000
	VCSU	Snoeyenbos Hall Renovation		$3,500,000	$3,500,000	Revenue bond	$3,500,000
	VCSU	WE Osmon Athletic & Wellness Ctr Addn-Phase 1		$15,000,000	$15,000,000	Private	$15,000,000
	MISU-BC	Entrepreneurial Center for Horticulture		$2,000,000	$2,000,000	Federal/ Private	$2,000,000
		Total Non-State Funded Projects - Campuses	$0	$157,669,500	$157,669,500		$152,669,500

2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	2009-11 Request				09-11 Executive Recommendation
			State	Other	Total	Other Source	
Ranked State Funded Projects for the NDSU Research Extension Centers (REC) and Forest Service							
1	Main REC	Research Greenhouse Complex-Final Phase	$16,800,000		$16,800,000		$11,450,400 GF
	Main REC	Beef Research Facility	$0		$0		$2,612,400 GF
	Main REC	Research Greenhouse Complex-Final Phase	$16,800,000		$16,800,000		$2,937,200 GF
1	For. Svc.	Greenhouse	$300,000		$300,000		$300,000 GF
Total Ranked State-Funded Projects - NDSU Research Extension Centers and Forest Service			$33,900,000	$0	$33,900,000		$17,300,000 GF
Non-State Funded Projects for the NDSU Research Extension Centers (REC)							
	Dkn REC	Dickinson REC Parking Lot and Landscaping (Carryover from 07-09)		$350,000	$350,000	Oil Revenue	$350,000
Total Non-State Funded Projects - NDSU Research Extension Centers			$0	$350,000	$350,000		$350,000
Total - All			$123,383,745	$164,679,000	$288,062,745		$66,928,248 GF $159,679,000 OF

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North Dakota University System
Student Grant Programs By Funding Source
Per 2009-11 Executive Recommendation

	(1) State Grant Program	(2) Scholars Program	(3) PSEP	(4) ND Indian Scholarship Program	(5) Education Incentive Programs	(6) Total
General Fund:						
2007-09 Adjusted Appropriation	$ 6,187,797	$ 1,663,584	$ 2,253,130	$ 381,292	$ 2,013,344	$ 12,499,147
Increase (Decrease)	33,112,203	450,000	93,000	-	2,160,000	35,815,203
2009-11 Executive Recommendation	39,300,000	2,113,584	2,346,130	381,292	4,173,344	$ 48,314,350
% Increase (Decrease)	535.1%	27.1%	4.1%	0.0%	107.3%	286.5%
Other Funds:						
2007-09 Adjusted Appropriation			$ 523,380			$ 523,380
Increase (Decrease)			467,590			467,590
2009-11 Executive Recommendation			990,970			$ 990,970
% Increase (Decrease)			89.3%			89.3%
Federal Funds:						
2007-09 Adjusted Appropriation	$ 348,428					$ 348,428
Increase (Decrease)	-					-
2009-11 Executive Recommendation	348,428					$ 348,428
% Increase (Decrease)	0.0%					0.0%
Total Funds:						
2007-09 Adjusted Appropriation	$ 6,536,225	$ 1,663,584	$ 2,776,510	$ 381,292	$ 2,013,344	$ 13,370,955
Increase (Decrease)	33,112,203	450,000	560,590	-	2,160,000	36,282,793
2009-11 Executive Recommendation	$ 39,648,428	$ 2,113,584	$ 3,337,100	$ 381,292	$ 4,173,344	$ 49,653,748
% Increase (Decrease)	506.6%	27.1%	20.2%	0.0%	107.3%	271.4%

The executive recommendation provides sufficient funding for the following, by program:

State Grant Program - A biennial appropriation of $39.6 million in state grant funding, will permit the NDUS to serve approximately 11,400 students per year with annual grants ranging from $500 to $2,000 based on the level of student unmet need.

Scholars Program - Continues funding for existing scholar recipients and adds 50 new freshmen per year, as well as continuing to provide one-time stipends of $2,0000 to incoming freshmen.

Professional Student Exchange Program (PSEP) - Continues state funding for existing students and funds the same number of new student slots in 2009-10 and 2010-11 as in 2008-09 (7-Veterinary medicine; 8-Dentistry; 4-Optometry). In addition, $990,970 is provided from the student loan trust fund, to continue funding for the existing students in the veterinary medicine program at Kansas State University, and to add 5 additional freshmen in each year of the 2009-11 biennium.

ND Indian Scholarship Program - Funds 238 grants per year, at $800 each, approximately the same number funded in 2007-09.

Education Incentive Program - The Governor included an additional $2.0 million in the Technology Occupation program as part of a STEM (Science, Technology, Engineering, and Math) initiative, which would increase the loan forgiveness from $1,000 to $2,000 in this program, for up to 5 years. The remaining $160,000 increase will be needed to help address increased applicant demand in both the Teacher Shortage and Technology Occupation programs. Estimated new cohorts/slots will be added in 2009-11, as follows: Teacher Shortage Loan Forgiveness - 160-170 per year, @ $1,000; Technology Occupation Loan Forgivenes - 250 in FY2010 and 275 in FY2011, @ $2,000. It also includes $260,000 for the Doctoral program.

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NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)

NDUS Office	2009-11 Exec. Recommendation	2007-09 Adj. Appropriation	Incr.(Decr.) over 2007-09 $$ change	Incr.(Decr.) over 2007-09 %% change
System Governance:				
Operations	$7,185,612	$6,702,618		
Subtotal all funds	7,185,612	6,702,618	482,994	7.2%
Less estimated income	276,110	580,796	(304,686)	-52.5%
Subtotal general fund appropriation	6,909,502	6,121,822	787,680	12.9%
Student Grant Programs:				
Student Financial Assistance Grants	39,648,428	6,536,225		
Scholars Program	2,113,584	1,663,584		
ND Indian Scholarship Program	381,292	381,292		
Professional Student Exchange Program	3,337,100	2,776,510		
Education Incentive Programs	4,173,344	2,013,344		
Tribal Community College Grants	700,000	700,000		
Subtotal all funds	50,353,748	14,070,955	36,282,793	257.9%
Less estimated income	1,339,398	1,571,808	(232,410)	-14.8%
Subtotal general fund appropriation	49,014,350	12,499,147	36,515,203	292.1%
System Grant Programs:				
EPSCoR	6,450,000	5,650,000	800,000	
Title II Grant	695,600	695,600	0	
Professional Liability Insurance	1,100,000	1,100,000	0	
System Information Technology Services	30,250,638	31,477,093	(1,226,455)	
Security & Emergency Preparedness	4,000,000	0	4,000,000	
ND Space Grant Consortium	100,000	0	100,000	
Subtotal all funds	42,596,238	38,922,693	3,673,545	9.4%
Less estimated income	1,736,800	3,469,400	(1,732,600)	-49.9%
Subtotal general fund appropriation	40,859,438	35,453,293	5,406,145	15.2%
System Projects:				
Capital Assets-Bond Payments	12,014,048	15,954,112	(3,940,064)	
Subtotal all funds	12,014,048	15,954,112	(3,940,064)	-24.7%
Less estimated income	717,250	1,029,750	(312,500)	-30.3%
Subtotal general fund appropriation	11,296,798	14,924,362	(3,627,564)	-24.3%
TOTAL				
Total all funds	112,149,646	75,650,378	36,499,268	48.2%
Less estimated income	4,069,558	6,651,754	(2,582,196)	-38.8%
Total general fund appropriation	108,080,088	68,998,624	39,081,464	56.6%

Cathy McDonald:
GF increase includes the following:
$524,438 Parity
150,000 Disabled Student Services
113,242 Replace "other funds" for FINDET

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NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
BSC:				
Operations	23,381,011	19,733,680		
Capital Assets (Excluding Major Capital Projects)	243,481	243,481		
Deferred Maintenance	340,637	229,711		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	23,965,129	20,206,872		
Less estimated income	0	0		
Subtotal general fund appropriation	23,965,129	20,206,872		
Capital Assets - Major Capital Projects				
Subtotal all funds	3,409,500	6,222,750		
Less estimated income	3,409,500	6,222,750		
Subtotal general fund appropriation	409,500	5,734,050		
	3,000,000	488,700		
TOTAL				
Total all funds	27,374,629	26,429,622	945,007	3.6%
Less estimated income	409,500	5,734,050	(5,324,550)	-92.9%
Total general fund appropriation	26,965,129	20,695,572	6,269,557	30.3%
LRSC:				
Operations	7,590,445	6,511,348		
Capital Assets (Excluding Major Capital Projects)	43,662	43,662		
Deferred Maintenance	93,807	81,942		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	7,727,914	6,636,952		
Less estimated income	0	0		
Subtotal general fund appropriation	7,727,914	6,636,952		
Capital Assets - Major Capital Projects				
Subtotal all funds	2,609,920	3,007,600		
Less estimated income	2,609,920	3,007,600		
Subtotal general fund appropriation	0	3,007,600		
	2,609,920	0		
TOTAL				
Total all funds	10,337,834	9,644,552	693,282	7.2%
Less estimated income	0	3,007,600	(3,007,600)	-100.0%
Total general fund appropriation	10,337,834	6,636,952	3,700,882	55.8%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adjusted Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 % change
WSC				
Operations	7,435,374	6,622,504		
Capital Assets (Excluding Major Capital Projects)	86,475	86,475		
Deferred Maintenance	382,002	70,723		
2005-07 Capital Assets Carryover	0	8,495		
Subtotal all funds	7,903,851	6,788,197		
Less estimated income	0	200,000		
Subtotal general fund appropriation	7,903,851	6,588,197		
Capital Assets - Major Capital Projects	10,985,000	2,100,000		
Subtotal all funds	10,985,000	2,100,000		
Less estimated income	9,375,000	2,100,000		
Subtotal general fund appropriation	1,610,000	0		
TOTAL				
Total all funds	18,888,851	8,888,197	10,000,654	112.5%
Less estimated income	9,375,000	2,300,000	7,075,000	307.6%
Total general fund appropriation	9,513,851	6,588,197	2,925,654	44.4%
UND				
Operations	123,806,824	107,554,430		
Capital Assets (Excluding Major Capital Projects)	2,300,545	2,300,545		
Deferred Maintenance	7,178,674	3,628,330		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	133,286,043	113,483,305		
Less estimated income	0	0		
Subtotal general fund appropriation	133,286,043	113,483,305		
Capital Assets - Major Capital Projects	54,090,000	79,900,000		
Subtotal all funds	54,090,000	79,900,000		
Less estimated income	42,890,000	77,920,000		
Subtotal general fund appropriation	11,200,000	1,980,000		
TOTAL				
Total all funds	187,376,043	193,383,305	(6,007,262)	-3.1%
Less estimated income	42,890,000	77,920,000	(35,030,000)	-45.0%
Total general fund appropriation	144,486,043	115,463,305	29,022,738	25.1%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr.(Decr) over 2007-09 $$ change	Incr.(Decr) over 2007-09 %% change
NDSU:				
Operations	107,497,432	89,593,630		
Capital Assets (Excluding Major Capital Projects)	1,692,225	1,692,226		
Deferred Maintenance	5,355,817	2,516,935		
2005-07 Capital Assets Carryover	0	47,300		
Subtotal all funds	114,545,474	93,850,091		
Less estimated income	0	0		
Subtotal general fund appropriation	114,545,474	93,850,091		
Capital Assets - Major Capital Projects	71,100,000	51,000,000		
Subtotal all funds	71,100,000	51,000,000		
Less estimated income	58,100,000	46,500,000		
Subtotal general fund appropriation	13,000,000	4,500,000		
TOTAL				
Total all funds	185,645,474	144,850,091	40,795,383	28.2%
Less estimated income	58,100,000	46,500,000	11,600,000	24.9%
Total general fund appropriation	127,545,474	98,350,091	29,195,383	29.7%
NDSCS:				
Operations	30,550,593	27,740,368		
Capital Assets (Excluding Major Capital Projects)	753,332	753,332		
Deferred Maintenance	1,034,143	633,113		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	32,338,068	29,126,813		
Less estimated income	0	0		
Subtotal general fund appropriation	32,338,068	29,126,813		
Capital Assets - Major Capital Projects	12,836,000	10,084,420		
Subtotal all funds	12,836,000	10,084,420		
Less estimated income	7,136,000	10,084,420		
Subtotal general fund appropriation	5,700,000	0		
TOTAL				
Total all funds	45,174,068	39,211,233	5,962,835	15.2%
Less estimated income	7,136,000	10,084,420	(2,948,420)	-29.2%
Total general fund appropriation	38,038,068	29,126,813	8,911,255	30.6%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
DSU				
Operations	19,953,973	17,006,110		
Capital Assets (Excluding Major Capital Projects)	383,690	383,690		
Deferred Maintenance	1,662,172	635,073		
2005-07 Capital Assets Carryover	0	155,010		
Subtotal all funds	21,999,835	18,179,883		
Less estimated income	0	0		
Subtotal general fund appropriation	21,999,835	18,179,883		
Capital Assets - Major Capital Projects	2,000,000	8,000,000		
Subtotal all funds	2,000,000	8,000,000		
Less estimated income	0	8,000,000		
Subtotal general fund appropriation	2,000,000	0		
TOTAL				
Total all funds	23,999,835	26,179,883	(2,180,048)	-8.3%
Less estimated income	0	8,000,000	(8,000,000)	-100.0%
Total general fund appropriation	23,999,835	18,179,883	5,819,952	32.0%
MaSU				
Operations	11,428,583	10,115,065		
Capital Assets (Excluding Major Capital Projects)	208,991	208,994		
Deferred Maintenance	1,910,120	1,630,969		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	13,547,694	11,955,028		
Less estimated income	0	0		
Subtotal general fund appropriation	13,547,694	11,955,028		
Capital Assets - Major Capital Projects	8,626,828	900,000		
Subtotal all funds	8,626,828	900,000		
Less estimated income	3,668,500	900,000		
Subtotal general fund appropriation	4,958,328	0		
TOTAL				
Total all funds	22,174,522	12,855,028	9,319,494	72.5%
Less estimated income	3,668,500	900,000	2,768,500	307.6%
Total general fund appropriation	18,506,022	11,955,028	6,550,994	54.8%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 % change
MiSU:				
Operations	33,825,003	30,095,122		
Capital Assets (Excluding Major Capital Projects)	596,870	596,870		
Deferred Maintenance	595,111	855,874		
2005-07 Capital Assets Carryover	0	1,142		
Subtotal all funds	35,016,984	31,549,008		
Less estimated income	0	0		
Subtotal general fund appropriation	35,016,984	31,549,008		
Capital Assets - Major Capital Projects				
Subtotal all funds	21,000,000	8,126,150		
Less estimated income	21,000,000	8,126,150		
Subtotal general fund appropriation	17,250,000	1,406,615		
	3,750,000	6,719,535		
TOTAL				
Total all funds	56,016,984	39,675,158	16,341,826	41.2%
Less estimated income	17,250,000	1,406,615	15,843,385	1126.3%
Total general fund appropriation	38,766,984	38,268,543	498,441	1.3%
VCSU:				
Operations	15,009,248	13,350,137		
Capital Assets (Excluding Major Capital Projects)	258,416	258,416		
Deferred Maintenance	1,304,921	532,621		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	16,572,585	14,141,174		
Less estimated income	0	0		
Subtotal general fund appropriation	16,572,585	14,141,174		
Capital Assets - Major Capital Projects				
Subtotal all funds	19,500,000	2,200,000		
Less estimated income	19,500,000	2,200,000		
Subtotal general fund appropriation	18,500,000	2,200,000		
	1,000,000	0		
TOTAL				
Total all funds	36,072,585	16,341,174	19,731,411	120.7%
Less estimated income	18,500,000	2,200,000	16,300,000	740.9%
Total general fund appropriation	17,572,585	14,141,174	3,431,411	24.3%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 % change
MiSU-BC				
Operations	5,617,645	4,858,048		
Capital Assets (Excluding Major Capital Projects)	109,725	109,725		
Deferred Maintenance	97,021	48,977		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	5,824,391	5,016,750		
Less estimated income	0	0		
Subtotal general fund appropriation	5,824,391	5,016,750		
Capital Assets - Major Capital Projects	2,800,000	252,000		
Subtotal all funds	2,800,000	252,000		
Less estimated income	2,000,000	252,000		
Subtotal general fund appropriation	800,000	0		
TOTAL				
Total all funds	8,624,391	5,268,750	3,355,641	63.7%
Less estimated income	2,000,000	252,000	1,748,000	693.7%
Total general fund appropriation	6,624,391	5,016,750	1,607,641	32.0%
Forest Service				
Operations	4,471,040	3,352,828		
Capital Assets (Excluding Major Capital Projects)	36,638	36,638		
Deferred Maintenance	45,576	23,566		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	4,553,254	3,413,032		
Less estimated income	997,486	997,486		
Subtotal general fund appropriation	3,555,768	2,415,546		
Capital Assets - Major Capital Projects	300,000	120,000		
Subtotal all funds	300,000	120,000		
Less estimated income	0	0		
Subtotal general fund appropriation	300,000	120,000		
TOTAL				
Total all funds	4,853,254	3,533,032	1,320,222	37.4%
Less estimated income	997,486	997,486	0	0.0%
Total general fund appropriation	3,855,768	2,535,546	1,320,222	52.1%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2003)
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
UND School of Medicine & Health Sciences				
Operations				
Total all funds	39,932,875	34,488,501	5,444,374	
Less estimated income	39,932,875	34,488,501	5,444,374	15.8%
Total general fund appropriation	0	0	0	0.0%
	39,932,875	34,488,501	5,444,374	15.8%
TOTAL ALL:				
NDUS Operations:				
Total General Fund	$ 526,285,850	$ 423,898,547	$ 102,387,303	24.2%
Total Estimated Income	4,349,794	6,819,490	(2,469,696)	-36.2%
Total All Funds-Operations	530,635,644	430,718,037	99,917,607	23.2%
NDUS Capital Assets, 2005-07 Capital Asset Carryover and Bond Payments:				
General Fund:				
Extraordinary Repairs	6,714,054	6,714,054	0	
Deferred Maintenance	20,000,000	10,887,834	9,112,166	
Major Capital Projects	49,928,248	13,808,235	36,120,013	
2005-07 Capital Assets Carryover	-	211,947	(211,947)	
Capital Bond Payments	11,296,798	14,924,362	(3,627,564)	
Total General Fund	87,939,100	46,546,432	41,392,668	88.9%
Estimated Income:				
Major Capital Projects	159,329,000	158,104,685	1,224,315	
2005-07 Capital Assets Carryover	-	-	0	
Capital Bond Payments	717,250	1,029,750	(312,500)	
Total Estimated Income	160,046,250	159,134,435	911,815	0.6%
Total All Funds-Capital Assets & Bond Payments	247,985,350	205,680,867	42,304,483	20.6%
GRAND TOTAL:				
Total General Fund	**614,224,947**	**470,444,979**	**143,779,968**	**30.6%**
Total Estimated Income	**164,396,044**	**165,953,925**	**(1,557,881)**	**-0.9%**
Total All Funds	**$ 778,620,991**	**$ 636,398,904**	**$ 142,222,087**	**22.3%**

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NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2020)
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Exec. Recommendation	2007-09 Adj. Appropriation	Incr.(Decr.) over 2007-09 $$ change	Incr.(Decr.) over 2007-09 %% change
Upper Great Plains Transportation Institute:				
Operations	$ 23,326,992	$ 22,071,521	$ 1,255,471	5.7%
Total all funds	23,326,992	22,071,521	1,255,471	5.7%
Less estimated income	21,737,199	20,861,681	875,518	4.2%
Total general fund appropriation	1,589,793	1,209,840	379,953	31.4%
Major Capital Projects:	0	5,500,000	(5,500,000)	-100.0%
Subtotal all funds	0	5,500,000	(5,500,000)	-100.0%
Less estimated income	0	5,500,000	(5,500,000)	-100.0%
Subtotal general fund appropriation	0	0	0	0.0%
Total:				
Total all funds	23,326,992	27,571,521	(4,244,529)	-15.4%
Less estimated income	21,737,199	26,361,681	(4,624,482)	-17.5%
Total general fund appropriation	1,589,793	1,209,840	379,953	31.4%
Northern Crops Institute:				
Operations	3,037,486	2,635,146	402,340	15.3%
Total all funds	3,037,486	2,635,146	402,340	15.3%
Less estimated income	1,598,265	1,484,328	113,937	7.7%
Total general fund appropriation	1,439,221	1,150,818	288,403	25.1%
Extension Service:				
Operations	46,666,157	41,798,931	4,867,226	11.6%
Soil Conservation Committee	737,800	737,800	0	0.0%
Total all funds	47,403,957	42,536,731	4,867,226	11.4%
Less estimated income	25,928,877	24,024,541	1,904,336	7.9%
Total general fund appropriation	21,475,080	18,512,190	2,962,890	16.0%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2020)
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Exec Recommendation	2007-09 Adj Appropriation	Incr (Decr) over 2007-09	
			$$ change	% change
Main Research Station				
Operations	87,080,353	77,495,615	9,584,738	12.4%
Deferred Maintenance	500,000	100,000	400,000	400.0%
Capital Bond Payments	421,789	0	421,789	100.0%
Subtotal all funds	88,002,142	77,595,615	10,406,527	13.4%
Less estimated income	44,813,267	41,452,167	3,361,100	8.1%
Subtotal general fund appropriation	43,188,875	36,143,448	7,045,427	19.5%
Major Capital Projects	17,000,000	8,907,750	8,092,250	90.8%
2005-07 Capital Assets Carryover	0	7,000,000	(7,000,000)	-100.0%
Subtotal all funds	17,000,000	15,907,750	1,092,250	6.9%
Less estimated income	0	8,000,000	(8,000,000)	-100.0%
Subtotal general fund appropriation	17,000,000	7,907,750	9,092,250	115.0%
Total:				
Total all funds	105,002,142	93,503,365	11,498,777	12.3%
Less estimated income	44,813,267	49,452,167	(4,638,900)	-9.4%
Total general fund appropriation	60,188,875	44,051,198	16,137,677	36.6%
Branch Research Centers				
Dickinson Research Center	5,012,580	5,949,944	(937,364)	-15.8%
Central Grasslands Research Center	2,283,694	2,176,051	107,643	4.9%
Hettinger Research Center	2,995,155	2,452,299	542,856	22.1%
Langdon Research Center	2,091,572	1,606,303	485,269	30.2%
North Central Research Center	3,881,226	3,037,142	844,084	27.8%
Williston Research Center	2,857,183	3,243,080	(385,897)	-11.9%
Carrington Research Center	6,547,962	5,697,696	850,266	14.9%
Capital Bond Payments	149,634	0	149,634	100.0%
Subtotal all funds	25,819,006	24,162,515	1,656,491	6.9%
Less estimated income	13,916,816	13,494,204	422,612	3.1%
Subtotal general fund appropriation	11,902,190	10,668,311	1,233,879	11.6%
Major Capital Projects	350,000	1,398,880	(1,048,880)	-75.0%
2005-07 Capital Assets Carryover	0	366,623	(366,623)	-100.0%
Subtotal all funds	350,000	1,765,503	(1,415,503)	-80.2%
Less estimated income	350,000	1,067,623	(717,623)	-67.2%
Subtotal general fund appropriation	0	697,880	(697,880)	-100.0%
Total:				
Total all funds	26,169,006	25,928,018	240,988	0.9%
Less estimated income	14,266,816	14,561,827	(295,011)	-2.0%
Total general fund appropriation	11,902,190	11,366,191	535,999	4.7%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 EXECUTIVE RECOMMENDATION BY LINE ITEM (SB 2020)
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Exec Recommendation	2007-09 Adj Appropriations	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 % change
Agronomy Seed Farm:				
Operations	1,275,238	1,233,576	41,662	3.4%
Subtotal all funds	1,275,238	1,233,576	41,662	3.4%
Less estimated income	1,275,238	1,233,576	41,662	3.4%
Subtotal general fund appropriation	0	0	0	0.0%
TOTAL-ALL:				
Operating, Extraordinary Repairs, Deferred Maintenance & Capital Bond Payments (1):				
General Fund:				
Operating	$ 77,183,271	$ 66,844,142	$ 10,339,129	15.5%
Extraordinary Repairs - Main Research Center	1,340,465	740,465	600,000	81.0%
Deferred Maintenance-Main Research Center	500,000	100,000	400,000	400.0%
Capital Bond Payments-Main, Central Grasslands and North Central REC (2)	571,423	-	571,423	100.0%
Total General Fund	79,595,159	67,684,607	11,910,552	17.6%
Total Special Funds	109,269,662	102,550,497	6,719,165	6.6%
Total All Funds	186,452,933	169,394,639	17,058,294	10.1%
Major Capital Projects & Carryover:				
Total General Fund	17,000,000	8,605,630	8,394,370	97.5%
Total Special Funds	350,000	14,567,623	(14,217,623)	-97.6%
Total All Funds	17,350,000	23,173,253	(5,823,253)	-25.1%
TOTAL-ALL:				
Total General Fund	**96,595,159**	**76,290,237**	**20,304,922**	**26.6%**
Total Special Funds	**109,619,662**	**117,118,120**	**(7,498,458)**	**-6.4%**
Total All Funds	**$ 206,214,821**	**$ 193,408,357**	**$ 12,806,464**	**6.6%**

1/ SB 2020 includes single line-item budgets for the NDSU Main & Branch Research Stations and Agronomy Seed Farm, although major capital projects, extraordinary repairs and capital bond payments are listed separately for this analysis.

2/ Capital bond payments began in the 2007-09 biennium, but were not included in the 07-09 legislative appropriation. The 2007-09 payments, totaling $136,153, are included in the Governor's deficiency appropriation recommendation.

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North Dakota University System

Creating a University System for the 21st Century

Analysis of 2009–2011 Engrossed Senate Bills 2003 and 2020

February 2009

NORTH DAKOTA UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

North Dakota University System (NDUS)
Analysis of the 2009-11 Engrossed SB's 2003 and 2020

Engrossed SB2003 includes $585.2 million for the eleven campuses, UND School of Medicine and Health Sciences, Forest Service and North Dakota University System Office. The engrossed bill includes an increase of $73.6 million in base funding, which is an increase of 16.7% over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments. In addition, $20.2 million is included for one-time increases other than major capital projects and the remaining $49.9 million increase is for one-time major capital projects at the eleven campuses and the State Forest Service. When the one-time funds are taken into account, the total increase is $143.7 million (32.6%) over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments.

In addition, Engrossed SB2062 includes the following funding for the NDUS - $20 million in new funding for the existing needs-based state grant program, $4 million for new opportunity grants, and $1 million for the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment. In total, Engrossed SB's 2003 and 2062 include $4 million less than the total executive recommendation for the eleven campuses, UND School of Medicine and Health Sciences, Forest Service and North Dakota University System Office.

Engrossed SB2020 includes $96.6 million for the Upper Great Plains Transportation Institute (UGPTI), Northern Crops Institute (NCI), Extension Service and Research Stations. This is the same level of total funding that was provided in the executive recommendation, however the Senate shifted $100,000 one-time funding to base funding. The engrossed bill includes an increase of $11.5 million in base funding, which is an increase of 17% over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments. In addition, $532,000 is for one-time increases other than major capital projects and the remaining $17 million increase is for one-time major capital projects. When the one-time funds are taken into account, the total increase is $29 million (43%) over the 2007-09 adjusted appropriation, less 2007-09 one-time funding adjustments.

This report includes summary and detail schedules of Engrossed SB's 2003 and 2020, including the senate amendments to SB2003 on pages 9-10 and the amendments to SB2020 on pages 23-24.

Of the total base funding increase of $73.6 million for the campuses, NDUS Office, SMHS and Forest Service, $59.3 million is for parity and equity.

Major items included in the budget are:

- 100% of the state share of parity costs based on a 5% annual salary increase (SBHE requested 7% per year)
- $10 million of the $18.5 million requested for equity was funded.
- $8.2 million to freeze tuition at the two-year campuses and limit tuition increases to no more than 4% per year at all other campuses
- One-time funding of $20 million for deferred maintenance (SBHE request $50 million)
- $1.2 million for increasing network bandwidth
- $1.4 million increased funding for EPSCoR
- $1.5 million base funding for STEM teacher education, to establish a pool for enhancing the use of science, technology, engineering and mathematics in existing teacher education program curriculums. It may not be used for infrastructure projects..
- $750,000 base funding pool for security/emergency preparedness
- 100% of funding requested to help stabilize Family Practice Center operations, totaling $1.275 million
- $600,000 for creation of the new RuralMed Scholarship program
- $500,000 to implement a Rural Health Initiative at the SMHS
- Funding to replace lost Forest Service federal funds, totaling $826,284
- 100% of SBHE requested state-funded major capital projects except the NDUS/UND Joint IT Facility and the Bismarck Family Practice Center. Projects at BSC, DSU and VCSU were partially funded.

Other Bills With a Funding Impact on the North Dakota University System

HB1015 (OMB) - $8,741,543 ($3,996,111 general fund and $4,745,432 from the permanent oil trust fund) for 2007-09 Centers of Excellence projects that have been awarded, but have not yet received funding.

HB1023 (Deficiency Appropriation)

- UND - $2,858,771 for 1997 flood expenditures (amended request)
- NDSU - $527,842 for 2000 flood expenditures
- NDSU Main Research Center - $100,499 for 07-09 capital bond payments
- Central Grasslands Research Center - $13,560 for 07-09 capital bond payments
- North Central Research Center - $22,094 for 07-09 capital bond payments

HB1230 - $6 million to WSC, including $3 million from federal funds that may become available from the federal stimulus package and $3 million from special funds and other income, to construct a virtual center for career and technical education to provide secondary career and technical education programs. Each dollar of federal funds must be matched by a dollar of nonstate funds.

HB1394 - $700,000 from the permanent oil tax trust fund for tribal community college grants

HB1434 - $500,000 general fund to the SBHE for creating an endowment fund at each institution, to be allocated based on each institution's proportionate share of total FTE at all NDUS institutions as of May 1, 2009.

SB2019 (Career and Technical Education) - $3 million general fund for workforce training grants. This is the same funding level as the 2007-09 biennium and $305,000 less than the executive recommendation.

SB2018 (Department of Commerce)

- $2 million general fund to be transferred to the workforce enhancement fund for the purpose of assisting two-year colleges to respond to business and industry workforce training, the same level of funding as 2007-09;
- $200,000 general fund for student-based technology grants of up to $25,000 each, to the extent matching funds are available from an angel fund on a dollar-for-dollar basis. The department may not award more than 4 grants to the same higher education institution during the 2009-11 biennium.
- $1 million general fund for regional technical assistance grants. The grants must be equally distributed among the four workforce training quadrants in the state. The department may award grants of up to $250,000 each to the extent matching funds are available from nonstate sources on a dollar-for-dollar basis. The Department of Commerce may not award more than one grant to each higher education institution during the 2009-11 biennium.

- $400,000 general fund for youth entrpreneurship grants. The grants must be equally distributed among the four workforce training quadrants in the state. The department may award grants of up to $100,000 each to the extent matching funds are available from nonstate sources on a dollar-for-dollar basis. The Department of Commerce may not award more than one grant to each higher education institution during the 2009-11 biennium.
- $200,000 general fund for providing grants to UND and NDSU patent offices. The department may award a grant of up to $100,000 to each university for support of the patent offices to the extent matching funds are available from nonstate sources on a dollar-for-dollar basis.
- $5 million general fund grant for construction of the Great Plains Applied Energy Research Center at BSC. This requires nonstate matching funds of $3 for each $1 received from this grant.
- $20 million general fund for Centers of Excellence

SB2062

- $20 million new general funds for existing needs-based state grant program
- $4 million general fund for new opportunity grants of $2,400 per year to residents of North Dakota for the past 12 months, who attend an NDUS campus and meet the merit scholarship (academic or technical) requirements included in HB1400.
- $1 million new general funds to the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment.

SB2155 - $200,000 general fund appropriation to the ND School for the Deaf, for grants to NDUS institutions for services to hard of hearing students.

SB2266 - $2 million general fund and $2.6 million federal funds, to UND, to support a simulation laboratory initiative that includes basic simulation centers for use at each of the nursing education sites in the state, which are located at BSC, DSU, LRSC, MiSU, MiSU-BC, NDSCS, NDSU, UND, WSC, Fort Berthold Community College, Jamestown College, Medcenter One College of Nursing, Sitting Bull College, United Tribes Technical College and University of Mary. The initiative must include a basic simulation model, essential equipment, and staff to serve all locations in an integrated way.

SB2412 - $369,900 to the Department of Health for providing a grant to the ND Fetal Alcohol Syndrome Center (at SMHS)

North Dakota University System
Summary of General Fund Increases
Per 2009-11 Engrossed SB's 2003 and 2020

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Campuses, Med School, Forest Service & NDUS Office (SB 2003) 1/			UGPTI, NCI, Extension & Research (SB 2020)			Total		
2007-09 Adjusted General Fund Appropriation	$ 470,444,979			$ 76,290,237			$ 546,735,216		
Less OMB Adjustments:									
2007-09 One-time Funding	(28,576,870)			(8,730,630)			(37,307,500)		
2005-07 Capital Asset Carryover	(411,947)						(411,947)		
Total Base Adjustments	(28,988,817)			(8,730,630)			(37,719,447)		
2007-09 Adjusted Appropriation, Less Base Adjustments	441,456,162			67,559,607			509,015,769		
2009-11 Executive Recommendation	614,224,947			96,595,159			710,820,106		
Executive Recommendation Increase from 07-09 Adjusted Appropriation, Less 07-09 One-Time & Carryover Adjustments	172,768,785			29,035,552			201,804,337		
2009-11 Engrossed SB's 2003 & 2020 (Senate Version)	585,208,335			96,595,159			681,803,494		
Engrossed SB's 2003 & 2020 Change To Executive Recommendation 1/	$ (29,016,612)			$ -			$ (29,016,612)		
Engrossed SB's 2003 & 2020 Increase from 07-09 Adjusted Appropriation	$ 114,763,356			$ 20,304,922			$ 135,068,278		
Engrossed SB's 2003 & 2020 Increase from 07-09 Adjusted Appropriation, Less 07-09 One-Time & Carryover Adjustments	$ 143,752,173			$ 29,035,552			$ 172,787,725		

Summary of Increases from 07-09 Adjusted Appropriation, Less 07-09 One-Time and Carryover Adjustments	Requested Increase	Increase Funded in SB2003 1/	Incr over Adj Approp	Requested Increase	Increase Funded in SB2020	Incr over Adj Approp	Requested Increase	Increase Funded in SB's 2003 & 2020	Incr over Adj Approp
Permanent Base Increase	$ 119,660,573	$ 73,597,928	16.7%	$ 16,785,731	$ 11,503,552	17.0%	$ 136,446,304	$ 85,101,480	16.7%
One-time Increases	85,389,955	20,225,000	4.6%	2,346,850	532,000	0.8%	87,736,805	20,757,000	4.1%
Capital Projects - One-time	89,783,745	49,928,245	11.3%	16,800,000	17,000,000	25.2%	106,583,745	66,928,245	13.1%
Total Increase (Decrease)	$ 294,834,273	143,751,173	32.6%	$ 35,932,581	$ 29,035,552	43.0%	$ 330,766,854	$ 172,786,725	33.9%

1/ An additional $25 million is included in SB2062 for the following: $20 million new funding for the existing needs-based state grant program, $4 million for new opportunity grants, and $1 million new funding to the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment.

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NDUS Campuses, NDUS Office, Medical School and Forest Service
Comparison of SBHE General Fund Request to Executive Recommendation & Engrossed SB 2003

		(1) SBHE 2009-11 Prioritized GF Revised Request	(2) Executive Recommendation	(3) Senate Adjustments	(4) Engrossed SB2003	Comments
A.	**Base Funding Request:**					
	2007-09 Adjusted Base Funding Appropriation	**$441,456,162**	**$441,456,162**		**$ 441,456,162**	
	Campuses & NDUS Office (SMHS included in lines 2, 5 & 7; Forest Service included in line 2))					
1	Decreased capital bond payments ($3,427,564), SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)	(3,827,674)	(3,827,674)		(3,827,674)	
2	100% of Parity or cost to continue--7%/7% salary and FINAL health insurance increases, utility cost increases and operating inflation (Includes SMHS and Forest Service)	59,086,833	49,367,855	(138,011)	49,229,844	Includes 5% annual salary increases, rather than 7% per the budget request (Totals include SMHS and Forest Service)
3	Emergency Preparedness/Security	1,334,865	1,334,865	(584,865)	750,000	$750,000 pool in NDUS Office
4	Needs-based financial aid (See footnote A)	14,056,000	33,112,203	(32,412,203)	700,000	Additional $20 M in SB2062 for needs-based financial aid (See Footnote A)
5	Equity adjustment to address funding differentials-15% (Includes SMHS)	18,500,000	10,000,000		10,000,000	Totals include SMHS
6	Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)	2,370,000	1,220,000		1,220,000	Northern Tier ($1M) and ODIN Web Developer ($150,000) are not funded
7	Two and Four-Year college affordability (Includes SMHS)	8,215,467	-	8,215,467	8,215,467	Freezes tuition at 2-year campuses and limits annual tuition increases to 4% at all other campuses
8	EPSCoR research matching funds	2,800,000	800,000	600,000	1,400,000	
9	New Academic and Technical Program Start-up Revolving Fund	1,000,000	-		-	
10	Disabled Student Services Funding	150,000	150,000		150,000	
11	Bismarck HE Center	630,000	-		-	
12	Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)	803,000	2,803,000	(1,997,000)	806,000	Additional $5 M in SB2062 for new non needs-based aid (See Footnote A)
13	Comprehensive Career Planning Initiative	1,500,000	-		-	
14	Access, Collaboration and Enhancement Fund (ACE)	1,750,000	-		-	
15	Shared recruitment initiatives	500,000	-		-	
16	NDUS Services - Continuation of FINDET ($156,830), NDUS Office Legal Assistant ($128,930)	285,760	154,007		154,007	Includes parity costs for FINDET and provides full funding from the general fund. Legal assistant is not funded
	Tribal Community College Grants		700,000	(700,000)	-	HB1394 includes $700,000 from the permanent oil trust fund. The executive recommendation specified that $700,000 from the needs-based financial aid line was for these grants.
	ND Space Grant Consortium		100,000		100,000	To be added to $300,000 in UND's base budget. This was not included in the SBHE request.
	STEM Initiative (SBHE requested $4M one-time funding)			1,500,000	1,500,000	Funded $1.5 M of #2 one-time request as base funding
	UND School of Medicine & Health Sciences (In addition to parity, equity and affordability included above)					
1	Stabilize operations of the Bismarck and Minot Centers for Family Medicine (CFM)	1,275,000	1,275,000		1,275,000	
2	Implement Electronic Medical Records System for CFMs for training (combination of base and one-time funding)	225,000	-		-	This was requested as base funding, but is included in Engrossed SB2003 as one-time funding
3	Create RuralMed program- Funded tuition scholarship to encourage students into family medicine rural practice	600,000	600,000		600,000	
4	Develop and implement comprehensive health care delivery plan for the State of ND	707,850	-	500,000	500,000	
5	Implement new master's in public health degree	1,133,600	-		-	
6	Enhanced prevention training and focus on geriatrics	1,074,450	-		-	
	Forest Service (In addition to parity included above)					
1	Replace lost federal forestry funding	826,284	826,284		826,284	Includes language that up to $826,284 is available, based on actual federal authorizations & resulting reductions
2	Program Enhancement-10% base funding increase	292,565	-		-	
	Total Base Funding Increase Request & Recommendation	**115,289,000**	**98,615,540**	**(25,016,612)**	**73,598,928**	
	Percentage Increase over 2007-09 Adjusted Appropriation	**26%**	**22%**		**17%**	

NDUS Campuses, NDUS Office, Medical School and Forest Service
Comparison of SBHE General Fund Request to Executive Recommendation & Engrossed SB 2003

		(1) SBHE 2009-11 Prioritized GF Revised Request	(2) Executive Recommendation	(3) Senate Adjustments	(4) Engrossed SB2003	Comments
B	**One-time Funding Request:**					
1	Deferred Maintenance-facilites and infrastructure	$50,000,000	$20,000,000		20,000,000	
2	Emergency Preparedness/Security	20,642,000	4,000,000	(4,000,000)	-	
3	Technology Maintenance - IVN CODEC Replacement ($350,000), SITS Collaboration and Emergency Pool ($200,000)	550,000	-		-	
4	STEM Initiative	4,000,000	-		-	This was requested as one-time funding, but $1.5 M is included in Engrossed SB2003 as base funding
5	Pay-off special assessments	1,697,955	-		-	
6	Bismarck HE Center	4,500,000	-		-	
	SMHS - Electronic Medical Records System, requested as #2 base funding priority, but recommended as one-time		225,000		225,000	Funded SMHS #2 base funding request as one-time
1	SMHS - Retire Minot CFM bond debt	4,000,000	-		-	
	Total One-time Funding Increase Request & Recommendation	**$85,389,955**	**$24,225,000**	**($4,000,000)**	**$20,225,000**	

In addition, SB2062 includes the following funding for the NDUS - $20 million in new funding for the existing needs-based state grant program, $4 million for new opportunity grants, and $1 million new funding to the existing technology loan forgiveness program, with revisions to awards and a
(A) change in focus to STEM and primary sector employment.

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North Dakota University System
NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences (SMHS)
Summary of Senate Amendments to SB2003

Amendments to General Fund

	NDUS Office	11 Campuses & SMHS	Forest Service	Total
General Fund Included in Executive Recommendation	**$ 108,080,088**	**$ 502,289,091**	**$ 3,855,768**	**$ 614,224,947**
Senate Amendments:				
Adjustments to Base Funding in Executive Recommendation:				
Reduces funding for needs-based financial aid (Note $20M added to SB2062 for existing program) 1/	(33,112,203)			(33,112,203)
Reduces funding for student financial assistance grants (Note $5m added to SB2062 for new and existing programs) 2/	(1,997,000)			(1,997,000)
Removes funding for salary increases for NDUS Office employees earning > $100,000 per year 3/	(138,011)			(138,011)
Removes base funding for emergency preparedness/security from campuses & adds pool in NDUS Office	750,000	(1,334,865)		(584,865)
Increases funding for EPSCoR 4/	600,000			600,000
Provides funding for STEM Teacher Education Pool 5/	1,500,000			1,500,000
Provides funding for affordability initiative to freeze tuition at the 2-year campuses and limit tuition increases to 4% per year at the other campuses		8,215,467		8,215,467
Provides funding to implement a Rural Health Initiative at the SMHS		500,000		500,000
Net Changes to Base Funding	(32,397,214)	7,380,602	-	(25,016,612)
Adjustments to One-time Funding in Executive Recommendation:				
Removes one-time funding for emergency preparedness/security	(4,000,000)			(4,000,000)
Net Changes to One-time Funding	(4,000,000)	-	-	(4,000,000)
Net Adjustments to General Fund	***(36,397,214)***	***7,380,602***	-	***(29,016,612)***
General Fund per Engrossed SB2003	**$ 71,682,874**	**$ 509,669,693**	**$ 3,855,768**	**$ 585,208,335**

Amendments to Other Funds

	NDUS Office	11 Campuses & SMHS	Forest Service	Total Other Funds
Other Funds Included in Executive Recommendation	**$ 4,069,558**	**$ 159,329,000**	**$ 997,486**	**$ 164,396,044**
Senate Amendments:				
Adjustments to Base Funding in Executive Recommendation:				
Reduces funding for SITS pool to reflect actual amount from the Student Loan Trust Fund	(20,600)			(20,600)
Net Changes to Base Funding	(20,600)	-	-	(20,600)
Reductions to Executive Recommendation:				
Provides funding authority for a forensic pathology facility at the SMHS		129,000		129,000
Increases revenue bond funding authority for MiSU wellness center project		5,000,000		5,000,000
Net Changes to One-time Funding	-	5,129,000	-	5,129,000
Other Funds per Engrossed SB2003	**$ 4,048,958**	**$ 164,458,000**	**$ 997,486**	**$ 169,504,444**

North Dakota University System
NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences (SMHS)
Summary of Senate Amendments to SB2003

FOOTNOTES TO AMENDMENTS:

1/ This amendment removes the increase that was provided in the executive recommendation for needs based financial aid. The executive recommendation had specified that $700,000 of this increase was to be used for Tribal Community College Grants. HB1394 includes $700,000 from the permanent oil trust fund for these grants. [Note - SB2062 adds $20 million to existing state grant program]

2/ The amendment removes $1,997,000 of the increase for student financial assistance grants that was provided in the executive recommendation for the STEM (technology) loan forgiveness program. [Note - SB2062 adds $4 million for a new opportunity grant program and $1 million to the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment.]

3/ In addition to freezing the salaries of NDUS Office employees that currently earn over $100,000 per year, this amendment limits compensation adjustments of all other NDUS Office employees to no more than 5 percent per year for the 2009-11 biennium.

4/ Of the $600,000 increase to EPSCoR, $400,000 is to be used for the National Aeronautics and Space Administration Experimental Program to Stimulate Competitive Research program

5/ The STEM teacher education funding is provided to establish a pool for enhancing the use of science, technology, engineering and mathematics in existing teacher education program curriculums and may not be used for infrastructure projects.

OTHER CHANGES TO EXECUTIVE RECOMMENDATION (SB2003):

* Adds a section of legislative intent that all NDUS employees whose documented performance meets all standards are to receive minimum monthly salary increases of $100 for the 2009-11 biennium, which is not funded in parity (estimated general fund cost of $114,500).

* Adds a section that legislative council consider studying the facility needs of the SMHS Bismarck Family Practice Center (BFPC), which if conducted must include a review of the feasibility of locating the BFPC on the campus of BSC.

* Adds a section that legislative council consider studying options for funding higher education institutions. If conducted, the study must include a review of the feasibility of implementing a higher education funding mechanism based on student completion rates.

North Dakota University System Campuses and UND School of Medicine and Health Sciences (SMHS)
Summary of 2009-11 Parity Increases, Assuming Salary Increases of 5% Per Year with Final Health Insurance Increases

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Cost to Continue FY 09 Legislatively Funded Salary Increases	Total Estimated Health Insurance, Based on Funded Premium of $825.97 per Month	Est Cost of Compensation Pkg at 5% Per Year	Subtotal, Salary and Health Insurance Increases (Col 1+2+3)	Est Operating Inflation, Excl Utilities at 2.0% for FY10 & 2.2% for FY11	Estimated Actual Utility Increases	Estimated Utility Costs of New Bldgs Coming Online 2009-11	Total Estimated Increases in Computation of Parity (Col 4+5+6+7)	Targeted State Portion Per Funding Model	GF Portion of Parity, using Targeted Funding Percent (Col 8x9)
BSC	541,888	869,426	1,735,397	3,146,711	398,102	167,608	184,000	3,896,421	75%	2,922,316
LRSC	155,016	259,698	496,438	911,152	89,660	41,475		1,042,287	75%	781,715
WSC	148,637	274,093	476,007	898,737	58,538	25,188	42,032	1,024,495	75%	768,371
UND	3,499,036	4,444,774	11,205,663	19,149,473	1,335,932	2,435,456	53,687	22,974,548		13,806,731
UND SMHS	974,927	825,691	3,122,205	4,922,823	434,302	0		5,357,125		3,214,275
Total-UND/SMHS	4,473,963	5,270,465	14,327,868	24,072,296	1,770,234	2,435,456	53,687	28,331,673	60%	17,021,006
NDSU	3,149,849	3,841,363	10,087,391	17,078,603	964,561	3,016,658	187,879	21,247,701	60%	12,748,621
NDSCS	579,394	929,500	1,855,510	3,364,404	187,021	387,361	28,000	3,966,786	75%	2,975,090
DSU	472,855	771,758	1,514,319	2,758,932	234,847	476,065	240,000	3,709,844	70%	2,596,891
MaSU	197,916	341,368	633,826	1,173,110	92,427	317,230		1,582,767	70%	1,107,937
MiSU	810,913	1,200,829	2,596,947	4,608,689	158,357	422,313		5,189,359	65%	3,373,083
VCSU	310,040	536,435	992,902	1,839,377	117,300	149,003		2,105,680	70%	1,473,976
MiSU-BC	96,406	193,021	308,741	598,168	24,787	66,369		689,324	75%	516,993
Subtotal	10,936,877	14,487,956	35,025,346	60,450,179	4,095,834	7,504,726	735,598	72,786,337		46,285,998
	TARGETED STATE SHARE OF EACH OF ABOVE PARITY COMPONENTS, BASED % IN COLUMN 9									
BSC	406,416	652,070	1,301,548	2,360,033	298,577	125,706	138,000	2,922,316		
LRSC	116,262	194,774	372,329	683,364	67,245	31,106	-	781,715		
WSC	111,478	205,570	357,005	674,053	43,904	18,891	31,524	768,371		
UND	2,102,942	2,670,895	6,734,672	11,508,509	804,736	1,461,274	32,212	13,806,731		
UND SMHS	584,956	495,415	1,873,323	2,953,694	260,581	-	-	3,214,275		
Total-UND/SMHS	2,687,898	3,166,310	8,607,995	14,462,203	1,065,317	1,461,274	32,212	17,021,006		
NDSU	1,889,909	2,304,818	6,052,435	10,247,162	578,737	1,809,995	112,727	12,748,621		
NDSCS	434,546	697,125	1,391,633	2,523,303	140,266	290,521	21,000	2,975,090		
DSU	330,999	540,231	1,060,023	1,931,252	164,393	333,246	168,000	2,596,891		
MaSU	138,541	238,958	443,678	821,177	64,699	222,061	-	1,107,937		
MiSU	527,093	780,539	1,688,016	2,995,648	102,932	274,503	-	3,373,083		
VCSU	217,028	375,505	695,031	1,287,564	82,110	104,302	-	1,473,976		
MiSU-BC	72,305	144,766	231,556	448,626	18,590	49,777	-	516,993		
Subtotal	6,932,474	9,300,663	22,201,248	38,434,385	2,626,769	4,721,381	503,464	46,285,998		

Note - This schedule includes parity for campuses and SMHS only, compared to the $49,229,844 on page 7 (line 2), which also includes parity of the Forest Service, NDUS Office and SITS pool.

North Dakota University System Equity Allocation
Comparison of Budget Request to Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
			Budget Request With $250,000 Minimum or 52% Peers			Engrossed SB2003 Based on Proportionate Share of Request in Column 5	
	Current Percent of Peer Benchmark - Before 09-11 Budget Allocations	LTF Plan Model Allocation Based on Dollar and Percent Distance From Peers	Percentage distribution of those campuses not participating in minimum allocation		2009-11 Budget Request - LTF Plan Model, with minimum of $250,000 or 52% of peers	Engrossed SB2003	Percent of Peer Benchmark After Allocation of 09-11 Parity and Equity
					$15,250,000		
BSC	53%	$818,924	$818,924	5.1%	$770,669	$416,578	62%
LRSC	47%	$385,754	$385,754	2.4%	$363,023	$196,229	55%
WSC	63%	$150,486			$250,000	$135,135	71%
UND & SMHS	53%	$5,960,340	$5,960,340	36.8%	$5,609,129	$3,031,962	61%
NDSU	41%	$7,631,344	$7,631,344	47.1%	$9,181,670	$4,963,065	49%
NDSCS	88%	$19,750			$250,000	$135,135	98%
DSU	49%	$872,227	$872,227	5.4%	$820,831	$443,693	58%
MaSU	75%	$101,667			$250,000	$135,135	84%
MiSU	67%	$536,277	$536,277	3.3%	$504,677	$272,798	75%
VCSU	86%	$21,069			$250,000	$135,135	96%
MISU-BC	89%	$2,162			$250,000	$135,135	101%
TOTAL	53%	$16,500,000	$16,204,866	100.0%	$18,500,000	$10,000,000	61%

1/ Allocated equity to UND and the Med School (SMHS), based on proportionate share of parity (consistent with past practice):

UND = 80.511%	4,515,966	Med = 19.489%	1,093,163	5,609,129

Executive recommendation & Engrossed SB2003 include the same proportionate share of the budget request:

UND = 80.511%	2,441,063	Med = 19.489%	590,899	3,031,962

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Bismarck State College				*Lake Region State College*			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 20,695,572	$ 20,695,572		$ 20,695,572	$ 6,636,952	$ 6,636,952		$ 6,636,952
Base Adjustments	(718,411)	(718,411)		(718,411)	(81,942)	(81,942)		(81,942)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	19,977,161	19,977,161	-	19,977,161	6,555,010	6,555,010	-	6,555,010
Prioritized SBHE Needs Based Request:								
Parity	3,454,883	2,922,316		2,922,316	934,065	781,715		781,715
Emergency Preparedness/Security	308,437	308,437	(308,437)	-	101,153	101,153	(101,153)	-
Equity	770,670	416,578		416,578	363,023	196,229		196,229
Two and Four-Year College Affordability	974,105		974,105	974,105	260,572		260,572	260,572
Bismarck Higher Education Center	630,000			-				-
Total Requested Increase in GF Base Funding	6,138,095	3,647,331	665,668	4,312,999	1,658,813	1,079,097	159,419	1,238,516
Total Base General Fund Request & Recommendation	26,115,256	23,624,492	665,668	24,290,160	8,213,823	7,634,107	159,419	7,793,526
One-time Budget Requests:								
Deferred Maintenance	851,591	340,637		340,637	234,518	93,807		93,807
Emergency Preparedness/Security	635,478			-	336,970			-
STEM Initiative	249,000			-				-
Pay-off special assessments	349,229			-				-
Bismarck HE Center	4,500,000			-				-
Total One-time Budget Request & Recommendation	6,585,298	340,637	-	340,637	571,488	93,807	-	93,807
2009-11 State-funded Projects	9,590,500	3,000,000	-	3,000,000	2,609,920	2,609,920	-	2,609,920
Total 2009-11 General Fund Request & Recommendation	$ 42,291,054	$ 26,965,129	$ 665,668	$ 27,630,797	$ 11,395,231	$ 10,337,834	$ 159,419	$ 10,497,253

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to
Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Williston State College				*University of North Dakota*			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 6,579,702	$ 6,579,702		$ 6,579,702	$ 115,120,705	$ 115,120,705		$ 115,120,705
Base Adjustments	(70,723)	(70,723)		(70,723)	(5,465,730)	(5,465,730)		(5,465,730)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	6,508,979	6,508,979	-	6,508,979	109,654,975	109,654,975	-	109,654,975
Prioritized SBHE Needs Based Request:								
Parity	914,451	768,371		768,371	16,562,425	13,806,731		13,806,731
Emergency Preparedness/Security	109,364	109,364	(109,364)	-	204,600	204,600	(204,600)	-
Equity	250,000	135,135		135,135	4,515,966	2,441,063		2,441,063
Two and Four-Year College Affordability	256,124		256,124	256,124	1,774,161		1,774,161	1,774,161
Bismarck Higher Education Center				-				-
Total Requested Increase in GF Base Funding	1,529,939	1,012,870	146,760	1,159,630	23,057,152	16,452,394	1,569,561	18,021,955
Total Base General Fund Request & Recommendation	8,038,918	7,521,849	146,760	7,668,609	132,712,127	126,107,369	1,569,561	127,676,930
One-time Budget Requests:								
Deferred Maintenance	955,003	382,002		382,002	17,946,685	7,178,674		7,178,674
Emergency Preparedness/Security	329,134			-	7,990,901			-
STEM Initiative				-	1,115,800			-
Pay-off special assessments				-	299,961			-
Bismarck HE Center				-				-
Total One-time Budget Request & Recommendation	1,284,137	382,002	-	382,002	27,353,347	7,178,674	-	7,178,674
2009-11 State-funded Projects	1,610,000	1,610,000	-	1,610,000	22,400,000	11,200,000	-	11,200,000
Total 2009-11 General Fund Request & Recommendation	$ 10,933,055	$ 9,513,851	$ 146,760	$ 9,660,611	$ 182,465,474	$ 144,486,043	$ 1,569,561	$ 146,055,604

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	North Dakota State University				*North Dakota State College of Science*			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 98,302,791	$ 98,302,791		$ 98,302,791	$ 29,126,813	$ 29,126,813		$ 29,126,813
Base Adjustments	(7,016,936)	(7,016,936)		(7,016,936)	(983,113)	(983,113)		(983,113)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	91,285,855	91,285,855	-	91,285,855	28,143,700	28,143,700	-	28,143,700
Prioritized SBHE Needs Based Request:								
Parity	15,225,158	12,748,621		12,748,621	3,544,519	2,975,090		2,975,090
Emergency Preparedness/Security	192,116	192,116	(192,116)	-	50,000	50,000	(50,000)	-
Equity	9,181,670	4,963,065		4,963,065	250,000	135,135		135,135
Two and Four-Year College Affordability	1,916,408		1,916,408	1,916,408	991,697		991,697	991,697
Bismarck Higher Education Center				-				-
Total Requested Increase in GF Base Funding	26,515,352	17,903,802	1,724,292	19,628,094	4,836,216	3,160,225	941,697	4,101,922
Total Base General Fund Request & Recommendation	117,801,207	109,189,657	1,724,292	110,913,949	32,979,916	31,303,925	941,697	32,245,622
One-time Budget Requests:								
Deferred Maintenance	13,389,543	5,355,817		5,355,817	2,585,358	1,034,143		1,034,143
Emergency Preparedness/Security	5,240,288			-	1,919,766			-
STEM Initiative	500,000			-	386,300			-
Pay-off special assessments	340,865			-	193,129			-
Bismarck HE Center				-				-
Total One-time Budget Request & Recommendation	19,470,696	5,355,817	-	5,355,817	5,084,553	1,034,143	-	1,034,143
2009-11 State-funded Projects	13,000,000	13,000,000	-	13,000,000	5,700,000	5,700,000	-	5,700,000
Total 2009-11 General Fund Request & Recommendation	$ 150,271,903	$ 127,545,474	$ 1,724,292	$ 129,269,766	$ 43,764,469	$ 38,038,068	$ 941,697	$ 38,979,765

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to
Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Dickinson State University				Mayville State University			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 18,024,873	$ 18,024,873		$ 18,024,873	$ 11,205,028	$ 11,205,028		$ 11,205,028
Base Adjustments	(785,073)	(785,073)		(785,073)	(880,969)	(880,969)		(880,969)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	17,239,800	17,239,800	-	17,239,800	10,324,059	10,324,059	-	10,324,059
Prioritized SBHE Needs Based Request:								
Parity	3,030,632	2,596,891		2,596,891	1,289,482	1,107,937		1,107,937
Emergency Preparedness/Security	57,280	57,280	(57,280)	-	70,446	70,446	(70,446)	-
Equity	820,831	443,692		443,692	250,000	135,135		135,135
Two and Four-Year College Affordability	75,749		75,749	75,749	156,614		156,614	156,614
Bismarck Higher Education Center				-				-
Total Requested Increase in GF Base Funding	3,984,492	3,097,863	18,469	3,116,332	1,766,542	1,313,518	86,168	1,399,686
Total Base General Fund Request & Recommendation	21,224,292	20,337,663	18,469	20,356,132	12,090,601	11,637,577	86,168	11,723,745
One-time Budget Requests:								
Deferred Maintenance	4,155,430	1,662,172		1,662,172	4,775,300	1,910,120		1,910,120
Emergency Preparedness/Security	933,999			-	609,602			-
STEM Initiative	646,600			-				-
Pay-off special assessments				-	481,825			-
Bismarck HE Center				-				-
Total One-time Budget Request & Recommendation	5,736,029	1,662,172	-	1,662,172	5,866,727	1,910,120	-	1,910,120
2009-11 State-funded Projects	8,820,000	2,000,000	-	2,000,000	4,958,325	4,958,325	-	4,958,325
Total 2009-11 General Fund Request & Recommendation	$ 35,780,321	$ 23,999,835	$ 18,469	$ 24,018,304	$ 22,915,653	$ 18,506,022	$ 86,168	$ 18,592,190

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Minot State University				*Valley City State University*			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 38,267,401	$ 38,267,401		$ 38,267,401	$ 14,146,372	$ 14,146,372		$ 14,146,372
Base Adjustments	(7,575,409)	(7,575,409)		(7,575,409)	(537,819)	(537,819)		(537,819)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	30,691,992	30,691,992	-	30,691,992	13,608,553	13,608,553	-	13,608,553
Prioritized SBHE Needs Based Request:								
Parity	4,063,787	3,373,083		3,373,083	1,758,368	1,473,976		1,473,976
Emergency Preparedness/Security	84,000	84,000	(84,000)	-	50,000	50,000	(50,000)	-
Equity	504,677	272,798		272,798	250,000	135,135		135,135
Two and Four-Year College Affordability	693,392		693,392	693,392	176,888		176,888	176,888
Bismarck Higher Education Center				-				-
Total Requested Increase in GF Base Funding	5,345,856	3,729,881	609,392	4,339,273	2,235,256	1,659,111	126,888	1,785,999
Total Base General Fund Request & Recommendation	36,037,848	34,421,873	609,392	35,031,265	15,843,809	15,267,664	126,888	15,394,552
One-time Budget Requests:								
Deferred Maintenance	1,487,778	595,111		595,111	3,262,303	1,304,921		1,304,921
Emergency Preparedness/Security	1,545,618			-	776,591			-
STEM Initiative	400,400			-	490,200			-
Pay-off special assessments				-	32,946			-
Bismarck HE Center				-				-
Total One-time Budget Request & Recommendation	3,433,796	595,111	-	595,111	4,562,040	1,304,921	-	1,304,921
2009-11 State-funded Projects	3,750,000	3,750,000	-	3,750,000	11,245,000	1,000,000	-	1,000,000
Total 2009-11 General Fund Request & Recommendation	$ 43,221,644	$ 38,766,984	$ 609,392	$ 39,376,376	$ 31,650,849	$ 17,572,585	$ 126,888	$ 17,699,473

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NDUS Campuses
Comparison of SBHE General Fund Revised Request to
Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	Minot State University-Bottineau Campus				*Total Campuses*			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 4,918,250	$ 4,918,250		$ 4,918,250	$ 363,024,459	$ 363,024,459	$ -	$ 363,024,459
Base Adjustments	49,523	49,523		49,523	(24,066,602)	(24,066,602)	-	(24,066,602)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	4,967,773	4,967,773	-	4,967,773	338,957,857	338,957,857	-	338,957,857
Prioritized SBHE Needs Based Request:								
Parity	611,742	516,993		516,993	51,389,512	43,071,724	-	43,071,724
Emergency Preparedness/Security	107,469	107,469	(107,469)	-	1,334,865	1,334,865	(1,334,865)	-
Equity	250,000	135,135		135,135	17,406,837	9,409,100	-	9,409,100
Two and Four-Year College Affordability	172,331		172,331	172,331	7,448,041	-	7,448,041	7,448,041
Bismarck Higher Education Center				-	630,000	-	-	-
Total Requested Increase in GF Base Funding	1,141,542	759,597	64,862	824,459	78,209,255	53,815,689	6,113,176	59,928,865
Total Base General Fund Request & Recommendation	6,109,315	5,727,370	64,862	5,792,232	417,167,112	392,773,546	6,113,176	398,886,722
One-time Budget Requests:								
Deferred Maintenance	242,551	97,021		97,021	49,886,060	19,954,425	-	19,954,425
Emergency Preparedness/Security	323,653			-	20,642,000	-	-	-
STEM Initiative				-	3,788,300	-	-	-
Pay-off special assessments				-	1,697,955	-	-	-
Bismarck HE Center				-	4,500,000	-	-	-
Total One-time Budget Request & Recommendation	566,204	97,021	-	97,021	80,514,315	19,954,425	-	19,954,425
2009-11 State-funded Projects	800,000	800,000	-	800,000	84,483,745	49,628,245	-	49,628,245
Total 2009-11 General Fund Request & Recommendation	$ 7,475,519	$ 6,624,391	$ 64,862	$ 6,689,253	$ 582,165,172	$ 462,356,216	$ 6,113,176	$ 468,469,392

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UND School of Medicine and Health Sciences
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	UND School of Medicine and Health Sciences						
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation Base Funding	Executive Recommendation Change in Base Funding	Executive Recommendation One-Time Funding	Total Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 34,488,501	$ 34,488,501			$ 34,488,501		$ 34,488,501
Base Adjustments	(460,800)	(460,800)			(460,800)		(460,800)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	34,027,701	34,027,701			34,027,701	-	34,027,701
Prioritized SBHE Needs Based Request:							
Parity	3,980,802	3,214,275			3,214,275		3,214,275
Equity	1,093,163	590,899			590,899		590,899
Two and Four-Year College Affordability	767,426				-	767,426	767,426
Stabilize operations of the Bismarck and Minot Centers for Family Medicine (CFM)	1,275,000	1,275,000			1,275,000		1,275,000
Implement Electronic Medical Records System for CFMs for training (combination of base and one-time funding)	225,000		(225,000)	225,000	225,000		225,000
Create RuralMed program- Funded tuition scholarship to encourage students into family medicine rural practice	600,000	600,000			600,000		600,000
Develop and implement comprehensive health care delivery plan for the State of ND	707,850				-	500,000	500,000
Implement new master's in public health degree	1,133,600				-		-
Enhanced prevention training and focus on geriatrics	1,074,450				-		-
Total Requested Increase in GF Base Funding	10,857,291	5,680,174	(225,000)	225,000	5,905,174	1,267,426	7,172,600
Total Base General Fund Request & Recommendation	**44,884,992**	**39,707,875**	**(225,000)**	**225,000**	**39,932,875**	**1,267,426**	**41,200,301**
One-time Budget Requests:							
Retire Minot CFM Bond Debt	4,000,000				-	-	-
Total One-time Budget Request & Recommendation	4,000,000	-	-	-	-	-	-
2009-11 State-funded Projects	5,000,000				-	-	-
Total 2009-11 General Fund Request & Recommendation	$ 53,884,992	$ 39,707,875	$ (225,000)	$ 225,000	$ 39,932,875	$ 1,267,426	$ 41,200,300

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ND Forest Service
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)
	ND Forest Service			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	$ 2,535,546	$ 2,535,546		$ 2,535,546
Base Adjustments	(143,566)	(143,566)		(143,566)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	2,391,980	2,391,980	-	2,391,980
Prioritized SBHE Needs Based Request:				
Parity	350,606	291,928		291,928
Replace lost federal forestry funding	826,284	826,284		826,284
Program Enhancement-10% base funding increase	292,565	-		-
Total Requested Increase in GF Base Funding	1,469,455	1,118,212	-	1,118,212
Total Base General Fund Request & Recommendation	3,861,435	3,510,192	-	3,510,192
One-time Budget Requests:				
Deferred Maintenance	113,940	45,576		45,576
Total One-time Budget Request & Recommendation	113,940	45,576	-	45,576
2009-11 State-funded Projects	300,000	300,000		300,000
Total 2009-11 General Fund Request & Recommendation	$ 4,275,375	$ 3,855,768	$ -	$ 3,855,767

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NDUS Office
Comparison of SBHE General Fund Revised Request to Executive Recommendation & Engrossed SB2003

	(1) SBHE 2009-11 Prioritized GF Revised Request	(2) Executive Recommendation	(3) Senate Adjustments	(4) Engrossed SB2003	
2007-09 Original General Fund Appropriation	$ 68,601,118	$ 68,601,118		$ 68,601,118	
Base Adjustments	(2,522,494)	(2,522,494)		(2,522,494)	
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	66,078,624	66,078,624	-	66,078,624	
Prioritized SBHE Needs Based Request:					
Decreased capital bond payments ($3,427,564), SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)	(3,827,674)	(3,827,674)		(3,827,674)	
Parity	3,365,912	2,789,928	(138,011)	2,651,917	
Emergency Preparedness/Security			750,000	750,000	
Needs-based financial aid	14,056,000	33,112,203	(32,412,203)	700,000	(A)
Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)	2,370,000	1,220,000		1,220,000	
EPSCoR research matching funds	2,800,000	800,000	600,000	1,400,000	
New Academic and Technical Program Start-up Revolving Fund	1,000,000			-	
Disabled Student Services Funding	150,000	150,000		150,000	
Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)	803,000	2,803,000	(1,997,000)	806,000	(A)
Comprehensive Career Planning Initiative	1,500,000			-	
Access, Collaboration and Enhancement Fund (ACE)	1,750,000			-	
Shared recruitment initiatives	500,000			-	
NDUS Services - Continuation of FINDET ($156,830), NDUS Office Legal Assistant ($128,930)	285,760	154,007		154,007	
Tribal Community College Grants		700,000	(700,000)	-	(B)
ND Space Grant Consortium		100,000		100,000	
STEM Initiative ($4 M requested in one-time funding)			1,500,000	1,500,000	
Total Requested Increase in GF Base Funding	24,752,998	38,001,464	(32,397,214)	5,604,250	
Total Base General Fund Request & Recommendation	90,831,622	104,080,088	(32,397,214)	71,682,874	
One-time Budget Requests:					
Emergency Preparedness/Security		4,000,000	(4,000,000)	-	
Technology Maintenance - IVN CODEC Replacement ($350,000), SITS Collaboration and Emergency Pool ($200,000)	550,000			-	
STEM Initiative	211,700			-	
Total One-time Budget Request & Recommendation	761,700	4,000,000	(4,000,000)	-	
Total 2009-11 General Fund Request & Recommendation	$ 91,593,322	$ 108,080,088	$ (36,397,214)	$ 71,682,874	

(A) In addition, SB2062 includes the following funding for the NDUS - $20 million in new funding for the existing needs-based state grant program, $4 million for new opportunity grants, and $1 million to the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment.

(B) HB1394 includes $700,000 from the permanent oil trust fund for Tribal Community College Grants. The executive recommendation specified that $700,000 from the needs-based financial aid line was to be used for these grants.

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North Dakota University System
UGPTI, Extension Service, Main & Branch Research Centers and NCI
Summary of Senate Amendments to SB2020 (General Fund)

	(1) UGPTI	(2) Extension Service	(3) Main Research Center	(4) Branch Research Centers	(5) NCI	(6) Total
2007-09 Adjusted Appropriation, Less Base Adjustments	1,209,840	18,512,190	36,043,448	10,668,311	1,125,818	67,559,607
Executive Recommendation Increases (Decreases):						
Cost to continue FY2009 salary increases	17,737	291,554	646,460	177,774	21,290	1,154,815
Cost of 2009-11 capital bond payments			421,789	149,634		571,423
Compensation package (5% per year) and health insurance increases	71,854	2,019,336	3,397,178	906,471	111,916	6,506,755
UGPTI, NCI and SBARE initiatives (1)	290,362	520,000	2,180,000		180,197	3,170,559
One-time funding (2)		132,000	500,000			632,000
2009-11 capital projects request			17,000,000			17,000,000
Total Increases-Executive Recommendation	379,953	2,962,890	24,145,427	1,233,879	313,403	29,035,552
General Fund per Executive Recommendation	1,589,793	21,475,080	60,188,875	11,902,190	1,439,221	96,595,159
Senate Amendments:						
Adjustments to Base Funding:						
Adds funding for Soil Conservation Committee		100,000				100,000
Subtotal Base Funding Adjustments	-	100,000	-	-	-	100,000
Adjustments to One-time Funding:						
Reduces funding for IVN replacement (2)		(50,000)				(50,000)
Reduces funding for deferred maintenance (2)			(50,000)			(50,000)
Subtotal One-time Funding Adjustments	-	(50,000)	(50,000)	-	-	(100,000)
Total Senate Amendments	-	50,000	(50,000)	-	-	-
General Fund per Engrossed SB2020	$ 1,589,793	$ 21,525,080	$ 60,138,875	$ 11,902,190	$ 1,439,221	$ 96,595,159

Footnotes regarding general fund adjustments included in the executive recommendation and House amendments:

(1) The following UGPTI, NCI and SBARE initiatives were funded in the executive recommendation (all base funding increases):

UGPTI - $290,362 Core administrative expenses [Total requested = $290,362]

Extension - $220,000 Crop disease management (.3 Fte Carrington, .7 Fte Langdon); $300,000 Extension operating support [Total requested for all Extension initiatives = $4,442,926]

Main Research - $480,000 Greenhouse utilities; $600,000 Extraordinary repairs base; $1.1 million Pulse, oilseed & wheat quality and product evaluation [Total requested for all Research Centers = $8,243,996]

NCI - $160,000 Milling specialist; $20,197 Operating expenses [Total requested = $270,197]

(2) One-time funding includes the following:

Extension - $82,000 IVN equipment replacement included in engrossed bill, $50,000 less than executive recommendation. [Total requested = $132,000]

Main Research - $450,000 Deferred maintenance included in engrossed bill, $50,000 less than executive recommendation [Total requested = $2,214,850]

North Dakota University System
UGPTI, Extension Service, Main & Branch Research Centers, NCI and Agronomy Seed Farm
Summary of Senate Amendments to SB2020 (Other Funds)

	(1) UGPTI	(2) Extension Service	(3) Main Research Center	(4) Branch Research Centers	(5) NCI	(6) Agronomy Seed Farm	(7) Total
2007-09 Adjusted Appropriation	26,361,681	24,024,541	49,452,167	14,561,827	1,484,328	1,233,576	117,118,120
Executive Recommendation Increases (Decreases):							
Cost to continue FY2009 salary increases	179,298	280,645	2,729,423	1,072,008	98,128	26,929	4,386,431
Compensation package (5% per year) and health insurance increases	888,483	1,693,691	1,627,193	310,988	52,309	40,733	4,613,397
Increase (decrease) capital projects & carryover	(5,500,000)		(8,000,000)	(717,623)			(14,217,623)
Other changes in estimated income	(192,263)	(70,000)	(995,516)	(960,384)	(36,500)	(26,000)	(2,280,663)
Total Increases (Decreases) to Budget Request	(4,624,482)	1,904,336	(4,638,900)	(295,011)	113,937	41,662	(7,498,458)
Other Funds per Executive Recommendation	**21,737,199**	**25,928,877**	**44,813,267**	**14,266,816**	**1,598,265**	**1,275,238**	**109,619,662**
Senate Amendments:							
Adjustments to Base Funding:							
Adds special fund authority for industrial hemp study			200,000				200,000
Subtotal Base Funding Adjustments	-	-	200,000	-	-	-	200,000
Adjustments to One-time Funding:							
Adds authority for an additional $3 million federal funds for the Center for Transportation Study, authorized in 07-09. Total authorization = $8.5 million	3,000,000						3,000,000
Subtotal One-time Funding Adjustments	3,000,000	-	-	-	-	-	3,000,000
Total Senate Amendments	**3,000,000**	-	**200,000**	-	-	-	**3,200,000**
Other Fund per Engrossed SB2020	**$ 24,737,199**	**$ 25,928,877**	**$ 45,013,267**	**$ 14,266,816**	**$ 1,598,265**	**$ 1,275,238**	**$112,819,662**

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North Dakota University System
Branch Research Centers
Summary of Engrossed SB2020

	(1) Dickinson	(2) Central Grasslands	(3) Hettinger	(4) Langdon	(5) North Central	(6) Williston	(7) Carrington	(8) Total
General Fund:								
2007-09 Adjusted Appropriation, Less Base Adjustments	**$ 2,100,936**	**$ 1,094,851**	**$ 1,236,334**	**$ 1,111,001**	**$ 1,270,286**	**$ 1,701,646**	**$ 2,153,257**	**$ 10,668,311**
Executive Recommendation Increases (Decreases):								
Cost to continue FY2007 salary increases	45,334	20,952	20,208	14,651	7,473	34,467	34,689	177,774
Cost of 2009-11 capital bond payments		56,908			92,726			149,634
Compensation package (5% per year) and health insurance increases	207,501	93,717	93,107	91,527	115,626	121,070	183,923	906,471
Total Increases-Executive Recommendation	252,835	171,577	113,315	106,178	215,825	155,537	218,612	1,233,879
General Fund per Executive Recommendation and Engrossed SB2020	**$ 2,353,771**	**$ 1,266,428**	**$ 1,349,649**	**$ 1,217,179**	**$ 1,486,111**	**$ 1,857,183**	**$ 2,371,869**	**$ 11,902,190**
Other Funds:								
2007-09 Adjusted Appropriation-OF	**$ 4,550,008**	**$ 1,081,200**	**$ 1,215,965**	**$ 495,302**	**$ 2,133,479**	**$ 1,541,434**	**$ 3,544,439**	**$ 14,561,827**
Executive Recommendation Increases (Decreases):								
Cost to continue FY2009 salary increases	455,050	80,079	102,249	14,074	145,874	87,366	187,316	1,072,008
Compensation package (5% per year) and health insurance increases	78,809	7,943	45,506	28,842	60,671	-	89,217	310,988
Increase (decrease) capital projects & carryover	(351,000)				(366,623)			(717,623)
Other changes in estimated income	(1,724,058)	(95,048)	281,786	336,175	514,440	(628,800)	355,121	(960,384)
Net Changes-Executive Recommendation	(1,541,199)	(7,026)	429,541	379,091	354,362	(541,434)	631,654	(295,011)
Other Funds per Executive Recommendation and Engrossed SB2020	**$ 3,008,809**	**$ 1,074,174**	**$ 1,645,506**	**$ 874,393**	**$ 2,487,841**	**$ 1,000,000**	**$ 4,176,093**	**$ 14,266,816**

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Comparison of One-time Deferred Maintenance Request to Engrossed SB2003 Based on Outstanding Deferred Maintenance From 2006 Master Plan, Adjusted for 2007-09 Funding, Plus CPI Adjustment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	07-09 Outstanding Deferred Maintenance, per 2006 Master Plans	Less 2007-09 one-time deferred maintenance funding	Less deferred maintenance addressed in funded 07-09 capital projects (Enter negative amt)	07-09 Outstanding Def Mnt, less funding in 2007-09 (Col 1 - Cols 2 & 3)	Est increase of 5% per year, based on BLS All Urban Consumer Index for Mpls/St Paul	Balance 07-09 Deferred Mnt (per 2006 Master Plan) adjusted for CPI (Col 4 + Col 5)	Distribution of $50 million in 09-11 Budget Request	Distribution of $20 million included in the 2009-11 Engrossed SB2003
BSC	$2,040,000	($229,711)	($117,920)	$1,692,369	$173,468	$1,865,837	$851,591	$340,637
LRSC	$548,000	($81,942)	$0	$466,058	$47,771	$513,829	$234,518	$93,807
WSC	$1,968,600	($70,723)	$0	$1,897,877	$194,532	$2,092,409	$955,003	$382,002
UND	$40,454,000	($3,628,330)	($1,160,189)	$35,665,481	$3,655,712	$39,321,193	$17,946,685	$7,178,674
NDSU	$30,026,000	($2,516,935)	($900,000)	$26,609,065	$2,727,429	$29,336,494	$13,389,543	$5,355,817
NDSCS	$5,771,000	($633,113)	$0	$5,137,887	$526,633	$5,664,520	$2,585,358	$1,034,143
DSU	$8,893,166	($635,073)	$0	$8,258,093	$846,455	$9,104,548	$4,155,430	$1,662,172
MASU 1/	$10,922,900	($737,937)	($695,000)	$9,489,963	$972,721	$10,462,684	$4,775,300	$1,910,120
MISU	$11,185,000	($855,874)	($7,372,462)	$2,956,664	$303,058	$3,259,722	$1,487,778	$595,111
VCSU	$7,021,000	($537,819)	$0	$6,483,181	$664,526	$7,147,707	$3,262,303	$1,304,921
MISU-B	$531,000	($48,977)	$0	$482,023	$49,407	$531,430	$242,551	$97,021
FOREST SERVICE	$250,000	($23,566)	$0	$226,434	$23,209	$249,643	$113,940	$45,576
TOTAL	$119,610,666	($10,000,000)	($10,245,571)	$99,365,095	$10,184,922	$109,550,017	$50,000,000	$20,000,000

1/ Column 3 also includes the amount of deferred maintenance addressed with part of the $750,000 one-time funding that MaSU received for capital master plan and deferred maintenance.

Projects for which an amount is included in column 3.

Campus and Project	Amount
BSC - Schafer Hall Renovation - 1st Floor	117,920
UND - O'Kelly Hall - Ireland Lab	1,160,189
NDSU - Minard Hall Renovation Phase 1 and II	700,000
NDSU - Ceres Hall Renovation	200,000
	900,000
MaSU - Use of $750,000, net of $55,000 for master plan:	
Electrical Power Upgrades	225,000
Site Improvements- sidewalks and signage	120,000
Main Building Admin Office HVAC Upgrade	70,000
Old Gym ADA, Entrance and Gym upgrades	75,000
Others def mnt projects not yet identified	205,000
	695,000
MiSU-Swain Hall	7,036,150
MiSU-Dome Floor	336,312
	7,372,462

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NORTH DAKOTA UNIVERSITY SYSTEM
CAPITAL ASSETS (Extraordinary Repairs and Major Capital Projects)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
	2009-11 Engrossed SB's 2003, 2018, 2020 and HB1230			2009-11 Budget Request Plus SBHE Revisions			2007-09 Adjusted Appropriation			2009-11 Engrossed Bills to 2007-09 Adjusted Appropriation		
Institution	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL	Extraordinary Repairs	Major Capital Projects	TOTAL
BSC	$243,481	$8,409,500	$8,652,981	$243,481	$10,000,000	$10,243,481	$243,481	$6,222,750	$6,466,231	$ -	$2,186,750	$2,186,750
LRSC	43,662	2,609,920	2,653,582	43,662	2,609,920	2,653,582	43,662	3,007,600	3,051,262	-	(397,680)	(397,680)
WSC	86,475	16,985,000	17,071,475	86,475	10,985,000	11,071,475	86,475	2,100,000	2,186,475	-	14,885,000	14,885,000
UND	2,300,545	54,219,000	56,519,545	2,300,545	70,290,000	72,590,545	2,300,545	79,900,000	82,200,545	-	(25,681,000)	(25,681,000)
NDSU	1,692,226	71,100,000	72,792,226	1,692,226	71,100,000	72,792,226	1,692,226	51,000,000	52,692,226	-	20,100,000	20,100,000
NDSCS	753,332	12,836,000	13,589,332	753,332	12,836,000	13,589,332	753,332	10,084,420	10,837,752	-	2,751,580	2,751,580
DSU	383,690	2,000,000	2,383,690	383,690	8,820,000	9,203,690	383,690	8,000,000	8,383,690	-	(6,000,000)	(6,000,000)
MASU	208,994	8,626,828	8,835,822	208,994	8,626,825	8,835,819	208,994	900,000	1,108,994	-	7,726,828	7,726,828
MISU	596,870	26,000,000	26,596,870	596,870	26,000,000	26,596,870	596,870	8,126,150	8,723,020	-	17,873,850	17,873,850
VCSU	258,416	19,500,000	19,758,416	258,416	29,745,000	30,003,416	258,416	2,200,000	2,458,416	-	17,300,000	17,300,000
MiSU-BC	109,725	2,800,000	2,909,725	109,725	2,800,000	2,909,725	109,725	252,000	361,725	-	2,548,000	2,548,000
Subtotal	6,677,416	225,086,248	231,763,664	6,677,416	253,812,745	260,490,161	6,677,416	171,792,920	178,470,336	-	53,293,328	53,293,328
Forest Service	36,638	300,000	336,638	36,638	300,000	336,638	36,638	120,000	156,638	-	180,000	180,000
UGP Transp Institute	-	3,000,000	3,000,000	-	-	-	-	5,500,000	5,500,000	-	(2,500,000)	(2,500,000)
NDSU-Main Research	1,340,465	17,000,000	18,340,465	1,340,465	16,800,000	18,140,465	740,465	15,907,750	16,648,215	600,000	1,092,250	1,692,250
Branch Research Ctrs	-	350,000	350,000	-	350,000	350,000	-	1,765,503	1,765,503	-	(1,415,503)	(1,415,503)
Subtotal	1,377,103	20,650,000	22,027,103	1,377,103	17,450,000	18,827,103	777,103	23,293,253	24,070,356	600,000	(2,643,253)	(2,043,253)
Total	$8,054,519	$245,736,248	$253,790,767	$8,054,519	$271,262,745	$279,317,264	$7,454,519	$195,086,173	$202,540,692	$600,000	$50,650,075	$51,250,075
General Fund	$ 8,054,519	$ 71,928,248	$79,982,767	$ 8,054,519	$ 106,583,745	$114,638,264	$ 7,454,519	$ 22,413,865	$ 29,868,384	$ 600,000	$49,514,383	$50,114,383
Permanent Oil Trust Fund								4,809,515	4,809,515		(4,809,515)	($4,809,515)
Revenue Bonding	-	-	-	-	60,679,500	$60,679,500	-	22,714,000	22,714,000	-	(22,714,000)	($22,714,000)
Other/Federal Funds	-	173,808,000	173,808,000	-	103,999,500	$103,999,500	-	145,148,793	145,148,793	-	28,659,207	$28,659,207
Total	$8,054,519	$245,736,248	$253,790,767	$8,054,519	$271,262,745	$279,317,264	$7,454,519	$195,086,173	$202,540,692	$600,000	$50,650,075	$51,250,075

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NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL PROJECTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	2009-11 Engrossed SB's 2003, 2018, 2020 and HB1230					2009-11 Budget Request Plus SBHE Revisions				
	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds
BSC:										
Major Remodeling										
Technical Center Renovation (SB2003)	3,000,000		409,500		3,409,500	9,590,500		409,500		10,000,000
New Construction/Addition										
Great Plains Applied Research Center (SB2018)	5,000,000				5,000,000					
Subtotal	8,000,000	-	409,500	-	8,409,500	9,590,500	-	409,500	-	10,000,000
LRSC:										
New Construction/Addition										
Wind Energy Project	2,609,920				2,609,920	2,609,920				2,609,920
Subtotal (SB2003)	2,609,920	-	-	-	2,609,920	2,609,920	-	-	-	2,609,920
WSC:										
Major Remodeling										
Science Lab Renovation (SB2003)	1,610,000				1,610,000	1,610,000				1,610,000
New Construction/Addition										
New Dormitory (SB2003)		9,375,000			9,375,000		9,375,000			9,375,000
Virtual Ctr for Career & Technical Ed (HB1230)			3,000,000	3,000,000	6,000,000					
Subtotal	1,610,000	9,375,000	3,000,000	3,000,000	16,985,000	1,610,000	9,375,000	-	-	10,985,000
UND and SMHS:										
Major Remodeling										
Education Building Renovation and Addition	11,200,000				11,200,000	11,200,000				11,200,000
COBPA Renovation and Addition			20,500,000		20,500,000			20,500,000		20,500,000
Oxford House Relocation and Renovation			750,000		750,000			750,000		750,000
New Construction/Additions										
NDUS & UND Joint IT Facility						11,200,000				11,200,000
SMHS-Bismarck Family Practice Clinic					-	5,000,000				5,000,000
Indoor Track and Football Practice Field			19,500,000		19,500,000			19,500,000		19,500,000
EERC Storage and Support Building			1,540,000		1,540,000			1,540,000		1,540,000
Starcher Hall Research Area Emergency Generator System			600,000		600,000			600,000		600,000
SMHS-Forensic Pathology Facility				129,000	129,000					
Subtotal (SB2003)	11,200,000	-	42,890,000	129,000	54,219,000	27,400,000	-	42,890,000	-	70,290,000
NDSU:										
Major Remodeling										
Minard Hall Renovation-Phase III	13,000,000				13,000,000	13,000,000				13,000,000
Auxiliary Enterprises Renovation/ West Dining Services Renovation		7,000,000			7,000,000		7,000,000			7,000,000
Ellig Softball Field (Carryover from 2007-09)			4,500,000		4,500,000			4,500,000		4,500,000
New Construction/Additions										
Bison Sports Arena (Carryover from 2007-09)			25,500,000		25,500,000			25,500,000		25,500,000
Niskanen Student Apartment Addition		20,000,000			20,000,000		20,000,000			20,000,000
Student Health Service Expansion			1,100,000		1,100,000			1,100,000		1,100,000
Subtotal (SB2003)	13,000,000	27,000,000	31,100,000	-	71,100,000	13,000,000	27,000,000	31,100,000	-	71,100,000
NDSCS:										
Major Remodeling										
Horton Hall Renovation	5,700,000				5,700,000	5,700,000				5,700,000
Robertson Hall Renovation (Carryover from 2007-09)		6,000,000			6,000,000		6,000,000			6,000,000
New Construction/Additions										
Parking Lot (Including Carryover from 2007-09)		1,136,000			1,136,000		1,136,000			1,136,000
Subtotal (SB2003)	5,700,000	7,136,000	-	-	12,836,000	5,700,000	7,136,000	-	-	12,836,000
DSU:										
Campus-wide master plan, schematic designs & asbestos survey & removal for Stoxen Library	2,000,000				2,000,000					-
New Construction/Additions										
Stoxen Library Addition - Phase I					-	8,820,000				8,820,000
Subtotal (SB2003)	2,000,000	-	-	-	2,000,000	8,820,000	-	-	-	8,820,000

NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL PROJECTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	2009-11 Engrossed SB's 2003, 2018, 2020 and HB1230					2009-11 Budget Request Plus SBHE Revisions				
	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds
MaSU:										
Major Remodeling										
Science-Library Building Renovation & Addition (Including Raising of East and West Hall)	4,958,328				4,958,328	4,958,325				4,958,325
Agassiz Hall Housing Renovation		3,668,500			3,668,500		3,668,500			3,668,500
Subtotal (SB2003)	4,958,328	3,668,500	-	-	8,626,828	4,958,325	3,668,500	-	-	8,626,825
MiSU:										
Major Remodeling										
Parking Lot Maintenance			1,000,000		1,000,000			1,000,000		1,000,000
New Construction/Additions										
Physical Plant Building/Refurbish Boiler	3,750,000		6,250,000		10,000,000	3,750,000		6,250,000		10,000,000
Wellness Center		10,000,000	5,000,000		15,000,000		10,000,000	5,000,000		15,000,000
Subtotal (SB2003)	3,750,000	10,000,000	12,250,000	-	26,000,000	3,750,000	10,000,000	12,250,000	-	26,000,000
VCSU:										
Campus-wide master plan, space study, repairs	1,000,000				1,000,000					
Major Remodeling										
LD Rhoades Science Addition and Renovation					-	11,245,000				11,245,000
Snoeyenbois Hall Renovation		3,500,000			3,500,000		3,500,000			3,500,000
New Construction/Additions					-					
WE Osmon Athletic and Wellness Center Addn - Phase I			15,000,000		15,000,000			15,000,000		15,000,000
Subtotal (SB2003)	1,000,000	3,500,000	15,000,000	-	19,500,000	11,245,000	3,500,000	15,000,000	-	29,745,000
MiSU-Bottineau Campus:										
Major Remodeling										
Coal Boiler Replacement	800,000				800,000	800,000				800,000
New Construction/Additions										
Entrepreneurial Center for Horticulture				2,000,000	2,000,000				2,000,000	2,000,000
Subtotal (SB2003)	800,000	-	-	2,000,000	2,800,000	800,000	-	-	2,000,000	2,800,000
Campus Subtotal	54,628,248	60,679,500	104,649,500	5,129,000	225,086,248	89,483,745	60,679,500	101,649,500	2,000,000	253,812,745
Forest Service:										
New Construction/Additions										
Greenhouse	300,000				300,000	300,000				300,000
Subtotal (SB2003)	300,000	-	-	-	300,000	300,000	-	-	-	300,000
Upper Great Plains Transportation Institute:										
Center for Transportation Study - Add'l Authority for 07-09 Project (Total authority = $8.5 M)				3,000,000	3,000,000					-
Main Station:										
New Construction/Additions										
Research Greenhouse Complex-Phase II (Request was for final phase)	11,450,400				11,450,400	16,800,000				16,800,000
Beef Research Facility	2,612,400				2,612,400					
REC Renovations	2,937,200				2,937,200					
Subtotal (SB2020)	17,000,000	-	-	-	17,000,000	16,800,000	-	-	-	16,800,000
Research Centers:										
Major Remodeling										
Dickinson Parking Lot and Landscaping - (Carryover from 2007-09)			350,000		350,000			350,000		350,000
Subtotal (SB2020)	-	-	350,000	-	350,000	-	-	350,000	-	350,000
Related Entities Subtotal	17,300,000	-	350,000	3,000,000	20,650,000	17,100,000	-	350,000	-	17,450,000
TOTAL-ALL	71,928,248	60,679,500	104,999,500	8,129,000	245,736,248	106,583,745	60,679,500	101,999,500	2,000,000	271,262,745

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2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	2009-11 Request State	Other	Total	Other Source	09-11 Engrossed Bills
		New Construction/Renovation/Addition/Infrastructure					
		Ranked State Funded Projects for the 11 Campuses					
1	NDSCS	Horton Hall Renovation	$5,700,000		$5,700,000		$5,700,000 GF
2	NDUS/UND	NDUS and UND Joint IT Facility	$11,200,000		$11,200,000		$0
3	LRSC	Wind Energy Project	$2,609,920		$2,609,920		$2,609,920 GF
4	MiSU-BC	Coal Boiler Replacement	$800,000		$800,000		$800,000 GF
5	MISU	Physical Plant Building/Refurbish or Replace Boiler	$3,750,000	$6,250,000	$10,000,000	Energy performance contract and/or local	$3,750,000 GF $6,250,000 OF
6	MASU	Addition (Including Raising of East and West Hall)	$4,958,325		$4,958,325		$4,958,325 GF
7	NDSU	Minard Hall - Phase III	$13,000,000		$13,000,000		$13,000,000 GF
8	UND	Renovation and Addition to the Education Building	$11,200,000		$11,200,000		$11,200,000 GF
9	DSU	Stoxen Library Addition-Phase I (Request) Exec Recom-Master plan, schematic designs & asbestos removal for Stoxen	$8,820,000		$8,820,000		$2,000,000 GF
10	WSC	Science Lab Renovation	$1,610,000		$1,610,000		$1,610,000 GF
11	BSC	Technical Center Renovation	$9,590,500	$409,500	$10,000,000	Bismarck Public Schools	$3,000,000GF $409,500 OF
12	VCSU	LD Rhoades Science Addn & Renov (Request) Exec Recom-Master plan, space study, repairs	$11,245,000		$11,245,000		$1,000,000 GF
		Total Ranked State-Funded Projects - 11 Campuses	$84,483,745	$6,659,500	$91,143,245		$49,628,248 GF $6,659,500 OF
		Other Priorities, NOT for inclusion in 09-11 budget request (13 and 14 only)					
13	UND	UND Law School	$8,160,000		$8,160,000		$0
14	NDSU	NDSU Ceres Hall	$10,000,000		$10,000,000		$0
		Ranked State Funded Projects for the UND School of Medicine and Health Sciences (SOMHS)					
1	SOMHS	Bismarck Family Practice Clinic	$5,000,000		$5,000,000		$0
		Non-State Funded Projects for the 11 Campuses					
	WSC	Dormitory		$9,375,000	$9,375,000	Revenue bond	$9,375,000
	UND	EERC Storage and Support Building		$1,540,000	$1,540,000	Local/Grant	$1,540,000
	UND	COBPA Renovation and Addition		$20,500,000	$20,500,000	Private	$20,500,000
	UND	Relocation and Renovation of Oxford House		$750,000	$750,000	Private	$750,000
	UND	Indoor Track and Football Practice Field		$19,500,000	$19,500,000	Private/Local	$19,500,000
	UND	Starcher Hall Research Area Emergency Generator System		$600,000	$600,000	Grant	$600,000
	NDSU	Auxiliary Enterprises Renovation/ West Dining Services Renovation		$7,000,000	$7,000,000	Revenue bond/local	$7,000,000
	NDSU	Student Health Services Expansion		$1,100,000	$1,100,000	Local (fees)	$1,100,000
	NDSU	Ellig Sftball Field (This is carryover project from 07-09)		$4,500,000	$4,500,000	Private	$4,500,000
	NDSU	Bison Sports Arena (This is carryover project from 07-09)		$25,500,000	$25,500,000	Private	$25,500,000
	NDSU	Niskanen Student Apt. Addition		$20,000,000	$20,000,000	Revenue bond	$20,000,000
	NDSCS	Parking Lot 4 (Includes $714,000 carryover from 07-09)		$1,136,000	$1,136,000	Revenue bond	$1,136,000
	NDSCS	Robertson Hall Renovation (This is carryover from 07-09)		$6,000,000	$6,000,000	Revenue bond	$6,000,000
	MASU	Agassiz Hall Housing Renovation		$3,668,500	$3,668,500	Revenue bond	$3,668,500
	MISU	Parking Lot Maintenance		$1,000,000	$1,000,000	Local	$1,000,000
	MISU	Wellness Center (pending 12/18 SBHE)		$15,000,000	$15,000,000	Revenue Bond/Private	$15,000,000
	VCSU	Snoeyenbos Hall Renovation		$3,500,000	$3,500,000	Revenue bond	$3,500,000
	VCSU	WE Osmon Athletic & Wellness Ctr Addn-Phase 1		$15,000,000	$15,000,000	Private	$15,000,000
	MISU-BC	Entrepreneurial Center for Horticulture		$2,000,000	$2,000,000	Federal/ Private	$2,000,000
		Total Non-State Funded Projects - Campuses	$0	$157,669,500	$157,669,500		$157,669,500

2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

Priority Rank	Campus/ Entity	Project Description	2009-11 Request				09-11 Engrossed Bills
			State	Other	Total	Other Source	
Ranked State Funded Projects for the NDSU Research Extension Centers (REC) and Forest Service							
1	Main REC	Research Greenhouse Complex-Final Phase	$16,800,000		$16,800,000		$11,450,400 GF
	Main REC	Beef Research Facility	$0		$0		$2,612,400 GF
	Main REC	Branch REC Renovations - North Central, Williston, Langdon & Dickinson	$0		$0		$2,937,200 GF
1	For. Svc.	Greenhouse	$300,000		$300,000		$300,000 GF
Total Ranked State-Funded Projects - NDSU Research Extension Centers and Forest Service			$17,100,000	$0	$17,100,000		$17,300,000 GF
Non-State Funded Projects for the NDSU Research Extension Centers (REC)							
	Dkn REC	Dickinson REC Parking Lot and Landscaping (Carryover from 07-09)		$350,000	$350,000	Oil Revenue	$350,000
Total Non-State Funded Projects - NDSU Research Extension Centers			$0	$350,000	$350,000		$350,000
Total - All			$106,583,745	$164,679,000	$271,262,745		$66,928,248 GF $164,679,000 OF

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North Dakota University System
Student Grant Programs By Funding Source
Engrossed SB's 2003 and 2062

	(1) State Grant Program	(2) Scholars Program	(3) PSEP	(4) ND Indian Scholarship Program	(5) Education Incentive Programs	(6) Opportunity Grants	(7) Total
General Fund:							
2007-09 Adjusted Appropriation	$ 6,187,797	$ 1,663,584	$ 2,253,130	$ 381,292	$ 2,013,344	$ -	$ 12,499,147
Increase (Decrease)	33,112,203	450,000	93,000	-	2,160,000	-	35,815,203
2009-11 Executive Recommendation	39,300,000	2,113,584	2,346,130	381,292	4,173,344	-	48,314,350
Senate Adjustments	(12,412,203)				(997,000)	4,000,000	(9,409,203)
2009-11 Engrossed SB2003	26,887,797	2,113,584	2,346,130	381,292	3,176,344	4,000,000	38,905,147
% Increase (Decrease)	334.5%	27.1%	4.1%	0.0%	57.8%	100.0%	211.3%
Other Funds:							
2007-09 Adjusted Appropriation			523,380				523,380
Increase (Decrease)			467,590				467,590
2009-11 Executive Recommendation			990,970				990,970
Senate Adjustments							
2009-11 Engrossed SB2003			990,970				990,970
% Increase (Decrease)			89.3%				89.3%
Federal Funds:							
2007-09 Adjusted Appropriation	348,428						348,428
Increase (Decrease)	-						-
2009-11 Executive Recommendation	348,428						348,428
Senate Adjustments							
2009-11 Engrossed SB2003	348,428						348,428
% Increase (Decrease)	0.0%						0.0%
Total Funds:							
2007-09 Adjusted Appropriation	6,536,225	1,663,584	2,776,510	381,292	2,013,344	-	13,370,955
Increase (Decrease)	33,112,203	450,000	560,590	-	2,160,000	-	36,282,793
2009-11 Executive Recommendation	39,648,428	2,113,584	3,337,100	381,292	4,173,344	-	49,653,748
Senate Adjustments	(12,412,203)	-	-	-	(997,000)	4,000,000	(9,409,203)
2009-11 Engrossed SB2003	$ 27,236,225	$ 2,113,584	$ 3,337,100	$ 381,292	$ 3,176,344	$ 4,000,000	$ 40,244,545
% Increase (Decrease)	316.7%	27.1%	20.2%	0.0%	57.8%	100.0%	201.0%

Engrossed SB's 2003 and 2062 provide sufficient funding for the following, by program:

State Grant Program - A biennial appropriation of $27.2 million in state grant funding, would allow the NDUS to serve approximately 7,750 students per year with annual grants ranging from $500 to $2,000 based on the level of student unmet need. However, engrossed SB2062 limits expenditures to $26 million for the 2009-11 biennium, which would reduce the estimated number of students to 7,400 per year.

Scholars Program - Continues funding for existing scholar recipients and adds 50 new freshmen per year, as well as continuing to provide one-time stipends of $2,0000 to incoming freshmen.

Professional Student Exchange Program (PSEP) - Continues state funding for existing students and funds the same number of new student slots in 2009-10 and 2008-09 (7-Veterinary medicine; 8-Dentistry; 4-Optometry). In addition, $990,970 is provided from the student loan trust fund, to continue funding for the existing students in the 2010-11 as in veterinary medicine program at Kansas State University, and to add 5 additional freshmen in each year of the 2009-11 biennium.

ND Indian Scholarship Program - Funds 238 grants per year, at $800 each, approximately the same number funded in 2007-09.

Education Incentive Program - SB2062 includes an additional $1.0 million in the Technology Occupation program as part of a STEM (Science, Technology, Engineering, and Math) initiative, which would increase the loan forgiveness from $1,000 to $2,000 in this program, for up to 5 years and focus eligibility on STEM programs and related primary sector employment. The additional $163,000 increase in Engrossed SB2003 will be needed to help address increased applicant demand in both the Teacher Shortage and Technology Occupation programs. Estimated new cohorts/slots will be added in 2009-11, as follows: Teacher Shortage Loan Forgiveness - 160 per year, @ $1,000; Technology Occupation Loan Forgiveness- 100 per year, @ $2,000. It also includes $260,000 for the Doctoral program.

Opportunity Grants - This new program, added by the Senate in SB2062, will provide grants of $2,400 per year to residents of ND during the past 12 months, who attend an NDUS campus and meet merit scholarship (technical or academic) requirements identified in HB1400.

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Interactive Link

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

NDUS Office	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
System Governance:				
Operations	$7,047,601	$6,702,618		
Subtotal all funds	7,047,601	6,702,618	344,983	5.1%
Less estimated income	276,110	580,796	(304,686)	-52.5%
Subtotal general fund appropriation	6,771,491	6,121,822	649,669	10.6%
Student Grant Programs:				
Student Financial Assistance Grants 1/	7,236,225	6,536,225		
Scholars Program	2,113,584	1,663,584		
ND Indian Scholarship Program	381,292	381,292		
Professional Student Exchange Program	3,337,100	2,776,510		
Education Incentive Programs 1/	2,176,344	2,013,344		
Tribal Community College Grants 2/	0	700,000		
Subtotal all funds	15,244,545	14,070,955	1,173,590	8.3%
Less estimated income	1,339,398	1,571,808	(232,410)	-14.8%
Subtotal general fund appropriation	13,905,147	12,499,147	1,406,000	11.2%
System Grant Programs:				
EPSCoR	7,050,000	5,650,000	1,400,000	
Title II Grant	695,600	695,600	0	
Professional Liability Insurance	1,100,000	1,100,000	0	
System Information Technology Services	30,230,038	31,477,093	(1,247,055)	
Security & Emergency Preparedness	750,000	0	750,000	
Stem Teacher Education Pool	1,500,000	0	1,500,000	
ND Space Grant Consortium	100,000	0	100,000	
Subtotal all funds	41,425,638	38,922,693	2,502,945	6.4%
Less estimated income	1,716,200	3,469,400	(1,753,200)	-50.5%
Subtotal general fund appropriation	39,709,438	35,453,293	4,256,145	12.0%
System Projects:				
Capital Assets-Bond Payments	12,014,048	15,954,112	(3,940,064)	
Subtotal all funds	12,014,048	15,954,112	(3,940,064)	-24.7%
Less estimated income	717,250	1,029,750	(312,500)	-30.3%
Subtotal general fund appropriation	11,296,798	14,924,362	(3,627,564)	-24.3%
TOTAL				
Total all funds	75,731,832	75,650,378	81,454	0.1%
Less estimated income	4,048,958	6,651,754	(2,602,796)	-39.1%
Total general fund appropriation	**71,682,874**	**68,998,624**	**2,684,250**	**3.9%**

1/ In addition, SB2062 includes the following funding for the NDUS - $20 million in new funding for the existing needs-based state grant program, $4 million for new opportunity grants, and $1 million new funding to the existing technology loan forgiveness program, with revisions to awards and a change in focus to STEM and primary sector employment.

2/ HB1394 includes $700,000, from the permanent oil trust fund, for Tribal Community College Grants.

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
BSC:				
Operations	24,046,679	19,733,680		
Capital Assets (Excluding Major Capital Projects)	243,481	243,481		
Deferred Maintenance	340,637	229,711		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	24,630,797	20,206,872		
Less estimated income	0	0		
Subtotal general fund appropriation	24,630,797	20,206,872		
Capital Assets - Major Capital Projects	3,409,500	6,222,750		
Subtotal all funds	3,409,500	6,222,750		
Less estimated income	409,500	5,734,050		
Subtotal general fund appropriation	3,000,000	488,700		
TOTAL				
Total all funds	28,040,297	26,429,622	1,610,675	6.1%
Less estimated income	409,500	5,734,050	(5,324,550)	-92.9%
Total general fund appropriation	27,630,797	20,695,572	6,935,225	33.5%
LRSC:				
Operations	7,749,864	6,511,348		
Capital Assets (Excluding Major Capital Projects)	43,662	43,662		
Deferred Maintenance	93,807	81,942		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	7,887,333	6,636,952		
Less estimated income	0	0		
Subtotal general fund appropriation	7,887,333	6,636,952		
Capital Assets - Major Capital Projects	2,609,920	3,007,600		
Subtotal all funds	2,609,920	3,007,600		
Less estimated income	0	3,007,600		
Subtotal general fund appropriation	2,609,920	0		
TOTAL				
Total all funds	10,497,253	9,644,552	852,701	8.8%
Less estimated income	0	3,007,600	(3,007,600)	-100.0%
Total general fund appropriation	10,497,253	6,636,952	3,860,301	58.2%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
WSC:				
Operations	7,582,134	6,622,504		
Capital Assets (Excluding Major Capital Projects)	86,475	86,475		
Deferred Maintenance	382,002	70,723		
2005-07 Capital Assets Carryover	0	8,495		
Subtotal all funds	8,050,611	6,788,197		
Less estimated income	0	200,000		
Subtotal general fund appropriation	8,050,611	6,588,197		
Capital Assets - Major Capital Projects	10,985,000	2,100,000		
Subtotal all funds	10,985,000	2,100,000		
Less estimated income	9,375,000	2,100,000		
Subtotal general fund appropriation	1,610,000	0		
TOTAL				
Total all funds	19,035,611	8,888,197	10,147,414	114.2%
Less estimated income	9,375,000	2,300,000	7,075,000	307.6%
Total general fund appropriation	9,660,611	6,588,197	3,072,414	46.6%
UND:				
Operations	125,376,385	107,554,430		
Capital Assets (Excluding Major Capital Projects)	2,300,545	2,300,545		
Deferred Maintenance	7,178,674	3,628,330		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	134,855,604	113,483,305		
Less estimated income	0	0		
Subtotal general fund appropriation	134,855,604	113,483,305		
Capital Assets - Major Capital Projects	54,219,000	79,900,000		
Subtotal all funds	54,219,000	79,900,000		
Less estimated income	43,019,000	77,920,000		
Subtotal general fund appropriation	11,200,000	1,980,000		
TOTAL				
Total all funds	189,074,604	193,383,305	(4,308,701)	-2.2%
Less estimated income	43,019,000	77,920,000	(34,901,000)	-44.8%
Total general fund appropriation	146,055,604	115,463,305	30,592,299	26.5%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
NDSU:				
Operations	109,221,724	89,593,630		
Capital Assets (Excluding Major Capital Projects)	1,692,225	1,692,226		
Deferred Maintenance	5,355,817	2,516,935		
2005-07 Capital Assets Carryover	0	47,300		
Subtotal all funds	116,269,766	93,850,091		
Less estimated income	0	0		
Subtotal general fund appropriation	116,269,766	93,850,091		
Capital Assets - Major Capital Projects	71,100,000	51,000,000		
Subtotal all funds	71,100,000	51,000,000		
Less estimated income	58,100,000	46,500,000		
Subtotal general fund appropriation	13,000,000	4,500,000		
TOTAL				
Total all funds	187,369,766	144,850,091	42,519,675	29.4%
Less estimated income	58,100,000	46,500,000	11,600,000	24.9%
Total general fund appropriation	129,269,766	98,350,091	30,919,675	31.4%
NDSCS:				
Operations	31,492,290	27,740,368		
Capital Assets (Excluding Major Capital Projects)	753,332	753,332		
Deferred Maintenance	1,034,143	633,113		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	33,279,765	29,126,813		
Less estimated income	0	0		
Subtotal general fund appropriation	33,279,765	29,126,813		
Capital Assets - Major Capital Projects	12,836,000	10,084,420		
Subtotal all funds	12,836,000	10,084,420		
Less estimated income	7,136,000	10,084,420		
Subtotal general fund appropriation	5,700,000	0		
TOTAL				
Total all funds	46,115,765	39,211,233	6,904,532	17.6%
Less estimated income	7,136,000	10,084,420	(2,948,420)	-29.2%
Total general fund appropriation	38,979,765	29,126,813	9,852,952	33.8%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
DSU:				
Operations	19,972,442	17,006,110		
Capital Assets (Excluding Major Capital Projects)	383,690	383,690		
Deferred Maintenance	1,662,172	635,073		
2005-07 Capital Assets Carryover	0	155,010		
Subtotal all funds	22,018,304	18,179,883		
Less estimated income	0	0		
Subtotal general fund appropriation	22,018,304	18,179,883		
Capital Assets - Major Capital Projects	2,000,000	8,000,000		
Subtotal all funds	2,000,000	8,000,000		
Less estimated income	0	8,000,000		
Subtotal general fund appropriation	2,000,000	0		
TOTAL				
Total all funds	24,018,304	26,179,883	(2,161,579)	-8.3%
Less estimated income	0	8,000,000	(8,000,000)	-100.0%
Total general fund appropriation	24,018,304	18,179,883	5,838,421	32.1%
MaSU:				
Operations	11,514,751	10,115,065		
Capital Assets (Excluding Major Capital Projects)	208,991	208,994		
Deferred Maintenance	1,910,120	1,630,969		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	13,633,862	11,955,028		
Less estimated income	0	0		
Subtotal general fund appropriation	13,633,862	11,955,028		
Capital Assets - Major Capital Projects	8,626,828	900,000		
Subtotal all funds	8,626,828	900,000		
Less estimated income	3,668,500	900,000		
Subtotal general fund appropriation	4,958,328	0		
TOTAL				
Total all funds	22,260,690	12,855,028	9,405,662	73.2%
Less estimated income	3,668,500	900,000	2,768,500	307.6%
Total general fund appropriation	18,592,190	11,955,028	6,637,162	55.5%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
MISU:				
Operations	34,434,395	30,095,122		
Capital Assets (Excluding Major Capital Projects)	596,870	596,870		
Deferred Maintenance	595,111	855,874		
2005-07 Capital Assets Carryover	0	1,142		
Subtotal all funds	35,626,376	31,549,008		
Less estimated income	0	0		
Subtotal general fund appropriation	35,626,376	31,549,008		
Capital Assets - Major Capital Projects	26,000,000	8,126,150		
Subtotal all funds	26,000,000	8,126,150		
Less estimated income	22,250,000	1,406,615		
Subtotal general fund appropriation	3,750,000	6,719,535		
TOTAL				
Total all funds	61,626,376	39,675,158	21,951,218	55.3%
Less estimated income	22,250,000	1,406,615	20,843,385	1481.8%
Total general fund appropriation	39,376,376	38,268,543	1,107,833	2.9%
VCSU:				
Operations	15,136,136	13,350,137		
Capital Assets (Excluding Major Capital Projects)	258,416	258,416		
Deferred Maintenance	1,304,921	532,621		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	16,699,473	14,141,174		
Less estimated income	0	0		
Subtotal general fund appropriation	16,699,473	14,141,174		
Capital Assets - Major Capital Projects	19,500,000	2,200,000		
Subtotal all funds	19,500,000	2,200,000		
Less estimated income	18,500,000	2,200,000		
Subtotal general fund appropriation	1,000,000	0		
TOTAL				
Total all funds	36,199,473	16,341,174	19,858,299	121.5%
Less estimated income	18,500,000	2,200,000	16,300,000	740.9%
Total general fund appropriation	17,699,473	14,141,174	3,558,299	25.2%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
MiSU-BC:				
Operations	5,682,507	4,858,048		
Capital Assets (Excluding Major Capital Projects)	109,725	109,725		
Deferred Maintenance	97,021	48,977		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	5,889,253	5,016,750		
Less estimated income	0	0		
Subtotal general fund appropriation	5,889,253	5,016,750		
Capital Assets - Major Capital Projects	2,800,000	252,000		
Subtotal all funds	2,800,000	252,000		
Less estimated income	2,000,000	252,000		
Subtotal general fund appropriation	800,000	0		
TOTAL				
Total all funds	8,689,253	5,268,750	3,420,503	64.9%
Less estimated income	2,000,000	252,000	1,748,000	693.7%
Total general fund appropriation	6,689,253	5,016,750	1,672,503	33.3%
Forest Service:				
Operations	4,471,040	3,352,828		
Capital Assets (Excluding Major Capital Projects)	36,638	36,638		
Deferred Maintenance	45,576	23,566		
2005-07 Capital Assets Carryover	0	0		
Subtotal all funds	4,553,254	3,413,032		
Less estimated income	997,486	997,486		
Subtotal general fund appropriation	3,555,768	2,415,546		
Capital Assets - Major Capital Projects	300,000	120,000		
Subtotal all funds	300,000	120,000		
Less estimated income	0	0		
Subtotal general fund appropriation	300,000	120,000		
TOTAL				
Total all funds	4,853,254	3,533,032	1,320,222	37.4%
Less estimated income	997,486	997,486	0	0.0%
Total general fund appropriation	3,855,768	2,535,546	1,320,222	52.1%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2003 BY LINE ITEM
(NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences)

	2009-11 Engrossed SB2003	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
UND School of Medicine & Health Sciences:				
Operations	41,200,301	34,488,501	6,711,800	
Total all funds	41,200,301	34,488,501	6,711,800	19.5%
Less estimated income	0	0	0	0.0%
Total general fund appropriation	41,200,301	34,488,501	6,711,800	19.5%
TOTAL ALL:				
NDUS Operations:				
Total General Fund	$ 497,269,238	$ 423,898,547	$ 73,370,691	17.3%
Total Estimated Income	4,329,194	6,819,490	(2,490,296)	-36.5%
Total All Funds-Operations	501,598,432	430,718,037	70,880,395	16.5%
NDUS Capital Assets, 2005-07 Capital Asset Carryover and Bond Payments:				
General Fund:				
Extraordinary Repairs/Deferred Maintenance	6,714,054	6,714,054	0	
Deferred Maintenance	20,000,000	10,887,834	9,112,166	
Major Capital Projects	49,928,248	13,808,235	36,120,013	
2005-07 Capital Assets Carryover	-	211,947	(211,947)	
Capital Bond Payments	11,296,798	14,924,362	(3,627,564)	
Total General Fund	87,939,100	46,546,432	41,392,668	88.9%
Estimated Income:				
Major Capital Projects	164,458,000	158,104,685	6,353,315	
2005-07 Capital Assets Carryover	-	-	0	
Capital Bond Payments	717,250	1,029,750	(312,500)	
Total Estimated Income	165,175,250	159,134,435	6,040,815	3.8%
Total All Funds-Capital Assets & Bond Payments	253,114,350	205,680,867	47,433,483	23.1%
GRAND TOTAL:				
Total General Fund	**585,208,335**	**470,444,979**	**114,763,356**	**24.4%**
Total Estimated Income	**169,504,444**	**165,953,925**	**3,550,519**	**2.1%**
Total All Funds	**$ 754,712,779**	**$ 636,398,904**	**$ 118,313,875**	**18.6%**

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NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2020 BY LINE ITEM
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Engrossed SB2020	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
Upper Great Plains Transportation Institute				
Operations	$ 23,326,992	$ 22,071,521	$ 1,255,471	5.7%
Total all funds	23,326,992	22,071,521	1,255,471	5.7%
Less estimated income	21,737,199	20,861,681	875,518	4.2%
Total general fund appropriation	1,589,793	1,209,840	379,953	31.4%
Major Capital Projects:	3,000,000	5,500,000	(2,500,000)	-45.5%
Subtotal all funds	3,000,000	5,500,000	(2,500,000)	-45.5%
Less estimated income	3,000,000	5,500,000	(2,500,000)	-45.5%
Subtotal general fund appropriation	0	0	0	0.0%
Total:				
Total all funds	26,326,992	27,571,521	(1,244,529)	-4.5%
Less estimated income	24,737,199	26,361,681	(1,624,482)	-6.2%
Total general fund appropriation	1,589,793	1,209,840	379,953	31.4%
Northern Crops Institute				
Operations	3,037,486	2,635,146	402,340	15.3%
Total all funds	3,037,486	2,635,146	402,340	15.3%
Less estimated income	1,598,265	1,484,328	113,937	7.7%
Total general fund appropriation	1,439,221	1,150,818	288,403	25.1%
Extension Service				
Operations	46,616,157	41,798,931	4,817,226	11.5%
Soil Conservation Committee	837,800	737,800	100,000	13.6%
Total all funds	47,453,957	42,536,731	4,917,226	11.6%
Less estimated income	25,928,877	24,024,541	1,904,336	7.9%
Total general fund appropriation	21,525,080	18,512,190	3,012,890	16.3%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2020 BY LINE ITEM
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Engrossed SB2020	2007-09 Adj. Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
Main Research Station				
Operations	87,280,353	77,495,615	9,784,738	12.6%
Deferred Maintenance	450,000	100,000	350,000	350.0%
Capital Bond Payments	421,789	0	421,789	100.0%
Subtotal all funds	88,152,142	77,595,615	10,556,527	13.6%
Less estimated income	45,013,267	41,452,167	3,561,100	8.6%
Subtotal general fund appropriation	43,138,875	36,143,448	6,995,427	19.4%
Major Capital Projects	17,000,000	8,907,750	8,092,250	90.8%
2005-07 Capital Assets Carryover	0	7,000,000	(7,000,000)	-100.0%
Subtotal all funds	17,000,000	15,907,750	1,092,250	6.9%
Less estimated income	0	8,000,000	(8,000,000)	-100.0%
Subtotal general fund appropriation	17,000,000	7,907,750	9,092,250	115.0%
Total:				
Total all funds	105,152,142	93,503,365	11,648,777	12.5%
Less estimated income	45,013,267	49,452,167	(4,438,900)	-9.0%
Total general fund appropriation	60,138,875	44,051,198	16,087,677	36.5%
Branch Research Centers				
Dickinson Research Center	5,012,580	5,949,944	(937,364)	-15.8%
Central Grasslands Research Center	2,283,694	2,176,051	107,643	4.9%
Hettinger Research Center	2,995,155	2,452,299	542,856	22.1%
Langdon Research Center	2,091,572	1,606,303	485,269	30.2%
North Central Research Center	3,881,226	3,037,142	844,084	27.8%
Williston Research Center	2,857,183	3,243,080	(385,897)	-11.9%
Carrington Research Center	6,547,962	5,697,696	850,266	14.9%
Capital Bond Payments	149,634	0	149,634	100.0%
Subtotal all funds	25,819,006	24,162,515	1,656,491	6.9%
Less estimated income	13,916,816	13,494,204	422,612	3.1%
Subtotal general fund appropriation	11,902,190	10,668,311	1,233,879	11.6%
Major Capital Projects	350,000	1,398,880	(1,048,880)	-75.0%
2005-07 Capital Assets Carryover	0	366,623	(366,623)	-100.0%
Subtotal all funds	350,000	1,765,503	(1,415,503)	-80.2%
Less estimated income	350,000	1,067,623	(717,623)	-67.2%
Subtotal general fund appropriation	0	697,880	(697,880)	-100.0%
Total:				
Total all funds	26,169,006	25,928,018	240,988	0.9%
Less estimated income	14,266,816	14,561,827	(295,011)	-2.0%
Total general fund appropriation	11,902,190	11,366,191	535,999	4.7%

NORTH DAKOTA UNIVERSITY SYSTEM
ANALYSIS OF 2009-11 ENGROSSED SB2020 BY LINE ITEM
(UPPER GREAT PLAINS TRANSPORTATION INSTITUTE, NORTHERN CROPS INSTITUTE EXTENSION SERVICE, RESEARCH STATIONS & AGRONOMY SEED FARM)

	2009-11 Engrossed SB2020	2007-09 Adj Appropriation	Incr (Decr) over 2007-09 $$ change	Incr (Decr) over 2007-09 %% change
Agronomy Seed Farm:				
Operations	1,275,238	1,233,576	41,662	3.4%
Subtotal all funds	1,275,238	1,233,576	41,662	3.4%
Less estimated income	1,275,238	1,233,576	41,662	3.4%
Subtotal general fund appropriation	0	0	0	0.0%
TOTAL-ALL:				
Operating, Extraordinary Repairs, Deferred Maintenance & Capital Bond Payments (1):				
General Fund:				
Operating	$ 77,233,271	$ 66,844,142	$ 10,389,129	15.5%
Extraordinary Repairs - Main Research Center	1,340,465	740,465	600,000	81.0%
Deferred Maintenance-Main Research Center	450,000	100,000	350,000	350.0%
Capital Bond Payments-Main, Central Grasslands and North Central REC (2)	571,423	-	571,423	100.0%
Total General Fund	79,595,159	67,684,607	11,910,552	17.6%
Total Special Funds	109,469,662	102,550,497	6,919,165	6.7%
Total All Funds	186,702,933	169,394,639	17,308,294	10.2%
Major Capital Projects & Carryover:				
Total General Fund	17,000,000	8,605,630	8,394,370	97.5%
Total Special Funds	3,350,000	14,567,623	(11,217,623)	-77.0%
Total All Funds	20,350,000	23,173,253	(2,823,253)	-12.2%
TOTAL-ALL:				
Total General Fund	**96,595,159**	**76,290,237**	**20,304,922**	**26.6%**
Total Special Funds	**112,819,662**	**117,118,120**	**(4,298,458)**	**-3.7%**
Total All Funds	**$ 209,414,821**	**$ 193,408,357**	**$ 16,006,464**	**8.3%**

1/ SB 2020 includes single line-item budgets for the NDSU Main & Branch Research Stations and Agronomy Seed Farm, although major capital projects, extraordinary repairs and capital bond payments are listed separately for this analysis.

2/ Capital bond payments began in the 2007-09 biennium, but were not included in the 07-09 legislative appropriation. The 2007-09 payments, totaling $136,153, are included in the Governor's deficiency appropriation recommendation.

NORTH DAKOTA UNIVERSITY SYSTEM OFFICE - ANALYSIS OF GENERAL FUND SUPPORT IN SENATE BILL NOS. 2003 AND 2062

	General Fund
2007-09 legislative appropriation	$66,078,624
Budget request and executive budget adjustments	
Decreased capital bond payments	(3,827,674)
Cost-to-continue fiscal year 2009 salary increase	82,570
Health insurance increase	69,741
5% annual salary increases	269,955
Operating inflation	40,406
Increase in WICHE and MHEC dues	21,000
Emergency preparedness and security pool	4,000,000
Tribal community college grants	700,000
Increase in needs-based financial aid	33,112,203
Increase for technology maintenance	1,220,000
Increase for competitive research	800,000
Provide disabled student services funding	150,000
Increase in student financial assistance programs	2,803,000
Increase in funding for FINDET	154,007
Increase in funding for space grant coalition	100,000
System information technology services parity funding	2,306,256
Total - Budget request and executive budget changes	$42,001,464
2007-09 executive budget	$108,080,088
Senate amendments	
Increase funding for competitive research	600,000
Decrease funding for NDUS office compensation adjustments	(138,011)
Provide funding for a STEM teacher education pool	1,500,000
Remove security and emergency pool (one-time funding)	(4,000,000)
Provide security and emergency preparedness pool (ongoing funding)	750,000
Decrease funding for needs-based financial aid	(33,112,203)
Decrease funding for student financial assistance programs	(1,997,000)
Increase funding for needs-based financial aid in SB 2062	20,000,000
Provide funding for opportunity grants in SB 2062	4,000,000
Provide funding for STEM loan forgiveness in SB 2062	1,000,000
Total - Senate amendments	($11,397,214)
Senate version	$96,682,874
House amendments	
Restore funding for NDUS office salaries	138,011
Remove funding for tribal college grants	(700,000)
Add funding for needs-based financial aid	2,837,797
Add funding for merit scholarships	3,000,000
Add funding for STEM loan forgiveness	1,000,000
Add funding for two-year college marketing	800,000
Remove funding for needs-based financial aid, opportunity grants, and merit scholarships from SB 2062	(25,000,000)
Total - House amendments	($17,924,192)
House version	$78,758,682

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Prepared by the North Dakota Legislative Council staff

April 2009

NORTH DAKOTA UNIVERSITY SYSTEM - ANALYSIS OF GENERAL FUND SUPPORT INCLUDED IN SENATE BILL NOS. 2003 AND 2062

	NDUS Office	Bismarck State College	Lake Region State College	Williston State College	University of North Dakota	North Dakota State University	State College of Science	Dickinson State University	Mayville State University	Minot State University	Valley City State University	Minot State University - Bottineau	UND Medical School	Forest Service	Total
General fund															
2007-09 legislative base appropriation	$66,078,624	$19,977,161	$8,555,010	$6,508,979	$109,654,975	$91,285,855	$28,143,700	$17,239,800	$10,324,059	$30,691,992	$13,608,553	$4,967,773	$34,027,701	$2,391,980	$441,456,162
Budget request and executive budget changes															
NDUS office changes (see attached appendix)	42,001,464														42,001,464
Cost-to-continue fiscal year 2009 salary increase		406,416	116,262	111,478	2,102,942	1,889,909	434,546	330,999	138,541	527,093	217,028	72,305	584,956	44,780	6,977,255
Health insurance increase		652,070	194,774	205,570	2,670,895	2,304,818	697,125	540,231	238,958	780,539	375,505	144,766	495,415	80,626	9,381,292
5% annual salary increases		1,301,547	372,328	357,004	6,734,672	6,052,435	1,391,632	1,060,021	443,678	1,688,016	695,031	231,555	1,873,323	143,422	22,344,664
Operating inflation		298,577	67,245	43,904	804,736	578,737	140,266	164,393	64,699	102,932	82,110	18,590	260,581	23,100	2,849,870
Utility increases		125,706	31,106	16,891	1,461,274	1,809,995	290,521	333,246	222,061	274,503	104,302	49,777			4,721,382
Utilities for new buildings		138,000		31,524	32,212	112,727	21,000	168,000							503,463
Campus equity funding		416,578	196,229	135,135	2,441,063	4,963,065	135,135	443,693	135,135	272,798	135,135	135,135	590,899		10,000,000
Emergency preparedness and security		308,437	101,153	109,364	204,600	192,116	50,000	57,280	70,446	84,000	50,000	107,469			1,334,865
Deferred maintenance		340,837	93,807	382,002	7,178,674	5,355,817	1,034,143	1,662,172	1,910,120	595,111	1,304,921	97,021		45,576	20,000,001
UNDSMHS electronic records system													225,000		225,000
Additional base funding													1,875,000	826,284	
Major capital projects		3,000,000	2,609,920	1,610,000	11,200,000	13,000,000	5,700,000	2,000,000	4,958,325	3,750,000	1,000,000	800,000		300,000	49,928,245
Total - Budget request and executive budget changes	$42,001,464	$6,987,968	$3,782,824	$3,004,872	$34,831,068	$36,259,619	$9,894,368	$6,760,035	$8,181,963	$8,074,992	$3,984,032	$1,656,618	$5,905,174	$1,463,788	$172,766,785
2007-09 executive budget - General fund	$108,080,088	$26,965,129	$10,337,834	$9,513,851	$144,486,043	$127,545,474	$38,038,068	$23,999,835	$18,506,022	$38,766,984	$17,572,585	$6,624,391	$39,932,875	$3,855,768	$614,224,947
Senate amendments															
NDUS office changes (see attached appendix)	(11,397,214)														(11,397,214)
Remove security and emergency funding		(308,437)	(101,153)	(109,364)	(204,600)	(192,116)	(50,000)	(57,280)	(70,446)	(84,000)	(50,000)	(107,469)			
Provide funding to limit tuition increases		974,105	260,572	256,124	1,774,161	1,916,408	991,697	75,749	156,614	693,392	176,888	172,331	767,426		
Provide funding for rural health initiative													500,000		
Total - Senate amendments	($11,397,214)	$665,668	$159,419	$146,760	$1,569,561	$1,724,292	$941,697	$18,469	$86,168	$609,392	$126,888	$64,862	$1,267,426	$0	($4,016,612)
Senate version - General fund	$96,682,874	$27,630,797	$10,497,253	$9,660,611	$146,055,604	$129,269,766	$38,979,765	$24,018,304	$18,592,190	$39,376,376	$17,699,473	$6,689,253	$41,200,301	$3,855,768	$610,208,335
Senate version - increase (decrease) to executive budget recommendation	($11,397,214) (10.5%)	$665,668 2.5%	$159,419 1.5%	$146,760 1.5%	$1,569,561 1.1%	$1,724,292 1.4%	$941,697 2.5%	$18,469 0.1%	$86,168 0.5%	$609,392 1.6%	$126,888 0.7%	$64,862 1.0%	$1,267,426 3.2%	$0 0.0%	($4,016,612) (0.7%)
House amendments															
NDUS office changes (see attached appendix)	(17,924,192)														(17,924,192)
Remove campus equity adjustments		(416,578)	(196,229)	(135,135)	(2,441,063)	(4,963,065)	(135,135)	(443,693)	(135,135)	(272,798)	(135,135)	(135,135)	(590,899)		(10,000,000)
Change funding source for UND Education Building					(11,200,000)										
Add funding for MSU-Bottineau												345,000			
Add funding for Theodore Roosevelt Center								750,000							
Total - House amendments	($17,924,192)	($416,578)	($196,229)	($135,135)	($13,641,063)	($4,963,065)	($135,135)	$306,307	($135,135)	($272,798)	($135,135)	$209,865	($590,899)	$0	($38,029,192)
House version - General fund	$78,758,682	$27,214,219	$10,301,024	$9,525,476	$132,414,541	$124,306,701	$38,844,630	$24,324,611	$18,457,055	$39,103,578	$17,564,338	$6,899,118	$40,609,402	$3,855,768	$572,179,143
House version - increase (decrease) to executive budget recommendation	($29,321,406) (27.1%)	$249,090 0.9%	($36,810) (0.4%)	$11,625 0.1%	($12,071,502) (8.4%)	($3,238,773) (2.5%)	$806,562 2.1%	$324,776 1.4%	($48,967) (0.3%)	$336,594 0.9%	($8,247) (0.0%)	$274,727 4.1%	$676,527 1.7%	$0 0.0%	($42,045,804) (6.8%)

ATTACH:1

Shirley
Com. Clerk

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Representative Bob Skarphol, Chair, House Appropriations
Education and Environment Division

FROM: William Goetz, Chancellor

DATE: March 20, 2009

RE: FY09 Line Item Expenditures

The distribution of expenditures, by line item (e.g. salaries, operating, equipment, etc.) for the North Dakota University System in total, is attached. It should be noted that this reflects annual expenditures, based on the FY09 budget.

Also attached is the detailed information for each campus, as requested. If you have any questions please feel free to contact me at 328-2963.

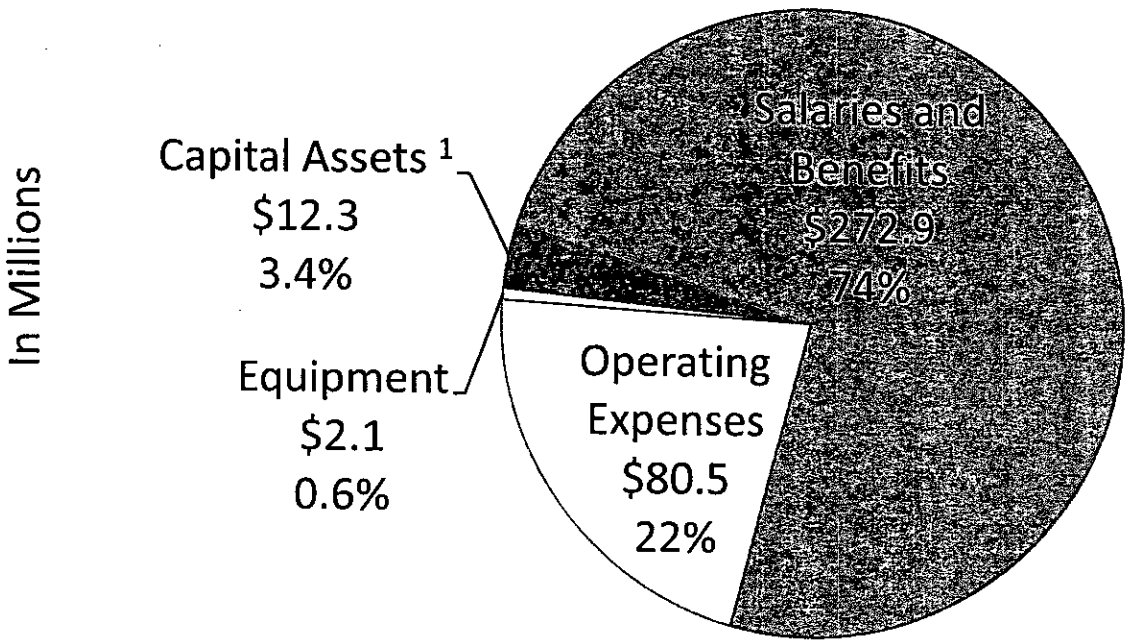
Attachments

g:\terry\1100\09ses\memo to skarphol re fy09 line item expenditures 3-20-09.docx

State Capitol - 600 E. Boulevard Ave., Dept. 215, Bismarck, ND 58505-0230
Phone: 701.328.2960 • Fax: 701.328.2961
E-mail: NDUS.office@ndus.nodak.edu • Web: www.ndus.nodak.edu

The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

North Dakota University System
Distribution of Budget by Major Category
FY 2009 Annual Budget – General Fund and Tuition Income Only



[1] Note: assumes one-half of biennial amount spent in FY 09.

BISMARCK STATE COLLEGE
2008-09 Appropriation Budget Detail by Vice President

FY09 General Fund & Tuition Budget	Personnel	Operating	Equipment	Total
VP Academic Affairs 1/	9,021,918	1,560,450		10,582,368
Executive VP 2/	3,881,538	3,519,582	50,277	7,451,397
President/Institutional Support 3/	506,370	158,950		665,320
VP College Advancement 4/	216,275	21,350		237,625
VP Energy Technology Programs 5	2,293,156	977,235		3,270,391
Total	15,919,257	6,237,567	50,277	22,207,101

2007-09 Appropriation		
Deferred Maintenance 07-09	473,192	473,192
Unexpended Plant Fund Appr 07-09	488,700	488,700
Total Capital Assets (Excl Major Capital Projects)	**961,892**	**961,892**

LAKE REGION[illegible]ATE COLLEGE

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	Total FY09 Budget
Instruction	2,811,695	454,790	23,520	3,290,005
Academic Support Services:				
Library	74,895	44,600	-	119,495
Instruction Office	350,181	40,435	545	391,161
Outreach Offices (CE, Online, Offcampus)	262,472	20,465	-	282,937
Subtotal Academic Support Services	687,548	105,500	545	793,593
Student Support Services	570,301	92,377	1,300	663,978
Institutional Support Services:				
President	226,772	70,684	-	297,456
Advancement	118,030	2,700	-	120,730
Public Information	54,510	31,500	-	86,010
Administrative (finance and human resources)	329,596	51,300	1,000	381,896
Information Technology	170,664	83,800	40,300	294,764
Multi-media (copy center)	-	61,500	-	61,500
Subtotal Institutional Support Services	899,572	301,484	41,300	1,242,356
Physical Plant Support Services	352,948	615,850	10,000	978,798
Total General Appropriation & Tuition Budget for FY2009	5,322,064	1,570,001	76,665	6,968,730

2007-09 Capital Assets Appropriation	Total 07-09 Budget
Capital Assets (no Major Capital Projects)	43,662
Deferred Maintenance (one-time appropriation)	81,942
Total Capital Assets for 2007-09	125,604

FY09 General Appropriation & Tuition Budget	**Salaries & Wages**	**Operating**	**Equipment**	**Total**
Institutional Support	182,593	15,029		197,622
Student Services	44,264	75,268		119,532
Total President	226,857	90,297	-	317,154
Academic Administration	118,718	3,642		122,360
Academic Libraries	111,089	54,265		165,354
Instruction	1,273,280	46,409		1,319,689
Student Services	306,527	66,758		373,285
Vocational Instruction	955,994	150,543		1,106,537
Total Vice President for Academic and Student Affairs	2,765,608	321,617	-	3,087,225
Informational Technology	48,908	18,491		67,399
Institutional Support	416,988	83,147		500,135
Instruction		32,680		32,680
Physical Plant	272,239	400,575		672,814
Student Services	150,857	9,387		160,244
Total Vice President for Business Affairs	888,992	544,280	-	1,433,272
Total Appropriation for FY09	**3,881,457**	**956,194**	-	**4,837,651**
2007-09 Appropriation				
Capital Assests (Excluding Major Capital Projects)				**86,475**

University of North Dakota

General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY2009 Perm Budge
of Business and Public Administration	6,680,514	280,399	-	6,96
chool of Engineering and Mines	4,407,911	108,155	-	4,516,066
ollege of Education and Human Development	5,896,470	223,836	-	6,120,306
chool of Law	2,891,334	476,597	-	3,367,931
ollege of Arts and Sciences	17,823,059	806,802	-	18,629,861
ohn D. Odegard School of Aerospace Sciences	5,896,022	397,039	-	6,293,061
ollege of Nursing	3,669,799	110,929	-	3,780,728
PAA -Academic Support	7,240,745	4,309,403	767,785	12,317,933
raduate School	1,034,158	32,097		1,066,255
OTAL VPAA	55,540,012	6,745,257	767,785	63,053,054
ice President of Research	421,388	81,119	-	502,507
P Student and Outreach Services	6,405,472	1,183,474	-	7,588,946
resident and Institutional Support	3,003,577	3,009,584	28,601	6,041,762
P Finance and Operations (including utilities)	6,171,270	13,073,071	29,373	19,273,714
ringe Benefits	20,433,528	-	-	20,433,528
IS Pool	4,062,275	3,690,093	175,817	7,928,185
onsortiums	104,132	79,049	-	183,181
otal Appropriation for FY09	96,141,654	27,861,647	1,001,576	125,004,877
007-09 Appropriations				
eferred Maintenance 07-09			3,628,330	3,628,330
Unexpended Plant Fund Appr 07-09			4,280,545	4,280,545
ot apital Assets (Excl Major Capital Projects)			7,908,875	7,908,875

North Dakota State University 2008-09 Budget Detail by College/Vice President

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY2009 Perm Budget
College of Agriculture	4,345,114	409,103		4,754,217
College of Art, Humanities and Social Science	7,001,380	273,223	40,000	7,314,603
College of Business	3,447,738	104,569	10,000	3,562,307
College of Engineering and Architecture	7,103,055	319,283	67,500	7,489,838
College of Human Development and Education	5,055,735	341,440	32,500	5,429,675
College of Pharmacy, Nursing and Allied Sciences	3,290,070	156,623	42,500	3,489,193
College of Science and Math	10,060,504	449,893	115,000	10,625,397
College of University Studies	244,314	17,588		261,902
Graduate School and Interdisciplinary Studies	573,413	31,404		604,817
VPAA-Academic Support	3,152,141	2,651,576	199,681	6,003,398
TOTAL VPAA	44,273,464	4,754,702	507,181	49,535,347
President/Institutional Support	1,383,970	1,465,892	-	2,849,862
VP Research	719,807	65,762		785,569
VP Student Affairs	3,516,396	576,123		4,092,519
VPEDGO	729,421	136,158		865,579
VPFA	10,136,092	12,701,965	91,937	22,929,994
VPIT	3,328,471	3,381,107		6,709,578
VPUR	984,875	496,255	-	1,481,130
CIS Pool (Funding from System office, not part of NDSU appropriation)	1,286,113	941,176		2,227,289
Fringe Benefits	18,862,512			18,862,512
Total Appropriation for FY09	85,221,121	24,519,140	599,118	110,339,379 *
2007-09 Appropriation				
Deferred Maintenance 07-09			4,209,161	4,209,161
Unexpended Plant Fund Appr 07-09			4,500,000	4,500,000
Total Capital Assets (Excl Major Capital Projects)			8,709,161	8,709,161

*Appropriated budget includes $1,000,000 commitment from Research for general appropriated expenses, Land Income of $535,000 as well as $1,000,000 of operating funding for the Northern Tier Network. This equates to $2,535,000 of revenue over Tuition and State appropriations. Tuition and State appropriations provide $107,804,378 of the $110,339,379 appropriated expenditures.

North Dakota State College of Science

FY 2009 General Appr & Tuition Budget	Personnel	Operating	Equipment	FY 2009 Perm Budge
Education	$10,338,699	$1,152,277	$185,600	$11,676,57
Administrative Affairs	$2,260,326	$991,455		$3,251,781
Student Services	$799,107	$205,458		$1,004,565
Physical Plant	$2,204,141	$2,007,718		$4,211,859
Totals	$15,602,273	$4,356,908	$185,600	$20,144,781

2007-09 Appropriation	
Deferred Maintenance 07-09	$1,386,445
Unexpended Plant Fund Appr 07-09	
Total Capital Assets (Excl Major Capital Projects	$1,386,445

Dickinson State University

FY 2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	2009 Total
General Academic Instruction	1,339,437	200,325		1,539,762
VPAA & Academic Support	1,527,449	592,258		2,119,707
College of Arts and Sciences	2,995,851	119,350	25,000	3,140,201
College of Education, Business, Applied Sciences	3,597,067	206,749	25,000	3,828,816
Total VPAA	9,459,804	1,118,682	50,000	10,628,486
VP Student Affairs	1,013,697	344,981		1,358,678
VP Business Affairs, Computer Services, Physical Plant (including utilities)	2,108,321	2,148,380		4,256,701
President and Institutional Support	767,225	1,182,762	47,268	1,997,255
Total Appropriation for FY09	13,349,047	4,794,805	97,268	18,241,120

2007-2009 Appropriation				
Deferred Maintenance-one time funding			635,073	635,073
Extraordinary Repairs Base Funding			383,690	383,690
Total Capital Assets (excluding major capital projects)			1,018,763	1,018,763

Mayville State University

FY 2009 General Appropriation & Tuition budget by Area of Responsibility

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY 2009 Budget	
Total VP Academic Affairs	3,610,983	649,175		4,260,158	45.8%
Total VP Student Services	455,850	125,550		581,400	9.3%
President and Institutional Support	424,739	120,575	-	545,314	7.5%
VP Business Affairs and Operations	748,940	169,875		918,815	11.9%
Total Appropriations for FY 2009	5,408,156	2,323,001	8,000	7,739,157	100.0%

FY 2007-09 Capital Assets Appropriation	Capital	FY 2007-09 Approp
Deferred Maintenance 07-09	1,630,970	1,630,970
Unexpended Pland Fund Approp 07-09	208,994	208,994
Total Capital Assets (Excl Major Capital Projects)	1,839,964	1,839,964

Minot State University

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY2009 Perm Budget
VP Academic Affairs - Academic Support	$ 2,056,444	$ 730,992	$ 38,380	$ 2,825,816
College of Arts and Sciences	6,423,746	319,884	-	6,743,630
College of Business	2,305,387	69,130	-	2,374,517
College of Education and Health Science	4,802,000	170,241	36,342	5,008,583
Graduate School	140,236	10,000	-	150,236
TOTAL VPAA	$ 15,727,813	$ 1,300,247	$ 74,722	$ 17,102,782
President and Athletics/Public Info	$ 1,198,439	$ 93,224	$ -	$ 1,291,663
VP for Administration and Finance	3,003,714	3,468,538	-	6,472,252
VP for Student Affairs	614,943	33,121	-	648,064
VP for Advancement	132,901	51,500	-	184,401
Total Appropriation for FY09	$ 20,677,810	$ 4,946,630	$ 74,722	$ 25,699,161
2007-09 Appropriation				
Deferred Maintenance 07-09	-	-	855,874	855,874
Unexpended Plant Fund Appr 07-09	-	-	596,870	596,870
Total Capital Assets (Excl Major Capital Projects)	-	-	1,452,744	1,452,744

Valley City State University

FY 2009 General Appropriation & Tuition budget by Area of Responsibility

FY 2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY 2009 Budget
Academic Affairs				
Division of Education and Graduate Studies	972,558	70,135		1,042,693
Division of Business and Information Technology	696,088	22,129		718,217
Division of Communication Arts and Social Sciences	816,587	16,402		832,989
Division of Science, Mathematics, Physical Education and Recreation	900,056	32,908		932,964
Division of Fine Arts	470,425	29,979		500,404
Information Technology	366,374	308,485		674,859
Vice President for Academic Affairs/Academic Support	944,452	275,605		1,220,057
Total Academic Affairs	5,166,540	755,643	-	5,922,183
Business Affairs	1,428,748	1,052,066	15,200	2,496,014
Student Affairs	713,433	114,424		827,857
President and Institutional Support	1,071,802	272,122		1,343,924
Total Appropriations for FY 2009	8,380,523	2,194,255	15,200	10,589,978

FY 2007-09 Capital Assets Appropriation	Capital	FY 2007-09 Approp
Deferred Maintenance 07-09	258,416	258,416
Unexpended Pland Fund Approp 07-09	537,819	537,819
Total Capital Assets (Excl Major Capital Projects)	796,235	796,235

Minot State University - Bottineau

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment Over $5,000	FY2009 Budget
Campus Dean's Office	304,851	23,010	-	327,861
Library	97,277	44,644	-	141,921
Extended Education	296,181	22,000	-	318,181
Instructional Administration	27,689	66,862	-	94,551
Natural Resources	120,118	7,900	-	128,018
Communication	118,699	4,070	-	122,769
Sciences	276,666	11,614	-	288,280
Fine Arts & Social Science	132,035	4,794	-	136,829
Mathematics	127,656	2,722	-	130,378
Physical Education	105,719	3,455	-	109,174
Business	248,766	8,444	-	257,210
Information Technology	44,167	3,000	-	47,167
Medical Programs	121,308	13,998	-	135,306
Business Office	172,500	15,611	-	188,111
Plant Services	423,659	396,407	-	820,066
IT Support Services	65,742	17,513	-	83,255
Student Affairs	316,682	82,358	-	399,040
Total Appropiration and Tuition for FY09	2,999,715	728,402	-	3,728,117

2007-09 Appropriation				
Deferred Maintenance 07-09				48,977
Extraordinary Repairs				109,725
Capital Projects				252,000
Total Appropriated Capital Assets				410,702

North Dakota University System Office
Status of 2005-07 Carryover

	Total General Fund Carryover	Total Other Fund Carryover	Total Carryover	Required Allocation per HB1003-Sec 20 1/	Carryover Expended through 12/31/08	Current Unexpended Carryover
System Governance Carryover:						
Operating carryover 2/	$ 48,723	$ 166,631	$ 215,354	$ -	$ (128,398)	$ 86,956
Carryover for specific projects funded from Board pools 3/	193,835	41,165	235,000		(17,248)	217,752
Total System Governance Carryover	242,558	207,796	450,354	-	(145,646)	304,708
Other Carryover:						
Student Financial Assist Grants	364,300	-	364,300		(364,300)	-
Scholars Program	185,018	-	185,018		(185,018)	-
Native American Scholarships	666	-	666		(666)	-
Education Incentive	273,030	-	273,030		(273,030)	-
Professional Student Exchange	53,564	-	53,564		(53,564)	-
Capital Assets	200,000		200,000	(200,000)	-	-
Operations Pool 4/	116,978	-	116,978		(9,685)	107,293
Contingency & Capital Emergency 5/	126,318	-	126,318		(126,318)	-
Board Initiatives	26,174	-	26,174		-	26,174
Other Carryover	1,346,048	-	1,346,048	(200,000)	(1,012,581)	133,467
Total 2005-07 Carryover Status	**$ 1,588,606**	**$ 207,796**	**$ 1,796,402**	**$ (200,000)**	**$ (1,158,227)**	**$ 438,175**

1/ Section 20 (HB1003) required the SBHE to use $200,000 of NDUS unspent 2005-07 general fund appropriation for completing and furnishing the Thatcher Hall renovation and addition at MiSU-BC.

2/ Operating carryover has been used for equipment purchases, carpeting of the office, moving expenses of Vice Chancellor for Strategic Planning, diversity conference, Presidential search expenses, conferences, consulting, and other operating fees. Approximately $50,000 of the unexpended balance is set aside for ITD enhancements to the state grant program.

3/ Timing for expenditures of projects, such as accountability surveys, don't occur evenly over the biennium. The balance of the carryover is committed to surveys, in addition to a statewide needs assessment, an external consultant for a mission review, and facilitation of P-16 ETF discussion

4/ The carryover from the Board operations pool has been used for NDUS site license for training materials from the Center for Personal Protection and Safety and for one-time meeting costs of the MaSU President, as NDUS representative on AASCU.

5/ The carryover from the Board contingency and capital emergency fund was used for the following: $22,000 to NDSCS for disabled student services; $49,318 for VCSU safety issues identified by OMB Risk Management and $55,000 for additional costs of the WSC Petroleum Safety and Technology Center building.

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NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL & ONE TIME REQUESTS
RECOMMENDATION FOR FUNDING

Rk	Campus	Description	Gen.Fund Request	Exec. Recomm
1	ND State School of Science	Horton Hall Renovation	5,700,000	**5,700,000**
2	NDUS/UND	Joint IT Facility	11,200,000	-
3	Lake Region State College	Wind Energy Project	2,609,920	**2,609,920**
4	Minot State-Bottineau	Coal Boiler Replacement	800,000	**800,000**
5	Minot State University	Replace Boiler/Physical Plant Bldg.	3,750,000	**3,750,000**
6	Mayville State University	Razing of East & West Hall, Addition Classroom/Library	4,958,325	**4,958,328**
7	North Dakota State Univ.	Minard Hall Phase III	13,000,000	**13,000,000**
8	University of ND	Renovate & Addt. To Education Building	11,200,000	**11,200,000**
9	Dickinson State University	Stoxen Library Addition-Exec.Rec campus wide master plan, asbestos survey of library, asbestos removal.	8,820,000	**2,000,000**
10	Williston State College	Science Lab Renovation-Workforce Initiative	1,610,000	**1,610,000**
11	Bismarck State College	Technical Center Renovation (+Bis.Pub.Schools $409,500)[1]	9,590,500	**3,000,000**
12	Valley City State University	LD Rhoades Science Addn. & Renovat.-Exec. Recom. Campus wide master plan, space study, repairs	11,245,000	**1,000,000**
		Total Campus	**84,483,745**	**49,628,248**
	UND School of Medicine	Bismarck Family Practice Center	5,000,000	-
	NDSU Forest Service	Greenhouse Replacement	300,000	**300,000**
	Total Campus, Medical School and Forest Service Capital Projects		**89,783,745**	**49,928,248**

[1]Bismarck State College submitted $3 million request for renovation of only the welding class area in Tech.Cnter.

No.	Description	ONE TIME REQUEST- GEN FUND	Request	Recomm
1	Deferred Maintenance		50,000,000	**20,000,000**
2	Emergency Preparedness/Security[1]		20,642,000	**4,000,000**
3	Technology Maint.-IVN CODEC		550,000	-
4	Stem Initiative-Increase and Expand Existing Loan Forgiveness for STEM jobs		4,000,000	-
5	Pay-Off Special Assessments		1,697,955	-
6	Purchase Bldg. for Higher Ed. Center-Bismarck		4,500,000	-
7	UND School of Medicine-Pay off Minot Bond		4,000,000	
8	Electronic Medical Records for training		225,000	**225,000**
	Total Campus and Med School One-Time Appropriations		**85,614,955**	**24,225,000**

[1] $1.3 million is included in the on-going budget for for emergency preparedness including security guards and regional coordinators.

File:CapitalProject&1 Time-Gov. Recomm.

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Representative Bob Skarphol, Chair, House Appropriations
Education and Environment Division

FROM: William Goetz, Chancellor

DATE: March 17, 2009

RE: Major Deferred Maintenance Projects

Attached is a list of the top five state-funded projects at each campus that, if completed, would result in the largest reduction in deferred maintenance. Although you asked for a list of the top five for the entire NDUS, I thought it was appropriate to show you the list by campus since the needs vary significantly, by campus, based on campus age, size and other construction variables; however, each project is important to each campus.

If you would like to discuss or review any of these projects in more detail, please feel free to contact me at 328-2963.

Attachment

g:\terry\1100\09ses\memo to skarphol re top five def mainenance projects memo 3-17-09.docx

State Capitol - 600 E. Boulevard Ave., Dept. 215, Bismarck, ND 58505-0230
Phone: 701.328.2960 • Fax: 701.328.2961
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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
BSC	Roof Replacements - Schafer Hall, Library, Armory, Werner Hall	Repair/Renovation	Replace aging roofs.	$600,000	$348,000
	Fire Alarms/Building Code Improvements - Armary, Library, Werner Hall, Office Annex	Repair/Renovation	Replace fire alarm systems, comply with code requirements.	$365,500	$129,700
	New/Replacement Boilers - Werner Hall, Library, Schafer Hall	Renovation/Addition	New boilers for Werner Hall and Library, Replacement boiler for Schafer Hall. Replace aging boilers (45 years) in Schafer Hall and add new boilers in two facilities where we currently use steam heat. This will allow us to discontinue our use of steamlines. Note: Project is infrastructure related and the total is not included in BSC's $1.8 mill of deferred building maintenance.	$686,400	$219,500
	Armory Improvements	Renovation and Vestibule Addition	Mechanical HVAC, flooring/ceiling, lobby and concessions, asbestos removal.	$674,000	$338,200
LRSC	Dakota Center for Technology-Optimized Agriculture/Workforce	Addition and Renovation	Addition of approximately 7,000 square foot of new space onto the Erlandson Technical Center.	$1,510,300	$137,000
	Student Services Addition	Addition and Renovation	Phase II of the remodling and addition designed with the help of a state planning grant from OMG.	$915,618	$47,300

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
LRSC (cont.)	Childcare Center	Addition and Renovation	The Childcare Center continues at capacity, with a waiting list, and is too small for the dual purpose of providing an on-site facility to serve the children of students, staff, and faculty and providing a training site for students in the Early Childhood Associate program.	$397,380	$58,287
	LRSC has five projects identified in our Facilities Master Plan that are not currently being considered for legislative funding but only three of those projects have a deferred maintenance component.				
WSC	Emergency generator	Addition	Add an emergency generator to run critical campus fuctions and community communication systems (that are on the state network) during power outages.	$500,000	$500,000
	Parking Expansion	Addition	Expand the parking area by Stevens Hall to allow for better event parking and traffic flow.	$400,000	$400,000
	Street project	New	Add an access road to connect current campus parking and street infrastructure with the East Dakota Parkway and the new career and technical education center.	$900,000	$900,000
UND	O'Kelly Hall	Renovation	Basic general, mechanical and electrical renovation.	$6,400,000	$840,000
	Hughes Fine Arts Lecture	Renovation	General construction work.	$5,000,000	$840,000

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
UND (cont.)	School of Medicine Lab and Administration Renovation	Renovation	Renovation of the circa 1952 hospital which comprises the core facility component of the UND SMHS campus. Estimated at 50/50 general/mechanincal-electrical.	$10,000,000	$920,000
	College of Nursing Renovation	Renovation	General construction and the restoration of interior finishes.	$3,000,000	$420,000
	Restoration of Robertson-Sayre Hall, Strinden Center	Renovation	General, mechanical and electrical remodeling.	$4,000,000	$200,000
NDSU	Ceres Hall	Renovation/Addition	Asbestos abatement, painting of interior walls, insulation of exterior walls, tuck pointing, completion of window replacement, installation of a new roof and gutter system, accessibility upgrades, carpet and ceiling replacement, lighting upgrades to more efficient T-8 lights, heating and air handling upgrades for portions of the building without fresh air intakes, installation of air conditioning to the same areas.	$10,000,000	$2,376,250

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
NDSU (cont.)	Ladd Hall	Renovation/Addition	Asbestos abatement, painting of interior walls, insulation of exterior walls, tuck pointing, window replacement, installation of a new roof and gutter system to replace the original 1911 roof system, accessibility upgrades, flooring replacement, lighting upgrades to more efficient T-8 lights, heating/air conditioning and air handling upgrades, installation of DDC controls for the heating/air conditioning system, water and waste piping replacement, electrical upgrades including new panels.	$25,000,000	$4,512,000
	Dunbar Hall	Renovation/Addition	Asbestos abatement, painting of interior walls, insulation of exterior walls, tuck pointing, window replacement, accessibility upgrades, flooring replacement, lighting upgrades to more efficient T-8 lights, heating/air conditioning and air handling upgrades, installation of DDC controls for the heating/air conditioning system, water and waste piping replacement, electrical upgrades including new panels.	$12,000,000	$2,012,000

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
NDSU (cont.)	Van Es Hall	Renovation/Addition	Asbestos abatement, painting of interior walls, insulation of exterior walls, tuck pointing, roof replacement, window replacement, accessibility upgrades, flooring replacement, lighting upgrades to more efficient T-8 lights, major heating/air conditioning and air handling upgrades, installation of DDC controls for the heating/air conditioning system, water and waste piping replacement, electrical upgrades including new panels.	$10,000,000	$1,809,500
	Library	New construction	Construct new bulding to replace existing undersized and antiquated facility. This could also be an addition to the existing with subseuent total renovation of the existing facility.	$68,000,000	$2,712,000
NDSCS	Old Main Renovation	Renovation/Addition	Replace roof & windows, replace drain tile, sewer & water piping, and electrical system. Install air handling equipment and make building ADA compliant.	$4,192,000	$625,000
	Campus Water & Sewer Replacement	Renovation	Replace sewer and water lines throughout camputs.	$2,259,000	$2,259,000
	Hektner Hall Renovation	Renovation/Addition	Replace windows, foundation, waterlines, heating system, electrical and mechanical sytem. Install air handling equipment. Tuckpointing, proper egress, and fire escape paths need to be added.	$3,200,000	$350,000

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
NDSCS (cont.)	Update Life Safety issues for various buildings	Addition	Emergency generators for the south end of campus.	$1,050,000	$20,000
	Library Renovation	Renovation	Replace heat system pipes, replace carpet, doors and hardware. HVAC issues still resist and the plumbing is starting to cause concerns.	$2,900,000	$325,000
DSU	Stoxen Library Renovation	Renovation	Second phase of project, which consists of gutting the existing Stoxen Library which would encompass an extensive asbestos abatement initiative followed by a new mechanical system complimenting a strategically designed library/academic success center/learning commons environment.	$4,862,000	$1,664,290

[redacted]p Five Major Capital State-Funded Projec[redacted]at Carry the Largest Deferred Maintenanc[redacted]lue Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
DSU (cont.)	May Hall Renovation	Renovation	The project would entail the renovation of space currently occupied by the Computer Center, general academic computer labs, and an office area supporting the Extended Campus operation. It is envisioned that each of these areas would be relocated into the Learning Commons environment established within space made available through the staged Stoxen Library Addition/Renovation Project. The vacated space in May Hall would be renovated in support of academic classroom needs.	$4,417,200	$1,291,000
	Stickney Hall Renovation	Renovation	Project would entail gutting the interior/refurbishing the exterior of Stickney Hall and re-establishment of infrastructure supporting an academic office building environment inclusive of an accompanying elevator.	$5,000,000	$1,828,585
	Fine Arts Building	New construction	Project would provide a facility complimenting the needs of the Department of Fine and Performing Arts and the Department of Music.	$10,000,000	$2,199,087

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
MaSU	Main Building	Renovation	Interior renovation of 1890/1905, 4 story, 55,200 sq. ft. administrative, instruction, and theatre building with safety, mechanical, plumbing, classroom and office upgrades including window replacement.	$5,702,950	$3,102,800
	Classroom Building	Renovation/Addition	Interior renovation of 1968, 1 story, 28,500 sq. ft. instruction and auditorium buliding with accessible, safety, mechanical, classroom and office upgrades including window replacement. The 4,000 sq. ft. addition will provide an accessible, enclosed entrance and aditional classroom space.	$2,839,010	$848,800
	Old Gym	Renovation	Interior renovation of a 1929, 1 story, 14,000 sq. ft. instruction, recreation and office building with safety, mechanical, plumbing, and interior space uprades.	$1,200,000	$926,300
	Powerhouse	Renovation	Exterior tuckpoint and rewindow, and accessibility improvements to 1905 building.	$74,100	$74,100
	Campus Grounds Lighting	Renovation	Replace 1970's campus lighting fixtures with new, more efficient fixtures	$100,000	$100,000
MiSU	Football field	Renovation	The football field bleachers are deteriorating and sliding down the hill. The deterioration is causing bleachers to crush and joints to open up increasing the failure and causing safety problems for our patrons.	1,900,000	$1,900,000

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
MiSU (cont.)	Roofs - 1) Student Center, 2) Old Main, 3) Hartnett Hall	Renovation (all 3)	The abnormally heavy snows of the winter of 2008-2009 have caused damage to roofs on campus. The roofs shown are the older of the roofs and the ones showing the most leakage.	$400,000	$400,000
	Old Main Windows	Renovation	This building was upgraded in 2002. At that time, due to a shortage of funding, the windows and HVAC were not upgraded. The windows are original and not energy efficient causing increased heating and cooling costs. The HVAC system is not efficient and increases the costs and wastes energy.	$500,000	$500,000
	Old Main HVAC	Renovation	This building was upgraded in 2002. At that time, due to a shortage of funding, the windows and HVAC were not upgraded. The windows are original and not energy efficient causing increased heating and cooling costs. The HVAC system is not efficient and increases the costs and wastes energy.	$121,870	$121,870
MiSU (cont.)	Administration Building HVAC	Renovation	This system is quite old and not very efficient. We see higher heat and lower cooling which result in increased energy costs that could be reduced. We also see increased repair costs due to the age of the equipment.	$300,000	$300,000
VCSU	Infrastructure	Renovation	Fire alarm upgrade/Improve lighting/Resurface parking lots	$1,187,452	$1,187,452

Top Five Major Capital State-Funded Projects that Carry the Largest Deferred Maintenance Value Per Campus (Other than those already included in SB2003)

Campus	Name of Project/Facility	Renovation, Addition or New Construction?	Short Description	Estimated Cost of Project	Amount of Deferred Maintenance Associated with Project
VCSU (cont.)	McFarland Hall	Renovation	Health & Safety/ADA/Major Repairs/Major Remodeling	$8,250,000	$807,660
	Vangstad Auditorium	Renovation	Health & Safety/ADA/Major Repairs/Major Remodeling	$4,743,000	$785,030
	Foss Hall	Renovation	Health & Safety/ADA/Major Repairs/Major Remodeling	$2,235,000	$722,792
	McCarthy Hall	Renovation	Health & Safety/Major Repairs/Major Remodeling	$3,200,000	$714,100
MiSU-BC	Greenhouse Repairs and Updates	Renovation	Renovation of greenhouses including water treatment upgrage, heating system replacement, electrical repairs, ventilation and cooling repairs, siding replacement, entry replacement and new benches.	$200,000	$103,827
	Thatcher Hall Roofing	Renovation	Replace/repair south roof of Thatcher Hall.	$69,000	$69,000
	Fire Alarm Systems Upgrade	Renovation	Upgrade fire alarm systems in campus buildings.	$49,928	$49,928
	Window Replacement	Renovation	Replace windows in campus buildings.	$80,000	$80,000
	Parking Lot & Campus Road Repairs	Renovation	Replace/repair campus roads.	$250,000	$72,000

NDUS Campuses

Schedule of Deferred Maintenance as Percent of Replacement Value
State Owned Buildings Only

	(1)	(4)	(5)
	2007-09 Deferred Mnt (per 2006 Master Plan) adjusted for CPI	Replacement Value, Including Infrastructure	Deferred Mnt Percent of Replacement Value, Including Infrastructure
BSC	$1,865,837	$54,890,572	3.4%
LRSC	$513,829	$21,200,369	2.4%
WSC	$2,092,409	$25,532,341	8.2%
UND	$39,321,193	$560,595,442	7.0%
NDSU	$29,336,494	$368,784,399	8.0%
NDSCS	$5,664,520	$137,408,985	4.1%
DSU	$9,104,548	$58,395,564	15.6%
MASU	$10,462,684	$47,327,896	22.1%
MISU	$3,259,722	$124,946,511	2.6%
VCSU	$7,147,707	$48,187,735	14.8%
MISU-B	$531,430	$15,954,781	3.3%
TOTAL	$109,300,374	$1,463,224,595	7.5%

Note: Does not take into account the capital assets funding contained in SB2003.

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Prepared by the Legislative Coun
for Senator Mathern
February 16, 2009

LISTING OF PROPOSED CHANGES TO ENGROSSED SENATE BILL NO. 2003

North Dakota University System

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Provide funding to the University of North Dakota School of Medicine and Health Sciences to develop and implement a comprehensive health care delivery plan for the state of North Dakota		$707,850		$707,850
2	Provide funding to the University of North Dakota School of Medicine and Health Sciences to implement a new master's in public health degree program		1,133,600		1,133,600
3	Provide funding to the University of North Dakota School of Medicine and Health Sciences for enhanced training and focus on geriatrics		1,074,450		1,074,450
4	Provide **one-time funding** to the University of North Dakota School of Medicine and Health Sciences to retire bond debt for the Minot Center for Family Medicine		4,000,000		4,000,000
	Total proposed funding changes		$6,915,900	$0	$6,915,900

Other proposed changes:

None

Prepared by the North Dakota Legislative Council staff
for House Appropriations - Education and Environment
March 24, 2009

LISTING OF PROPOSED CHANGES TO REENGROSSED SENATE BILL NO. 2003

North Dakota University System

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Restore funding for North Dakota University System office salaries and remove Section 18 relating to salary limits **(adopted March 20, 2009)**		$138,011	$0	$138,011
2	Provide $750,000 of funding for the Theodore Roosevelt Center at Dickinson State University; Reduce funding for tribal college assistance grants ($700,000) and student affordability ($50,000) **(adopted March 20, 2009)**		0	0	0
3	Provide a $350,000 permanent oil tax trust fund appropriation to Dickinson State University to offset a reduction in oil revenue **(adopted March 20, 2009)**		0	350,000	350,000
4	Remove the remaining funding for student affordability (tuition stabilization) and remove Section 16 relating to tuition increases (use funding for student financial assistance - see No. 5) **(adopted March 24, 2009)**		(8,165,467)	0	(8,165,467)
5	Add funding for student financial assistance programs - $8,165,467 of funding from tuition stabilization and an additional increase of $15 million **(adopted March 24, 2009)**		23,165,467	0	23,165,467
6	Remove funding for campus equity adjustments **(adopted March 24, 2009)**		(10,000,000)	0	(10,000,000)
7	Add funding for merit scholarships **(adopted March 24, 2009)**		3,000,000		3,000,000
8	Add funding for STEM student loan forgiveness **(adopted March 24, 2009)**		1,000,000		1,000,000
9	Reduce funding for Minot State University boiler project to provide additional funding for the Swain Hall project (see No. 7)		(1,225,000)		(1,225,000)
10	Add funding for the Swain Hall project at Minot State University (includes a transfer of $1,225,000 from the boiler project)		6,104,795	899,795	7,004,590
	Total proposed funding changes		$14,017,806	$1,249,795	$15,267,601

Other proposed changes:

1. Add a Legislative Council study on the impact of higher education tuition waivers **(adopted March 24, 2009)**
2. Add a Legislative Council study to determine the feasibility of creating a department to oversee both K-12 and higher education **(adopted March 24, 2009)**

3 Add policy sections from SB 2062 relating to the STEM student loan forgiveness program, merit scholarships, joint board meetings, and a study of the feasibility of establishing a higher education student trust fund; Revise language as necessary in Section 3 to match HB 1400 **(adopted March 24, 2009)**

4 Add funding for two-year institution marketing

5 Add a section to allow Minot State University to use funds designated for the boiler project for either the boiler project or to be applied toward the cost of a geothermal system

6 Add a section allowing Minot State University to demolish Swain Hall and build a new facility instead of remodeling Swain Hall

Prepared by the North Dakota Legislative Council staff
for House Appropriations - Education and Environment
March 30, 2009

LISTING OF PROPOSED CHANGES TO REENGROSSED SENATE BILL NO. 2003

North Dakota University System

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Restore funding for North Dakota University System office salaries and remove Section 18 relating to salary limits **(adopted March 20, 2009)**		$138,011	$0	$138,011
2	Provide $750,000 of funding for the Theodore Roosevelt Center at Dickinson State University and reduce funding for tribal college assistance grants ($700,000) and student affordability ($50,000) **(adopted March 20, 2009)**		0	0	0
3	Provide a $350,000 permanent oil tax trust fund appropriation to Dickinson State University to offset a reduction in oil revenue **(adopted March 20, 2009)**		0	350,000	350,000
4	Remove the remaining funding for student affordability (tuition stabilization) and remove Section 16 relating to tuition increases (use funding for student financial assistance--see No. 5) **(adopted March 24, 2009)**		(8,165,467)	0	(8,165,467)
5	Add funding for student financial assistance programs ($8,165,467 from tuition stabilization and an additional increase of $2,887,797) **(adopted March 24, 2009)**		11,053,264	0	11,053,264
6	Remove funding for campus equity adjustments **(adopted March 24, 2009)**		(10,000,000)	0	(10,000,000)
7	Add funding for merit scholarships **(adopted March 24, 2009)**		3,000,000		3,000,000
8	Add funding for science, technology, engineering, and mathematics student loan forgiveness **(adopted March 24, 2009)**		1,000,000		1,000,000
9	Change funding source for University of North Dakota Education Building renovation project from general fund to federal stimulus funds **(adopted March 25, 2009)**		(11,200,000)	11,200,000	0
10	Provide funding of $800,000 for two-year campus advertising. Also, designate $200,000 of NDUS office carryover for two-year campus advertising. (See No. 4 under other proposed changes.) **(adopted March 25, 2009)**		800,000	0	800,000
11	Add funding to Minot State University - Bottineau budget for greenhouse repairs ($280,000) and safety/security ($65,000) **(adopted March 25, 2009)**		345,000	0	345,000
	Total proposed funding changes		($13,029,192)	$11,550,000	($1,479,192)

Other proposed changes:

1. Add a Legislative Council study on the impact of higher education tuition waivers - see attached proposed section **(adopted March 24, 2009)**
2. Add a Legislative Council study to determine the feasibility of creating a department to oversee both kindergarten through grade 12 and higher education - see attached proposed section **(adopted March 24, 2009)**

[redacted] policy sections from SB 2062 relating to the science, technology, [redacted]ering, and mathematics student loan forgiveness program, merit sch[redacted]ps, joint board meetings, and a study of the feasibility of establishing a higher education student trust fund; revise language as necessary in Section 3 to match HB 1400 **(adopted March 24, 2009)**

4 Designate $200,000 of NDUS office carryover to be used for two-year campus marketing **(adopted March 25, 2009)**

5 Add a section to allow Minot State University to use funds designated for the boiler project for either the boiler project or to be applied toward the cost of a geothermal system

6 Add a section allowing Minot State University to demolish Swain Hall and build a new facility instead of remodeling Swain Hall

7 Reduce funding for Minot State University boiler project to provide additional funding for the Swain Hall project ($1,225,000 from the general fund--see No. 8)

8 Add funding for the Swain Hall project at Minot State University ($6,104,795 from the general fund and $899,795 of special funds) (includes a general fund transfer of $1,225,000 from the boiler project)

9 Designate $1.1 million of NDUS office carryover for Northern Tier network

[redacted]TION _. LEGISLATIVE COUNCIL STUDY - TUITION WAIVERS. D[redacted]the 2009-10 interim, the legislative council shall consider studying the [redacted]ct of tuition waivers on institutions under the control of the state board of higher education. The study, if conducted, must review the types of tuition waivers available, the number of tuition waivers granted, and the value of tuition waivers. The legislative council shall report its finding and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly.

SECTION _. LEGISLATIVE COUNCIL STUDY - EDUCATION GOVERNANCE. During the 2009-10 interim, the legislative council shall study the feasibility and desirability of creating an agency to oversee elementary, secondary, and postsecondary education. The study, if conducted, must include a review of education governance in other states, the efficiency of combining governing agencies, and the potential governing structure of a combined education agency. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-second legislative assembly."

ghtrow

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Members, SB2003 Senate and House Appropriation Conference Committee

FROM: William Goetz, Chancellor

DATE: April 15, 2009

RE: Proposed Changes to House Appropriations Version of SB2003

Thank you for your efforts on behalf of the North Dakota University System. I know you have a challenge balancing the important competing needs of the State. As you complete your work, I am confident you will keep in mind the impact this budget not only will have on students and families, but the NDUS ability to respond to ND's economic needs. In that context, I would respectfully ask you to consider the following changes to the House Version of SBs 2003 and 2038:

Proposed Changes to SB2003

- **Restore $10 million in campus equity funding** to be used to address campus strategic priorities consistent with the Legislative Interim Higher Education and SBHE goals, including new or expanded academic programs in response to workforce needs; added salary increases to address market pay differentials; offset tuition shortfalls; higher than estimated utility cost increases; accreditation costs; and, other needs.

2009-11 Equity Funding, By Campus	
BSC	$416,578
LRSC	$196,229
WSC	$135,135
UND and UND SOMHS	$3,031,962
NDSU	$4,963,065
NDSCS	$135,135
DSU	$443,693
MaSU	$135,135
MiSU	$272,798
VCSU	$135,135
MiSU-BC	$135,135

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Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

- **Restore $10,625,978 in student financial assistance grant funding,** a biennial total of $20 million for needs-based grant aid for those student least able to afford a college education. Annually, the NDUS has over 20,000 students eligible to receive funding. Total funding, including federal funds, is as follows:

	Total Funding	Estimated Number of Annual Awards	Estimated Annual Award Amount 1/
Current 07-09 Adjusted Base	$6,536,225	4,100-4,200	$800
SBHE Request	$20,592,225	11,950	$800
Executive Budget	$39,648,428	11,400	$500-$2,000, depending on level of unmet financial need
Senate	$27,236,225	7,750	$500-$2,000
House Appropriations	$9,374,022	5,850	$800
1/ Actual award amounts, and therefore number of awards per year, may vary between $800-1,500 per year, based on final legislative funding.			

- **Add funding of $11,200,000 in state general funds for the joint NDUS/UND Information Technology Building,** which were to be shifted from the UND Education Building ($11.2 million), which is now funded from federal stimulus funds. The IT facility is number two on the SBHE priority list. Facilities are currently exposed to water, electrical and plumbing infrastructure risks. At this time, facilities are located in numerous locations placing limitations on efficiency and effectiveness. This project will address risks and space limitations associated with location of the current facility and provide for greater efficiency and effectiveness in IT operations.

- **Remove Section 21, which directs $1.1 million of estimated 07-09 carryover in the NDUS Office to be allocated to the Northern Tier Network (NTN).** The current SBHE-endorsed plan, calls for potential use of competitive federal stimulus funding to complete the north/south (Canada and South Dakota) connections, freeing up 07-09 NTN funding, which could be carried over to the 09-11 biennium, to help cover most of the anticipated network operating costs. See Attachment 1 for more details.

  It should also be noted that nearly $1 million of projected carryover in the NDUS Office is in student aid programs—see Attachment 2. The projected carryover balances have been built into the 09-11 budget assumptions already presented to the House and Senate. Reallocating the carryover will reduce the estimated number of slots funded in the 2009-11 biennium as follows:
  - ✓ State Grant (needs-based aid program)—340 @ $800 each or 225 @$1,200 each or fewer grants per year
  - ✓ Scholars Program (merit scholarship)—15 fewer new freshmen awards per year
  - ✓ PSEP (vets. optometrists, dentists)—estimated reduction of 1 veterinary medicine slot and 2 optometry slots per year; this could be further reduced based on potential

changes to the ND/MN reciprocity dentistry agreement, which has not been addressed in the bill to date.

Furthermore, reallocations of NDUS Office carryover to NTN would also potentially impact our ability to effectively manage new and expanded student aid programs, and to carryout SBHE and interim committee objectives.

If the carryover funds are not restored, we would ask that you, at a minimum, consider permitting up to $150,000 of the state grant, merit scholarship and/or STEM funds to be used for program administration.

- **Add legislative intent to reallocate $1.25 million from the MiSU boiler/plant building project to the Swain Hall Renovation project.** This reallocation, along with the 07-09 appropriation ($7,036,150), and $5.0 million new federal stimulus/general fund appropriation will provide a total of $13,286,150, the amount needed to cover current cost estimates. It leaves $2.5 million for the boiler refurbishment or partial funding towards a geo-thermal system.

- **Add $1.5 million in UND capital asset funding and revenue bond authority** (only to be used if necessary), along with the following additional legislative intent:
"Section XX. University of North Dakota Hangar Addition and Renovation. The state board of higher education may enter into an agreement with a private entity to finance, and do all things necessary and proper, for the construction of a hangar addition and renovation of the UND Aerospace complex at the Grand Forks International Airport using current fees for flight operations."

- It is critically important that NDUS institutions have the ability to continue to compete for federal funds on a timely basis, including competitive Federal Stimulus Funding opportunities. Therefore, it is requested that Section 9 of SB 2003 be amended to clarify authority to receive and spend federal stimulus **competitive** grant awards as follows:
SECTION 9. FEDERAL, PRIVATE, AND OTHER FUNDS - APPROPRIATION. All funds, in addition to those appropriated in section 1 of this Act, from federal, private, and other sources, including federal American Recovery and Reinvestment Act of 2009 competitive grant awards and other funds that the legislative assembly has not indicated an intent to reject, received by the institutions and entities under the control of the state board of higher education are appropriated to those institutions and entities, for the biennium beginning July 1, 2009, and ending June 30, 2011. All additional funds received under the North Dakota-Minnesota reciprocity agreement during the biennium beginning July 1, 2009, and ending June 30, 2011, are appropriated to the state board of higher education for reimbursement to institutions under the control of the board.

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those who have previously received funding under the technology occupations loan program, would receive up to a maximum of $1,500 per year to a maximum of $6,000.

- Ensure that an emergency clause is added to the following new sections so campuses can begin on these projects as soon as practical after legislative adjournment:
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  - ✓ Section 4. MiSU Swain Hall and UND Education Building
  - ✓ Section 19. MiSU boiler project

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Thank you. If you have any questions, please contact me at 328-2963.

Attachments

xc: Chancellor's Cabinet
Administrative Affairs Officers
Chancellor's Senior Staff
Cathy McDonald
Peggy Wipf

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NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Members, SB2003 Senate and House Appropriation Conference Committee

FROM: William Goetz, Chancellor

DATE: April 16, 2009

RE: Proposed Changes to House Appropriations Version of SB2003

Thank you for your efforts on behalf of the North Dakota University System. I know you have a challenge balancing the important competing needs of the State. As you complete your work, I am confident you will keep in mind the impact this budget not only will have on students and families, but the North Dakota University System's ability to respond to North Dakota's economic needs. In that context, I would respectfully ask you to consider the following changes to the House Version of SB 2003:

Proposed Changes to SB2003

- **Restore $10 million in campus equity funding** to be used to address campus strategic priorities consistent with the Legislative Interim Higher Education and SBHE goals, including new or expanded academic programs in response to workforce needs; added salary increases to address market pay differentials; offset tuition shortfalls; higher than estimated utility cost increases; accreditation costs; and, other needs.

2009-11 Equity Funding, By Campus	
BSC	$416,578
LRSC	$196,229
WSC	$135,135
UND and UND SOMHS	$3,031,962
NDSU	$4,963,065
NDSCS	$135,135
DSU	$443,693
MaSU	$135,135
MiSU	$272,798
VCSU	$135,135
MiSU-BC	$135,135

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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

- **Restore $10,625,978 in student financial assistance grant funding,** a biennial total of $20 million for needs-based grant aid for those student least able to afford a college education. Annually, the NDUS has over 20,000 students eligible to receive funding. Total funding, including federal funds, is as follows:

	Total Funding	Estimated Number of Annual Awards	Estimated Annual Award Amount 1/
Current 07-09 Adjusted Base	$6,536,225	4,100-4,200	$800
SBHE Request	$20,592,225	11,950	$800
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House Appropriations	$9,374,022	5,850	$800
1/ Actual award amounts, and therefore number of awards per year, may vary between $800-1,500 per year, based on final legislative funding.			

- **Add funding of $11,200,000 in state general funds for the joint NDUS/UND Information Technology Building,** which were to be shifted from the UND Education Building ($11.2 million), which is now funded from federal stimulus funds. The IT facility is number two on the SBHE priority list. Facilities are currently exposed to water, electrical and plumbing infrastructure risks. At this time, facilities are located in numerous locations placing limitations on efficiency and effectiveness. This project will address risks and space limitations associated with location of the current facility and provide for greater efficiency and effectiveness in IT operations.

- **Remove Section 21, which directs $1.1 million of estimated 07-09 carryover in the NDUS Office to be allocated to the Northern Tier Network (NTN).** The current SBHE-endorsed plan, calls for potential use of competitive federal stimulus funding to complete the north/south (Canada and South Dakota) connections, freeing up 07-09 NTN funding, which could be carried over to the 09-11 biennium, to help cover most of the anticipated network operating costs. See Attachment 1 for more details.

  It should also be noted that nearly $1 million of projected carryover in the NDUS Office is in student aid programs—see Attachment 2. The projected carryover balances have been built into the 09-11 budget assumptions already presented to the House and Senate. Reallocating the carryover will reduce the estimated number of slots funded in the 2009-11 biennium as follows:
  - ✓ State Grant (needs-based aid program)—340 @ $800 each or 225 @$1,200 each or fewer grants per year
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  - ✓ PSEP (vets. optometrists, dentists)—estimated reduction of 1 veterinary medicine slot and 2 optometry slots per year; this could be further reduced based on potential

changes to the ND/MN reciprocity dentistry agreement, which has not been addressed in the bill to date.

Furthermore, reallocations of NDUS Office carryover to NTN would also potentially impact our ability to effectively manage new and expanded student aid programs, and to carryout SBHE and interim committee objectives.

If the carryover funds are not restored, we would ask that you, at a minimum, consider permitting up to $150,000 of the state grant, merit scholarship and/or STEM funds to be used for program administration.

- **Add legislative intent to reallocate $1.25 million from the MiSU boiler/plant building project to the Swain Hall Renovation project.** This reallocation, along with the 07-09 appropriation ($7,036,150), and $5.0 million new federal stimulus/general fund appropriation will provide a total of $13,286,150, the amount needed to cover current cost estimates. It leaves $2.5 million for the boiler refurbishment or partial funding towards a geo-thermal system.

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Thank you. If you have any questions, please contact me at 328-2963.

Attachments

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Administrative Affairs Officers
Chancellor's Senior Staff
Cathy McDonald
Peggy Wipf

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4/25/09 3

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

REVISED 4-20-09

TO: Members, SB2003 Senate and House Appropriation Conference Committee

FROM: William Goetz, Chancellor WJG

DATE: April 20, 2009

RE: Proposed Changes to House Appropriations Version of SB2003

Thank you for your efforts on behalf of the North Dakota University System. I know you have a challenge balancing the important competing needs of the State. As you complete your work, I am confident you will keep in mind the impact this budget not only will have on students and families, but the North Dakota University System's ability to respond to North Dakota's economic needs. In that context, I would respectfully ask you to consider the following changes to the House Version of SB 2003:

Proposed Changes to SB2003

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1/ Actual award amounts, and therefore number of awards per year, may vary between $800-1,500 per year, based on final legislative funding.			

- **Remove Section 25 which would limit tuition rate increases to no more than four percent per year** in 09-10 and 10-11 without Budget Section approval. State statute currently authorizes the State Board of Higher Education to set tuition rates, and flexibility in setting rates for the 09-11 biennium will be imperative, especially if tuition affordability of $8.2 million, and equity funding of $10 million is not included in the final legislative appropriation. Without these funding components, institutions will either have to rely more heavily on tuition rate increases to cover increasing costs for salaries, health, utilities, etc. and/or reduce other programs and services, directly impacting students.
-
- **Add funding of $11,200,000 in state general funds for the joint NDUS/UND Information Technology Building,** which were to be shifted from the UND Education Building ($11.2 million), which is now funded from federal stimulus funds. The IT facility is number two on the SBHE priority list. Facilities are currently exposed to water, electrical and plumbing infrastructure risks. At this time, facilities are located in numerous locations placing limitations on efficiency and effectiveness. This project will address risks and space limitations associated with location of the current facility and provide for greater efficiency and effectiveness in IT operations.

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trans.
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wt cat
13,165,945

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Attachments

xc: Chancellor's Cabinet
Administrative Affairs Officers
Chancellor's Senior Staff
Cathy McDonald
Peggy Wipf

Prepared by the Legislative Council staff
for Conference Committee
April 29, 2009

LISTING OF PROPOSED CHANGES TO RENGROSSED SENATE BILL NO. 2003

North Dakota University System

Adopted funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Designate $200,000 of NDUS office carryover to be used for Valley City State University marketing and student retention instead of two-year campus marketing.		$0		$0
2	Transfer $1.25 million of general fund appropriation from the Minot State University boiler project to the Swain Hall project.		$0		$0
3	Provide $317,000 of funding to Valley City State University for flood related costs. Provide emergency clause for appropriation.		$317,000		$317,000
4	Provide $1.5 million of capital asset authority for the University of North Dakota hangar addition and renovation. Also provide bonding authority for the project.			$1,500,000	$1,500,000
	Total proposed funding changes		$317,000	$1,500,000	$1,817,000

Other adopted changes

1. Remove Section 21 of the House amendments relating to the designation of carryover authority for the Northern Tier Network.
2. Remove Section 2 of the House amendments that provides contingent language for the general fund appropriation for the Lake Region State College Wind Project.

4-30-09

North Dakota University System
NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences (SMHS)
Summary of Senate Amendments to SB2003

Amendments to General Fund

	NDUS Office	11 Campuses & SMHS	Forest Service	Total
General Fund Included in Executive Recommendation	**$ 108,080,088**	**$ 502,289,091**	**$ 3,855,768**	**$ 614,224,947**
Senate Amendments:				
Adjustments to Base Funding in Executive Recommendation:				
Reduces funding for needs-based financial aid 1/	(33,112,203)			(33,112,203)
Reduces funding for student financial assistance grants 2/	(1,997,000)			(1,997,000)
Removes funding for salary increases for NDUS Office employees earning > $100,000 per year 3/	(138,011)			(138,011)
Removes base funding for emergency preparedness/security from campuses & adds pool in NDUS Office	750,000	(1,334,865)		(584,865)
Increases funding for EPSCoR 4/	600,000			600,000
Provides funding for STEM Teacher Education Pool 5/	1,500,000			1,500,000
Provides funding for affordability initiative to freeze tuition at the 2-year campuses and limit tuition increases to 4% per year at the other campuses		8,215,467		8,215,467
Provides funding to implement a Rural Health Initiative at the SMHS		500,000		500,000
Net Changes to Base Funding	(32,397,214)	7,380,602	-	(25,016,612)
Adjustments to One-time Funding in Executive Recommendation:				
Removes one-time funding for emergency preparedness/security	(4,000,000)			(4,000,000)
Net Changes to One-time Funding	(4,000,000)	-	-	(4,000,000)
Net Adjustments to General Fund	***(36,397,214)***	***7,380,602***	-	***(29,016,612)***
General Fund per Engrossed SB2003	**$ 71,682,874**	**$ 509,669,693**	**$ 3,855,768**	**$ 585,208,335**

Amendments to Other Funds

	NDUS Office	11 Campuses & SMHS	Forest Service	Total Other Funds
Other Funds Included in Executive Recommendation	**$ 4,069,558**	**$ 159,329,000**	**$ 997,486**	**$ 164,396,044**
Senate Amendments:				
Adjustments to Base Funding in Executive Recommendation:				
Reduces funding for SITS pool to reflect actual amount from the Student Loan Trust Fund	(20,600)			(20,600)
Net Changes to Base Funding	(20,600)	-	-	(20,600)
Reductions to Executive Recommendation:				
Provides funding authority for a forensic pathology facility at the SMHS		129,000		129,000
Increases revenue bond funding authority for MiSU wellness center project		5,000,000		5,000,000
Net Changes to One-time Funding	-	5,129,000	-	5,129,000
Other Funds per Engrossed SB2003	**$ 4,048,958**	**$ 164,458,000**	**$ 997,486**	**$ 169,504,444**

North Dakota University System
NDUS Office, Campuses, Forest Service and UND School of Medicine & Health Sciences (SMHS)
Summary of Senate Amendments to SB2003

FOOTNOTES TO AMENDMENTS:

1/ This amendment removes the increase that was provided in the executive recommendation for needs based financial aid.

2/ The amendment removes $1,998,000 of the increase for student financial assistance grants that was provided in the executive recommendation

3/ In addition to freezing the salaries of NDUS Office employees that currently earn over $100,000 per year, this amendment limits compensation adjustments of all other NDUS Office employees to 5 percent per year for the 2009-11 biennium.

4/ Of the $600,000 increase to EPSCoR, $400,000 is to be used for the National Aeronautics and Space Administration Experimental Program to Stimulate Competitive Research program

5/ The STEM teacher education funding is provided to establish a pool for enhancing existing teacher education programs in science, technology, engineering and mathematics fields. These funds may not be used for infrastructure projects.

OTHER CHANGES TO EXECUTIVE RECOMMENDATION (SB2003):

* Adds a section of legislative intent that all NDUS employees whose documented performance meets all standards are to receive minimum monthly salary increases of $100 for the 2009-11 biennium. This is an unfunded mandate with an estimated general fund cost to the NDUS of $114,500, and a total cost to all funding sources of approximately $334,000.

* Adds a section that legislative council consider studying the facility needs of the SMHS Bismarck Family Practice Center (BFPC), which if conducted must include a review of the feasibility of locating the BFPC on the campus of BSC.

* Adds a section that legislative council consider studying options for funding higher education institutions. If conducted, the study must include a review of the feasibility of implementing a higher education funding mechanism based on student completion rates.

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Prepared by the North Dakota L ive Council staff

April 2009

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4/25/09

HIGHER EDUCATION FUNDING COMPARISON

This memorandum provides information regarding the 2007-09 legislative appropriation for higher education and the 2009-11 executive budget, Senate version, and House version of 2009 Senate Bill Nos. 2003 and 2062.

	2007-09 Legislative Appropriation	Executive Budget		Senate Version		House Version	
		2009-11 Funding	Change From 2007-09	2009-11 Funding	Change From 2007-09	2009-11 Funding	Change From 2007-09
General fund ongoing funding	$440,067,556	$540,071,689	$100,004,133	$540,055,087	$99,987,531	$512,945,895	$72,878,339
General fund one-time funding	28,582,068	74,153,258	45,571,190	70,153,248	41,571,180	59,233,248	30,651,180
Total general fund	$468,649,624	$614,224,947	$145,575,323	$610,208,335	$141,558,711	$572,179,143	$103,529,519
Other funds ongoing funding	$4,341,216	$5,067,044	$725,828	$5,046,444	$705,228	$5,396,444	$1,055,228
Other funds one-time funding	161,078,485	159,329,000	(1,749,485)	164,458,000	3,379,515	183,267,920	22,189,435
Total other funds	$165,419,701	$164,396,044	($1,023,657)	$169,504,444	$4,084,743	$188,664,364	$23,244,663
Total ongoing funding	$444,408,772	$545,138,743	$100,729,971	$545,101,531	$100,692,759	$518,342,339	$73,933,567
Total one-time funding	189,660,553	233,482,248	43,821,695	234,611,248	44,950,695	242,501,168	52,840,615
Total funding	$634,069,325	$778,620,991	$144,551,666	$779,712,779	$145,643,454	$760,843,507	$126,774,182

Prepared by the North Dakota Legislative Council staff

April 2009

SENATE BILL NO. 2003 - HOUSE CHANGES TO THE SENATE VERSION

The following tables provide the House changes to the Senate version of Senate Bill No. 2003:

General Fund Changes to Senate Version	
	House Version
Needs-based financial aid	($17,162,203)
Merit scholarships	3,000,000
Opportunity grants	(4,000,000)
Funding for tribal college grants	(700,000)
Funding for two-year college marketing	800,000
Funding for North Dakota University System office salaries	138,011
Additional funding for Minot State University - Bottineau	345,000
Funding for the Theodore Roosevelt Center	750,000
University of North Dakota Education Building	(11,200,000)
Campus equity	(10,000,000)
Total general fund changes	($38,029,192)

Other Funds Changes to Senate Version	
	House Version
Adds funding from the permanent oil tax trust fund for Dickinson State University	$350,000
Adds unallocated fiscal stabilization stimulus funding for the University of North Dakota Education Building and the Minot State University Swain Hall	16,200,000
Adds state energy program stimulus funding for the Lake Region State College wind energy project	2,609,920
Total other funds changes	$19,159,920

Other Changes to Senate Bill No. 2003	
	House Version
Limits on tuition increases	Limits annual tuition increases to 4 percent at all campuses unless a greater amount is approved by the Budget Section
Minot State University boiler project	Contains a section allowing Minot State University to use funding designated for the boiler for a geothermal system
Northern Tier Network funding	Designates $1.1 million of University System carryover to be used for the Northern Tier Network
Two-year campus marketing	Designates $200,000 of University System carryover to be used for two-year campus marketing
Tuition waiver study	Contains a study of higher education tuition waiver
Education governance study	Contains a study of the governance of education
Student trust fund study	Contains a study of the feasibility of implementing a higher education student trust fund
State education board meetings	Amends North Dakota Century Code Section 15.1-01-02 relating to joint meetings of the state's education boards
Science, technology, engineering, and mathematics (STEM) loan forgiveness, merit scholarships, and opportunity grants	Contains sections related to the administration of the STEM loan forgiveness program, merit scholarship program, and opportunity grant program

OTHER POTENTIAL CHANGES TO SENATE BILL NO. 2003

The following items were suggested for possible review during conference committee discussions:

- Add funding for joint University of North Dakota/North Dakota University System information technology building.
- Reallocate the $1.25 million general fund appropriation from the Minot State University boiler project to the Swain Hall project.
- Add $1.5 million of special fund and revenue bond authority for a University of North Dakota hangar addition and renovation.

- Review the guidelines for the STEM loan forgiveness program, including the correlation with the existing technology occupations loan forgiveness program.

99851

Prepared by the North Dakota Legislative Council staff

April 2009

HIGHER EDUCATION FUNDING - MAJOR CHANGES TO EXECUTIVE BUDGET

The table below summarizes major changes to the executive budget recommendation in funding for higher education from the general fund included in 2009 Senate Bill Nos. 2003 and 2062 (as of April 13, 2009).

	2009-11 Executive Budget	2009-11 Senate Version	2009-11 House Version
Needs-based financial aid	$39,300,000	$26,187,797[1]	$9,374,022
Science, technology, engineering, and mathematics loan forgiveness	2,000,000	1,000,000[1]	1,000,000
Merit scholarship program	0	4,000,000[1]	3,000,000
Tuition stabilization	0	8,215,467	8,215,467
Science, technology, engineering, and mathematics teacher education	0	1,500,000	1,500,000
One-time security and emergency preparedness pool	4,000,000	0	0
Campus equity	10,000,000	10,000,000	0
UND Education Building	11,200,000	11,200,000	0
Campus security and emergency preparedness	1,334,865	750,000	750,000
Base/other funding	546,390,082	547,355,071	548,339,654
Total general fund appropriation	$614,224,947	$610,208,335	$572,179,143

[1]Includes funding in Senate Bill No. 2062.

Prepared by the Legislative Council staff
for Conference Committee
May 1, 2009

LISTING OF ADOPTED CHANGES TO REENGROSSED SENATE BILL NO. 2003

North Dakota University System

Adopted funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Designate $200,000 of NDUS office carryover to be used for Valley City State University marketing and student retention instead of two-year campus marketing.		$0		$0
2	Transfer $1.25 million of general fund appropriation from the Minot State University boiler project to the Swain Hall project.		$0		$0
3	Provide $317,000 of funding to Valley City State University for flood related costs. Provide emergency clause for appropriation.		$317,000		$317,000
4	Provide $1.5 million of capital asset authority for the University of North Dakota hangar addition and renovation. Also provide bonding authority for the project.			$1,500,000	$1,500,000
5	Provide $10 million of equity funding for campuses with a minimum equity allocation of $250,000 to each campus.		$10,000,000		
6	Provide $5.4 million from the permanent oil tax trust fund for a new Bismarck Family Practice Center.			$5,400,000	$5,400,000
7	Provide a $8.8 million general fund appropriation to Dickinson State University for Stoxen Library contingent on general fund revenues.		$0		$0
8	Provide $6 million of funding for a Williston State College Virtual Career and Technical Center for secondary and postsecondary education. Of the total amount of funding, up to $4.5 million is from federal fiscal stabilization funds, the amount up to $4.5 million not provided from federal fiscal stabilization funds is from the permanent oil tax trust fund, and $1.5 million is from local funds.			$6,000,000	$6,000,000
9	Provide $800,000 from the general fund to Valley City State University for support of strategic goals and other needs. Also, include a section of intent regarding the use of funds.		$800,000		$800,000
	Total proposed funding changes		$11,117,000	$12,900,000	$14,017,000

Other adopted changes

1 Remove Section 21 of the House amendments relating to the designation of carryover authority for the Northern Tier Network.

2 Remove Sections 33 and 34 of the House amendments relating to North Dakota academic scholarships and Career and Technical Education scholarships. Also, revise language in Section 35 relating to reporting requirements of the scholarship program.

3 Add a legislative intent section regarding the STEM loan forgiveness program. (will fund students for four years)

4 Change language in Section 22 of the House amendments regarding revenue bonding for NDSU dining services renovation.

5 Change language in Section 13 of the House amendments regarding the ability of the NDUS to receive federal stimulus funding.

6 Remove Section 26 of the House amendments regarding the study of the Bismarck Family Practice Center.

7 Add language to require the turnback of the unspent general fund appropriation for the Lake Region State College wind energy project.

Summary of Testimony Offered to Senate Appropriations Committee on SB 2003

by Patti Heisler
Mayville State University

January 12, 2009

Page Locator

Good morning Mr. Chairman and members of the Senate Appropriations Committee. My name is Patti Heisler. I am an Assistant Professor in the division of Business and CIS at Mayville State University and a Fargo resident. I was a Council of College Faculty representative on the Committee on Employee Compensation. Thank you for the opportunity to be here today to present to you the Report of the State Board of Higher Education's Committee on Employee Compensation.

I'd like to start by thanking you for your support during the last legislative session. Our goal was to strengthen our competitive position in the marketplace and the legislature's approval of the university system budget, including a 5/5% salary increase, helped us to do that. Recent data published after our report shows faculty salaries still rank 51st in the nation; however our salaries combined with our benefits package has now pushed our ranking from 51st to 48thin the nation. (Washington D.C. is considered the 51st state in this analysis.) Both faculty and staff have personally asked me to extend their thanks and gratitude to you for this support.

Even so, we still have some challenges ahead. The rest of my presentation will focus on the challenges in some key areas: turnover, cost of living, and benefits. As I walk you through this report I will be making reference to specific page numbers within the report.

The report is divided into four data sections: the first section contains staff exhibits and data and the second section contains faculty exhibits and data. Staff and faculty compensation structures and the natures of the job classifications are different and warrant individual comparison. *(For example, broad banding is used for classification of staff positions.)* The last two sections of the report address benefits and standard of living/cost of living.

Page Locator

STAFF

8: Salary

9: State Job Market

10: Turnover

11: Concerns

12: Impact of retirements

Staff salary information compared to the regional averages can be found on p. 8 of the report and average staff salaries compared to the state job market can be found on p. 9. Although staff salaries are consistently behind the regional and market averages, the main focus of concern relates to the impact of salaries on turnover. As indicated by the table on p. 10, staff turnover has increased significantly in the last three years and the bar graph on p. 11 indicates that salary factors have the greatest influence on decisions to leave. The pie chart on the top of p. 11 documents another concern. At least 55% of turnover is related to employees hired within the last 5 years. As indicated on p. 12, we can expect the 43% of staff employees age 50 and older, the core of the staff workforce we have relied on, to retire within the next 15 years.

FACULTY

13-20: Faculty Data

Information on NDUS faculty salaries by institution type and in comparison to regional and national averages is presented on pages 13 to 20 using the most recent data available at the time of our March, 2008 report. Based on the available data, North Dakota University System faculty salaries are consistently the lowest in the region and the nation and, through 2006-07; the gaps tend to be increasing. As mentioned earlier, data published after the study was completed indicated that the funding provided by the 2007 appropriation did have a positive impact. Faculty turnover, as illustrated on p. 21, has consistently increased over the last three years and, as the bar graph on p. 22 indicates, salary appears to be the largest contributing factor to faculty turnover. Similar to the staff situation, the pie chart on p. 22 indicates faculty hired in the last five years constitutes the majority of departures and, as shown on p. 23, almost half of faculty will reach retirement age in the next 15 years.

21: Turnover

22: Reasons

23: Concerns

BENEFITS

24: Benefits Ranking

North Dakota University System benefits compare more favorably to regional averages than salaries. As shown on p. 24, when the effect of salary levels is removed, NDUS benefits rank 8th in the 12 state region. However, overall, benefits given low salary levels drops the benefit rank to 9th. Benefit levels tend to be an especially important factor in staff recruiting.

COST OF LIVING

28: ND Rank

25-27: Purchasing Power

The information on p. 28 indicates that North Dakota cost of living is 95.4% of the national average. This gives North Dakota a national rank of 31 out of 50 and a regional rank of 6 out of 12. Viewed another way, if system salaries were proportionate to the cost of living in the state, salaries would also rank of 31 out of 50. For your information data on standard of living (that is, the purchasing power of salaries based on cost of living) is provided on pages 25 to 27.

Page Locator

7: Recommendations

RECOMMENDATIONS

The study conclusions and recommendations can be found on p. 7. The long-term recommendation of the report was to provide annual salary increases of at least 6.5 percent for the next two biennia, as well as a $15 million salary equity pool in 2009-11 in order to close the regional gap by 2013. This assumes regional average faculty salary increases continue at the previous 5-year average rate of 3 percent per year. In its budget request the State Board of Higher Education requested an annual 7% salary increase for the next five years in order to reach the regional market average.

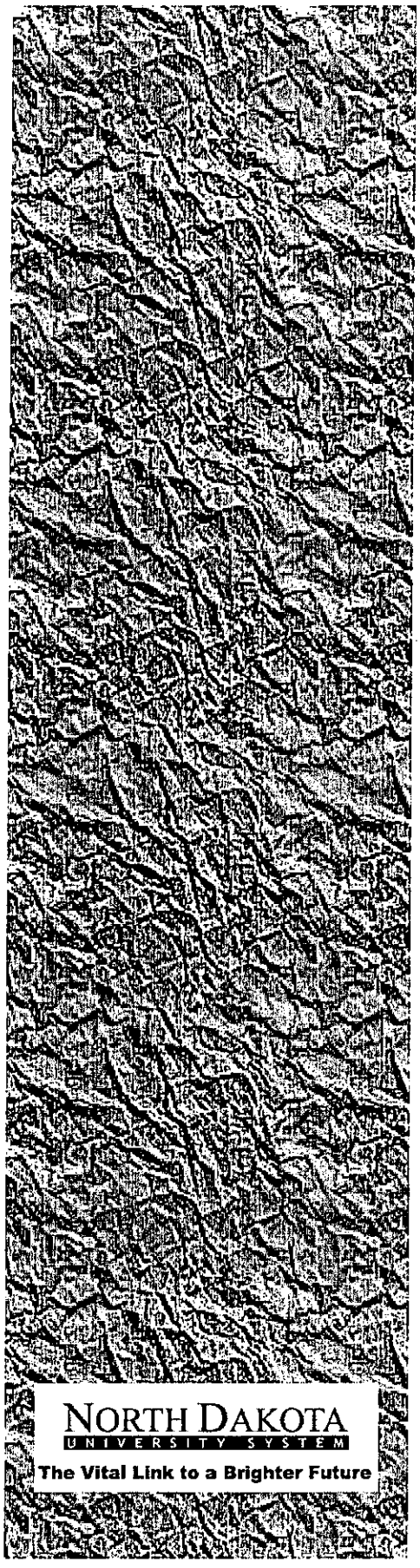
While the governor's budget recommendation includes a 5/5% increase for all state employees, including higher education, the recommendation for an additional $23 million in salary equity funding does not include higher education.

Finally, it should also be noted that competitive salaries will be critical in the next few years as all states compete in the national market to replace the retiring baby-boomer faculty and staff workforce.

CONCLUDING STATEMENTS

Since 1986 faculty and staff salaries have taken a downward trend. It's no one's fault; low pay has been a consequence of budgetary constraints. Compensation is a strategic decision which impacts us for the years to come. We have an opportunity today to place the North Dakota University System in a more competitive position. Compensation plays a critical role in the ability of our institutions to attract and retain expertise. This expertise is what attracts both industry and students. The result is economic growth, a larger tax base, and a world-class workforce. There's no better return on an investment when all the citizens in our state stand to benefit.

Thank you again Mr. Chairman and members of the committee. Please let me know if you have any questions.



North Dakota University System

Creating a University System

For the 21st Century

Report of the State Board of Higher Education's Committee on Employee Compensation

March 2008

Report of the State Board of Higher Education's Committee on Employee Compensation March 2008

Purpose

The North Dakota University System (NDUS) Compensation Committee was created by the Chancellor to develop recommendations and a long-term strategic plan concerning salary and compensation for NDUS faculty and staff.

Members

Faculty Compensation Committee, Council of College Faculties:
- Patti Heisler, MaSU
- Shirley Wilson, BSC
- Thomas Barnhart, NDSU
- Jon Jackson, UND School of Medicine and Health Sciences

Human Resources Council:
- Joann Kitchens, LRSC
- Wes Matthews, MiSU
- Broc Lietz, NDSU

Staff and technical support provided by the NDUS System Office

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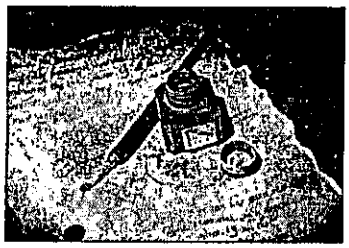


An Opportunity

- **Attract and retain expertise.**
- **Recruit top industry and students.**
- **Create a world-class workforce.**
- **Provide access to intellectual resources.**
- **Create cutting-edge research opportunities.**
- **Increase the prospects for growth in our state.**
- **Fulfill the mission of NDUS**

Reasons to Invest in Higher Education

Progressive businesses know the value of offering a competitive salary. It's what keeps you in the marketplace. Competitive salaries attract a worthy resource: knowledgeable employees. Knowledgeable employees are the single greatest resource for institutions of higher education.

- Compensation plays a critical role in the ability of our institutions to attract and retain expertise. In turn, this expertise attracts both industry and students, resulting in a world-class workforce.
- Business and industry are the greatest contributors to the tax base of our state. Access to the intellectual resources provided by higher education is required for business and industry to create high-wage jobs.
- Faculty and staff provide cutting-edge research opportunities which increase the prospects for growth in our state.
- Competitive higher education plays a significant role in the education of our citizenry. Government statistics indicate citizens who achieve higher levels of education are healthier, achieve higher levels of income, contribute more tax dollars, and are least likely to be incarcerated.[i]
- NDUS employees who are compensated competitively would improve North Dakota education at large, leading to a better-educated public and private sector and to a better-educated citizenry.

This report examines measures associated with NDUS faculty and staff compensation and highlights some positive indicators and concerns, as well as suggestions for changes. The information in this report will enable the State Board of Higher Education to develop appropriate recommendations for compensation along with its strategic plan to fulfill the NDUS mission with North Dakota legislators and public.

Compensation Assessment and Recommendations

Acknowledgements

We would like to thank the State Board of Higher Education and campus leadership for recognizing faculty and staff needs and for efforts made in securing improved compensation and benefits.

The 2007-09 legislative appropriation for the North Dakota University System included funding for parity to provide for inflationary costs, including the general fund share of a 5 percent per year salary increase and health insurance increases. Campuses went beyond this level, providing overall NDUS average salary increases of 5.6 percent for 2007-08, through reallocation of funds and the use of other funding sources.

Higher education is becoming increasingly competitive where students, faculty, staff, and business partnerships are concerned. Despite the challenges we have faced in the past, we are in a better position today to continue this effort and be a strong competitive player within the marketplace of higher education.

The Value of Equitable Compensation

The state of North Dakota stands to gain more by compensating NDUS faculty and staff at market value pay. Low pay is a consequence of budgetary constraints. This presents a drain to the citizens of North Dakota in terms of a loss of students, business and industry, employment opportunities, and tax revenues.

The exhibits included point out the noticeable effects of low pay as increased turnover, inability to recruit and retain employees, wage compression, and expressed discontent with pay as indicated in exit interviews and surveys.

Exhibits A1-A2 indicate that, although progress has been made since 2001, staff salaries continue to lag behind the regional averages for all types of institutions and all broadband categories. Some institutions have more difficulty competing for staff positions in various areas of the state than others. For example, Dickinson State University and Williston State College are particularly challenged currently, due to the impact the oil industry is having on the employment demands in all sectors of the economy. This may account for the significant increase in staff turnover rate at these campuses, as reflected in Exhibit C. More recently, the State Board of Higher Education approved new pay ranges for all Presidents and the Chancellor, to be more competitive with the market. Salary increases will place the NDUS institutions in a better position to address the market issues.

Exhibits E1-E4 indicate a downward trend in faculty salaries since 1986. Bringing faculty pay closer to market value will enable our institutions to overcome the challenges of attracting and retaining faculty, students, as well as the state's ability to attract business and industry. The NDUS institutions will be in a competitive position to recruit and retain students and provide the type of workforce employers are hiring.

Exhibits F1-F3 show that faculty pay ranks the lowest in the region and nation. NDUS institutions need to be concerned about the perception low faculty pay creates for our educational product in the minds of prospective students. It is a general expectation that individuals with expertise are paid higher. In the mind of an employer that same perception translates to inadequate intellectual resources and a limited workforce.

The Cost of Staff and Faculty Turnover

Exhibit B indicates that staff turnover has more than doubled from 5.3 percent in 2004, to 10.9 percent in 2005, 10.6 percent in 2006 and 11.8 percent in 2007. Exhibit C shows that, of the staff who responded to the exit interviews, 18 percent were employed for 1 year or less, and 55 percent were employed less than 5 years before leaving. These high turnover rates are accompanied by increased financial costs

associated with training new employees, as well as the physical and emotional costs on existing staff who must assume additional duties for either a short or long period of time.

Between the years 2002-2005 the average rate of turnover for faculty within the NDUS institutions was 5.85 percent (Exhibit G). During 2006-2007 that changed. The rate of turnover has nearly doubled to 9.3 percent and 10.2 percent respectively. Exhibit H shows that, of the faculty who responded to the exit interviews, 13 percent of newly hired faculty leave in one year or less and 59 percent leave in less than 5 years. The exhibit further indicates faculty are finding better salaries elsewhere along with advancement opportunities.

Over time, low salaries produce salary inversion and pay compression, which occurs when less experienced people earn as much as or more than longer-term employees, due to rising starting salaries. Tight budgets deter hiring of more experienced faculty and staff. Exhibits D and I indicate that over 40 percent of staff and almost half the faculty are over the age of 50 which suggests a high propensity for pay compression issues where more experienced faculty and staff salaries have not kept pace with market pay. Perceived or real pay inequities reduce employee morale. Faculty job satisfaction is measured through the HERI survey which is being administered as this report is being written. The HERI survey provides participating institutions with information about faculty job satisfaction with respect to workload and pay. Institutions receive detailed data along with national normative data for faculty in similar types of institutions.

Long-term faculty and staff who feel valued by their institution instill a sense of pride and this carries over to the community, its perception and its support of that institution. NDUS schools are in a better position to attract and retain students when faculty and staff turnover is reduced. NDUS and the community can expect greater contributions by faculty and staff who feel valued. This is accomplished by paying faculty and staff competitively with their peers.

Benefits Package

The state of North Dakota offers a comprehensive benefit package to NDUS employees, as do other states. Exhibit J shows North Dakota's benefit package, based on regional average hourly salary, ranks 8th among the 12 states in the region. North Dakota ranks 9th based on actual average hourly salary. While the latter represents an improvement in our ranking, the value of our benefit package is slightly below the average for our region, many of whom also have salaries well below other states, and does not offset the salary differential. It is crucial that the state continue to fund 100 percent of employee health insurance premiums with no changes to deductibles or co-payments.

Cost of Living as a Benchmark

Exhibits F1-F3 indicate that average salaries for North Dakota faculty members continue to be ranked last in the nation. The question is, "Where should North Dakota faculty salaries be ranked?" According to the ACCRA cost of living index, North Dakota has the 31st highest cost of living index in the nation and is 5th highest in the 12 states in the central states region (Exhibit N).

- The 2005-06 average faculty salaries of Ohio, the state that is ranked 31st for doctoral schools, is $70,900 compared to $54,446 in North Dakota (Exhibit F1).
- Indiana, which ranked 31st for four-year schools, had an average salary of $56,132, compared to $43,780 in North Dakota (Exhibit F2).
- The average salaries of Kansas, the state that is ranked 31st for two-year schools, was $45,215 compared to $38,853 in North Dakota (Exhibit F3).
- North Dakota faculty salaries lag the states that are ranked 31st in average faculty salaries by as much as 23.2 percent for doctoral, 22 percent for four-year, and 14.1 percent for two-year schools.

While the cost of living is not the only factor that influences average salaries around the nation, it seems reasonable that North Dakota faculty salaries should be ranked much closer to 31st instead of 50th in the nation. It's interesting to find that the comparison of NDUS salaries, using cost of living as a benchmark, yields similar results to comparing NDUS salaries to the regional averages. In fact, if North Dakota salaries were funded at the regional average in 2005-06, they would have ranked 26th to 34th in the nation.

Average salaries for NDUS staff employees also lag their respective market rates (by type of institution) by 6.9 percent to 20.3 percent (Exhibit A2). The market rates used in this comparison primarily include local data provided by Job Service of North Dakota as well regional data for certain positions in higher education from the College and University Professional Association. The real purchasing power of NDUS wages remains below the average real purchasing power for the region (Exhibit M).

Conclusion

The practice of paying below market value has now spanned more than 20 years in our state. As a result we are seeing increased turnover and a tighter labor market stimulated by competing entities paying higher salaries.

North Dakota needs to acknowledge the impact higher education has on our state as stated earlier in the section entitled, "Reasons to Invest in Higher Education."

As stated in the 2006 Accountability Measures Report, "Passage of SB 2003 in 2001 signaled that the university system can and should play a larger role in enhancing the economic and social vitality of North Dakota, as envisioned by the Roundtable on Higher Education."[ii] NDUS has one of the most efficient systems of higher education in the nation[iii]. There is no better time than now to invest in higher education salaries.

Recommendations

Based on the findings within this report, the following actions are recommended:

1. **Support 6.5 percent salary increases for each of the next two years (2009-10 and 2010-11) for both faculty and staff, at a projected cost to the state general fund of approximately $31 million.** This percentage provides for inflation increases at 3.5 percent (average for fiscal years 2006 and 2007) and market value increases at 3 percent.
2. **Provide a pool of funds for individual campuses to primarily address faculty salary issues specific to that institution.**
    a. A total of $15 million in funds will enable individual institutions to address and resolve salary issues associated with changes in the local economy, gaps in pay for positions which are highly specialized, wage compression, and other pay differentials.
    b. The pool of funds is to be used, primarily to address faculty salaries, but may also be used to address staff salary issues that are at least as critical as the faculty salaries at any of the campuses.
    c. This pool of funds must be specifically earmarked for faculty and staff salaries and cannot be applied to facilities, other infrastructure, or non-salary expenses.
3. **Continue funding 100 percent of employee health insurance premiums with no changes to deductibles or co-payments.**
4. **The long-term recommendation of the committee is to provide annual increases of at least 6.5 percent for the next two biennia, as well as a $15 million salary equity pool in 2009-11, in order to close the regional gap by 2013. This assumes regional average faculty salary increases continue at the previous 5-year average rate of 3 percent per year.**

The primary goals for these recommendations are:

- Enable NDUS institutions to compete more effectively for faculty and staff positions.
- Bring salaries to regional averages in four years, by 2013. Assuming the rankings of other states remain relatively unchanged from 2005-06 rankings, the average salaries of ND campuses would rank 26th-34th, nationally, or very close to our current ranking for cost of living, of 31st in the nation.
- Stabilize employment by reducing turnover.
- Improve retention efforts.

Ultimately, the compensation package represents an investment for the future growth of our NDUS institutions, our state and its citizens.

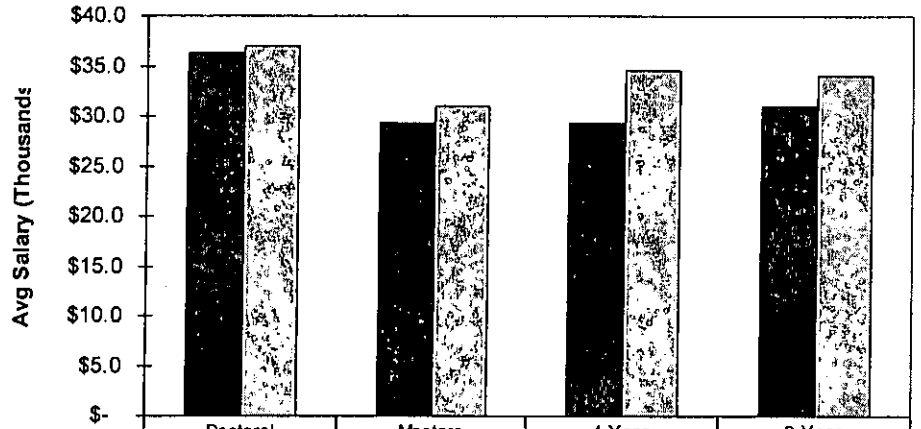
Measures Used for This Report: Staff Exhibits

1.1 Current Compensation – NDUS Staff Salaries

Exhibit A1: Weighted Broadband Staff Salaries

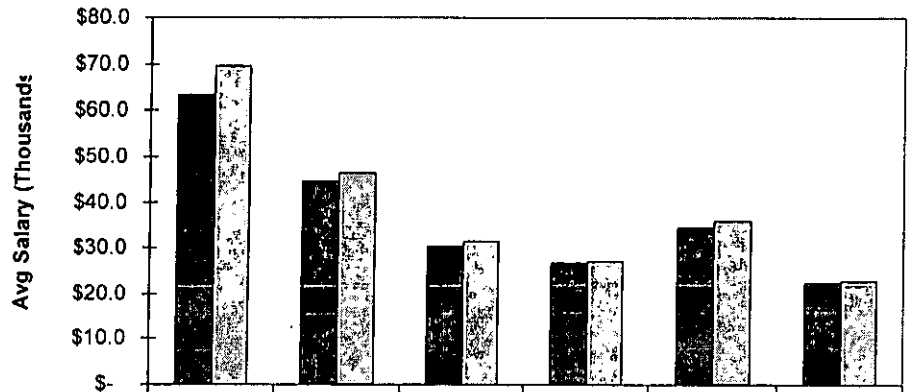
Staff salaries continue to lag behind the regional averages for all types of institutions and all broadband categories, with the average institutional salary variances ranging from 2.1 percent to 18.1 percent and average broadband salary variances ranging from 1.7 percent to 9.6 percent.

2007 NDUS Weighted Broadband Staff Salaries
Compared to Regional Job Market
By Type of Institution



	Doctoral	Masters	4-Year	2-Year
Avg NDUS Salary	$36.2	$29.3	$29.3	$31.1
Avg Market Salary	$36.9	$31.1	$34.6	$34.0
% Variance	-2.1%	-6.1%	-18.1%	-9.4%

2007 NDUS Weighted Broadband Staff Salaries
Compared to Regional Job Market
By Broadband Category



	Admin	Profess.	Tech/Para.	Office Supp.	Crafts/ Trades	Services
Avg NDUS Salary	$63.5	$44.4	$30.5	$26.7	$34.3	$22.3
Avg Market Salary	$69.6	$46.3	$31.5	$27.1	$36.0	$22.7
% Variance	-9.6%	-4.3%	-3.4%	-1.7%	-5.1%	-2.0%

Exhibit A2: Average Broadband Staff Salaries Compared to Job Market

Overall improvement has been made at all types of institutions except the four-year campuses, which have lost ground, most significantly in the Administrative/Managerial job families. Average staff salaries at all institutions continue to be below the average market salary.

Average Broadband Staff Salaries Compared to Job Market

		2007			2001
		Weighted Avg. NDUS Salary	Weighted Market Salary	% Variance	% Variance
Band #	**Job Family**	**Doctoral (NDSU, UND)**			
1000	Administrative/Managerial	$78,141	$79,188	-1.3%	-10.7%
3000	Professional	45,782	$47,168	-3.0%	-3.7%
4000	Technical & Paraprofessional	31,866	$32,305	-1.4%	-2.4%
5000	Office Support	27,643	$27,189	0.0%	-2.4%
6000	Crafts/Trades	36,941	$37,604	-1.8%	-12.5%
7000	Services	22,661	$22,964	-1.3%	-3.2%
	Weighted Average	**$36,162**	**$36,933**	**-2.1%**	**-6.9%**
Band #	**Job Family**	**Masters (MiSU)**			
1000	Administrative/Managerial	$50,872	$49,712	0.0%	-31.9%
3000	Professional	37,302	$39,491	-5.9%	-20.9%
4000	Technical & Paraprofessional	25,508	$27,047	-6.0%	0.0%
5000	Office Support	22,806	$25,453	-11.6%	-20.8%
6000	Crafts/Trades	27,403	$28,623	-4.5%	-23.0%
7000	Services	20,825	$20,482	0.0%	-13.9%
	Weighted Average	**$29,297**	**$31,073**	**-6.1%**	**-20.3%**
Band #	**Job Family**	**4-year (DSC, MaSU, VCSU)**			
1000	Administrative/Managerial	$49,860	$65,203	-30.8%	-17.2%
3000	Professional	35,966	$42,941	-19.4%	-20.8%
4000	Technical & Paraprofessional	24,116	$26,858	-11.4%	-10.0%
5000	Office Support	22,885	$27,135	-18.6%	-12.8%
6000	Crafts/Trades	28,707	$33,934	-18.2%	-28.1%
7000	Services	20,491	$20,961	-2.3%	-5.4%
	Weighted Average	**$29,271**	**$34,565**	**-18.1%**	**-16.6%**
Band #	**Job Family**	**2-year (BSC, LRSC, MISU-B, NDSCS, WSC)**			
1000	Administrative/Managerial	$56,864	$60,335	-6.1%	-22.0%
3000	Professional	40,072	$43,464	-8.5%	-16.1%
4000	Technical & Paraprofessional	27,974	$31,262	-11.8%	-14.8%
5000	Office Support	25,049	$27,716	-10.6%	-8.5%
6000	Crafts/Trades	30,260	$34,484	-14.0%	-10.2%
7000	Services	22,020	$23,360	-6.1%	-4.0%
	Weighted Average	**$31,126**	**$34,047**	**-9.4%**	**-14.1%**

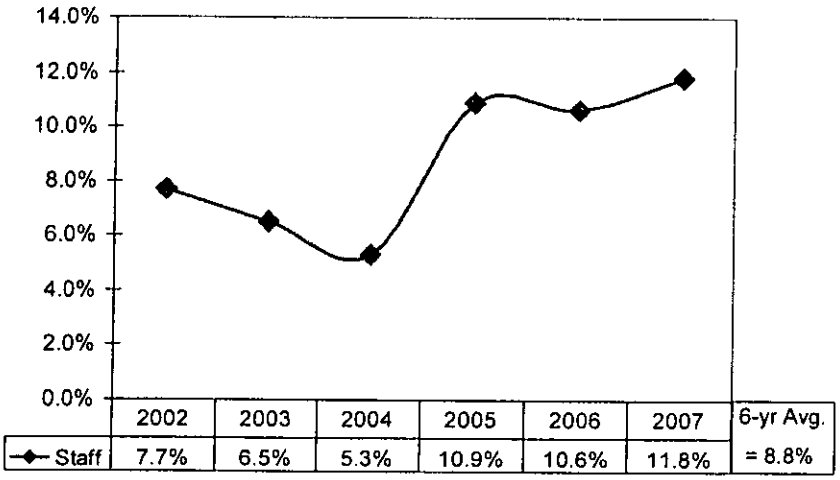
Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index.

1.2 Employment Data

Exhibit B: Staff Turnover Statistics 2002 through 2007

North Dakota University System

An average of 8.8 percent of benefited staff have left their NDUS jobs per year since 2002. However, over the past three years, the turnover has exceeded 10.5 percent.



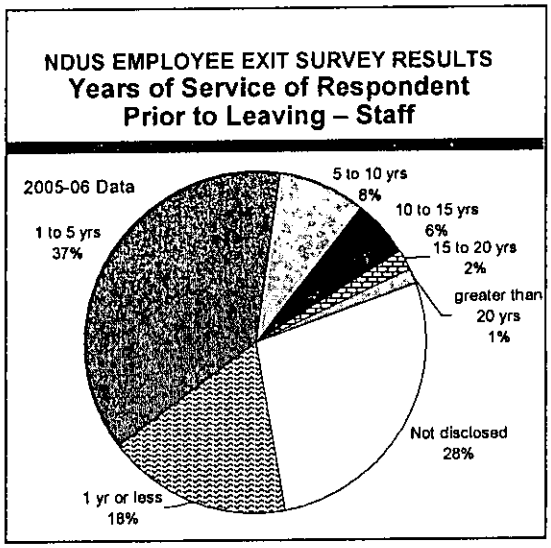
	2002	2003	2004	2005	2006	2007	6-yr Avg.
Staff	7.7%	6.5%	5.3%	10.9%	10.6%	11.8%	= 8.8%

	2002 Turnover		2003 Turnover		2004 Turnover		2005 Turnover		2006 Turnover		2007 Turnover	
	#	Ratio	#	Ratio	#	Ratio	#	Ratio	#	Ratio	#	Ratio
BSC	18	13.4%	13	9.7%	14	8.5%	21	12.7%	18	11.8%	18	11.4%
DSU	3	2.7%	7	6.2%	12	9.3%	17	13.2%	14	12.3%	32	25.4%
LRSC	7	13.7%	3	5.9%	4	8.9%	4	8.9%	5	9.3%	5	8.8%
MaSU	9	8.5%	2	1.9%	11	9.2%	15	12.6%	19	16.5%	21	20.2%
MiSU*	6	2.3%	12	4.6%	15	5.4%	32	11.5%	38	14.0%	42	16.7%
MiSU-BC*									4	10.0%	7	17.5%
NDSCS	21	11.0%	26	13.6%	8	4.0%	19	9.4%	22	10.5%	11	5.4%
NDSU	86	6.4%	78	5.8%	79	5.1%	154	9.9%	194	11.2%	205	11.6%
UND	165	8.9%	126	6.8%	79	4.3%	219	11.9%	209	9.5%	238	10.7%
VCSU	5	5.3%	4	4.3%	10	11.2%	6	6.7%	8	8.5%	10	10.9%
WSC	1	2.7%	2	5.4%	3	6.0%	0	0.0%	2	4.1%	9	18.1%
TOTAL	321	7.7%	273	6.5%	235	5.3%	487	10.9%	533	10.6%	598	11.8%

* MiSU ratios include MiSU-Bottineau Campus through 2005. They are reported separately, beginning 2006

Source: NDUS payroll records

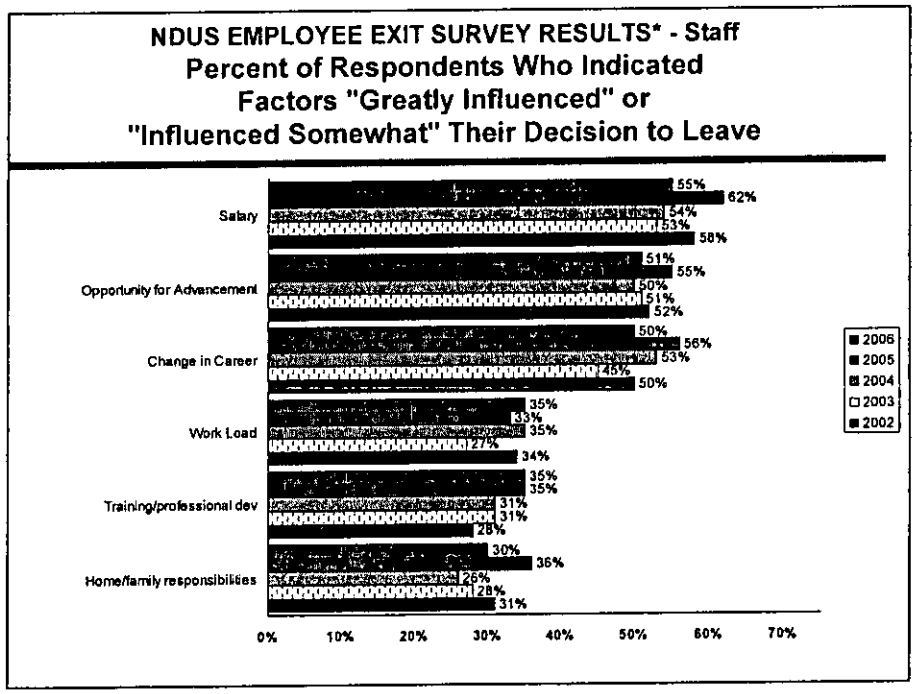
Exhibit C: Staff Exit Survey Results



- *55 percent of staff leaving the NDUS in 2005-06 were employed less than five years prior to leaving.*
- *18 percent were employed one year or less.*

Source: NDUS Exit Interviews (26 percent response rate)

Over the past five years, staff have identified low salary as the major factor influencing their decision to leave the NDUS.

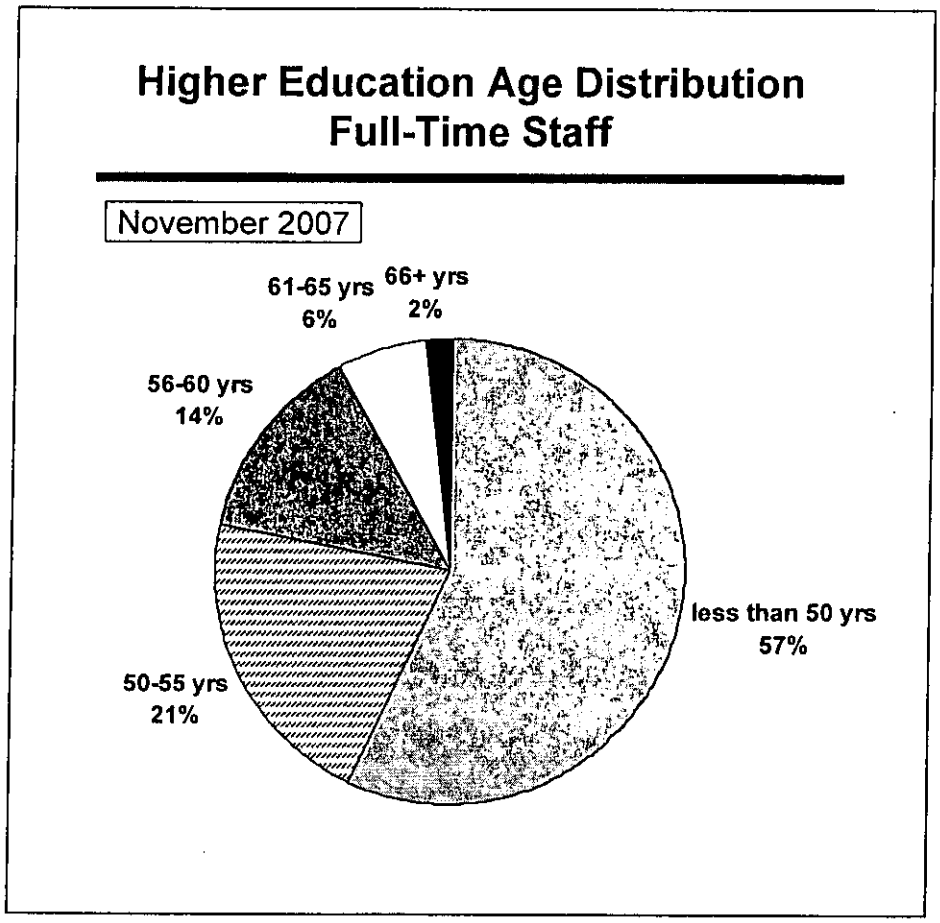


Source: NDUS exit interviews (26 percent response rate)

* Other reasons include fringe benefits, facilities, pursue education, funding, equipment, spouse, library resources, poor health/disability and other.

Exhibit D: Age Distribution Full-Time Staff

Over 40 percent of staff are 50 years of age or over, and 8 percent are older than 60 years of age. The high percentage of younger staff leaving their institutions suggests fewer and fewer staff will be available to follow experienced employees into seniority.



Source: NDUS Payroll Records

Measures Used for This Report: Faculty Exhibits

1.3 Current Compensation: NDUS Faculty Salaries

Comparison to National and Regional Salaries by Rank

Faculty Rank	2003-04		2006-07	
	National Salary Lag	Regional Salary Lag	National Salary Lag	Regional Salary Lag
Professor	- 21 %	- 16 %	- 24 %	- 18 %
Associate Professor	- 17 %	- 13 %	- 18 %	- 15 %
Assistant Professor	- 8 %	- 5 %	- 13 %	- 9 %
Instructor	- 2 %	0 %	- 11%	-10 %

The above percentages represent the weighted average national and regional salary lag, by faculty rank, for all NDUS institutions for 2003-04 and 2006-07. This data suggests that campuses pay closer to market competitive rates at the time of hire; however, NDUS salaries do not keep pace over time. Greater loyalty, reduced turnover, and higher commitment to achieve institutional performance objectives are more likely if employees believe they are compensated fairly and will share in the growth of the institution. Compensation rates that fall below market value result in higher turnover and/or having to hire less-qualified faculty. Exhibit E4 shows the national and regional salary lag by type of institution for 2006-07.

Percentage Salary Differential Between NDUS and Regional Average

Type of Institution	Regional Salary Lag		Regional Salary Lag
	1996-97	2001-02	2006-07
Doctoral Institutions	- 41.3 %	- 32.2 %	- 27.5 %
Master's Institutions	- 14.7 %	- 19.1 %	- 26.2 %
Baccalaureate Institutions	- 19.6 %	- 22.4 %	- 23.1 %
Two-Year Institutions	- 16.6 %	- 28.2 %	- 31.6 %

While the regional average doctoral faculty salary gap has decreased in the last ten years, the masters, baccalaureate and two-year average salary gaps have increased. All remain significantly below their respective regional and national averages. To increase faculty salaries to regional average, a one-time increase of between 23 and 32 percent would be needed. (Exhibit E3).

National and Regional Ranking 2005-2006

Type of Institution	National Rank (of 51)	Regional Rank (of 12)
Public Doctoral Universities	50^{th}	12^{th}
Public Four-Year Institution	50^{th*}	11^{th*}
Public Two-Year Institution	49^{th*}	12^{th}

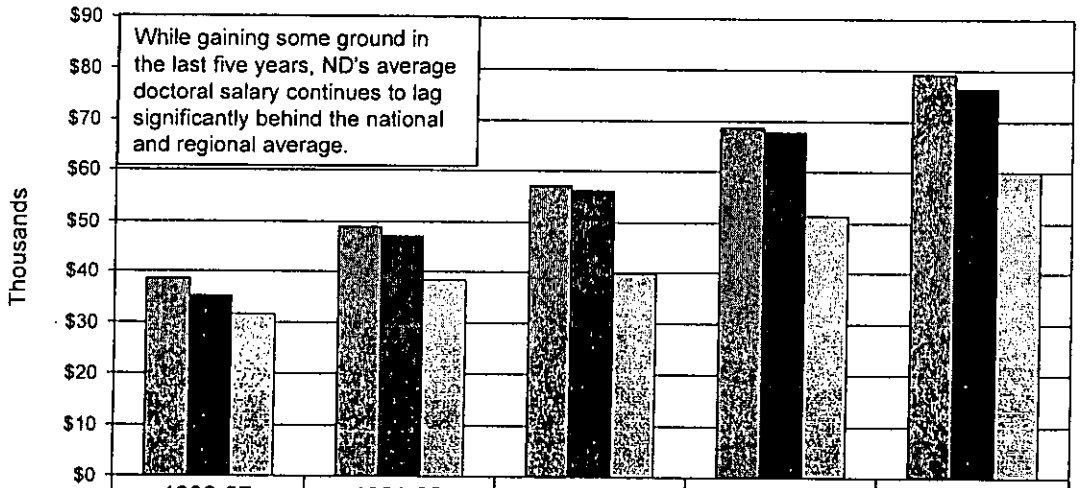
*At least one state did not report data.

(Exhibits F1-F3)

Exhibit E1: Average Faculty Salaries by Type of Institution – Doctoral and Masters Institutions

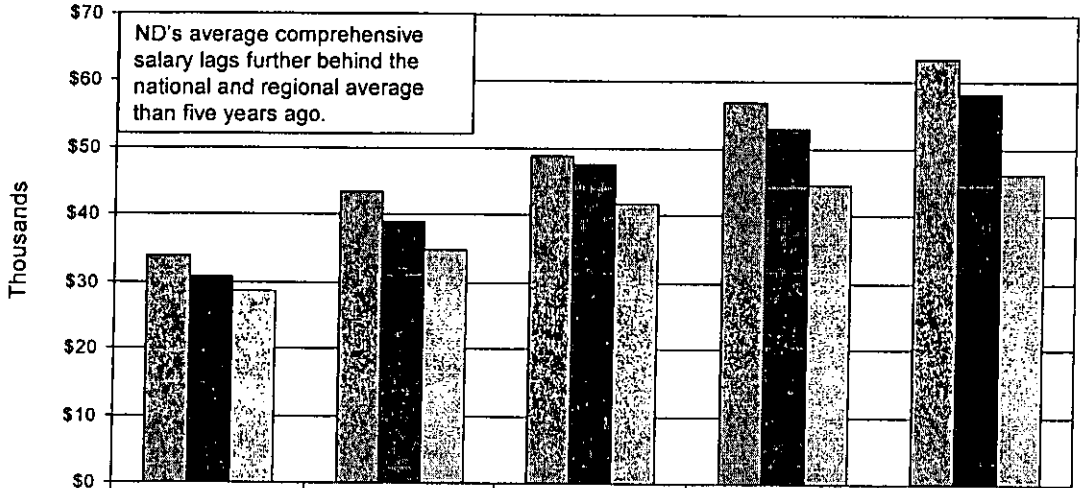
(U.S., Regional and NDUS)

Doctoral Institutions - NDSU, UND



	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$38.7	$48.9	$57.1	$68.7	$79.4
Regional	$35.2	$47.1	$56.1	$67.8	$76.6
N.D.	$31.5	$38.4	$39.7	$51.3	$60.1

Comprehensive (Masters) Institutions - MiSU



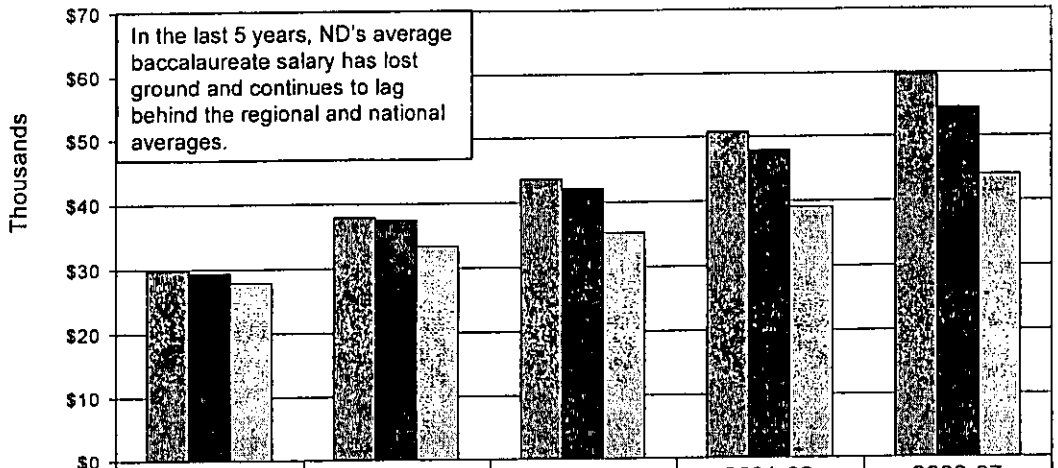
	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$34.0	$43.5	$48.9	$57.1	$63.5
Regional	$30.8	$39.0	$47.7	$53.1	$58.3
N.D.	$28.7	$34.9	$41.6	$44.6	$46.2

Source: AAUP, *Academe,* Annual Reports
Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

Exhibit E2: Average Faculty Salaries By Type of Institution – Baccalaureate and Two-Year Institutions

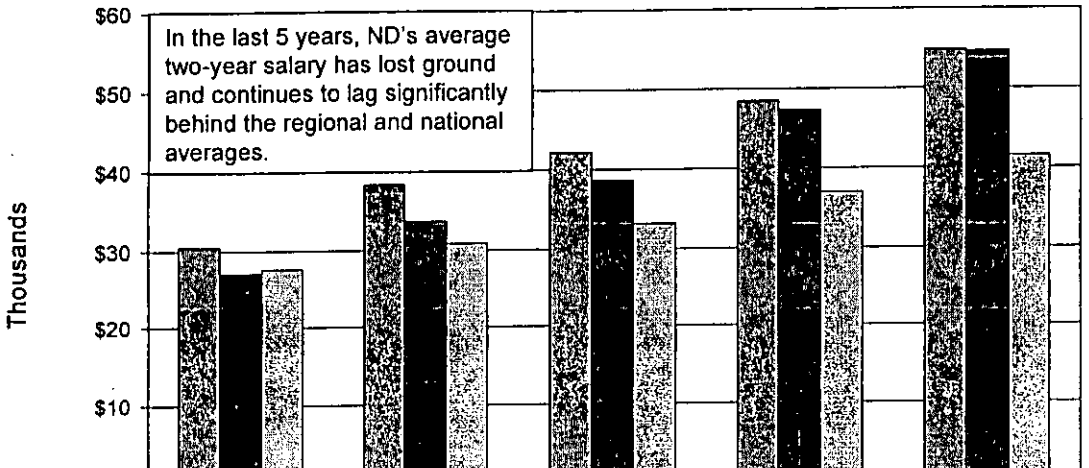
(U.S., Regional and NDUS)

Baccalaureate Institutions - DSU, MaSU, VCSU



	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$29.7	$37.9	$43.8	$50.8	$59.6
Regional	$29.4	$37.6	$42.1	$47.9	$54.4
N.D.	$27.8	$33.4	$35.2	$39.1	$44.2

Two-Year Institutions - BSC, LRSC, MiSU-BC, NDSCS, WSC



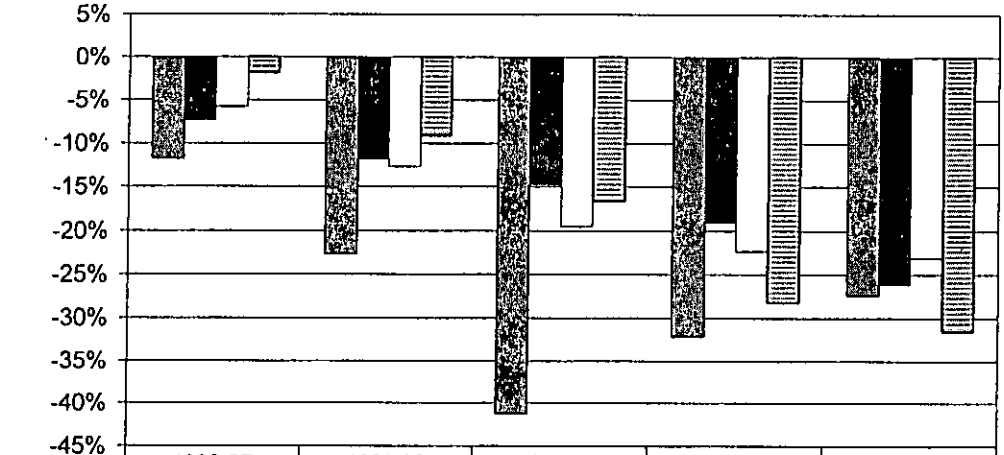
	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$30.5	$38.2	$42.1	$48.5	$54.9
Regional	$27.1	$33.6	$38.6	$47.3	$54.6
N.D.	$27.6	$30.8	$33.1	$36.9	$41.5

Source: AAUP, *Academe,* Annual Reports
Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

Exhibit E3: NDUS Faculty Salary Lag Behind

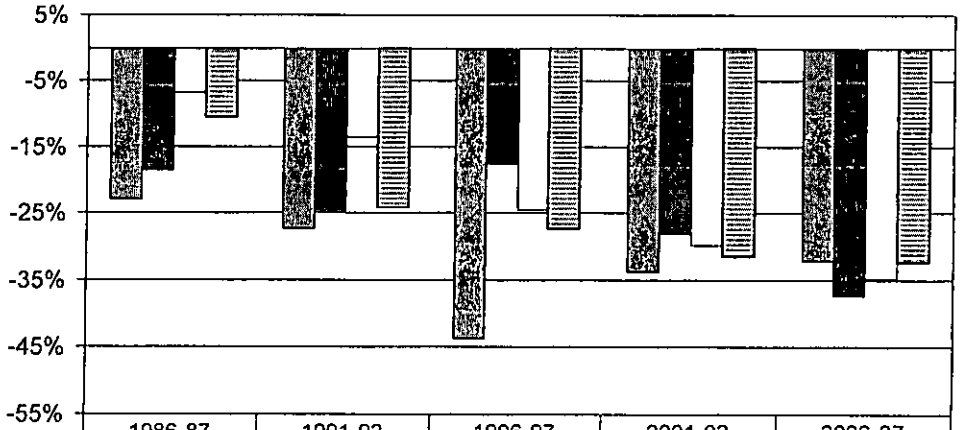
While the average doctoral faculty salary gap has decreased slightly in the last five years, the masters, baccalaureate and two-year average salary gaps have increased. All remain significantly below their respective regional and national averages.

Regional Averages



	1986-87	1991-92	1996-97	2001-02	2006-07
Doctoral	-11.7%	-22.7%	-41.3%	-32.2%	-27.5%
Masters	-7.3%	-11.7%	-14.7%	-19.1%	-26.2%
Baccal.	-5.8%	-12.6%	-19.6%	-22.4%	-23.1%
Two-Yr.	-1.8%	-9.1%	-16.6%	-28.2%	-31.6%

National Averages



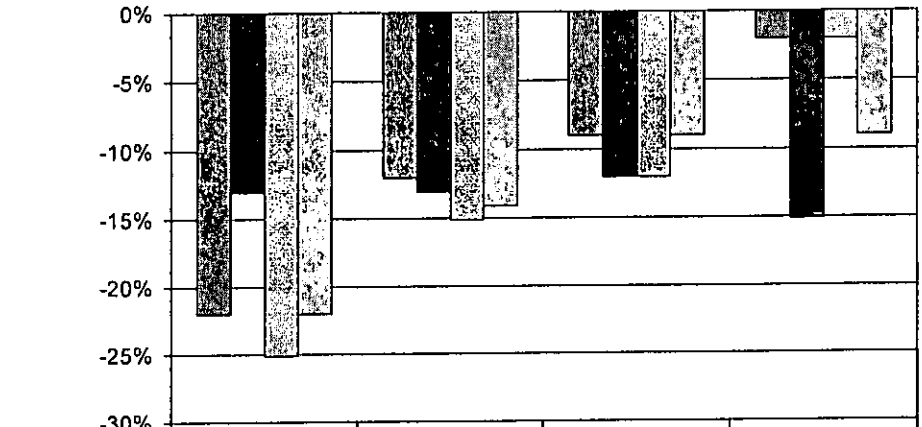
	1986-87	1991-92	1996-97	2001-02	2006-07
Doctoral	-22.9%	-27.3%	-43.8%	-33.9%	-32.1%
Masters	-18.5%	-24.6%	-17.5%	-28.0%	-37.4%
Baccal.	-6.8%	-13.5%	-24.4%	-29.8%	-34.8%
Two-Yr.	-10.5%	-24.0%	-27.2%	-31.4%	-32.3%

Source: AAUP, *Academe,* Annual Reports and NDUS annual budget data.
Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

Exhibit E4: NDUS Faculty Salary Lag Behind by Rank, 2006-07

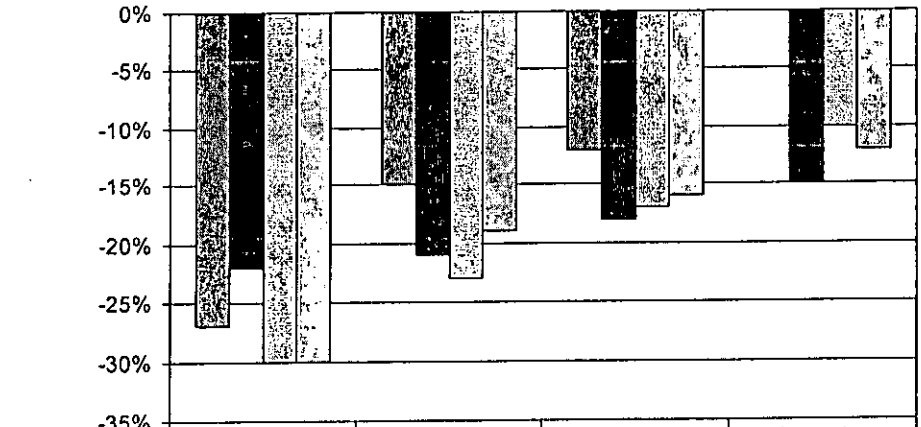
As faculty progress in rank at all types of institutions, their pay disparity with the national and regional averages grows wider. Pay compression results when labor market pay levels increase more rapidly than an employee's pay adjustment. There are cases where more experienced employees make less than salaries paid to attract and retain new employees from outside.

Regional Averages



	Professor	Associate	Assistant	Instructor
Doctoral	-22%	-12%	-9%	-2%
Master's	-13%	-13%	-12%	-15%
Baccalaureate	-25%	-15%	-12%	-2%
Two-Year	-22%	-14%	-9%	-9%

National Averages



	Professor	Associate	Assistant	Instructor
Doctoral	-27%	-15%	-12%	0%
Master's	-22%	-21%	-18%	-15%
Baccalaureate	-30%	-23%	-17%	-10%
Two-Year	-30%	-19%	-16%	-12%

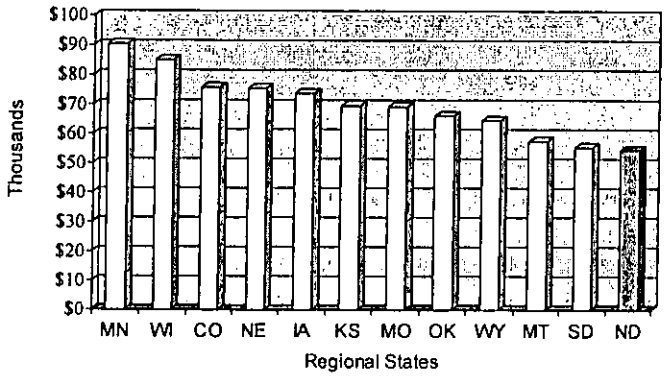
Source: AAUP, *Academe*, Annual Reports and NDUS annual budget data.
Regional states include: CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WI and WY.

Exhibit F1: Listing of States by Rank of Average Salary for 9/10 Month

Faculty of Public Higher Education Institutions in 50 States and DC

Public Doctoral Universities, 2005-06

Average Faculty Salary
Public Doctoral Universities - 2005-06



In 2005-06, ND ranked 50th nationally and 12th regionally out of 12 states in salaries among 9/10 month faculty at public universities.

05-06 Data (2007 Almanac)			03-04
State	Avg Salary	Rank	Rank
California	$104,391	1	1
Washington	$90,807	2	24
Minnesota*	$90,410	3	4
New Jersey	$89,741	4	2
Connecticut	$89,268	5	5
Michigan	$86,674	6	6
Maryland	$86,055	7	7
Wisconsin*	$85,082	8	3
Massachusetts	$83,657	9	13
Delaware	$82,710	10	8
Pennsylvania	$81,912	11	9
New York	$81,754	12	10
North Carolina	$80,784	13	11
Virginia	$80,432	14	14
New Hampshire	$79,727	15	20
Arizona	$78,879	16	15
Nevada	$77,908	17	18
Georgia	$76,942	18	19
Florida	$76,911	19	16
Texas	$76,550	20	23
Colorado*	$75,782	21	21
Rhode Island	$75,570	22	12
Nebraska*	$75,506	23	22
Illinois	$73,710	24	29
Iowa*	$73,669	25	17
South Carolina	$72,900	26	31

05-06 Data (2007 Almanac)			03-04
State	Avg Salary	Rank	Rank
Hawaii	$72,846	27	28
Indiana	$72,000	28	30
Kentucky	$71,458	29	26
Alabama	$70,997	30	35
Ohio	$70,900	31	25
Tennessee	$70,359	32	27
Kansas*	$69,719	33	36
Missouri*	$69,339	34	32
Arkansas	$68,187	35	37
Utah	$67,372	36	34
Louisiana	$67,042	37	33
Oklahoma*	$66,219	38	44
Vermont	$65,630	39	43
New Mexico	$65,618	40	38
Wyoming*	$64,563	41	39
Oregon	$64,158	42	41
West Virginia	$63,444	43	42
Maine	$63,119	44	40
Alaska	$62,188	45	47
Idaho	$59,151	46	45
Mississippi	$58,663	47	46
Montana*	$57,448	48	48
South Dakota*	$55,484	49	50
North Dakota*	**$54,446**	**50**	**49**
Dist. Of Columbia	n/a	n/a	n/a
U.S.	**$76,388**		

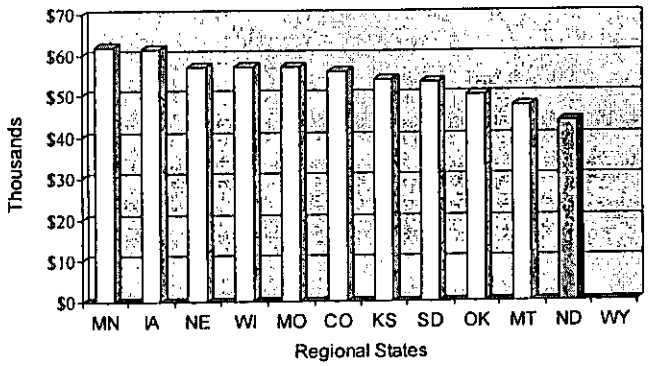
*Central States Region
Source: Chronicle of Higher Education, Annual Almanacs

Exhibit F2: Listing of States by Rank of Average Salary for 9/10 Month

Faculty of Public Higher Education Institutions in 50 States and DC

Public 4-Year Institutions, 2005-06

Average Faculty Salary
Public 4-Year Institutions - 2005-06



In 2005-06, ND ranked 50th nationally and 11th regionally in salaries among 9/10 month faculty at four-year institutions.

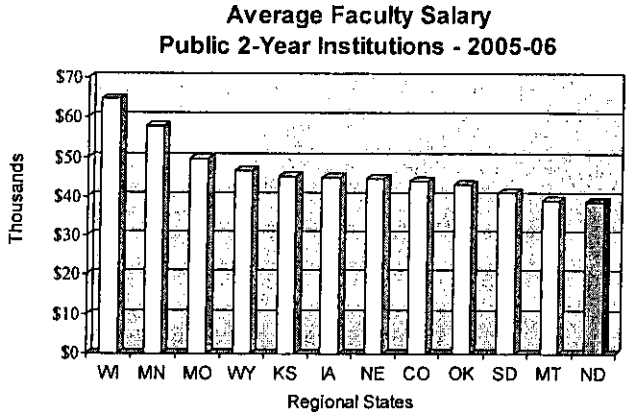
05-06 Data (2007 Almanac)			03-04
State	Avg Salary	Rank	Rank
New Jersey	$78,219	1	1
California	$76,143	2	2
Connecticut	$69,711	3	7
Nevada	$68,439	4	3
New York	$68,309	5	4
Dist. of Columbia	$68,037	6	17
Massachusetts	$67,222	7	5
Virginia	$66,658	8	8
Pennsylvania	$65,443	9	6
Florida	$64,186	10	12
New Hampshire	$63,645	11	19
Michigan	$62,598	12	10
Delaware	$62,494	13	21
Minnesota*	$61,958	14	13
Maryland	$61,511	15	11
Illinois	$61,397	16	15
Iowa*	$61,382	17	16
Ohio	$61,272	18	9
North Carolina	$60,833	19	22
Georgia	$60,363	20	14
Arizona	$60,215	21	23
Rhode Island	$60,173	22	20
Washington	$59,646	23	27
Texas	$59,208	24	25
Alaska	$58,439	25	30
Nebraska*	$57,098	26	26
Wisconsin*	$56,977	27	18
Missouri*	$56,966	28	28
Tennessee	$56,701	29	24
Alabama	$56,309	30	37
Indiana	$56,132	31	29
South Carolina	$56,001	32	38
Colorado*	$55,839	33	33
Hawaii	$55,501	34	31
Kentucky	$55,038	35	36
Maine	$55,032	36	32
Kansas*	$53,920	37	34
South Dakota*	$53,261	38	40
Oregon	$53,038	39	35
Louisiana	$51,834	40	39
Utah	$51,416	41	43
Arkansas	$51,343	42	45
Mississippi	$50,631	43	41
Idaho	$50,314	44	42
West Virginia	$50,253	45	46
Oklahoma*	$50,227	46	49
New Mexico	$50,156	47	44
Vermont	$47,920	48	48
Montana*	$47,538	49	47
North Dakota*	**$43,780**	**50**	**50**
Wyoming*	n/a	n/a	n/a
U.S.	**$62,511**		

* Central States Region
Source: Chronicle of Higher Education, Annual Almanacs

Exhibit F3: Listing of States by Rank of Average Salary for 9/10 Month

Faculty of Public Higher Education Institutions in 50 States and DC

Public 2-Year Colleges, 2005-06



In 2005-06, ND ranked 49th nationally and 12th regionally in salaries among 9/10 month faculty at two-year institutions.

05-06 Data (2007 Almanac)			03-04
State	Avg Salary	Rank	Rank
California	$72,402	1	1
Michigan	$69,814	2	2
Alaska	$69,531	3	4
New Jersey	$65,320	4	3
Wisconsin*	$64,609	5	5
Arizona	$62,495	6	8
Connecticut	$62,198	7	6
New York	$61,314	8	7
Delaware	$61,199	9	14
Nevada	$60,872	10	18
Illinois	$60,270	11	9
Maryland	$59,168	12	11
Minnesota*	$57,718	13	13
Pennsylvania	$55,508	14	12
Rhode Island	$55,184	15	15
Hawaii	$55,138	16	16
Oregon	$53,636	17	17
Ohio	$53,139	18	19
Massachusetts	$52,737	19	10
Florida	$49,933	20	21
Missouri*	$49,650	21	22
Maine	$49,412	22	25
Texas	$49,278	23	23
Washington	$48,739	24	20
Virginia	$48,659	25	24
Alabama	$47,094	26	28

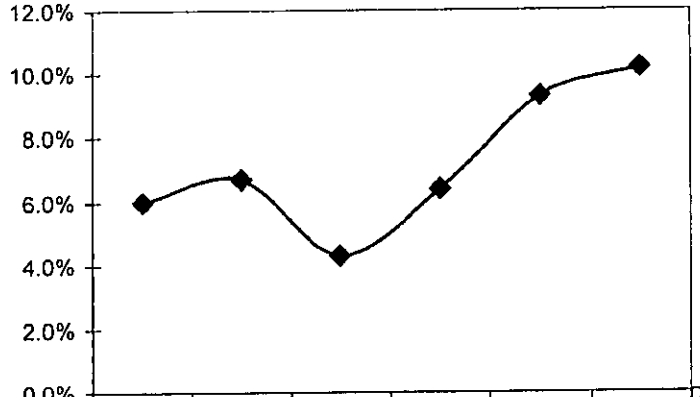
05-06 Data (2007 Almanac)			03-04
State	Avg Salary	Rank	Rank
Wyoming*	$46,630	27	27
Kentucky	$46,462	28	26
Idaho	$46,269	29	34
Tennessee	$45,379	30	37
Kansas*	$45,215	31	30
Iowa*	$44,943	32	31
Nebraska*	$44,472	33	41
New Hampshire	$44,249	34	35
Colorado*	$44,013	35	33
New Mexico	$43,945	36	40
Utah	$43,899	37	38
Mississippi	$43,596	38	32
South Carolina	$43,594	39	42
Oklahoma*	$43,243	40	44
Georgia	$42,991	41	29
West Virginia	$42,004	42	43
Indiana	$41,809	43	36
South Dakota*	$41,164	44	45
Louisiana	$41,040	45	39
North Carolina	$40,989	46	46
Arkansas	$40,094	47	47
Montana*	$39,199	48	48
North Dakota*	$38,853	49	49
Dist. of Columbia	n/a	n/a	n/a
Vermont	n/a	n/a	n/a
U.S.	**$55,405**		

* Central States Region
Source: Chronicle of Higher Education, Annual Almanacs

1.4 Employment Data

Exhibit G: NDUS Faculty Turnover Statistics 2002 through 2007

Turnover rates have increased significantly over the past two years, at 9.3 percent and 10.2 percent respectively. The average turnover rate in the years prior (2002-2005) was 5.85% which indicates the more recent turnover rate has nearly doubled.



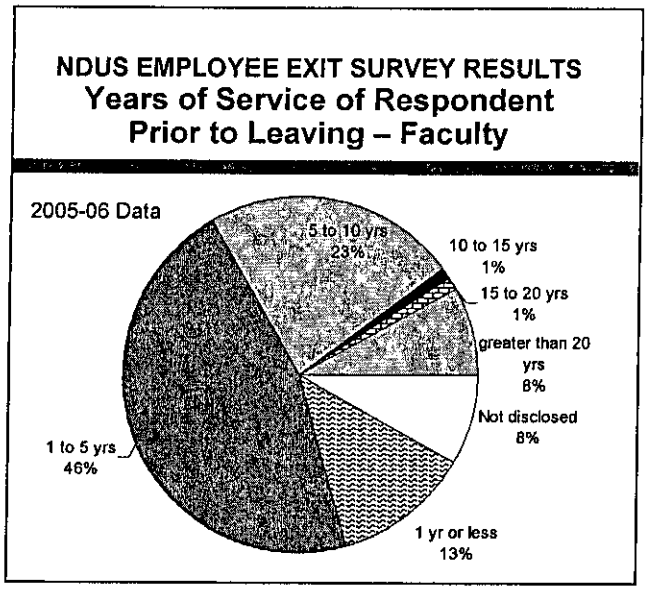
	2002	2003	2004	2005	2006	2007	6-yr Avg.
Faculty	6.0%	6.7%	4.3%	6.4%	9.3%	10.2%	= 7.2%

	2002 Turnover		2003 Turnover		2004 Turnover		2005 Turnover		2006 Turnover		2007 Turnover	
	#	Ratio	#	Ratio	#	Ratio	#	Ratio	#	Ratio	#	Ratio
BSC	1	0.9%	10	9.4%	6	4.5%	12	10.8%	4	3.6%	8	7.4%
DSU	0	0.0%	8	10.7%	1	1.2%	4	4.7%	8	9.0%	13	14.9%
LRSC	3	8.3%	0	0.0%	4	10.8%	2	5.4%	1	2.8%	2	5.6%
MaSU	5	11.1%	1	2.2%	6	15.0%	5	12.5%	6	15.8%	2	4.9%
MiSU*	17	8.0%	21	9.9%	7	3.7%	11	5.7%	9	5.4%	22	13.4%
MiSU-BC*									3	13.6%	1	4.5%
NDSCS	13	10.3%	10	7.9%	7	5.5%	9	7.0%	24	19.5%	23	18.5%
NDSU	55	6.2%	54	6.1%	24	4.3%	33	5.9%	61	11.0%	65	11.7%
UND	43	5.5%	48	6.1%	25	3.7%	48	6.6%	50	7.4%	47	7.0%
VCSU	4	6.6%	2	3.3%	3	5.2%	2	3.4%	10	16.4%	8	13.8%
WSC	1	2.9%	4	11.4%	2	4.4%	1	2.2%	3	7.4%	4	10.5%
TOTAL	142	6.0%	158	6.7%	85	4.3%	127	6.4%	179	9.3%	195	10.2%

* MiSU ratios include MiSU-Bottineau Campus through 2005. They are reported separately, beginning 2006

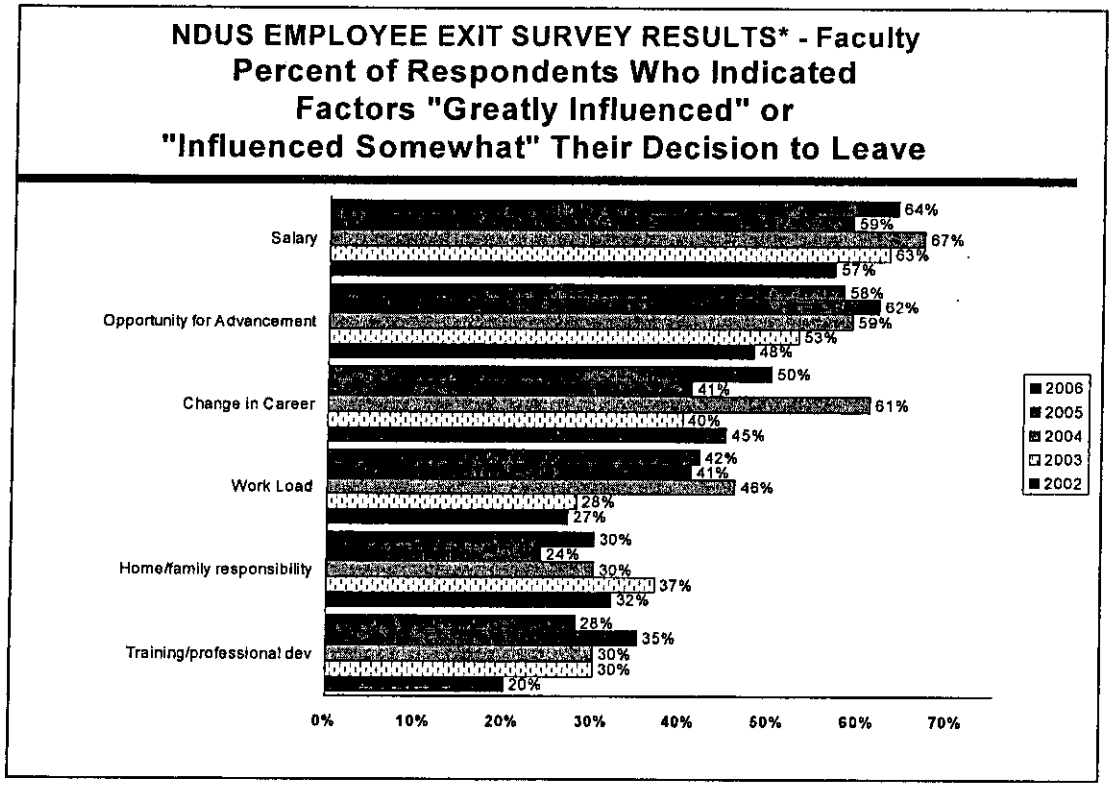
Source: NDUS Payroll Records

Exhibit H: Faculty Exit Survey Results



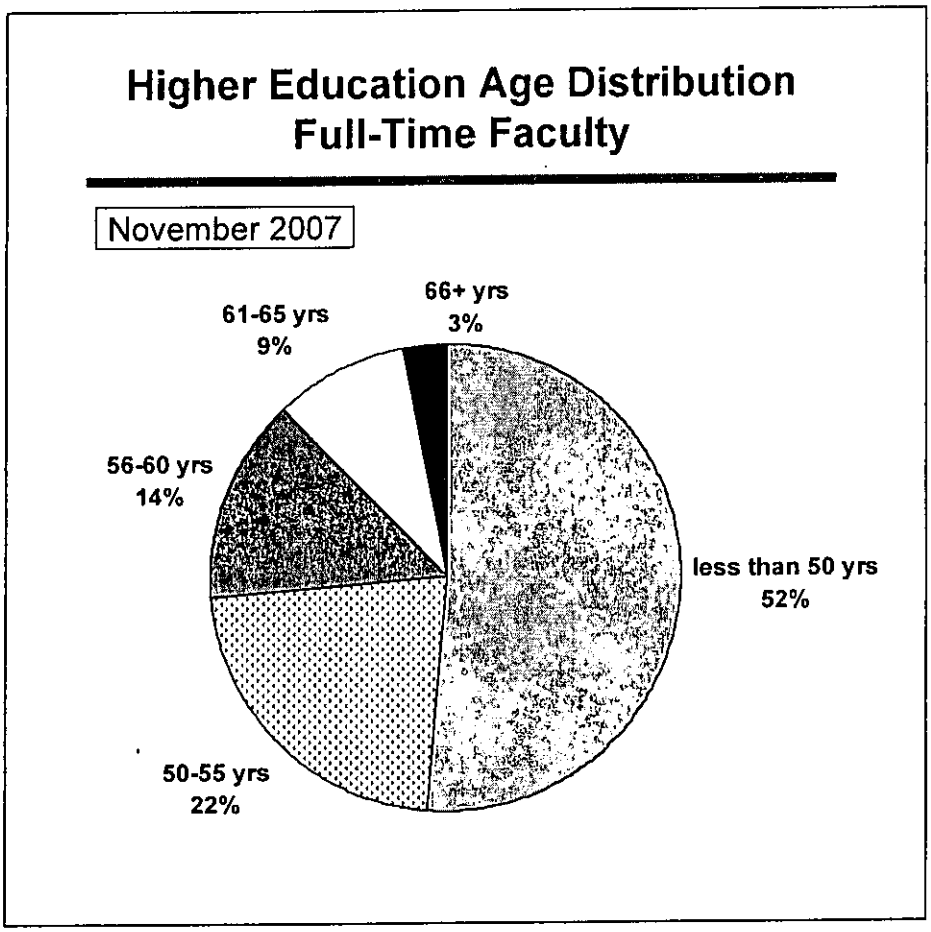
- *59 percent of faculty leaving the NDUS in 2005-06 were employed less than five years prior to leaving. This represents a 4% increase from the previous report.*
- *13 percent of newly hired faculty left after 1 year.*

Over the past five years, faculty have identified low salary as the major factor influencing their decision to leave the NDUS.



Source: NDUS Exit Interviews (32 percent response rate)
* Other reasons include fringe benefits, facilities, pursue education, funding, equipment, spouse, library resources, poor health/disability and other.

Exhibit I: Age Distribution Full-Time Faculty



Nearly half of NDUS faculty members are 50 years of age or over. Twelve percent of faculty are older than 60 years of age. The high percentage of younger faculty leaving their institutions suggests fewer and fewer faculty will be available to follow more experienced employees into seniority.

Source: NDUS Payroll Records

Benefits

Exhibit J: Regional Benefits Analysis, January 2007

The state of North Dakota offers a comprehensive benefit package to NDUS employees. According to the Central States Compensation Association (CSCA), the value of North Dakota's benefit package, based on a normalized average salary, ranks 8th among the 12 states in our region. Based on actual benefits paid out per hour, ND ranks 9th.

BASED ON REGIONAL AVERAGE SALARY (TO NORMALIZE BENEFITS)

State	Salary Rank[4]	Average Faculty Salary (9 months)	Hourly Faculty Salary (9 months)	Normalized Benefits Per Hour[1] Holidays	Health Insurance[2]	Life Insurance[2]	Dental Insurance[2]	Retirement[2]	Social Security	Medicare	Total Benefits	Benefits Rank
Wyoming	9	$64,563	$ 41.39	$ 1.55	$ 8.72	$ 0.112	$ 0.19	$ 5.03	$ 2.77	$ 0.65	$ 19.02	1
Missouri	7	69,339	44.45	2.07	7.53	0.079	0.04	5.75	2.77	0.65	18.89	2
Wisconsin	2	85,082	54.54	1.55	8.52	0.083	-	4.83	2.77	0.65	18.41	3
Nebraska	4	75,506	48.40	2.07	9.01	0.021	-	3.35	2.77	0.65	17.87	4
Iowa	5	73,669	47.22	1.89	8.39	0.017	0.25	2.71	2.77	0.65	16.68	5
Minnesota	1	90,410	57.96	1.89	8.25	-	0.36	1.79	2.77	0.65	15.72	6
Colorado	3	75,782	48.58	1.72	4.36	-	0.32	5.15	2.77	0.65	14.97	7
North Dakota	(12)	54,446	34.90	1.81	5.07	0.001	-	4.25	2.77	0.65	14.55	(8)
Oklahoma	8	66,219	42.45	1.72	3.65	0.031	-	5.59	2.77	0.65	14.42	9
Montana	10	57,448	36.83	1.81	4.28	0.189	0.35	3.09	2.77	0.65	13.13	10
South Dakota	11	55,484	35.57	1.98	3.47	0.040	-	2.68	2.77	0.65	11.59	11
Kansas	6	69,719	44.69	1.72	2.04	-	0.37	2.58	2.77	0.65	10.14	12
Regional Average		**$69,806**	**$44.75**	**$1.81**	**$6.11**	**$0.048**	**$ 0.27**	**$3.90**	**$2.77**	**$0.65**	**$15.45**	

BASED ON EACH STATES ACTUAL AVERAGE SALARY

State	Salary Rank[4]	Average Faculty Salary (9 months)	Hourly Faculty Salary (9 months)	Actual Paid Benefits Per Hour[3] Holidays	Health Insurance[2]	Life Insurance[2]	Dental Insurance[2]	Retirement[2]	Social Security	Medicare	Total Benefits	Benefits Rank
Wisconsin	2	$ 85,082	$ 54.54	$ 1.89	$ 8.52	$ 0.083	-	$ 5.89	$ 3.38	$ 0.79	$ 20.55	1
Missouri	7	69,339	44.45	2.05	7.53	0.079	0.04	5.71	2.76	0.64	18.81	2
Nebraska	4	75,506	48.40	2.23	9.01	0.021	-	3.63	3.00	0.70	18.60	3
Wyoming	9	64,563	41.39	1.43	8.72	0.112	0.19	4.66	2.57	0.60	18.27	4
Minnesota	1	90,410	57.96	2.45	8.25	-	0.36	2.32	3.59	0.84	17.82	5
Iowa	5	73,669	47.22	2.00	8.39	0.017	0.25	2.86	2.93	0.68	17.12	6
Colorado	3	75,782	48.58	1.87	4.36	-	0.32	5.59	3.01	0.70	15.85	7
Oklahoma	8	66,219	42.45	1.63	3.65	0.031	-	5.31	2.63	0.62	13.87	8
North Dakota	(12)	54,446	34.90	1.41	5.07	0.001	-	3.32	2.16	0.51	12.46	(9)
Montana	10	57,448	36.83	1.49	4.28	0.189	0.35	2.54	2.28	0.53	11.66	10
Kansas	6	69,719	44.69	1.72	2.04	-	0.37	2.58	2.77	0.65	10.13	11
South Dakota	11	55,484	35.57	1.57	3.47	0.040	-	2.13	2.21	0.52	9.93	12

Data Sources:

2007 Central States Compensation Association - Benefit Survey:

[1]Based on *regional average hourly salary* (to normalize the data) and 1,560 hours.

[2]Employer paid benefits for employee + family coverage.

[3]Based on *each state's average faculty salary* and 1,560 hours.

Chronicle of Higher Education, 2007 Almanac:

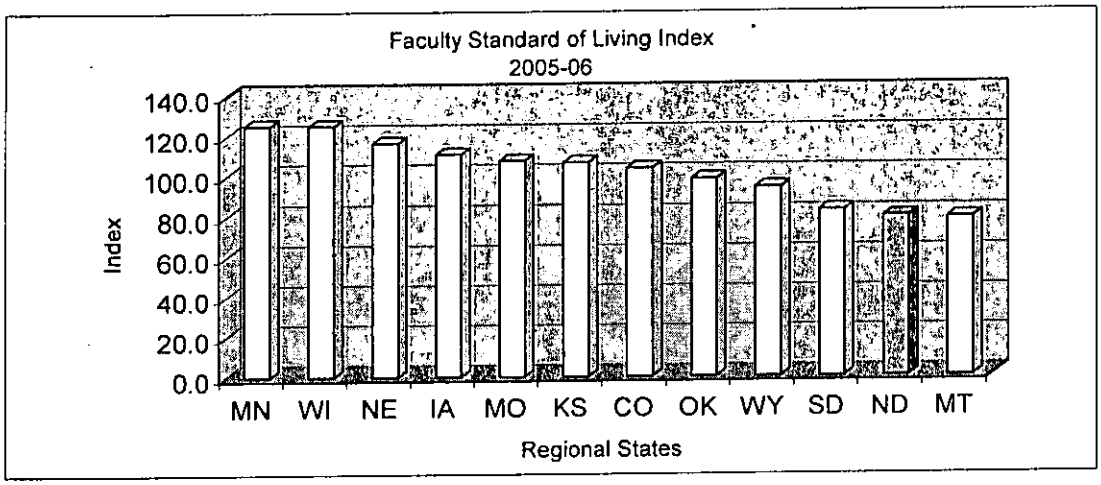
[4]Salary rank of 9 and 10 month faculty of public higher ed institutions - 2005-06.

Standard of Living

Exhibit K: Faculty Standard of Living

North Dakota's average standard of living, as measured by the Cost of Living Factor and Average Faculty Salary Factor, is below the average standard of living for the region. Since the previous report, North Dakota's regional standard of living rank has slipped from 10th to the 11th place. This demonstrates that previous salary increases were not sufficient to improve our ranking.

	Regional Avg. Faculty Salary Factor (2005-06)[1]	National Composite Cost of Living Factor (2nd Qtr 2007)[2]	Regional Composite Cost of Living Factor (2nd Qtr 2007)[3]	Regional Standard of Living Index[4]	Std of Living Rank
Minnesota	133.1	100.8	106.3	125.2	1
Wisconsin	125.2	95.0	100.2	125.0	2
Nebraska	111.1	90.5	95.4	116.5	3
Iowa	108.4	92.8	97.9	110.8	4
Missouri	102.1	90.1	95.0	107.4	5
Kansas	102.6	91.5	96.5	106.4	6
Colorado	111.6	102.2	107.8	103.5	7
Oklahoma	97.5	94.1	99.2	98.2	8
Wyoming	95.0	96.0	101.2	93.9	9
South Dakota	81.7	93.7	98.8	82.7	10
North Dakota	80.1	95.4	100.6	79.7	11
Montana	84.6	101.9	107.4	78.7	12
Average	100.0	94.8	100.0	100.0	



[1] **Regional Avg. Faculty Salary Factor**
Indicates how the state's average faculty salary compares to the region as a whole. The regional figure is represented by the number 100.0. A factor higher than 100 indicates the state's average faculty salary is higher than average, and vice versa.
Data Source: 2005-06 regional average faculty salaries for public universities from Chronicle of Higher Education, 2007 Almanac.

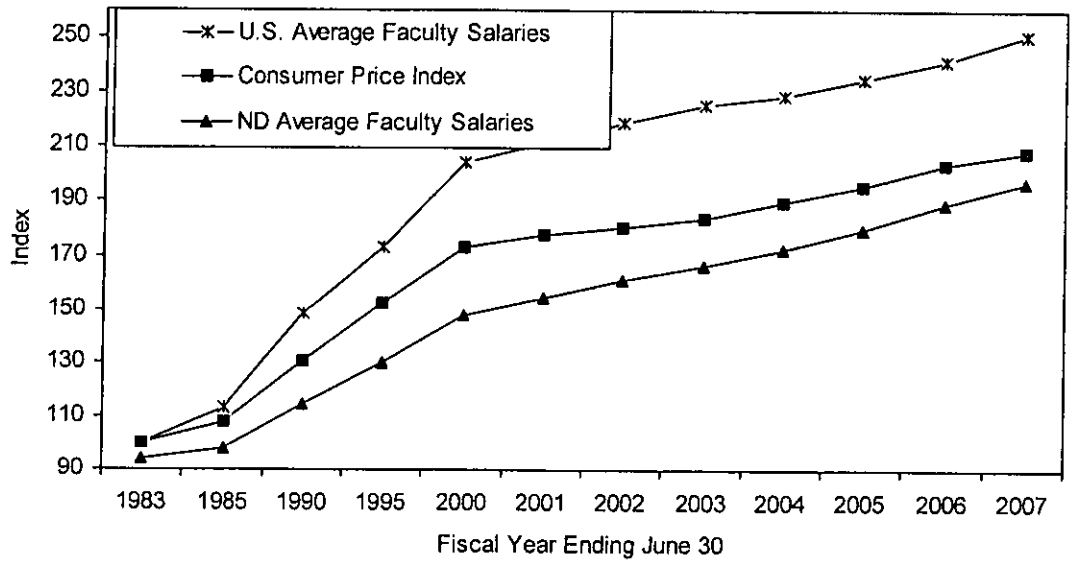
[2] **National Composite Cost of Living Factor**
Indicates how the state's living expenses (housing, food, etc.) compare to the nation as a whole. All states are combined to develop the national average, which is represented by the number 100.0. A factor higher than 100 indicates the state's cost of living is higher than average, and vice versa.
Data Source: 2nd quarter, 2007 MERIC Composite Cost of Living Index (www.missourieconomy.org/indicators/cost_of_living)

[3] **Regional Composite Cost of Living Factor (composite cost of living index + avg regional composite cost of living index)**
Compares each state's composite cost of living index to the average composite cost of living index for the region. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates the state's cost of living is lower than the average for the region.

[4] **Standard of Living Index** (Reg. Avg. Fac. Salary Factor + Reg. Composite Cost of Living Factor)
Compares regional cost of living to average faculty salary to derive a state's relative standard of living for the average faculty member. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power. Presumably, standard of living is relatively lower for faculty in these states. And vice, versa for an index number greater than 100.0.

Exhibit L: Average Faculty Salary Trends and the Cost of Living

Average faculty salary increases in the NDUS have exceeded the changes in U.S. average faculty salaries and changes in the consumer price index, since 2001. However, due to the significant lag in increases in the 10 years preceding 2001, significantly larger increases are needed to catch up.



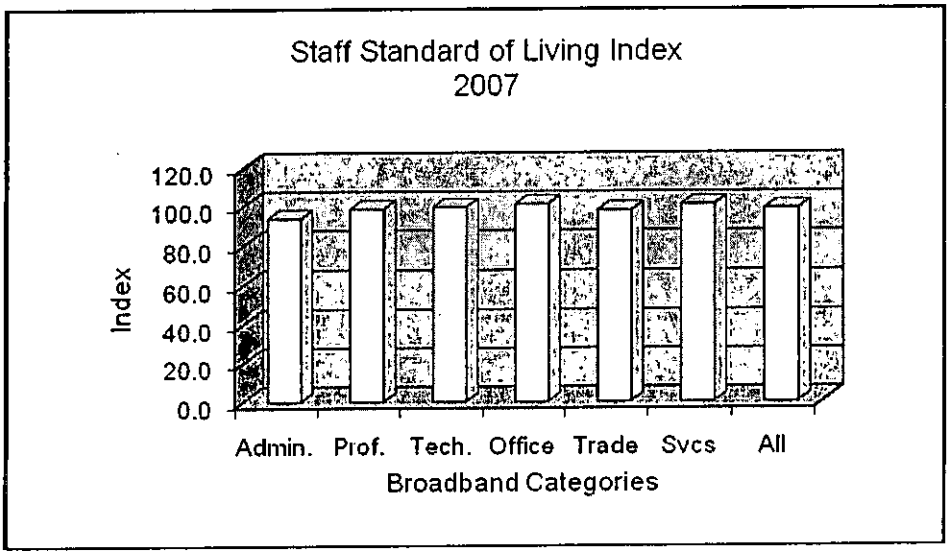
Data Sources: American Association of University Professors, *Academe*, Annual Reports
U.S. Department of Labor Consumer Price Index: July 1983 = 100

Exhibit M: Regional Standard of Living – NDUS Staff

The real purchasing power of NDUS staff wages has improved since 2005, but the real purchasing power of two broadband categories continues to be lower than the real purchasing power of comparable positions in the four-state region (ND, MN, MT, SD).

REGIONAL STANDARD OF LIVING - STAFF

Broadband Category		Regional Avg. Salary Factor[1]	Regional Composite Cost of Living Factor (2nd Qtr 2007)[2]	Standard of Living Index[3]
Admin./Managerial	Admin.	91.3	97.4	93.7
Professional	Prof.	95.9	97.4	98.5
Tech/Paraprofessional	Tech.	96.7	97.4	99.3
Office Support	Office	98.4	97.4	101.0
Crafts/Trades	Trade	95.1	97.4	97.7
Services	Svcs	98.1	97.4	100.7
Average All Bands	All	96.1	97.4	98.6



[1] **Regional Avg Salary Factor**
Indicates how the NDUS average staff salary compares to ND, MN, MT and SD as a whole for similar occupations. The regional figure is represented by the number 100.0. An index number less than 100.0 indicates the average salary for NDUS staff is lower than the regional average salary for similar occupations.
Data Sources: NDUS November 2007 payroll records; ND Job Service-2007; Fargo Moorhead Human Resource Administration-2005-2007; College & University Professional Association, Administrative Survey-2007, and Mid-Level Survey-2007; National Association of State Foresters Survey-2000; Bjorkland Survey-2005. A footnote in the ND Job Service 2007 edition indicates, "Wage data from previous survey panels are adjusted using the Employment Cost Index (ECI), which brings wages current to the latest data collected in the survey, in this case May 2005. Using a similar method, North Dakota further aged the data to reflect December 2006." Data from all other surveys prior to 2005 were adjusted with the annual change(s) in the Consumer Price Index

[2] **Regional Composite Cost of Living Factor** (ND composite cost of living index + avg regional composite cost of living index)
Compares North Dakota's composite cost-of-living index to the average composite cost-of-living index for ND, MN, SD and MT. The regional average is then represented by an index of 100.0. An index of less than 100.0 indicates North Dakota's cost of living is lower than the average for the regional area.

[3] **Standard of Living Index** (Regional Avg. Salary Factor + Regional Composite Cost of Living Factor)
Compares regional composite cost of living to average staff salary to derive relative standard of living for NDUS staff compared to the regional average. An index number less than 100.0 indicates real purchasing power is lower than the regional average purchasing power for similar occupations. Presumably, standard of living is relatively lower for NDUS staff.

Exhibit N: National Composite Cost of Living Per ACCRA Cost of Living Index, 2nd Quarter 2007

North Dakota's cost of living ranks 31st in the nation and 5th of the 12 states in the Central Region.

State	Index	Rank
Hawaii	161.8	1
California	137.7	2
Dist. Of Columbia	137.0	3
North Carolina	134.2	4
New Mexico	127.9	5
Connecticut	126.1	6
Alaska	125.3	7
Massachusetts	125.3	8
Maryland	125.1	9
South Carolina	120.6	10
Virginia	116.5	11
New Jersey	115.3	12
Pennsylvania	109.8	13
Nevada	109.6	14
Maine	109.1	15
Arizona	106.3	16
West Virginia	105.2	17
Florida	104.3	18
Delaware	103.5	19
Rhode Island	102.4	20
Colorado*	102.2	21
Montana*	101.9	22
New York	101.6	23
Minnesota*	100.8	24
Washington	99.6	25
Michigan	99.1	26
Vermont	99.1	27
Illinois	97.4	28
Wyoming*	96.0	29
Louisiana	95.6	30
North Dakota*	95.4	31
Wisconsin*	95.0	32
Kentucky	94.5	33
Oklahoma*	94.1	34
Ohio	93.7	35
South Dakota*	93.7	36
Idaho	93.2	37
Iowa*	92.8	38
Mississippi	92.2	39
Tennessee	92.2	40
Alabama	92.0	41
Indiana	91.8	42
Georgia	91.5	43
Kansas*	91.5	44
Nebraska*	90.5	45
Missouri*	90.1	46
Oregon	90.1	47
Arkansas	89.7	48
Utah	89.5	49
Texas	89.3	50
New Hampshire	didn't report	51

*Central States Region

(Website: http://www.missourieconomy.org/indicators/cost_of_living/index.stm)

Research Contributions

According to the *2007 Accountability Measure Report* published by the North Dakota State Board of Higher Education research has **grown by 27 percent** from $92 million in FY 2003 to $116.76 million in FY 2007. In FY 2007 research expenditures were 15.3 percent of total NDUS expenditures.

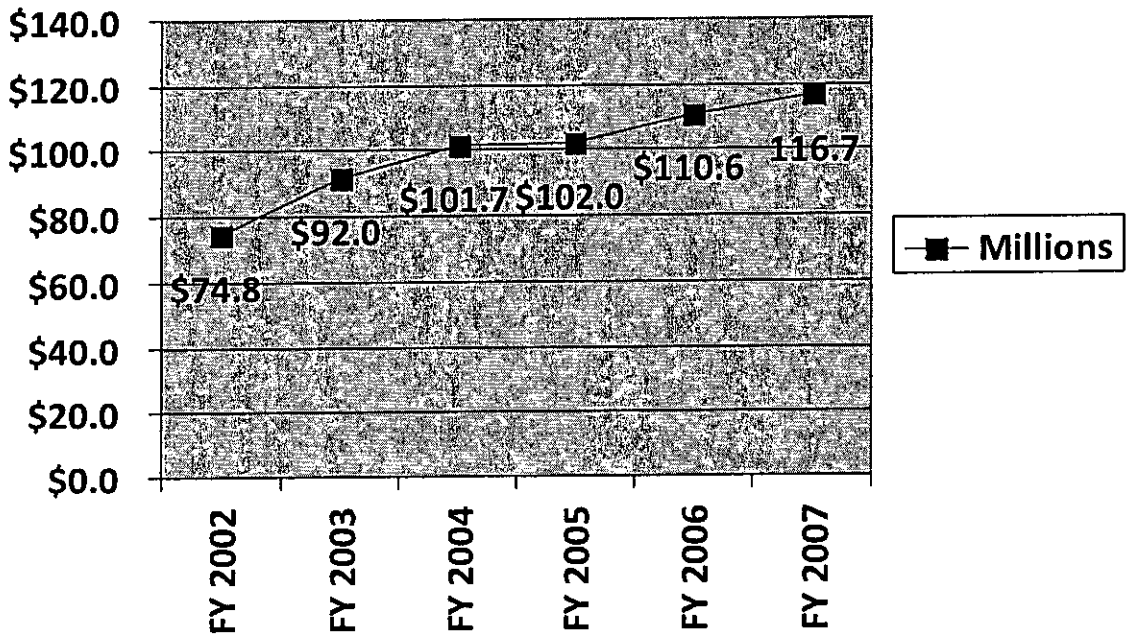
Using the North Dakota Input-Output model developed by economists at NDSU, the FY2007 research expenditures have a direct economic impact of $327 million on the state, based on a 2.8 multiplier. Additional indirect revenues realized as a result of direct research investments, such as new business spin-offs, are not included in this estimate.

Other appropriate methods of reporting research activities exist, such as the method used by the National Science Foundation for the science and engineering fields. Since 2002 faculty and staff have been able to generate a total of $160,095 million in research and grant activity.[iv]

The real value of research dollars extends far beyond the actual dollar amount. Although institutions may be designated as research facilities, research dollars can and do flow through other NDUS institutions.

Simply put, research money and its contributions to the state of North Dakota would not be possible without the knowledge, skills and abilities of our university faculty and staff.

Research Expenditures within NDUS as of FY 2007



Appendix A: Articles

1.5 At More Than $174 Million, UND's Research Enterprise Delivers Bigger Economic Kick to Region, State In 2007

12/10/2007

The University of North Dakota's research enterprise had a state and regional economic impact of just over $174 million in FY2007, an increase of $11 million over last year, according to a report commissioned by the UND Office of Vice President for Research.

The UND Division of Research released the report last week as part of the Annual Report of Sponsored Program Activity.

The $174.17 million economic impact figure includes close to $40 million in Grand Forks County and $10 million elsewhere in North Dakota, according to report author David Flynn, associate professor of economics and director of the UND-based Bureau of Business and Economic Research. The remainder of the economic impact is $86 million attributed directly to UND and $38 million to the five-state North Central Region.

The University's research activity in fiscal year 2007 also funded 1,649 jobs, including 728 at UND and an additional 530 jobs in Grand Forks County, 70 in North Dakota, and 321 elsewhere. All of this UND research-related activity also generated about $33 million in federal, state, and local tax revenue.

Thus UND is well on its way to meeting the research goals set forth in the University's Strategic Plan for 2006-2011, notes Gary Johnson, interim vice president for research.

"The latest economic impact report underscores the skill and expertise of the University's faculty and staff and reflects UND's commitment to provide proper infrastructure and support for research, scholarship, and creative activity," Johnson says.

Moreover, Johnson says, the ongoing success in attracting grants and contracts clearly indicates that UND is becoming a top-rank, fully engaged research institution. Johnson added that UND also hit $100.3 million in fiscal year 2007 in total awards received for sponsored research activities. This is the first time it topped $100 million. Research expenditures totaled close to $86 million.

This annual report is commissioned by the UND Division of Research as part of UND's effort to develop credible baseline data related to its commitment to expand research. Already the impact study has been helpful in assessing UND's "seed money" initiative to jump start faculty who had research ideas that, with further development, were likely to attract outside funding.[v]

Contacts: Gary Johnson, Interim Vice President for Research, UND Division of Research, (701) 777-6736, garyejohnson@mail.und.nodak.edu and David Flynn, assistant professor, economics UND College of Business and Public Administration and director, Bureau of Business & Economic Research, (701) 777-3356, david.flynn@mail.business.und.edu

1.6 What Do Faculty Do?

The American Association of University Professors

Most people, when thinking about what faculty do, picture a professor in a classroom lecturing to students, or perhaps someone in a lab coat conducting an experiment. Teaching and research are widely recognized as the basic tasks of faculty members. Less well known are the many responsibilities that accompany these basic functions. According to the 1999 National Study of Postsecondary Faculty, published by the U.S. Department of Education's National Center for Education Statistics, full-time faculty members work about fifty-five hours a week, and part-time faculty work nearly forty. That figure includes paid and unpaid hours completed on and off campus. Here are some of the duties, aside from teaching and research, that you might find a professor doing if you followed him or her during the course of a day.[vi]

Student-Centered Work

- Updating a course to incorporate new research findings, or creating a new course
- Helping students with subject matter in person, by e-mail, or by way of an electronic bulletin board
- Developing a class Web site to further student involvement in a course, or advising students about how to use technology in the field
- Working with colleagues to modify the curriculum to keep up with changes in the discipline
- Advising students about their choice of major or mentoring graduate students
- Coaching students who want to go beyond the required coursework in a class
- Counseling students about personal problems, learning difficulties, or life choices
- Writing letters of recommendation to help students enter graduate programs or secure jobs or internships
- Keeping in touch with alumni to assist with employment searches or career changes
- Reading student research papers, undergraduate honors theses, or doctoral dissertations
- Directing or serving on a student's master's or doctoral committee
- Establishing a foreign study program or supervising students overseas
- Sponsoring a student literary journal or overseeing a drama club

Disciplinary—or Professional—Centered Work

- Serving on a committee interviewing candidates for new faculty positions
- Evaluating a colleague's work for promotion or tenure
- Participating in a departmental self-study
- Reviewing potential library resources and advising on acquisitions
- Writing a recommendation for a colleague for a fellowship or award
- Serving on a university committee that writes policies for academic programs, student scholarships, or financial aid
- Applying for a grant for the department, or helping to raise money for the university
- Participating in the activities of a professional association to advance standards and research in the field
- Giving a scholarly presentation at a disciplinary society meeting

- Editing a professional journal to help disseminate new knowledge in the field
- Reviewing articles and books submitted to journals and publishers and advising about whether to publish them

Community-Centered Work

- Giving a presentation to a business or school group, often at no expense to the group
- Providing professional advice to local, state, or national government
- Providing professional advice to associations, businesses, or community groups
- Answering phone calls from citizens and offering professional expertise
- Helping to keep the public informed about issues by talking to the media
- Serving on the boards of local, state, or national group

1.7 UND's Economic Impact Approaching $1 Billion, According To University System Study

3/10/2005

The economic impact of the University of North Dakota on its local economy is approaching $1 billion a year, according to a study commissioned by the State Board of Higher Education.

The impact of UND's expenditures grew by 41.6 percent over the past five years, reaching $931.1 million in the fiscal year ending June 30, 2004, nearly half of the $2.2 billion economic impact of the entire North Dakota University System, according to the study.

The estimate comes from a recent report by F. Larry Leistritz and Randal C. Coon of the North Dakota State University Department of Agribusiness and Applied Economics, "Economic Impact of the North Dakota University System."

The two applied an input-output model of interdependent coefficients, or multipliers, to the University's total expenditures. Not included was the spending by UND's students, the majority of whom, for example, live in private housing in the community.

They estimated that business activity resulting from UND's budget created more than 9,350 jobs in the community, over and beyond the University's own workforce of 3,838 individuals.

The University's economic impact, of course, extends beyond its community. A study commissioned by UND Vice President for Research Peter Alfonso, for example, showed that the institution's research expenditures alone -- some $82.6 million in 2003-2004 -- generated $166.7 million in economic output and 1,630 jobs in the five-state North Central Region.

Total economic impacts of North Dakota University System colleges and universities in FY 2004 (in millions of dollars):

* Bismarck State College -- $81.2
* Dickinson State University -- $67.2
* Lake Region State College -- $27.3
* Mayville State University -- $45.1
* Minot State University -- $119.8
* Minot State University-Bottineau -- $15.9
* North Dakota State College of Science -- $100.7
* North Dakota State University -- $730.6
* University of North Dakota -- $931.1
* Valley City State University -- $50.1
* Williston State College -- $29.1
* North Dakota University System Office -- $53.5

North Dakota University System total: $2.2 billion (FY04)[vii]

Bibliography

[i] Setting the Stage: A Look at North Dakota's Demographic and Educational Context, (PowerPoint slide show) presented by NCHEMS to the North Dakota Higher Education Study Committee, Bismarck, North Dakota. September 26, 2007.

[ii] 2006 Accountability Measures Report, prepared by the North Dakota University System for the North Dakota State Board of Higher Education

[iii] Setting the Stage: A Look at North Dakota's Demographic and Educational Context, (PowerPoint slide show) presented by NCHEMS to the North Dakota Higher Education Study Committee, Bismarck, North Dakota. September 26, 2007.

[iv] National Science Foundation/Division of Science Resources Statistics, Survey of Research and Development Expenditures at Universities and Colleges, TABLE 27, FY 2006.

[v] Retrieved from the World Wide Web February 28, 2008: http://www2.und.edu/our/news/story.php?id=2201

[vi] American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC 20005, Phone: 202-737-5900 | Fax: 202-737-5526

[vii] Retrieved from the World Wide Web January 17, 2008: http://www.ndus.nodak.edu/Upload/allfile.asp?id=778&tbl=MultiUse

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

Richie Smith, President
State Board of Higher Education
2005-2009

March 6, 2009

Representative Bob Skarphol
Chairman, House Appropriations Committee,
Education and Environment Division
State Capitol
Bismarck, ND 58505

Dear Representative Skarphol:

I want to express my appreciation to members of the House Appropriations Committee, Education and Environment Division, for your support of the North Dakota University System.

I appreciated the opportunity last week to address the full House Appropriations Committee. On behalf of all State Board of Higher Education members, I particularly want to thank Chairman Svedjan and the committee members for setting aside time to hear from student and employee representatives, as well as representatives of the private sector. Board members, the chancellor and his staff, and campus presidents and officers look forward to working with you during your detailed review of NDUS appropriations measures and other Senate bills containing funding for NDUS programs. Please don't hesitate to let us know if there is anything more we can do to assist you.

With your support, the 2007 NDUS appropriation included substantial funding increases that enabled the 11 institutions to begin to address concerns regarding faculty and staff salaries, building maintenance and other priorities. Initiatives such as the Economic Development Centers of Excellence are resulting in the creation of jobs, and many other important initiatives on our campuses have been made possible with the increased state support. We hope to continue to build on these initiatives.

Members of the 2009 Senate Appropriations Committee and the entire Senate deserve recognition for their support of SB 2003, SB 2020 and other appropriations measures introduced in the Senate that include generous NDUS funding levels for the 2009-11 biennium. Included are substantial increases for financial aid and funding to freeze tuition at the two-year colleges and limit tuition increases at the universities to 4 percent.

One SB 2003 amendment, however, concerns State Board of Higher Education members and others. The Senate removed salary increase funds for NDUS Office employees who earn more than $100,000 and

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E-mail: richardsmith@smithstrege.com • Web: www.ndus.nodak.edu

froze their salaries at current levels, while also capping salary increases for other employees at 5 percent. If this provision is in the final bill, several employees will not receive salary increases for three years, from their last adjustment on July 1, 2008 to July 1, 2011.

I have heard different explanations for the amendment, including that it is tied to a $200,000 reduction in the 2007 NDUS Office budget and subsequent NDUS office salary increases. I have heard that legislators believe misleading information was provided to a legislative committee, that the targeted employees received 2007-09 salary increases exceeding those given other NDUS employees, that their salaries are out of line with others in the NDUS and that the board transferred money from campus programs to fund NDUS Office salary increases. These statements are not accurate.

I've attached a statement of facts related to the $200,000 reduction and NDUS Office salary increases. Also attached is a document with salary information for the five positions and market comparisons. As you can see, salaries of the targeted employees are not out of line. In fact, they are less than salaries for most comparable positions. Salary increases for these employees the last two years were consistent with salary increases for other NDUS employees. Funds the board used to make up the $200,000 reduction came from the board member professional development fund and unused funds originally allocated to data collection, accountability reports or unspecified initiatives.

If legislators are unhappy with something the SBHE has done, those actions should be communicated to me and other SBHE members. Keep in mind that four of the five employees, including one not employed in 2007, do not have final decision-making authority over any of these matters. It would be unfair and unprecedented for the Legislative Assembly to single out employees for retribution because of unhappiness with actions of a governing board.

Chancellor Goetz has submitted amendments to restore this funding and remove the language prohibiting salary increases for these employees and the salary cap for other employees. I respectfully ask you to review the enclosed information and support the proposed amendment to SB 2003. Thank you for consideration of this request.

Sincerely,

Richie Smith, President
State Board of Higher Education

Enclosures

SB 2003 NDUS OFFICE SALARY INCREASE AMENDMENT FACTS

March 2009

For 2007-09 Salary Increases in the North Dakota University System Office:

- Salary adjustments in the NDUS Office were made according to a formal salary plan based on market comparisons and performance.
- Employees making $100,000 or more received 5% salary increases on July 1, 2007, and, excluding the chancellor, 6.1 to 6.2% on July 1, 2008.
- The highest percentage pay increases in both 2007 and 2008 were provided to low-to-mid range NDUS Office employees whose salaries lag market by between 13-35%.
- Salary increases in the NDUS Office were equivalent to average salary increases at NDUS institutions for both years. In 2007-08, average salary increases at NDUS campuses ranged from 5 to 6.5%, and, in 2008-09, the increases ranged from 5.2-7.3%.
- The chancellor and/or the SBHE – not the vice chancellors or other staff – make all budget, salary and salary increase decisions in the NDUS Office.
- Chancellor, vice chancellor and legal counsel salaries are less than – in some cases, significantly less than – salaries for equivalent positions at NDSU, UND and systems and institutions in this region, which is the job market where the NDUS competes for many employees.
- Decisions regarding 2007-09 salary increases for NDUS Office employees were consistent with the intent of legislators who proposed a $200,000 reduction in the NDUS Office budget, as explained by Senator Ray Holmberg. Senator Holmberg stated publicly at a conference committee meeting and also said privately that the reduction was not targeted at NDUS Office employees. Senator Holmberg also stated that other funds were available in the SBHE budget so it would not be necessary to reduce positions or withhold salary increases. Further, Senator Holmberg recently acknowledged that there is nothing in the 2007 SBHE appropriations bill indicating legislative intent that NDUS Office employees should not receive salary increases.
- Funds used to make up the $200,000 reduction in the NDUS Office budget did not come from campus programs; the funds came from board member professional development funds and unused funds originally allocated to data collection, accountability reports or unspecified initiatives.

2

Comparison of 4% Annual Salary Increases, with $100/month minimum and 5% Included in Reengrossed SB2003
Campuses, SMHS, NDUS Office and Forest Service

	4% Annual Incr with $100 min	5% Annual Incr Reengrossed SB2003	Difference
General Fund Portion			
BSC	1,065,194	1,301,548	236,354
LRSC	306,172	372,329	66,156
WSC	295,336	357,005	61,670
UND	5,502,599	6,734,672	1,232,073
SMHS	1,500,521	1,873,323	372,802
NDSU	4,892,132	6,052,435	1,160,303
NDSCS	1,135,820	1,391,633	255,813
DSU	883,895	1,060,023	176,129
MaSU	371,137	443,678	72,541
MiSU	1,396,300	1,688,016	291,715
VCSU	573,226	695,031	121,805
MiSU-BC	197,696	231,556	33,859
Subtotal	18,120,027	22,201,248	4,081,221
NDUS Office - Staff	226,396	283,699	57,303
NDUS Office - SITS Pool	912,233	1,137,793	225,560
Forest Service	116,468	143,422	26,954
Total	**19,375,124**	**23,766,162**	**4,391,038**
Student Share			
BSC	355,065	433,849	78,785
LRSC	102,057	124,110	22,052
WSC	98,445	119,002	20,557
UND	3,653,418	4,470,991	817,573
SMHS	1,000,347	1,248,882	248,535
NDSU	3,261,421	4,034,956	773,535
NDSCS	378,607	463,878	85,271
DSU	378,812	454,296	75,484
MaSU	159,059	190,148	31,089
MiSU	751,854	908,931	157,077
VCSU	245,668	297,871	52,202
MiSU-BC	65,899	77,185	11,286
Subtotal	10,450,651	12,824,098	2,373,447
NDUS Office - Staff	-	-	-
NDUS Office - SITS Pool	-	-	-
Forest Service	-	-	-
Total	**10,450,651**	**12,824,098**	**2,373,447**
Total			
BSC	1,420,258	1,735,397	315,139
LRSC	408,230	496,438	88,208
WSC	393,781	476,007	82,226
UND	9,156,017	11,205,663	2,049,646
SMHS	2,500,868	3,122,205	621,337
NDSU	8,153,553	10,087,391	1,933,838
NDSCS	1,514,426	1,855,510	341,084
DSU	1,262,707	1,514,319	251,612
MaSU	530,195	633,826	103,631
MiSU	2,148,154	2,596,947	448,793
VCSU	818,894	992,902	174,008
MiSU-BC	263,595	308,741	45,146
Subtotal	28,570,678	35,025,346	6,454,668
NDUS Office - Staff	226,396	283,699	57,303
NDUS Office - SITS Pool	912,233	1,137,793	225,560
Forest Service	116,468	143,422	26,954
Total	**29,825,775**	**36,590,260**	**6,764,485**

N[redacted]kota University System
NDUS Office, UND, NDSU Actual Salaries and Market Comparators for NDUS Office

	2009						
	Chancellor/ Presidents/ Exec Dean	Chief Fiscal Officer	Chief Academic Affairs Officer	Chief Student Affairs Officer	Chief Research Officer	Other	Market Rate Used for Compensation Purposes 7/
NDUS Office:							
Willam Goetz, Chancellor 2/, 3/	$200,000						$213,200-$260,000
Michel Hillman, VC for Academic and Student Affairs			$159,888				$170,544
Laura Glatt, VC for Administrative Affairs		$153,938					$162,669
Marsha Krotseng, VC for Strategic Planning and CTEC Director						$143,303	$153,490
Pat Seaworth, General Counsel						$116,962	$128,672
UND:							
Robert Kelley, President 1/, 3/	$300,000						
Robert Gallager (term date 12/31/08)		$177,921					
Alice Brekke, (Interim) VP for Finance and Operations		$170,000					
Greg Weisensten, VP/Provost for Academic Affairs (Term date 3/2/09)			$190,777				
Paul Lebel, VP/Provost for Academic Affairs (Begin date 2/23/09)			$240,000				
Robert Boyd, VP for Student and Outreach Services				$159,799			
Barry Milavetz, (Interim) VP for Research					$132,524		
H. David Wilson, Dean/Vice President for Health Affair						$394,859	
Joshua Wynne, Senior Executive Vice President for Health Affairs and Executive Dean (Begin date 11/26/08) 6/						$427,748	
Julie Evans, General Counsel						$109,294	
NDSU:							
Joseph Chapman, President 1/, 3/, 4/	$325,000						
John Adams, VP for Finance and Administration 5/		$178,290					
Craig Schnell, Provost/VP for Academic Affairs 5/			$207,168				
Prakash Mathew, VP for Student Affairs 5/				$178,290			
Philip Boudjouk, VP for Research 5/					$203,061		
Keith Bjerke,Vice President University Relations 5/						$172,200	
D. C. Coston, Vice President for Ag/University Extension 5/						$182,702	
Bonnie Neas, Vice President for Information Technology 5/						$183,750	
Eveadean Myers, VP for Equity, Diversity and Global Outreach 5/						$165,000	
Rick Johnson, General Counsel						$129,977	

1/ home provided, not reflected in figures above

2/ $20,000 annual housing/hosting allowance provided, not reflected in figures above

3/ Chancellor, presidents and executive dean receive the following: 1.) additional retirement contributions : for years of service four through six an additional 4.0%, for years seven and after an additional 8%; and, 2.) vehicle allowance of $11,000, mileage reimbursement, or a vehicle provided by the foundation. Not reflected in figures above.

4/ Receives an additional $75,000 in deferred compensation from the NDSU Foundation, not reflected in figures above

5/ $8,400 annual vehicle allowance paid by the foundation, not reflected in figures above

6/ $240,764 state appropriated and $186,984 from Mertcare clnical practice

7/ CUPA-HR data for legal counsel, average of SHEEO Governing Board Offices for V. Chancellors, and range as established by SBHE for the Chancellor

C:\DOCUME~1\TERRY~1.MEY\LOCALS~1\Temp\[NDUS Office comparators for Smith-2.xlsx]FY09

North Dakota University System
Schedule of Chief Adminsitrative Salaries

	FY2008					
	Chancellor/ Presidents/ Exec Dean	Chief Fiscal Officer	Chief Academic Affairs Officer	Chief Student Affairs Officer	Chief Research Officer	Other
NDUS Office:						
Willam Goetz, Chancellor 3/, 5/	$170,000					
Michel Hillman, VC for Academic and Student Affairs			$150,625			
Laura Glatt, VC for Administrative Affairs		$145,019				
Marsha Krotseng, VC for Strategic Planning and CTEC Director						$135,000
BSC:						
Larry Skogen, President 4/, 5/	$126,000					
Dave Clark, Executive Vice President		$107,433				
Wayne Boekes, Provost/VP for Academic Affairs			$107,433			
Mike Lenhardt, Associate VP for Student Affairs				$86,320		
Gordon Binek, VP for College Advancement and Foundation Exec. Director						$107,433
Kari Knudson, VP Energy and Technology Programs, Director NECE						$105,000
LRSC:						
Sharon Etemad, President 2/, 5/	$124,810					
Corry Kenner, VP for Administrative Services		$88,085				
Doug Darling, VP for Instructional Services 6/			$84,202			
Laurel Goulding, VP for Student Services				$86,104		
WSC:						
Joseph McCann, President 2/, 5/	$117,231					
Brenda Wigness, VP for Business Affairs		$66,134				
Dawn Olson, VP for Academic and Student Affairs			$67,310			
UND:						
Charles Kupchella, President 1/, 5/	$211,686					
Robert Gallager, VP for Finance and Operations		$169,449				
Greg Weisenstein, VP/Provost for Academic Affairs			$181,692			
Robert Boyd, VP for Student and Outreach Services				$152,189		
Gary Johnson, (Interim) VP for Research					$157,460	
H. David Wilson, Dean, Vice President of Health Affairs						$376,056
NDSU:						
Joseph Chapman, President 1/, 5/, 7/	$211,686					
John Adams, VP for Finance and Administration 8/		$169,800				
Craig Schnell, Provost/VP for Academic Affairs 8/			$197,303			
Prakash Mathew, VP for Student Affairs 8/				$169,800		
Philip Boudjouk, VP for Research 8/					$193,391	
Keith Bjerke,Vice President University Relations 8/						$164,000
D. C. Coston, Vice President for Ag/University Extension 8/						$170,750
Bonnie Neas, Vice President for Information Technology 8/						$175,000
NDSCS:						
John Richman, President and VP for Academic & Student Affairs 5/	$134,000					
Mike Renk, VP for Administrative Affairs		$105,188				
Harvey Link, VP for Institutional Advancement & Gov't Relations						$103,357
DSU:						
Lee Vickers, President 1/, 5/	$157,915					
Alvin Binstock, VP for Business Affairs		$100,604				
Rich Brauhn, VP for Academic Affairs			$110,303			
Hal Haynes, VP for Student Development				$75,000		
MaSU:						
Gary Hagen, President 2/, 5/	$138,000					
Steve Bensen, VP for Business Affairs		$84,391				
Keith Stenehjem, Interim VP of Academic Affairs			$90,000			
Ray Gerszewski, VP for Student Affairs				$75,330		
MiSU:						
David Fuller, President 2/, 5/	$156,280					
Ron Dorn, VP for Administrative and Finance		$99,000				
Gary Rabe, VP for Academic Affairs			$109,750			
Richard Jenkins, VP for Student Affairs				$107,335		
Marvin Semrau, VP for Advancement						$85,000
VCSU:						
Ellen Chaffee, President 2/, 5/	$152,845					
Trudy Collins, VP for Business Affairs		$85,500				
Joseph Bessie,VP for Academic Affairs			$105,000			
Glen Schmalz, VP for Student Affairs				$75,146		
MiSU-BC:						
Ken Grosz, Campus Dean/President 2/, 5/	$97,125					
Jim Borkowski, Director of Business Affairs		$60,736				
Larry Brooks, Associate Dean for Academic Affairs 9/			$42,810			
Paula Berg, Associate Dean for Student Affairs				$54,628		

1/ home provided, not reflected in figures above

2/ $20,000 annual housing allowance provided, not reflected in figures above

3/ $20,000 annual housing/hosting allowance provided, not reflected in figures above

4/ $10,000 housing allowance provided, not reflected in figures above

5/ Chancellor, presidents and executive dean receive the following: 1.) additional retirement contributions : for years of service four through six an additional 4.0%; for years seven and after an additional 8%; and, 2.) annual vehicle allowance of $11,000, mileage reimbursement, or a vehicle provided by the foundation. Not reflected in figures above.

6/ Received an additional $6,000 for serving as interim president, in addition to his vice presidential level duties, not reflected in figures above

7/ Receives an additional $XXXX in deferred compensation from the NDSU Foundation, not reflected in figures above

8/ $8,400 annual vehicle allowance paid by the foundation, not reflected in figures above

9 month position

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Members of the House Appropriations Education and Environment Division
Bob Skarphol, Chair
Frank Wald, Vice Chair
Kathy Hawken
Matt Klein
Bob Martinson
Kenton Onstad
Joe Kroeber
Clark Williams

FROM: William Goetz, Chancellor

DATE: March 10, 2009

RE: March 6, 2009 letter – Incomplete Information

On March 6 you received a letter from State Board of Higher Education President Richie Smith. The last page of that letter, which showed FY2008 salary information for all presidents and vice presidents was incomplete. I would ask that you discard that page and replace with the attached complete FY2008 schedule. Additionally, I have included FY2009 current salary information for the same positions.

If you have questions, please call me at 328-2963.

Attachments

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State Capitol - 600 E. Boulevard Ave., Dept. 215, Bismarck, ND 58505-0230
Phone: 701.328.2960 • Fax: 701.328.2961
E-mail: NDUS.office@ndus.nodak.edu • Web: www.ndus.nodak.edu

The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

North Dakota University System
Schedule of Chief Adminsitrative Salaries

	2009					
	Chancellor/ Presidents/ Exec Dean	Chief Fiscal Officer	Chief Academic Affairs Officer	Chief Student Affairs Officer	Chief Research Officer	Other
NDUS Office:						
William Goetz, Chancellor 3/, 4/	$200,000					
Michel Hillman, VC for Academic and Student Affairs			$159,888			
Laura Glatt, VC for Administrative Affairs		$153,938				
Marsha Krotseng, VC for Strategic Planning and CTEC Director						
BSC:						
Larry Skogen, President 4/	$165,000					$143,303
Dave Clark, Executive Vice President		$114,416				
Drake Carter, Provost/VP for Academic Affairs			$111,825			
Donna Fishbeck, Assoc VP for Student Affairs				$80,000		
Gordon Binek, VP for College Advancement and Foundation Exec. Director						
Karl Knudson, VP Energy and Technology Programs, Director NECE						$114,416
LRSC:						$111,825
Mike Bower President 4/	$150,000					
Corry Kenner, VP for Administrative Services		$92,488				
Doug Darling,VP for Instructional Services			$88,413			
Laurel Goulding, VP for Student Services				$90,407		
WSC:						
Joseph McCann, President (Term date 4/15/09) 2/, 4/	$117,231					
Raymond Nadolny, President (Begin date 4/16/09) 4/	$150,000					
Brenda Wigness, VP for Business Affairs		$70,103				
Dawn Olson, VP For Academic and Student Affairs			$71,349			
UND:						
Robert Kelley, President 1/, 4/	$300,000					
Robert Gallager (term date 12/31/08)		$177,921				
Alice Brekke, (Interim) VP for Finance and Operations		$170,000				
Greg Welsensten, VP/Provost for Academic Affairs (Term date 3/2/09)			$190,777			
Paul Lebel, VP/Provost for Academic Affairs (Begin date 2/23/09)			$240,000			
Robert Boyd, VP for Student and Outreach Services				$159,799		
Barry Milavetz, (Interim) VP for Research					$132,524	
H. David Wilson, Dean/Vice President for Health Affair						$394,859
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Prakash Mathew, VP for Student Affairs 6/				$178,290		
Philip Boudjouk, VP for Research 6/					$203,061	
Keith Bjerke,Vice President University Relations 6/						$172,200
C. Coston, Vice President for Ag/University Extension 6/						$182,702
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NDSCS:						
John Richman, President 4/	$165,000					
Mike Renk, VP for Administrative Affairs		$109,501				
Harvey Link, VP For Academic and Student Affairs			$109,501			
DSU:						
Richard McCallum, President 1/, 4/	$165,000					
Alvin Binstock, VP for Business Affairs		$105,634				
Rich Brauhn, VP for Academic Affairs			$116,921			
Hal Haynes, VP for Student Development				$78,750		
MaSU:						
Gary Hagen, President 2/, 4/	$155,000					
Steve Bensen, VP for Business Affairs		$88,611				
Keith Stenehjem, VP for Academic Affairs			$94,500			
Ray Gerszewski, VP for Student Affairs				$79,097		
MISU:						
David Fuller, President 2/, 4/	$180,000					
Ron Dorn, VP for Administration and Finance		$103,059				
Gary Rabe, VP for Academic Affairs			$114,250			
Richard Jenkins, VP for Student Affairs				$111,736		
Marvin Semrau, VP for Advancement						$88,485
VCSU:						
Steve Shirley, President 2/, 4/	$155,000					
Trudy Collins, VP for Business Affairs		$94,275				
Joseph Bessie, VP for Academic Affairs			$110,250			
Glen Schmalz, VP for Student Affairs				$80,903		
MISU-BC:						
Ken Grosz, Campus Dean 2/, 4/	$102,078					
Jim Borkowski, Director of Business Affairs		$63,166				
Larry Brooks, Associate Dean for Academic Affairs 7/			$46,642			
Paula Berg, Associate Dean for Student Affairs				$58,179		

1/ home provided, not reflected in figures above

2/ $20,000 annual housing allowance provided, not reflected in figures above

3/ $20,000 annual housing/hosting allowance provided, not reflected in figures above

4/ [redacted]cellor, presidents and executive dean receive the following: 1.) additional retirement contributions : for years of service four through six an additional 4.0%, seven and after an additional 8%; and, 2.) vehicle allowance of $11,000, mileage reimbursement, or a vehicle provided by the foundation. Not reflected in [redacted]ove.

5/ [redacted]eives an additional $75,000 in deferred compensation from the NDSU Foundation, not reflected in figures above

6/ $8,400 annual vehicle allowance paid by the foundation, not reflected in figures above

7/ 9 month position

8/ $240,764 state appropriated and $186,984 from Mertcare clnical practice

North Dakota University System
Schedule of Chief Adminsitrative Salaries

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Michel Hillman, VC for Academic and Student Affairs			$150,625			
Laura Glatt, VC for Administrative Affairs		$145,019				
Marsha Krotseng, VC for Strategic Planning and CTEC Director						
BSC:						
Larry Skogen, President 4/, 5/	$126,000					$135,000
Dave Clark, Executive Vice President		$107,433				
Wayne Boekes, Provost/VP for Academic Affairs			$107,433			
Mike Lenhardt, Associate VP for Student Affairs				$86,320		
Gordon Binek, VP for College Advancement and Foundation Exec. Director						
Kari Knudson, VP Energy and Technology Programs, Director NECE						$107,433
LRSC:						$105,000
Sharon Etemad, President 2/, 5/	$124,810					
Corry Kenner, VP for Administrative Services		$88,085				
Doug Darling, VP for Instructional Services 6/			$84,202			
Laurel Goulding, VP for Student Services				$86,104		
WSC:						
Joseph McCann, President 2/, 5/	$117,231					
Brenda Wigness, VP for Business Affairs		$66,134				
Dawn Olson, VP for Academic and Student Affairs			$67,310			
UND:						
Charles Kupchella, President 1/, 5/	$211,686					
Robert Gallager, VP for Finance and Operations		$169,449				
Greg Weisenstein, VP/Provost for Academic Affairs			$181,692			
Robert Boyd, VP for Student and Outreach Services				$152,189		
Gary Johnson, (Interim) VP for Research					$157,460	
H. David Wilson, Dean, Vice President of Health Affairs						$376,056
NDSU:						
Joseph Chapman, President 1/, 5/, 7/	$211,686					
John Adams, VP for Finance and Administration 8/		$169,800				
Craig Schnell, Provost/VP for Academic Affairs 8/			$197,303			
Prakash Mathew, VP for Student Affairs 8/				$169,800		
Philip Boudjouk, VP for Research 8/					$193,391	
Keith Bjerke,Vice President University Relations 8/						$164,000
D. C. Coston, Vice President for Ag/University Extension 8/						$170,750
Bonnie Neas, Vice President for Information Technology 8/						$175,000
NSCS:						
[illegible]hn Richman, President and VP for Academic & Student Affairs 5/	$134,000					
[illegible]ke Renk, VP for Administrative Affairs		$105,188				
Harvey Link, VP for Institutional Advancement & Gov't Relations						$103,357
DSU:						
Lee Vickers, President 1/, 5/	$157,915					
Alvin Binstock, VP for Business Affairs		$100,604				
Rich Brauhn, VP for Academic Affairs			$110,303			
Hal Haynes, VP for Student Development				$75,000		
MaSU:						
Gary Hagen, President 2/, 5/	$138,000					
Steve Bensen, VP for Business Affairs		$84,391				
Keith Stenehjem, Interim VP of Academic Affairs			$90,000			
Ray Gerszewski, VP for Student Affairs				$75,330		
MiSU:						
David Fuller, President 2/, 5/	$156,280					
Ron Dorn, VP for Administrative and Finance		$99,000				
Gary Rabe, VP for Academic Affairs			$109,750			
Richard Jenkins, VP for Student Affairs				$107,335		
Marvin Semrau, VP for Advancement						$85,000
VCSU:						
Ellen Chaffee, President 2/, 5/	$152,845					
Trudy Collins, VP for Business Affairs		$85,500				
Joseph Bessie,VP for Academic Affairs			$105,000			
Glen Schmalz, VP for Student Affairs				$75,146		
MiSU-BC:						
Ken Grosz, Campus Dean/President 2/, 5/	$97,125					
Jim Borkowski, Director of Business Affairs		$60,736				
Larry Brooks, Associate Dean for Academic Affairs 9/			$42,810			
Paula Berg, Associate Dean for Student Affairs				$54,628		

1/ home provided, not reflected in figures above

2/ $20,000 annual housing allowance provided, not reflected in figures above

3/ $20,000 annual housing/hosting allowance provided, not reflected in figures above

4/ $10,000 housing allowance provided, not reflected in figures above

5/ Chancellor, presidents and executive dean receive the following: 1.) additional retirement contributions : for years of service four through six an additional 4.0%, for years seven and after an additional 8%; and, 2.) annual vehicle allowance of $11,000, mileage reimbursement, or a vehicle provided by the foundation. Not reflected in figures above.

[illegible]eived an additional $6,000 for serving as interim president, in addition to his vice presidential level duties, not reflected in figures above

[illegible]es an additional $150,000 in deferred compensation from the NDSU Foundation, not reflected in figures above

[illegible]00 annual vehicle allowance paid by the foundation, not reflected in figures above

- month position

North Dakota University System Campuses and UND School of Medicine and Health Sciences (SMHS)
Summary of 2009-11 Parity Increases, Assuming Salary Increases of 5% Per Year with Final Health Insurance Increases

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Cost to Continue FY 09 Legislatively Funded Salary Increases	Total Estimated Health Insurance, Based on Funded Premium of $825.97 per Month	Est Cost of Compensation Pkg at 5% Per Year	Subtotal, Salary and Health Insurance Increases (Col 1+2+3)	Est Operating Inflation, Excl Utilities at 2.0% for FY10 & 2.2% for FY11	Estimated Actual Utility Increases	Estimated Utility Costs of New Bldgs Coming Online 2009-11	Total Estimated Increases in Computation of Parity (Col 4+5+6+7)	Targeted State Portion Per Funding Model	GF Portion of Parity, using Targeted Funding Percent (Col 8x9)
BSC	541,888	869,426	1,735,397	3,146,711	398,102	167,608	184,000	3,896,421	75%	2,922,316
LRSC	155,016	259,698	496,438	911,152	89,660	41,475		1,042,287	75%	781,715
WSC	148,637	274,093	476,007	898,737	58,538	25,188 2,435,456	42,032	1,024,495	75%	768,371
UND	3,499,036	4,444,774	11,205,663	19,149,473	1,335,932	2,435,456	53,687	22,974,548		13,806,731
UND SMHS	974,927	825,691	3,122,205	4,922,823	434,302	0		5,357,125		3,214,275
Total-UND/SMHS	4,473,963	5,270,465	14,327,868	24,072,296	1,770,234	2,435,456	53,687	28,331,673	60%	17,021,006
NDSU	3,149,849	3,841,363	10,087,391	17,078,603	964,561	3,016,658	187,879	21,247,701	60%	12,748,621
NDSCS	579,394	929,500	1,855,510	3,364,404	187,021	387,361	28,000	3,966,786	75%	2,975,090
DSU	472,855	771,758	1,514,319	2,758,932	234,847	476,065	240,000	3,709,844	70%	2,596,891
MaSU	197,916	341,368	633,826	1,173,110	92,427	317,230		1,582,767	70%	1,107,937
MiSU	810,913	1,200,829	2,596,947	4,608,689	158,357	422,313		5,189,359	65%	3,373,083
VCSU	310,040	536,435	992,902	1,839,377	117,300	149,003		2,105,680	70%	1,473,976
MiSU-BC	96,406	193,021	308,741	598,168	24,787	66,369		689,324	75%	516,993
Subtotal	10,936,877	14,487,956	35,025,346	60,450,179	4,095,834	7,504,726	735,598	72,786,337		46,285,998
	TARGETED STATE SHARE OF EACH OF ABOVE PARITY COMPONENTS, BASED % IN COLUMN 9									
BSC	406,416	652,070	1,301,548	2,360,033	298,577	125,706	138,000	2,922,316		
LRSC	116,262	194,774	372,329	683,364	67,245	31,106	-	781,715		
WSC	111,478	205,570	357,005	674,053	43,904	18,891	31,524	768,371		
UND	2,102,942	2,670,895	6,734,672	11,508,509	804,736	1,461,274	32,212	13,806,731		
UND SMHS	584,956	495,415	1,873,323	2,953,694	260,581	-	-	3,214,275		
Total-UND/SMHS	2,687,898	3,166,310	8,607,995	14,462,203	1,065,317	1,461,274	32,212	17,021,006		
NDSU	1,889,909	2,304,818	6,052,435	10,247,162	578,737	1,809,995	112,727	12,748,621		
NDSCS	434,546	697,125	1,391,633	2,523,303	140,266	290,521	21,000	2,975,090		
DSU	330,999	540,231	1,060,023	1,931,252	164,393	333,246	168,000	2,596,891		
MaSU	138,541	238,958	443,678	821,177	64,699	222,061	-	1,107,937		
MiSU	527,093	780,539	1,688,016	2,995,648	102,932	274,503	-	3,373,083		
VCSU	217,028	375,505	695,031	1,287,564	82,110	104,302	-	1,473,976		
MiSU-BC	72,305	144,766	231,556	448,626	18,590	49,777	-	516,993		
Subtotal	6,932,474	9,300,683	22,201,248	38,434,385	2,626,769	4,721,381	503,464	46,285,998		

Note - This schedule includes parity for campuses and SMHS only, compared to the $49,229,844 on page 7 (line 2), which also includes parity of the Forest Service, NDUS Office and SITS pool.

G:\CATHY\EXCELFIL\BIENNIAL BUDGETS\2009-11 Budget\Engrossed Bills\[5% Parity.xlsx]Detail Campus 5%

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Potential 2009-11 Equity Allocations (Estimates Only)

	Minimum	Additional	Total
BSC	250,000	323,904	573,904
LRSC	250,000	152,575	402,575
WSC	250,000	0	250,000
UND & SMHS	250,000	2,357,460	2,607,460
NDSU	250,000	3,858,963	4,108,963
NDSCS	250,000	0	250,000
DSU	250,000	344,987	594,987
MaSU	250,000	0	250,000
MiSU	250,000	212,110	462,110
VCSU	250,000	0	250,000
MISU-BC	250,000	0	250,000
	2,750,000	7,250,000	10,000,000

North Dakota University System

Vacant Positions as of February 28, 2009- Appropriated Positions Only

(Appropriated inlcudes positions funded from general fund and tuition income*)

NOTE: A significant portion of vacant position funding is used to hire adjunct faculty, hire temporary staff or provide overload payments to existing staff to cover the work responsibilities of the vacant position.

	Name	Title	Department	Annual Salary	Monthly Salary	Length of Vacancy (in months)	Length of Vacancy with 3 Month Allowance (Max of 24 Months)	Potential Salary Savings
BSC	New position	Mathematics Instructor	Academic Affairs	$35,500	$2,958	6	3	$8,874
	Wade Vogel	Asst Professor of ETP	Energy Technology Programs	$25,516	$2,126	7	4	$8,504
	Wayne Haidle	ETST Instructor	Energy Technology Programs	$55,000	$4,583	20	17	$77,911
	Lonnie Bertsch	Graphic Design & Comm Instr	Academic Affairs	$41,467	$3,456	2	0	$0
	New position	Instructional Technologist/Designer	Distance Education	$30,000	$2,500	2	0	$0
	Mary Sennert	Admin Asst - ETP	Energy Technology Programs	$26,503	$2,209	0.5	0	$0
	New position	Security Guard (Currently utilizing adjuncts to meet the instructional needs)	Buildings & Grounds	$32,000	$2,667	2.5	0	$0
Total - BSC				**$245,986**	**$20,499**			**$95,289**
LRSC	None							
WSC	Vacant	Instructor	Humanities	$32,519	$2,710	7	4	$10,840
	Vacant	Instructor	Humanities	$15,728	$1,311	7	4	$5,244
Total - WSC				**$48,247**	**$4,021**			**$16,084**
UND	Sarah Lundeby	Helpdesk Specialist	Academic Support Services	$18,953	$1,579	12	9	$14,211
	Lee Ness	Assistant Professor	Accountancy	$54,987	$4,582	34	24	$109,968
	Jacob Wambsganss	Professor	Accountancy	$94,249	$7,854	25	22	$172,788
	Laurence Mukankusi	Lecturer	Accountancy	$11,000	$917	34	24	$22,008
	Diane Fugleberg	Administrative Secretary	Air Force ROTC	$21,200	$1,767	8	5	$8,835
	Paul Fundingsland	Professor	Art and Design	$30,311	$2,526	9	6	$15,156
	Michael Moran	Athletic Coach	Athletic Total	$24,000	$2,000	2	0	$0
	Kim Higgs	Administrative Secretary	Aviation	$30,656	$2,555	3	0	$0
	Dale Raatz	Lecturer	Aviation	$29,758	$2,480	3	0	$0
	Michael Gilles	Lecturer	Aviation	$48,000	$4,000	3	0	$0
	Vacant	Assistant Professor	Aviation	$24,500	$2,042	28	24	$49,008
	Kristen Paul	Administrative Secretary	Biology	$24,565	$2,047	8	5	$10,235
	Richard Sweitzer	Assoc. Professor	Biology	$52,724	$4,394	8	5	$21,970

UND	Robert Myers	Construction Coordinator	Campus Capital Projects Plan	$2,947	$246	9	6	$1,476
	Anamitro Banerjee	Assistant Professor	Chemistry	$53,740	$4,478	7	4	$17,912
	Lynn Kubeck	Chief Information Officer	CIO	$14,000	$1,167	12	9	$10,503
	Monika Pawlowska	Assistant Professor	CommunicationSci&Disorders	$56,000	$4,667	7	4	$18,668
	Tatyana Dumova	Assistant Professor	CommunicationSci&Disorders	$60,100	$5,008	7	4	$20,032
	Kevin Fire	Assoc. Professor	CommunicationSci&Disorders	$43,706	$3,642	10	7	$25,494
	John Engel	Lecturer	Computer Science	$25,000	$2,083	10	7	$14,581
	Patricia Young	Administrative Clerk	ContinuingEd/Outreach Support	$26,203	$2,184	8	5	$10,920
	Cynthia Payne	Administrative Secretary	ContinuingEd/Outreach Support	$19,000	$1,583	8	5	$7,915
	Vacant	Account/Payroll Technician	Dean's Office Eng	$0	$0	51	24	$0
	Vacant	Electrical Engineer	Dean's Office Eng	$0	$0	51	24	$0
	Rodney Hanley	Assoc. Professor	Earth Systems Science	$7,845	$654	8	5	$3,270
	Sue Mialon	Assistant Professor	Economics	$71,000	$5,917	10	7	$41,419
	Lynn Gonzalez	Lecturer	Economics	$2,722	$227	22	19	$4,313
	Kent Hjelmstad	Assistant Professor	Educational Leadership	$65,000	$5,417	2	0	$0
	Bettina Heinz	Assoc. Professor	English	$53,213	$4,434	45	24	$106,416
	Jacquelyn Lowman	Assistant Professor	English	$4,444	$370	10	7	$2,590
	Patricia Traynor	Assistant Professor	English	$41,200	$3,433	26	23	$78,959
	Ronald Vossler	Senior Lecturer	English	$22,233	$1,853	45	24	$44,472
	Sam Gruenberg	Lecturer	English	$10,132	$844	45	24	$20,256
	Adam Vasquez	Building Services Tech.	Facilities Total	$16,640	$1,387	2	0	$0
	Christopher Austin	Records Mgmt Analyst	General Counsel	$51,090	$4,258	8	5	$21,290
	Paul Cichy	Enrollment Representative	Graduate School	$41,200	$3,433	1	0	$0
	Anne Kelsch	Assistant Professor	History	$51,295	$4,275	20	17	$72,675
	Dennis Cutshall	DataBase Adm. (MF)	ITSS	$7,593	$633	46	24	$15,192
	Dennis Cutshall	DataBase Adm. (MF)	ITSS	$32,905	$2,742	46	24	$65,808
	Jana Marjamaa	Production Control	ITSS	$27,000	$2,250	14	11	$24,750
	Caryl Pederson	Production Control	ITSS	$2,602	$217	10	7	$1,519
	Cyle Thompson	Computer Equipment Operator	ITSS	$4,620	$385	2	0	$0
	Cyle Thompson	Computer Equipment Operator	ITSS	$18,480	$1,540	2	0	$0
	Todd Barrett	Web Content Developer	ITSS	$35,800	$2,983	3	0	$0

UND (	acant	Data Base Admin. (MF)	ITSS	$48,166	$4,014	4	1	$4,014
	Richard Brown	Assistant Professor	Nursing	$112,328	$9,361	45	24	$224,664
	Lonna Milburn	Assoc. Professor	Nursing	$62,647	$5,221	34	24	$125,304
	Patty Vari	Clinical Assoc. Professor	Nursing	$42,000	$3,500	10	7	$24,500
	Chandice Covington	Dean College of Nursing	Nursing	$174,879	$14,573	3	0	$0
	Amy Johnson	Assistant Professor	Physical Edu&Exercise Science	$45,000	$3,750	8	5	$18,750
	Tar-Pin Chen	Professor	Physics and Astrophysics	$70,073	$5,839	10	7	$40,873
	Juana Moreno	Assistant Professor	Physics and Astrophysics	$51,000	$4,250	7	4	$17,000
	Victoria Smith	Assoc. Professor	Psychology	$51,361	$4,280	9	6	$25,680
	Amber Finley	General Clerk	Registrar	$21,000	$1,750	2	0	$0
	Candace Zierdt	Professor	School of Law	$129,375	$10,781	22	19	$204,839
	Ralph Woehle	Professor	Social Works	$65,243	$5,437	2	0	$0
	Glinda Crawford	Professor	Sociology	$58,423	$4,869	46	24	$116,856
	Jolene Marsh	Administrative Clerk	Summer Session	$20,670	$1,723	18	15	$25,845
	Randall Bowden	Assoc. Professor	Teaching & Learning	$52,000	$4,333	20	17	$73,661
	David Yearwood	Assoc. Professor	Teaching & Learning	$54,020	$4,502	31	24	$108,048
	Jim Williams	Assistant Professor	Theatre Arts	$50,494	$4,208	8	5	$21,040
	Dorrene Devos	Academic Librarian	Thormodsgard Law Library	$55,807	$4,651	3	0	$0
	Jane Grega	Library Associate	Thormodsgard Law Library	$22,779	$1,898	3	0	$0
	Shacarah Gagnon-Kvale	Web Designer	University Relations	$1,723	$144	7	4	$576
	Donald Kojich	Director University Relations	University Relations	$94,091	$7,841	12	9	$70,569
	Robert Gallager	VP Finance & Operations	VP Finance & Operations	$177,921	$14,827	3	0	$0
	Jennifer Haugen	Dietician	Wellness Center	$8,568	$714	5	2	$1,428
	Amanda Eickhoff	Dietician	Wellness Center	$31,068	$2,589	9	6	$15,534
Medical School								
	Rick Vari	Professor	PharmPhysiologyTherapeutics	$80,000	$6,667	12	9	$60,003
	Roger Melvold	Professor	Microbiology & Immunology	$200,515	$16,710	15	12	$200,520
	Kevin Young	Professor	Microbiology & Immunology	$90,622	$7,552	2	0	$0
	W. Bruce	Professor	ContinuingMedEduc	$58,248	$4,854	18	15	$72,810
	Rugao Liu	Assoc. Professor	Anatomy & Cell Biology	$41,806	$3,484	11	8	$27,872
	Garl Rieke	Assoc. Professor	Anatomy & Cell Biology	$78,524	$6,544	9	6	$39,264
	Vacant	Assistant Professor	Microbiology & Immunology	$99,855	$8,321	20	17	$141,457
	Masaru Miyagi	Assistant Professor	Biochemistry	$63,660	$5,305	36	24	$127,320
	Hongwei Gao	Assistant Professor	Biochemistry	$74,970	$6,248	4	1	$6,248
	Judy Bruce	Assistant Professor	Academic Affairs	$70,017	$5,835	9	6	$35,010
	Judy Bruce	Assistant Professor	Academic Affairs	$17,503	$1,459	9	6	$8,754

UND [redacted] Med School (cont.)	Alana Knudson-Buresh	Assistant Professor	Rural Health [redacted]	$27,186	$2,266	1	0	$0
	Susan Offut	Assistant Professor	Rural Health	$23,602	$1,967	14	11	$21,637
	Xuesong Chen	Post Doc Research Fellow	PharmPhysiologyTherapeutics	$35,280	$2,940	3	0	$0
	Juan Pedraza	Communications Director	Public Affairs	$65,000	$5,417	6	3	$16,251
	Judy Rieke	Academic Librarian	Library of Health Sciences	$68,852	$5,738	2	0	$0
	Maryann Hastings	Administrative Clerk	Microbiology & Immunology	$20,733	$1,728	5	2	$3,456
Total - UND and UNDSMHS				**$3,949,622**	**$329,143**			**$2,934,392**
NDSU	Tammy Sletten	Feature Writer	Publications Services	$29,669	$2,472	14	11	$27,192
	Melissa Hintermeister	Graphic Designer	Publications Services	$37,440	$3,120	1	0	$0
	Michael Garrison	Professor	Business	$66,365	$5,530	43	24	$132,720
	Judy Graff	Office Manager	Architecture	$31,461	$2,622	3	0	$0
	Beverly Greenwald	Asst Professor	Nursing	$43,616	$3,635	7	4	$14,540
	Thomas Bremer	Assoc Director	Library	$71,881	$5,990	8	5	$29,950
	Michele Azar	Head of Techinical Serices	Library	$63,487	$5,291	3	0	$0
	Beverly Clouse	Head of Circulation	Library	$33,086	$2,757	10	7	$19,299
	Kathy Enger	Social Science Librarian/Advisor	Library	$40,255	$3,355	19	16	$53,680
	Eric Devuyst	Assoc Professor	Agribusiness and Applied Econ	$30,201	$2,517	21	18	$45,306
	Bert Moore	Assoc Professor	Animal and Range Science	$58,308	$4,859	3	0	$0
	Albert Schneiter	Professor/Head	Plant Science	$51,746	$4,312	9	6	$25,872
	Ann Burnett	Associate Professor	Communication	$17,814	$1,485	9	6	$8,910
	Marc Anderson	Asst Professor	Biological Sciences	$37,581	$3,132	10	7	$21,924
	Dennis Tallman	Professor	Chemistry and Molecular Biology	$62,604	$5,217	26	23	$119,991
	Terry Pilling	Asst Professor	Physics	$54,093	$4,508	5	2	$9,016
	Jeffery Terpstra	Associate Professor	Statistics	$66,142	$5,512	3	0	$0
	Barry Miller	Internal Auditor	VP for Finance and Administration	$48,854	$4,071	4	1	$4,071
	Mark Koepke	Asst Dir/Planning and Construction	Facilities Management	$55,250	$4,604	5	2	$9,208
	Leroy Manke	Custodian	Facilities Management	$21,434	$1,786	3	0	$0
	Cole Gustafson	Professor	Agribusiness and Applied Econ	$93,653	$7,804	10	7	$54,628
	David Buchanen	Chair/Professor	Animal and Range Science	$48,685	$4,057	1	0	$0
	Thomas Freeman	Professor	Plant Pathology	$10,209	$851	6	3	$2,553
	Stephen Neate	Professor	Plant Pathology	$9,881	$823	1	0	$0
	William Barker	Professor	School of Nat Resource Sci	$24,363	$2,030	8	5	$10,150
	Paul Ode	Assistant Professor	School of Nat Resource Sci	$7,269	$606	7	4	$2,424
	Robert Wood	Associate Professor	Criminal Justice	$54,796	$4,566	3	0	$0
	Molly Dingel	Assistant Professor	Sociology	$52,750	$4,396	3	0	$0

NDSU (cont.)	obert Nelson	Professor	Electrical and Computer Engineering	$88,215	$7,351	7	4	$29,404
	Bor Jang	Professor/Chair	Mechanical Engineering	$28,272	$2,356	44	24	$56,544
	Hyung-Chan Kim	Assistant Professor	Apparel, Design, Hosp and Tourism	$49,500	$4,125	7	4	$16,500
	Michael Craw	Assistant Professor	Health, Nutrition and Exercise Sci	$17,029	$1,419	27	24	$34,056
	Yong Jiu Chen	Post Doc Research Fellow	Biological Sciences	$9,424	$785	5	2	$1,570
	Katie Reindl	Post Doc Research Fellow	Biological Sciences	$17,298	$1,442	7	4	$5,768
	Susana Peluc	Post Doc Research Fellow	Biological Sciences	$37,695	$3,141	3	0	$0
	Michael Page	Associate Professor	Chemistry and Molecular Biology	$63,843	$5,320	1	0	$0
	Hongshan He	Post Doc Research Fellow	Chemistry and Molecular Biology	$20,850	$1,738	19	16	$27,808
	Yan Gu	Assistant Professor	Computer Science	$76,830	$6,403	2	0	$0
	Yechun Wang	Post Doc Research Fellow	Coatings and Polymeric Materials	$0	$0	2	0	$0
Total NDSU				**$1,631,849**	**$135,988**			**$763,084**

NDSCS	Wolf, Corine	Instructor	Health Info Tech	$43,549	$3,629	8	5	$18,145
	Susan Hagelstrom	Lecturer	Part-time Faculty	$9,236	$770	34	24	$18,480
	Gyolia, Kevin	Associate Professor	Math and Science	$44,427	$3,702	7	4	$14,808
	Kenneth Laternus	Assistant Professor	Electrical Technology	$39,742	$3,312	10	7	$23,184
	Greg Olson	Assistant Professor	Electronics Technology	$43,254	$3,604	7	4	$14,416
	Jobe, Mitch	Associate Professor	Rec Engins	$50,609	$4,217	7	4	$16,868
	Beyer, Jan	Account Technician	Business Office	$37,024	$3,085	1	0	$0
	Boomgaard, Carl	Network Technician	Information Systems	$32,247	$2,687	7	4	$10,748
	Scully. Pam	Computer Center Supervisor	Information Systems	$42,979	$3,582	3	0	$0
	Olthoff, Julie	Building Services Tech	Physical Plant	$21,935	$1,828	2	0	$0
	Troy Gutzmer	Heating Plant Operator Asst	Physical Plant	$26,776	$2,231	20	17	$37,927
	Robert Heiser	Systems Mechanic	Physical Plant	$34,362	$2,863	14	11	$31,493
	Tina Grenier's	Library Associate	Library	$27,656	$2,305	7	4	$9,220
	Linda Hauser	Library Associate	Library	$28,780	$2,398	8	5	$11,990
	Mary Kroshus	Librarian	Library	$43,208	$3,601	7	4	$14,404
Total - NDSCS				**$525,783**	**$43,814**			**$221,683**

DSU	William Massey	Mathematics Faculty	Math and Computer Scie	$50,000	$4,167	9	6	$25,002
	Steve Glasser	Director of Enrollment Services	Enrollment Services	$60,000	$5,000	1	0	$0
	Tammy Perry	Accounting Faculty	Business/Management	$50,000	$4,167	9	6	$25,002
Total - DSU				**$160,000**	**$13,334**			**$50,004**
MASU	Brandt, Dustin	Asst. Professor	Business & CIS	$34,625	$2,885	31	24	$69,240
	Iverson, H. Thomas	Lecturer .5fte	Math & Science	$10,584	$882	2	0	$0
	Kruger, Robert	Professor	Biology	$45,087	$3,757	31	24	$90,168
	Brager, Kelly	Admin. Asst.	Library	$20,800	$1,733	40	24	$41,592
	Pulskamp, Cynthia	Administrator .5fte	Human Resources	$18,720	$1,560	39	24	$37,440
	Edinger, Becky	Coordinator	Career Services	$26,780	$2,232	31	24	$53,568
	Kontz, Doug	Heating Plant Operator	Physical Plant	$20,758	$1,730	42	24	$41,520
Total - MaSU				**$177,354**	**$14,779**			**$333,528**
MISU	John Girard	Assc Prof Business Admin	Business Administration	$56,361	$4,697	19	16	$75,152
	Hyesoon Chung	Asst Prof Business Admin	Business Administration	$61,491	$5,124	8	5	$25,620
	Melissa Spelchen	Instr Criminal Justice	Criminal Justice	$38,231	$3,186	7	4	$12,744
	Sheila Collins	Director, Library	Library	$63,501	$5,292	6	3	$15,876
	Tracie Thompson	Secretary - Advancement	VP Advancement	$9,765	$814	26	23	$18,722
	Donald Mosser	Athletic Facilities Worker	Physical Plant	$22,290	$1,858	1	0	$0
	Lynnette Ofsthun	Building Custodian	Physical Plant	$18,720	$1,560	2	0	$0
	John Schirado	Building Custodian	Physical Plant	$18,720	$1,560	1	0	$0
Total MiSU				**$289,079**	**$24,091**			**$148,114**

VCSU	(No first name provided) Rode	Instructor	Business and Information Technology	$35,000	$2,917	6	3	$8,751
	Ruth Huovinen	Assistant Professor	Education	$40,000	$3,333	6	3	$9,999
Total VCSU				**$75,000**	**$6,250**			**$18,750**
MISU-BC	None							
NDUS	Philip Parnell	Director of Articulation and Transfer	Academic Affairs	$66,984	$5,582	2	0	$0
	Elizabeth Johnson	FINDET Research Analyst I	Academic Affairs	$29,300	$2,442	4	1	$2,442
	New Redefined Position	Learning Technology Specialist	Academic Research Learning Technologies - Advanced Learning Technologies	$29,748	$2,479	N/A		$0
	New Position	Applications Developer	ConnectND	$50,000	$4,167	20	17	$70,839
	Pytlik, Mick	Director, CND Financials	ConnectND	$95,000	$7,917	22	19	$150,423
Total - NDUS Office				**$271,032**	**$22,587**			**$223,704**
Grand Total				**$7,373,952**	**$614,506**			**$4,804,632**

Prepared by the North Dakota Legislative Council staff for Representative Skarphol
April 2009

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4/28/09 Amend Conf Comm

HIGHER EDUCATION APPROPRIATED VACANT FULL-TIME EQUIVALENT POSITIONS

The schedule below summarizes information regarding vacant full-time equivalent (FTE) positions at North Dakota University System institutions for 2008 or 2009. The information is based on vacant position and related cost information from the **position budget reports** provided by the State Auditor's office for 2008 or 2009. Because the actual number of months each position was vacant was not included, the amounts shown reflect total annual salaries relating to these vacant positions as reported in the institutions' annual budgets.

Institution	Vacant FTE Positions	Total Annual Salaries of Vacant FTE Positions
Bismarck State College	14	$392,220
Lake Region State College	3	95,852
Williston State College	0	0
University of North Dakota	175	5,500,048
UND School of Medicine and Health Sciences	34	1,331,763
North Dakota State University	414	6,178,273
State College of Science	6	76,682
Dickinson State University	0	0
Mayville State University	10	105,700
Minot State University	23	657,027
Valley City State University	0	0
Minot State University - Bottineau	0	0
Total	679	$14,337,565

NDSU 2008 4/1 vacant approp positions 22 are funded-0- $ 6,178,273

SetId	Acct Dept	Department	Job Code	Position	Name	ComboCode	2008 Budget Amt	Dollar Change	Percent Change
NDSU1	2735	Chemistry & Molecular	222001	00025035	Uzoigwe,Jacinta Chinwe	S302312735G	0	0	
NDSU1	7810	AES Dickinson R/E Center	245031	00020958	VACANT	S375507810FARG0034756257F	5923	0	0
NDSU1	7030	Ext County Programs	212501	00023726	Vacant	S8472870301000F	2925	0	0
NDSU1	7820	AES Ctr Grasslands R/E Ctr	431004	00020128	VACANT	S351007030FARG0039001000F	2925	0	0
NDSU1	7030	Ext County Programs	254001	00022829	VACANT	S376107820FARG0034946147R	9222	0	0
NDSU1	7820	AES Ctr Grasslands R/E Ctr	431004	00020128	VACANT	S351207030FARG0039021000F	4176	0	0
NDSU1	7810	AES Dickinson R/E Center	522003	00021716	VACANT	S376107820FARG0034946146R	9223	0	0
NDSU1	7810	AES Dickinson R/E Center	245031	00020958	VACANT	S375607810FARG0034936253R	19050	0	0
NDSU1	7810	AES Dickinson R/E Center	431008	00023707	VACANT	S375507810FARG0034756254F	3465	0	0
NDSU1	7120	Ext Ag & Biosystem Eng	510501	00021337	VACANT	S375607810FARG0034936257R	17160	0	0
NDSU1	7030	Ext County Programs	254001	00022829	VACANT	S351007120FARG0039001000R	0	0	
NDSU1	7830	AES Hettinger R/E Ctr	221001	00020678	VACANT	S8471870301000F	4175	0	0
NDSU1	7170	Ext Plant Science	210001	00018692	VACANT	S376607830FARG0034956269G	0	0	
NDSU1	7830	AES Hettinger R/E Ctr	224031	00021205	VACANT	S351207170FARG0039021000F	84505	0	0
NDSU1	7170	Ext Plant Science	210001	00019107	Vacant	S376507830FARG0034773742F	20073	0	0
NDSU1	2760	Coatings & Polymeric	211002	00019796	VACANT	S433007170FAR00051611000F	54206	0	0
NDSU1	7030	Ext County Programs	254001	00021128	Vacant	S435002760FAR0011687F	9987	9987	
NDSU1	7030	Ext County Programs	254001	00021128	Vacant	S8472170304104F	7905	0	0
NDSU1	7030	Ext County Programs	254001	00021128	Vacant	S8472070304104F	7906	0	0
NDSU1	7820	AES Ctr Grasslands R/E Ctr	245031	00023645	Vacant	S351207030FARG0039024104F	11063	0	0
NDSU1	7030	Ext County Programs	254001	00021128	Vacant	S435007820FAR00086426146F	9672	0	0
NDSU1	7830	AES Hettinger R/E Ctr	224031	00021205	VACANT	S351007030FARG0039001000F	4748	0	0
NDSU1	7030	Ext County Programs	254001	00024959	Vacant	S376507830FARG0034776269F	20072	0	0
NDSU1	7030	Ext County Programs	254001	00024574	Vacant	S351007030FARG0039001000F	30626	0	0
NDSU1	7120	Ext Ag & Biosystem Eng	251001	00020353	VACANT	S351007030FARG0039001000F	8700	0	0
NDSU1	7130	Ext Animal & Range	210003	00020759	Vacant	S351007120FARG0039001000F	0	0	
NDSU1	7130	Ext Animal & Range	210003	00020759	Vacant	S351207130FARG0039021000F	3000	0	0
NDSU1	7170	Ext Plant Science	210001	00018692	VACANT	S351007130FARG0039001000F	3500	0	0
NDSU1	7170	Ext Plant Science	210001	00018692	VACANT	S351007170FARG0039001000F	11428	0	0
NDSU1	7170	Ext Plant Science	521001	00018751	Vacant	S435007170FAR00107334100F	8987	0	0
NDSU1	7170	Ext Plant Science	210001	00019107	Vacant	S351007170FARG0039001000R	19213	0	0
NDSU1	7820	AES Ctr Grasslands R/E Ctr	245031	00023755	Vacant	S351007170FARG0039001000F	14047	0	0
NDSU1	7170	Ext Plant Science	210001	00019107	Vacant	S435007820FAR00086426146F	22568	0	0
NDSU1	7090	Ext HD General	221001	00023156	VACANT	S351207170FARG0039021000F	35024	0	0
NDSU1	7610	AES Agribusiness & Appld	242101	00023350	VACANT	S351007090FARG0039411000F	0	0	
NDSU1	7610	AES Agribusiness & Appld	211101	00018537	VACANT	S435007610FAR00100563363F	36925	0	0
						S1824076101378F	49140	0	0

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SetId	Acct Dept	Department	Job Code	Position	Name	ComboCode	2008 Budget Amt	Dollar Change	Percent Change
NDSU1	7670	AES Plant Science	221004	00021910	VACANT	S7982776701507G	0	0	
NDSU1	7670	AES Plant Science	224001	00019466	VACANT	S460007670FAR00083621517F	33976.4	0	0
NDSU1	7610	AES Agribusiness & Appld	211101	00020627	VACANT	S460007610FAR00049151378F	49140	0	0
NDSU1	7610	AES Agribusiness & Appld	210502	00020698	VACANT	S370007610FARG0034001381F	45500	0	0
NDSU1	7670	AES Plant Science	221001	00019428	VACANT	S370007670FARG0034452410G	0	0	
NDSU1	7670	AES Plant Science	431004	00019413	VACANT	S435007670FAR00121735054R	38181	0	0
NDSU1	7610	AES Agribusiness & Appld	221001	00020854	VACANT	S435007610FAR00120571386G	0	0	
NDSU1	7610	AES Agribusiness & Appld	210501	00021194	VACANT	S370007610FARG0034003362F	42543	0	0
NDSU1	7670	AES Plant Science	224031	00019409	VACANT	S435007670FAR00102391522F	35452	0	0
NDSU1	7670	AES Plant Science	224071	00019872	Vacant	S370007670FARG0034451160F	37191	0	0
NDSU1	7610	AES Agribusiness & Appld	221001	00021583	VACANT	S460007610FAR00049151378G	0	0	
NDSU1	7670	AES Plant Science	221005	00019947	VACANT	S435007670FAR00084545050G	0	0	
NDSU1	7670	AES Plant Science	221008	00019401	VACANT	S370007670FARG0034451517G	0	0	
NDSU1	7670	AES Plant Science	210001	00019338	VACANT	S370007670FARG0034006386F	15700	0	0
NDSU1	7670	AES Plant Science	210001	00019338	VACANT	S370007670FARG0034001523F	41900	0	0
NDSU1	7670	AES Plant Science	210001	00019338	VACANT	S1877176701523F	13487	0	0
NDSU1	2290	Veterinary & Microbiology Sci	221008	00021684	VACANT	S301132290G	0	0	
NDSU1	7670	AES Plant Science	332503	00019226	VACANT	S435007670FAR00086151519R	33085	0	0
NDSU1	7670	AES Plant Science	332533	00019165	Vacant	S435007670FAR00124511519R	29867	0	0
NDSU1	7670	AES Plant Science	210001	00019107	Vacant	S797087670F	0	0	
NDSU1	7670	AES Plant Science	221001	00018943	VACANT	S435007670FAR00053341526G	0	0	
NDSU1	7670	AES Plant Science	221004	00018892	VACANT	S7970876701501G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221002	00021345	VACANT	S435007610FAR00083705340G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019923	VACANT	S370007610FARG00344313826	0	0	
NDSU1	7610	AES Agribusiness & Appld	210101	00018657	VACANT	S1824076101380F	80340	0	0
NDSU1	7670	AES Plant Science	221001	00021271	VACANT	S460007670FAR00086413501G	0	0	
NDSU1	7670	AES Plant Science	221008	00021255	VACANT	S370007670FARG0034452410G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019320	VACANT	S435007610FAR00102311383G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019462	VACANT	S370007610FARG0034431313G	0	0	
NDSU1	7670	AES Plant Science	221004	00020816	VACANT	S410007670FAR00051171510G	0	0	
NDSU1	7670	AES Plant Science	331007	00020801	Vacant	S370007670FARG0034002410R	25403	0	0
NDSU1	7670	AES Plant Science	221008	00020781	VACANT	S360007670FARG0900131516G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019698	VACANT	S370007610FARG0034431377G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019803	VACANT	S435007610FAR00119454401G	0	0	
NDSU1	7670	AES Plant Science	242001	00019521	VACANT	S460007670FAR00041491517F	39232	0	0
NDSU1	7610	AES Agribusiness & Appld	211101	00019875	VACANT	S460007610FAR00045381378F	46800	0	0
NDSU1	7620	AES Ag & Biosystems Eng	221001	00023336	Vacant	S435007620FAR00110775345G	0	0	

SetId	Acct Dept	Department	Job Code	Position	Name	ComboCode	2008 Budget Amt	Dollar Change	Percent Change
NDSU1	7610	AES Agribusiness & Appld	211101	00019955	Vacant	S435007610FAR00121945348F	50000	0	0
NDSU1	7670	AES Plant Science	521001	00020674	Vacant	S370007670FARG0034001517R	9070	0	0
NDSU1	7670	AES Plant Science	210001	00020507	VACANT	S373007670FARG0034171521F	12000	0	0
NDSU1	7670	AES Plant Science	210001	00020507	VACANT	S370007670FARG0034001521F	15163	0	0
NDSU1	7670	AES Plant Science	221004	00020500	VACANT	S1877476701525G	0	0	
NDSU1	7670	AES Plant Science	221008	00020428	VACANT	S1877476701525G	0	0	
NDSU1	7670	AES Plant Science	221001	00020426	VACANT	S360007670FARG0080933501G	0	0	
NDSU1	7670	AES Plant Science	332534	00020214	Vacant	S435007670FAR00111281508R	35683	0	0
NDSU1	7670	AES Plant Science	221002	00020166	VACANT	S402007670FAR00055911524G	0	0	
NDSU1	7670	AES Plant Science	221002	00020166	VACANT	S370007670FARG0034451160G	0	0	
NDSU1	7610	AES Agribusiness & Appld	221001	00019868	VACANT	S370007610FARG0034433362G	0	0	
NDSU1	7660	AES Plant Pathology	332503	00018671	VACANT	S2211576602204R	27825	0	0
NDSU1	7660	AES Plant Pathology	242171	00021006	Vacant	S435007660FAR00106605207F	33743	0	0
NDSU1	7640	AES Cereal Science	331006	00019965	Vacant	S435007640FAR00114041515R	18279	0	0
NDSU1	7660	AES Plant Pathology	224071	00020309	Vacant	S460007660FAR00118191524F	38733	0	0
NDSU1	7640	AES Cereal Science	221001	00021683	VACANT	S460007640FAR00049051904G	0	0	
NDSU1	7640	AES Cereal Science	281071	00021803	VACANT	S460007640FAR00042901904F	30160	0	0
NDSU1	7640	AES Cereal Science	221008	00021817	VACANT	S1824476401515G	0	0	
NDSU1	7640	AES Cereal Science	221008	00021817	VACANT	S370007640FARG0034491515G	0	0	
NDSU1	7640	AES Cereal Science	221008	00021911	VACANT	S435007640FAR00114571514G	0	0	
NDSU1	7640	AES Cereal Science	221008	00021931	VACANT	S7971776401905G	0	0	
NDSU1	7650	AES Entomology	221001	00018541	VACANT	S360007650FARG0900712013G	0	0	
NDSU1	7850	AES North Central R/E Ctr	332503	00023023	VACANT	S410007850FAR00054076347R	0	0	
NDSU1	7660	AES Plant Pathology	332503	00018948	Vacant	S435007660FAR00106605207R	27430	0	0
NDSU1	7660	AES Plant Pathology	210002	00021465	VACANT	S370007660FARG0034006211F	11700	0	0
NDSU1	7870	AES Carrington R/E Ctr	245041	00018536	VACANT	S378507870FARG0034811716F	0	0	
NDSU1	7650	AES Entomology	224001	00024342	Vacant	S435007650FAR00103562011F	33966	0	0
NDSU1	7650	AES Entomology	221001	00022857	VACANT	S435007650FAR00044743500G	0	0	
NDSU1	7650	AES Entomology	221001	00020172	VACANT	S435007650FAR00044743500G	0	0	
NDSU1	7650	AES Entomology	221001	00020360	VACANT	S435007650FAR00103562011G	0	0	
NDSU1	7650	AES Entomology	221001	00020619	VACANT	S435007650FAR00044743500G	0	0	
NDSU1	7650	AES Entomology	224071	00020930	Vacant	S460007650FAR00110932205F	30000	0	0
NDSU1	7650	AES Entomology	224071	00021004	VACANT	S460007650FAR00049932008F	41356	0	0
NDSU1	7650	AES Entomology	210001	00021081	VACANT	S370007650FARG0034002010F	30852	0	0
NDSU1	7650	AES Entomology	221001	00021636	VACANT	S435007650FAR00107962010G	0	0	
NDSU1	7660	AES Plant Pathology	331006	00019671	VACANT	S460007660FAR00049912205R	32240	0	0
NDSU1	7660	AES Plant Pathology	432504	00024515	VACANT	S7977176602205R	0	0	

Setid	Acct Dept	Department	Job Code	Position	Name	ComboCode	2008 Budget Amt	Dollar Change	Percent Change
NDSU1	7670	AES Plant Science	221001	00019639	VACANT	S410007670FAR00055801510G	0	0	
NDSU1	7620	AES Ag & Biosystems Eng	281071	00024710	VACANT	S1824376201141F	32000	0	0
NDSU1	7630	AES Animal & Range Sci	221001	00018491	VACANT	S435007630FAR00121503743G	0	0	
NDSU1	7670	AES Plant Science	521001	00018752	Vacant	S370007670FARG0034003500R	2475	0	0
NDSU1	7670	AES Plant Science	521001	00018752	Vacant	S370007670FARG0034001517R	4697	0	0
NDSU1	7670	AES Plant Science	521001	00018751	Vacant	S797087670R	1199	0	0
NDSU1	7030	Ext County Programs	254001	00024574	Vacant	S351207030FARG0039021000F	20300	0	0
NDSU1	7630	AES Animal & Range Sci	332503	00020001	Vacant	S370007630FARG0034001723R	11263	0	0
NDSU1	7630	AES Animal & Range Sci	332503	00020001	Vacant	S373007630FARG0034171723R	19000	0	0
NDSU1	7630	AES Animal & Range Sci	332542	00020189	VACANT	S370007630FARG0034001716R	14476	0	0
NDSU1	7660	AES Plant Pathology	431004	00021308	VACANT	S371007660FARG0034622205R	25723	0	0
NDSU1	7630	AES Animal & Range Sci	332542	00020189	VACANT	S435007630FAR00043565032R	1872	0	0
NDSU1	7660	AES Plant Pathology	210002	00021465	VACANT	S370007660FARG0034002344F	46800	0	0
NDSU1	7660	AES Plant Pathology	221001	00024136	VACANT	S370007660FARG0034526211G	0	0	
NDSU1	7660	AES Plant Pathology	221008	00024135	VACANT	S370007660FARG0034526211G	0	0	
NDSU1	7630	AES Animal & Range Sci	221008	00020751	VACANT	S435007630FAR00116471721G	0	0	
NDSU1	7630	AES Animal & Range Sci	210003	00020760	Vacant	S370007630FARG0034006146F	14050	0	0
NDSU1	7630	AES Animal & Range Sci	210003	00020760	Vacant	S370007630FARG0034006147F	31950	0	0
NDSU1	7630	AES Animal & Range Sci	210003	00020760	Vacant	S373007630FARG0034171721F	32000	0	0
NDSU1	7630	AES Animal & Range Sci	245231	00021206	VACANT	S435007630FAR00108593743F	14576	0	0
NDSU1	7660	AES Plant Pathology	221001	00021802	VACANT	S7975076602205G	0	0	
NDSU1	7630	AES Animal & Range Sci	221005	00024133	VACANT	S435007630FAR00121503743G	0	0	
NDSU1	7660	AES Plant Pathology	332503	00021531	VACANT	S435007660FAR00054581524R	37226	0	0
NDSU1	7620	AES Ag & Biosystems Eng	221001	00023203	VACANT	S370007620FARG0034442344G	0	0	
NDSU1	7630	AES Animal & Range Sci	332542	00020189	VACANT	S373007630FARG0034171716R	4000	0	0
NDSU1	7660	AES Plant Pathology	211001	00024382	Vacant	S370007660FARG0034002203F	56565	0	0
NDSU1	7510	AES Ag Budget Office	710503	00021873	VACANT	S435007510FAR00085791001R	0	0	
NDSU1	7280	Ext Ctr for 4-H Youth Dev	221002	00019554	VACANT	S458007280FAR00107064104G	0	0	
NDSU1	7680	AES Soil Science	020602	00022889	VACANT	S371007680FARG0034631170T	0	0	
NDSU1	7670	AES Plant Science	224071	00023893	Vacant	S460007670FAR00048121516F	34680	0	0
NDSU1	7260	Ext CDFS	221001	00018790	VACANT	S433007260FAR00118564104G	0	0	
NDSU1	7280	Ext Ctr for 4-H Youth Dev	520506	00019318	VACANT	S351007280FARG0039001000R	28273	0	0
NDSU1	7670	AES Plant Science	221004	00021861	VACANT	S435007670FAR00086161519G	0	0	
NDSU1	7500	AES Directors Office	020602	00022895	VACANT	S370007500FARG0034001102R	0	0	
NDSU1	7670	AES Plant Science	332535	00023688	Vacant	S435007670FAR00102946212R	29120	0	0
NDSU1	7260	Ext CDFS	211001	00018623	VACANT	S351207260FARG0039021000F	0	0	
NDSU1	7630	AES Animal & Range Sci	332503	00023724	VACANT	S435007630FAR00086735272R	28875	0	0

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NDSU1	7850	AES North Central R/E Ctr	332503	00018568	VACANT	S435007850FAR00055736386R	28382	0	0
NDSU1	7680	AES Soil Science	221004	00021592	VACANT	S435007680FAR00118762358G	0	0	
NDSU1	7270	Ext Food & Nutrition	254001	00023221	VACANT	S433007270FAR00119794102F	0	0	
NDSU1	7400	NCI	521001	00022928	VACANT	S7972474001070R	11000	0	0
NDSU1	7670	AES Plant Science	224071	00021955	Vacant	S460007670FAR00044761519F	34320	0	0
NDSU1	2490	Mechanical Engineering	221001	00020248	VACANT	S301352490F	0	0	
NDSU1	7690	AES Vet & Micro Sci	221008	00021684	VACANT	S460007690FAR00121574401G	0	0	
NDSU1	7270	Ext Food & Nutrition	440503	00018842	Vacant	S433007270FAR00119794102R	15560	0	0
NDSU1	7690	AES Vet & Micro Sci	221008	00020891	VACANT	S460007690FAR00121574401G	0	0	
NDSU1	7270	Ext Food & Nutrition	254001	00021132	VACANT	S433007270FAR00119794102F	31866	0	0
NDSU1	7270	Ext Food & Nutrition	254001	00019997	VACANT	S433007270FAR00119794102F	31187	0	0
NDSU1	7500	AES Directors Office	520505	00021673	VACANT	S370007500FARG0034001102R	0	0	
NDSU1	7610	AES Agribusiness & Appld	520502	00018502	VACANT	S1876676103361R	29279	0	0
NDSU1	7280	Ext Ctr for 4-H Youth Dev	251001	00021479	Vacant	S351007280FARG0039001000F	16317	0	0
NDSU1	7310	Ext Dickinson R/E Center	522003	00021717	VACANT	S351207310FARG0039021000R	0	0	
NDSU1	7670	AES Plant Science	221004	00021702	VACANT	S460007670FAR00083591520G	0	0	
NDSU1	7670	AES Plant Science	224031	00021641	VACANT	S460007670FAR00042211524F	36288	0	0
NDSU1	7670	AES Plant Science	221001	00021797	VACANT	S1890376701514G	0	0	
NDSU1	7510	AES Ag Budget Office	221007	00023275	Vacant	S435007510FAR00123521001G	0	0	
NDSU1	2710	Biochemistry & Molecular	331006	00021974	VACANT	S3023727100	0	0	
NDSU1	7510	AES Ag Budget Office	331015	00022858	VACANT	S435007510FAR00085791001R	0	0	
NDSU1	7310	Ext Dickinson R/E Center	522003	00021717	VACANT	S351007310FARG0039001000R	0	0	
NDSU1	7260	Ext CDFS	211001	00018623	VACANT	S351007260FARG0039001000F	0	0	
NDSU1	7310	Ext Dickinson R/E Center	245098	00023032	VACANT	S458007310FAR00126511000F	52166	0	0
NDSU1	7690	AES Vet & Micro Sci	221008	00023081	VACANT	S435007690FAR00083675340G	0	0	
NDSU1	2310	Communication	224002	00021740	VACANT	S188682310F	0	-38250	-100
NDSU1	7670	AES Plant Science	221004	00021353	VACANT	S435007670FAR00101351519G	0	0	
NDSU1	7280	Ext Ctr for 4-H Youth Dev	251001	00021479	Vacant	S351207280FARG0039021000F	29824	0	0
NDSU1	7670	AES Plant Science	224031	00024840	VACANT	S435007670FAR00053571524F	0	0	
NDSU1	7650	AES Entomology	210001	00021081	VACANT	S373007650FARG0034172010F	28000	0	0
NDSU1	0100	ConnectND	019501	00020986	VACANT	S3080301000552R	95000	4000	4.4
NDSU1	1200	Athletics	222001	00020615	VACANT	S127131200G	2000	0	0
NDSU1	2625	School of Education	211002	00021925	VACANT	S302702625F	23850	2700	12.8
NDSU1	1200	Athletics	222002	00020952	VACANT	S127131200G	7000	0	0
NDSU1	0100	ConnectND	320520	00020129	VACANT	S308020100R	41500	5426	15
NDSU1	0400	NDUS CIO	221001	00022112	VACANT	S3080404000552R	2558	0	0
NDSU1	0200	College Technical Ed Council	019501	00019164	VACANT	S852300200R	0	-127740	-100

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NDSU1	0100	ConnectND	221001	00025059	VACANT	S193800100F	0	0	
NDSU1	0200	College Technical Ed Council	019501	00025042	VACANT	S852300200R	0	-205000	-100
NDSU1	0400	NDUS CIO	019501	00019030	VACANT	S3080404000552R	115061	0	0
NDSU1	0100	ConnectND	221001	00025058	VACANT	S193800100F	0	0	
NDSU1	0400	NDUS CIO	321018	00019856	VACANT	S3080404000552R	38598	0	0
NDSU1	2070	Womens Studies Office	222001	00024160	VACANT	S305392070F	0	0	
NDSU1	2090	Information Technology	221002	00021460	VACANT	S185562090F	0	0	
NDSU1	2050	Institutional Research & Analy	222001	00024226	VACANT	S305282050F	0	0	
NDSU1	1200	Athletics	222002	00018691	VACANT	S127131200G	2000	0	0
NDSU1	1200	Athletics	222001	00021715	VACANT	S127131200G	7000	0	0
NDSU1	1200	Athletics	222001	00019136	VACANT	S127221200G	7000	0	0
NDSU1	2060	Summer School	222001	00019054	VACANT	S187222060F	0	0	
NDSU1	2050	Institutional Research & Analy	222001	00025218	VACANT	S305282050F	0	0	
NDSU1	2050	Institutional Research & Analy	221001	00025045	VACANT	S305282050G	0	0	
NDSU1	2050	Institutional Research & Analy	221001	00024290	VACANT	S305282050F	0	0	
NDSU1	0100	ConnectND	411012	00024256	VACANT	S193800100R	0	0	
NDSU1	2040	International Programs	221001	00020889	VACANT	S189352040F	0	0	
NDSU1	7810	AES Dickinson R/E Center	245031	00020958	VACANT	S375607810FARG0034936254F	37999	0	0
NDSU1	2345	Modern Languages	212102	00021443	VACANT	S302042345F	2714	0	0
NDSU1	3300	Univ Police & Safety Office	411507	00025598	VACANT	S307793300R	30500	30500	
NDSU1	3300	Univ Police & Safety Office	411507	00025597	VACANT	S307793300R	30500	30500	
NDSU1	2340	History & Religion	222001	00025071	VACANT	S302182340F	0	0	
NDSU1	0100	ConnectND	320507	00025470	VACANT	S308020100R	60000	60000	
NDSU1	3200	Facilities Management	710509	00025607	VACANT	S196393200R	0	0	
NDSU1	2470	Civil Engineering	222001	00024305	VACANT	S435002470FAR0010213F	0	0	
NDSU1	2050	Institutional Research & Analy	521001	00020179	VACANT	S305282050R	24074	0	0
NDSU1	2820	Graduate School	221009	00023178	VACANT	S195572820G	0	0	
NDSU1	2625	School of Education	221002	00023598	VACANT	S302702625G	3820	0	0
NDSU1	2340	History & Religion	221001	00025091	VACANT	S184062340G	0	0	
NDSU1	2000	VP Academic Affairs	020602	00022887	VACANT	S305102000O	0	0	
NDSU1	7680	AES Soil Science	320542	00018968	VACANT	S371007680FARG0034634350R	48205	0	0
NDSU1	2000	VP Academic Affairs	221001	00023257	VACANT	S185402000F	0	0	
NDSU1	0100	ConnectND	221001	00025173	VACANT	S193950100F	0	0	
NDSU1	2400	Deans Office, Business	221001	00021452	VACANT	S180052400F	0	0	
NDSU1	2010	Accreditation and	332530	00020455	VACANT	S305332010R	0	-49594	-100
NDSU1	2010	Accreditation and	521001	00018742	VACANT	S305332010R	0	-5957	-100
NDSU1	5140	Wellness Center	440507	00025427	Vacant	S1250051400021R	18000	0	0

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NDSU1	2625	School of Education	222001	00025218	VACANT	S183412625F	0	0	
NDSU1	2090	Information Technology	420503	00019967	VACANT	S185562090R	0	0	
NDSU1	2625	School of Education	020502	00022902	VACANT	S302702625F	0	0	
NDSU1	2080	Library	221001	00024559	VACANT	S3050020800632F	0	0	
NDSU1	2340	History & Religion	222002	00021518	VACANT	S184062340F	0	0	
NDSU1	2340	History & Religion	222002	00021725	VACANT	S302182340F	0	0	
NDSU1	2350	Sociology/Anthropology	210002	00020279	VACANT	S302212350F	8496	0	0
NDSU1	2080	Library	440502	00021563	VACANT	S3050020800630R	19360	0	0
NDSU1	2350	Sociology/Anthropology	320520	00020177	VACANT	S435002350FAR0004022R	19531.5	0	0
NDSU1	2050	Institutional Research & Analy	332530	00018894	VACANT	S305282050R	31600	0	0
NDSU1	2650	Deans Office, Pharmacy	221008	00019425	VACANT	S301802650F	0	0	
NDSU1	2090	Information Technology	221002	00021188	VACANT	S185562090F	0	0	
NDSU1	2625	School of Education	221001	00025045	VACANT	S183412625G	0	0	
NDSU1	2625	School of Education	222002	00024526	VACANT	S435002625FAR0012668F	0	0	
NDSU1	2090	Information Technology	320514	00025469	Vacant	S196472090R	46582	0	0
NDSU1	2340	History & Religion	222002	00023099	VACANT	S302182340F	0	0	
NDSU1	2625	School of Education	222002	00024525	VACANT	S302702625F	0	0	
NDSU1	2000	VP Academic Affairs	221001	00018941	VACANT	S305192000G	10000	0	0
NDSU1	2625	School of Education	221001	00024290	VACANT	S302702625F	0	0	
NDSU1	2625	School of Education	222001	00024226	VACANT	S302702625F	0	0	
NDSU1	5320	Dining Services	722001	00025303	Vacant	S121155320R	21840	0	0
NDSU1	2650	Deans Office, Pharmacy	222002	00021487	VACANT	S188232650F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024182	VACANT	S184962620F	0	0	
NDSU1	2715	Biological Sciences	222002	00018511	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222001	00018604	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	221008	00018630	VACANT	S435002715FAR0010077F	0	0	
NDSU1	2650	Deans Office, Pharmacy	221002	00020028	VACANT	S182182650F	0	0	
NDSU1	2710	Biochemistry & Molecular	221008	00023999	VACANT	S435002710FAR0010192F	0	0	
NDSU1	2650	Deans Office, Pharmacy	221001	00020892	VACANT	S301802650F	0	0	
NDSU1	2710	Biochemistry & Molecular	221002	00023998	VACANT	S302372710F	0	0	
NDSU1	2650	Deans Office, Pharmacy	221001	00021956	VACANT	S301802650F	0	0	
NDSU1	2650	Deans Office, Pharmacy	222002	00023195	VACANT	S188232650F	0	0	
NDSU1	2650	Deans Office, Pharmacy	222002	00023202	VACANT	S188232650F	0	0	
NDSU1	2650	Deans Office, Pharmacy	222002	00023222	VACANT	S188232650F	0	0	
NDSU1	2650	Deans Office, Pharmacy	222002	00023303	VACANT	S188232650F	0	0	
NDSU1	2650	Deans Office, Pharmacy	341551	00025021	VACANT	S188232650R	0	0	
NDSU1	2650	Deans Office, Pharmacy	221001	00020716	VACANT	S301802650F	0	0	

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NDSU1	2625	School of Education	211002	00018613	VACANT	S302702625F	8000	-9306	-53.8
NDSU1	2485	Industrial & Manufacturing	222002	00019994	VACANT	S188362485F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024185	VACANT	S184962620F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024262	VACANT	S433002620FAR0011952F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024294	VACANT	S433002620FAR0010938F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222002	00024527	VACANT	S302122620F	0	0	
NDSU1	2710	Biochemistry & Molecular	222001	00024867	VACANT	S435002710FAR0010192F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222002	00025357	VACANT	S302122620F	0	0	
NDSU1	2715	Biological Sciences	020602	00025315	VACANT	S302462715F	0	0	
NDSU1	2625	School of Education	221001	00020208	VACANT	S183412625F	0	0	
NDSU1	2625	School of Education	221001	00020532	VACANT	S302702625F	0	0	
NDSU1	2700	Deans Office, Science & Math	212001	00022253	VACANT	S305182700F	19608	1090	5.9
NDSU1	2710	Biochemistry & Molecular	222001	00018601	VACANT	S435002710FAR0010192F	0	0	
NDSU1	2710	Biochemistry & Molecular	221002	00020285	VACANT	S302372710F	0	0	
NDSU1	2710	Biochemistry & Molecular	222002	00023794	VACANT	S302372710F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024657	VACANT	S302122620F	0	0	
NDSU1	2715	Biological Sciences	221001	00019235	VACANT	S435002715FAR0004843F	0	0	
NDSU1	2735	Chemistry & Molecular	242171	00019388	VACANT	S435002735FAR0008507F	28700	0	0
NDSU1	2735	Chemistry & Molecular	210502	00019396	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	224071	00019533	VACANT	S435002735FAR0008507F	28080	0	0
NDSU1	2735	Chemistry & Molecular	222001	00019541	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	211002	00019582	VACANT	S302312735F	62000	0	0
NDSU1	2660	Pharmacy Practice	210502	00019617	VACANT	S301812660F	0	0	
NDSU1	2715	Biological Sciences	222002	00018992	VACANT	S302462715F	0	0	
NDSU1	2735	Chemistry & Molecular	222002	00018921	VACANT	S302312735F	0	0	
NDSU1	2715	Biological Sciences	210002	00019273	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222002	00019336	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	210002	00019418	VACANT	S302462715F	0	-40399	-100
NDSU1	2715	Biological Sciences	224071	00019465	VACANT	S435002715FAR0010631F	33813	0	0
NDSU1	2715	Biological Sciences	210002	00019499	VACANT	S182702715F	0	0	
NDSU1	2735	Chemistry & Molecular	224071	00019660	VACANT	S302462715F	55000	8596	18.5
NDSU1	2665	Pharmaceutical Sciences	211002	00019722	VACANT	S435002735FAR0008507F	28080	0	0
NDSU1	2620	Health, Nutrition & Exercise	222001	00024181	VACANT	S301832665F	62958	0	0
NDSU1	2735	Chemistry & Molecular	222002	00018602	VACANT	S427002620FAR0005015F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00018672	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00018756	VACANT	S302312735F	0	0	
						S435002735FAR0008676F	0	0	

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NDSU1	2735	Chemistry & Molecular	224071	00020359	VACANT	S460002735FAR0004035F	28600	0	0
NDSU1	2735	Chemistry & Molecular	210502	00020365	VACANT	S302312735F	60000	0	0
NDSU1	2735	Chemistry & Molecular	222001	00019386	VACANT	S302312735F	0	0	
NDSU1	2665	Pharmaceutical Sciences	221001	00019096	VACANT	S435002665FAR0004042F	0	0	
NDSU1	2735	Chemistry & Molecular	242001	00019057	VACANT	S302312735F	29600	0	0
NDSU1	2665	Pharmaceutical Sciences	224071	00020317	VACANT	S435002665FAR0011878F	0	0	
NDSU1	2665	Pharmaceutical Sciences	221001	00021548	VACANT	S193282665F	0	0	
NDSU1	2665	Pharmaceutical Sciences	221001	00021903	VACANT	S181852665F	0	0	
NDSU1	2670	Nursing	211002	00018482	Vacant	S301872670F	26745	0	0
NDSU1	2670	Nursing	210004	00020590	Vacant	S301872670F	110000	16663	17.9
NDSU1	2715	Biological Sciences	020602	00025315	VACANT	S302462715F	0	0	
NDSU1	2735	Chemistry & Molecular	210502	00020365	VACANT	S435002735FAR0010203F	0	0	
NDSU1	2600	Deans Office, Human Dev. &	222002	00024394	VACANT	S305152600F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024183	VACANT	S433002620FAR0010938F	0	0	
NDSU1	2490	Mechanical Engineering	221001	00020248	VACANT	S435002490FAR0011440F	0	0	
NDSU1	2490	Mechanical Engineering	211002	00020641	VACANT	S301352490F	59750	0	0
NDSU1	2490	Mechanical Engineering	242102	00024564	VACANT	S435002490FAR0011986F	22500	0	0
NDSU1	2490	Mechanical Engineering	222001	00025364	VACANT	S301352490F	0	0	
NDSU1	2600	Deans Office, Human Dev. &	221001	00019238	VACANT	S435002490FAR0008626F	0	0	
NDSU1	2490	Mechanical Engineering	222002	00023115	VACANT	S305152600F	0	0	
NDSU1	2600	Deans Office, Human Dev. &	222002	00019097	VACANT	S301352490F	0	0	
NDSU1	2610	Apparel, Design, Facility &	222001	00024881	VACANT	S305152600F	0	0	
NDSU1	2610	Apparel, Design, Facility &	211002	00018628	VACANT	S301512610F	47900	0	0
NDSU1	2615	Child Development & Family	211002	00021865	VACANT	S301512610F	45186	0	0
NDSU1	2615	Child Development & Family	440508	00018736	VACANT	S184102615R	0	-17522	-100
NDSU1	2615	Child Development & Family	221002	00018740	VACANT	S301532615G	26500	0	0
NDSU1	2090	Information Technology	440507	00018809	VACANT	S458002615FAR0004657R	23181	0	0
NDSU1	2485	Industrial & Manufacturing	221002	00021535	VACANT	S185562090F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00024323	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00020062	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	221002	00020310	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	221002	00020630	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00020640	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00021295	VACANT	S188362485F	0	0	
NDSU1	2490	Mechanical Engineering	210004	00019855	VACANT	S301352490F	67522	0	0
NDSU1	2485	Industrial & Manufacturing	221001	00021912	VACANT	S301342485F	0	0	
NDSU1	2615	Child Development & Family	440507	00019625	VACANT	S458002615FAR0004657R	23507	0	0

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NDSU1	2485	Industrial & Manufacturing	222001	00025038	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00025055	VACANT	S435002485FAR0010131F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00025056	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00025152	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00025153	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00025156	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00021314	VACANT	S301342485F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222002	00021513	VACANT	S433002620FAR0011514F	0	0	
NDSU1	2615	Child Development & Family	222001	00025252	VACANT	S183512615F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	211002	00018613	VACANT	S302122620F	32000	714	2.3
NDSU1	2620	Health, Nutrition & Exercise	222001	00019142	VACANT	S433002620FAR0011113F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00019288	VACANT	S302122620F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00019312	VACANT	S427002620FAR0005015F	0	0	
NDSU1	2615	Child Development & Family	221002	00018812	VACANT	S301532615F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00021470	VACANT	S184962620F	0	0	
NDSU1	2615	Child Development & Family	222001	00024881	VACANT	S187552615F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	221001	00021574	VACANT	S302122620F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222002	00021961	VACANT	S302122620F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	221002	00023600	VACANT	S302122620G	31930	-6404	-16.7
NDSU1	2620	Health, Nutrition & Exercise	521004	00024042	vacant	S302122620R	20000	551	2.8
NDSU1	2620	Health, Nutrition & Exercise	222001	00024179	VACANT	S433002620FAR0010937F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00024180	VACANT	S302122620F	0	0	
NDSU1	2620	Health, Nutrition & Exercise	222001	00019836	VACANT	S302122620F	0	0	
NDSU1	2615	Child Development & Family	521004	00021473	VACANT	S184102615R	7470	0	0
NDSU1	2715	Biological Sciences	222002	00019651	VACANT	S302462715F	0	0	
NDSU1	2615	Child Development & Family	311025	00019688	VACANT	S458002615FAR0004656R	41064	0	0
NDSU1	2615	Child Development & Family	222001	00020275	VACANT	S301532615F	0	0	
NDSU1	2615	Child Development & Family	221001	00020508	VACANT	S183512615F	0	0	
NDSU1	2615	Child Development & Family	221001	00020508	VACANT	S301532615F	0	0	
NDSU1	2615	Child Development & Family	222001	00020912	VACANT	S183512615F	0	0	
NDSU1	2615	Child Development & Family	222001	00025136	VACANT	S301532615F	0	0	
NDSU1	2615	Child Development & Family	221002	00021462	VACANT	S301532615F	0	0	
NDSU1	2615	Child Development & Family	222001	00025092	VACANT	S301532615F	0	0	
NDSU1	2615	Child Development & Family	521001	00021771	VACANT	S458002615FAR0004656R	10783	0	0
NDSU1	2615	Child Development & Family	222002	00023115	VACANT	S187552615F	0	0	
NDSU1	2615	Child Development & Family	222002	00023601	VACANT	S301532615G	23672	16942	251.7
NDSU1	2615	Child Development & Family	221001	00024186	VACANT	S301532615F	0	0	

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NDSU1	2615	Child Development & Family	211002	00024225	VACANT	S301532615F	5435	-28565	-84
NDSU1	2615	Child Development & Family	211002	00019237	VACANT	S301532615F	50000	29245	140.9
NDSU1	2615	Child Development & Family	221001	00021065	VACANT	S301532615F	0	0	
NDSU1	2740	Computer Science	211002	00020251	VACANT	S302412740F	72000	0	0
NDSU1	2715	Biological Sciences	221009	00019562	VACANT	S460002715FAR0012155G	0	0	
NDSU1	2740	Computer Science	222001	00025237	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	222002	00025379	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	210003	00019371	VACANT	S302412740F	53686	-10565	-16.4
NDSU1	2740	Computer Science	222002	00019463	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	222001	00025235	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	222002	00019961	VACANT	S302412740G	0	0	
NDSU1	2760	Coatings & Polymeric	211002	00019796	VACANT	S302322760F	53013	0	0
NDSU1	2740	Computer Science	222002	00020862	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	210502	00021163	VACANT	S302412740F	72000	599	0.8
NDSU1	2740	Computer Science	242101	00021210	VACANT	S435002740FAR0005280F	19120	0	0
NDSU1	2740	Computer Science	221001	00021307	VACANT	S435002740FAR0010693F	0	0	
NDSU1	2740	Computer Science	221001	00021458	VACANT	S435002740FAR0010693F	0	0	
NDSU1	2740	Computer Science	222002	00021878	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	242101	00019695	VACANT	S182632740F	33764	0	0
NDSU1	2755	Physics	224001	00021795	VACANT	S435002755FAR0004020F	30600	0	0
NDSU1	2750	Mathematics	020602	00024537	VACANT	S302342750F	0	0	
NDSU1	2750	Mathematics	020602	00024537	VACANT	S302342750F	0	0	
NDSU1	2750	Mathematics	222002	00024545	VACANT	S302342750F	0	0	
NDSU1	2750	Mathematics	411002	00024760	VACANT	S452002750FAR0004823R	4200	0	0
NDSU1	2755	Physics	222002	00019251	VACANT	S302332755F	0	0	
NDSU1	2740	Computer Science	222001	00025235	VACANT	S435002740FAR0012372F	0	0	
NDSU1	2755	Physics	222002	00021326	VACANT	S302332755F	0	0	
NDSU1	2740	Computer Science	221001	00021917	VACANT	S302412740F	0	0	
NDSU1	2755	Physics	224001	00023196	VACANT	S460002755FAR0010522F	31200	0	0
NDSU1	2755	Physics	222002	00023626	VACANT	S302332755G	37988	0	0
NDSU1	2760	Coatings & Polymeric	221008	00018772	VACANT	S460002760FAR0004027F	0	0	
NDSU1	2760	Coatings & Polymeric	221008	00018937	VACANT	S460002760FAR0008527F	0	0	
NDSU1	2760	Coatings & Polymeric	221008	00019049	VACANT	S435002760FAR0010813F	0	0	
NDSU1	2760	Coatings & Polymeric	221008	00019049	VACANT	S435002760FAR0012032F	0	0	
NDSU1	2755	Physics	224001	00020846	VACANT	S435002755FAR0010311F	31620	0	0
NDSU1	2780	Center for Science & Math	221002	00020363	VACANT	S435002780FAR0004738F	0	0	
NDSU1	2770	Statistics	222002	00023077	VACANT	S302422770F	0	0	

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NDSU1	2770	Statistics	222002	00023628	VACANT	S302422770G	31591	0	0
NDSU1	2780	Center for Science & Math	221001	00018464	VACANT	S435002780FAR0010264F	0	0	
NDSU1	2780	Center for Science & Math	221001	00019016	VACANT	S427002780FAR0011882F	0	0	
NDSU1	2780	Center for Science & Math	221001	00019545	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2740	Computer Science	221001	00021899	VACANT	S302412740F	0	0	
NDSU1	2780	Center for Science & Math	221001	00020069	VACANT	S433002780FAR0004885G	30000	0	0
NDSU1	2770	Statistics	222002	00021038	VACANT	S302422770F	0	0	
NDSU1	2780	Center for Science & Math	520502	00020484	VACANT	S433002780FAR0004875R	11000	0	0
NDSU1	2780	Center for Science & Math	520502	00020484	VACANT	S433002780FAR0010593R	1925	0	0
NDSU1	2780	Center for Science & Math	520502	00020484	VACANT	S435002780FAR0010457R	13750	0	0
NDSU1	2780	Center for Science & Math	221001	00020783	VACANT	S813002780R	825	0	0
NDSU1	2780	Center for Science & Math	221001	00021265	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2780	Center for Science & Math	420505	00019653	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2740	Computer Science	222002	00025396	VACANT	S435002780FAR0004738R	20631	0	0
NDSU1	2750	Mathematics	221001	00024227	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	222002	00023091	VACANT	S435002750FAR0010915F	0	0	
NDSU1	2740	Computer Science	221001	00023092	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	222002	00023624	VACANT	S302412740F	0	0	
NDSU1	2740	Computer Science	221001	00024263	VACANT	S302412740F	178971	40000	28.8
NDSU1	2740	Computer Science	222001	00025157	VACANT	S302412740F	0	0	
NDSU1	2770	Statistics	222002	00023075	VACANT	S302422770F	0	0	
NDSU1	2740	Computer Science	222002	00025392	VACANT	S302412740F	0	0	
NDSU1	2770	Statistics	222002	00021932	VACANT	S302422770F	0	0	
NDSU1	2745	Geosciences	222001	00024152	VACANT	S302382745F	0	0	
NDSU1	2750	Mathematics	223502	00018478	VACANT	S302342750F	0	0	
NDSU1	2770	Statistics	222001	00018922	VACANT	S302422770F	0	0	
NDSU1	2770	Statistics	221001	00019372	VACANT	S302422770F	0	0	
NDSU1	2770	Statistics	222001	00020873	VACANT	S302422770F	0	0	
NDSU1	2740	Computer Science	221001	00021900	VACANT	S182632740F	0	0	
NDSU1	2740	Computer Science	222001	00025158	VACANT	S302412740F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00021467	VACANT	S435002735FAR0005020F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00021130	VACANT	S435002735FAR0004876F	0	0	
NDSU1	2735	Chemistry & Molecular	222002	00021180	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00021312	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	520501	00021318	VACANT	S435002735FAR0010201R	15515	0	0
NDSU1	2735	Chemistry & Molecular	224001	00021418	VACANT	S435002735FAR0010202F	27020	0	0

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NDSU1	2735	Chemistry & Molecular	222001	00021657	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00021467	VACANT	S184992735F	0	0	
NDSU1	2735	Chemistry & Molecular	222002	00020546	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	212001	00021502	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	221001	00021529	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	210002	00021571	VACANT	S302312735F	78387	0	0
NDSU1	2735	Chemistry & Molecular	210002	00021571	VACANT	S435002735FAR0010815F	0	0	
NDSU1	2735	Chemistry & Molecular	210002	00021571	VACANT	S435002735FAR0012033F	0	0	
NDSU1	2750	Mathematics	221001	00024328	VACANT	S185912750F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00021463	VACANT	S435002735FAR0005020F	0	0	
NDSU1	2715	Biological Sciences	221009	00021005	VACANT	S302462715F	0	0	
NDSU1	2600	Deans Office, Human Dev. &	221001	00021350	VACANT	S435002600FAR0010981F	0	0	
NDSU1	2715	Biological Sciences	222002	00019903	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222002	00020105	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222002	00020236	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222002	00020290	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	222002	00020679	VACANT	S302462715F	0	0	
NDSU1	2735	Chemistry & Molecular	222002	00021119	VACANT	S302312735F	0	0	
NDSU1	2715	Biological Sciences	221009	00021000	VACANT	S435002715FAR0012228F	0	0	
NDSU1	2735	Chemistry & Molecular	242171	00020648	VACANT	S435002735FAR0011455F	28600	0	0
NDSU1	2715	Biological Sciences	221008	00021157	VACANT	S435002715FAR0004765F	0	0	
NDSU1	2715	Biological Sciences	211002	00021493	VACANT	S302462715F	55000	55000	
NDSU1	2715	Biological Sciences	320504	00021737	VACANT	S435002715FAR0004843R	54724	0	0
NDSU1	2715	Biological Sciences	222002	00021755	VACANT	S302462715F	0	0	
NDSU1	2715	Biological Sciences	221009	00023785	VACANT	S183302715F	0	0	
NDSU1	2735	Chemistry & Molecular	221008	00021711	VACANT	S302312735F	0	0	
NDSU1	2715	Biological Sciences	984701	00020968	VACANT	S435002715FAR0004843O	0	0	
NDSU1	2740	Computer Science	222002	00018472	VACANT	S302412740F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00024056	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	020602	00024612	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00025037	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00025094	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00025104	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	210002	00021571	VACANT	S460002735FAR0004035F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00025177	VACANT	S302312735F	0	0	
NDSU1	2750	Mathematics	222001	00020612	VACANT	S302342750F	0	0	
NDSU1	2740	Computer Science	221002	00018582	VACANT	S435002740FAR0012372F	0	0	

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NDSU1	2740	Computer Science	222002	00019204	VACANT	S302412740F	0	0	
NDSU1	2750	Mathematics	221001	00021708	VACANT	S435002750FAR0010794F	0	0	
NDSU1	2750	Mathematics	211002	00021925	VACANT	S302342750F	29150	0	0
NDSU1	2750	Mathematics	222002	00023625	VACANT	S302342750G	193623	0	0
NDSU1	2715	Biological Sciences	221001	00019579	VACANT	S435002715FAR0004843F	0	0	
NDSU1	2735	Chemistry & Molecular	222001	00025105	VACANT	S302312735F	0	0	
NDSU1	2750	Mathematics	210502	00018816	VACANT	S302342750F	52000	0	0
NDSU1	2735	Chemistry & Molecular	242171	00021901	VACANT	S435002735FAR0008676F	30440	0	0
NDSU1	2735	Chemistry & Molecular	242101	00021908	VACANT	S435002735FAR0010203F	27060	0	0
NDSU1	2735	Chemistry & Molecular	221008	00021960	VACANT	S435002735FAR0008507F	0	0	
NDSU1	2735	Chemistry & Molecular	242171	00019829	VACANT	S435002735FAR0004494F	30000	0	0
NDSU1	2735	Chemistry & Molecular	211001	00019858	VACANT	S182622735F	27600	0	0
NDSU1	2735	Chemistry & Molecular	222002	00019876	VACANT	S302312735F	0	0	
NDSU1	2735	Chemistry & Molecular	222002	00023623	VACANT	S302312735G	272197	0	0
NDSU1	2735	Chemistry & Molecular	222002	00020074	VACANT	S302312735F	0	0	
NDSU1	2750	Mathematics	242171	00023173	VACANT	S435002735FAR0008507F	28700	0	0
NDSU1	2750	Mathematics	222002	00018952	VACANT	S302342750F	0	0	
NDSU1	2750	Mathematics	222002	00019124	VACANT	S302342750F	0	0	
NDSU1	2750	Mathematics	221001	00019167	VACANT	S183942750F	0	0	
NDSU1	2750	Mathematics	221001	00019167	VACANT	S185912750F	0	0	
NDSU1	2750	Mathematics	222001	00020170	VACANT	S435002750FAR0010800F	0	0	
NDSU1	2735	Chemistry & Molecular	221001	00024327	VACANT	S185912750F	0	0	
NDSU1	2330	Fine Arts	221008	00020012	VACANT	S435002735FAR0010953F	0	0	
NDSU1	2400	Deans Office, Business	222001	00019112	VACANT	S184222330F	0	0	
NDSU1	2400	Deans Office, Business	222002	00025362	VACANT	S180052400F	0	0	
NDSU1	2400	Deans Office, Business	221002	00025361	VACANT	S180052400F	0	0	
NDSU1	2400	Deans Office, Business	221001	00025143	VACANT	S185082400F	0	0	
NDSU1	2340	History & Religion	221001	00024576	VACANT	S180052400F	0	0	
NDSU1	2340	History & Religion	222002	00019128	VACANT	S302182340F	0	0	
NDSU1	2334	Music	210502	00018516	vacant	S302182340F	88000	34600	64.8
NDSU1	2334	Music	222001	00024203	VACANT	S302102334F	0	0	
NDSU1	2334	Music	222002	00023085	VACANT	S302102334F	0	0	
NDSU1	2334	Music	222002	00023085	VACANT	S184472334F	0	0	
NDSU1	2332	Visual Arts	222001	00019112	VACANT	S302102334F	0	0	
NDSU1	2330	Fine Arts	211002	00021541	VACANT	S302142332F	0	0	
NDSU1	2670	Nursing	222001	00024205	VACANT	S302112330F	0	0	
			222002	00025358	VACANT	S188222670F	0	0	

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NDSU1	2330	Fine Arts	222002	00022867	VACANT	S184222330F	0	0	
NDSU1	2420	Management, Marketing, &	211002	00021356	VACANT	S302232420F	78477	0	0
NDSU1	2330	Fine Arts	222001	00018489	VACANT	S184222330F	0	0	
NDSU1	2320	English	221001	00025388	VACANT	S180162320F	0	0	
NDSU1	2320	English	020602	00022882	VACANT	S302032320F	0	0	
NDSU1	2320	English	020602	00022882	VACANT	S302032320F	0	0	
NDSU1	2320	English	223502	00022015	VACANT	S302032320F	0	0	
NDSU1	2320	English	222002	00021764	VACANT	S302032320F	0	0	
NDSU1	2320	English	210502	00021321	Vacant	S302032320F	42000	0	0
NDSU1	2320	English	211502	00020915	Vacant	S302032320F	37902	0	0
NDSU1	2320	English	222001	00020634	VACANT	S305322320F	0	0	
NDSU1	2320	English	222001	00020634	VACANT	S302032320F	0	0	
NDSU1	2320	English	222002	00019706	VACANT	S302032320F	0	0	
NDSU1	2320	English	222002	00019663	VACANT	S302032320F	0	0	
NDSU1	2090	Information Technology	221001	00022873	VACANT	S308012090F	0	0	
NDSU1	2330	Fine Arts	222001	00024205	VACANT	S184222330F	0	0	
NDSU1	2480	Electrical & Computer	222002	00019804	VACANT	S301332480F	0	0	
NDSU1	2670	Nursing	221001	00025141	VACANT	S435002670FAR0011207F	0	0	
NDSU1	2670	Nursing	222001	00025134	VACANT	S301872670F	0	0	
NDSU1	2670	Nursing	222001	00025133	VACANT	S301872670F	0	0	
NDSU1	2670	Nursing	222001	00025132	VACANT	S301872670F	0	0	
NDSU1	2670	Nursing	222001	00025131	VACANT	S301872670F	0	0	
NDSU1	2625	School of Education	211002	00021810	VACANT	S302702625F	54080	0	0
NDSU1	2625	School of Education	210502	00021321	Vacant	S302702625F	9000	0	0
NDSU1	2625	School of Education	210002	00021277	VACANT	S302702625F	12947	0	0
NDSU1	2625	School of Education	210502	00021140	Vacant	S302702625F	62196	-2700	-4.2
NDSU1	2480	Electrical & Computer	221001	00020149	VACANT	S435002480FAR0011731F	0	0	
NDSU1	2480	Electrical & Computer	222002	00019966	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	221001	00019956	VACANT	S181872480F	0	0	
NDSU1	2480	Electrical & Computer	211002	00019938	VACANT	S301332480F	60087	0	0
NDSU1	2410	Accounting & Info Systems	210002	00019395	VACANT	S302172410F	65778	22021	50.3
NDSU1	2350	Sociology/Anthropology	222002	00021550	VACANT	S302212350F	0	0	
NDSU1	2320	English	222002	00018877	VACANT	S302032320F	0	0	
NDSU1	2600	Deans Office, Human Dev. &	221001	00023596	VACANT	S305152600G	6271	0	0
NDSU1	2485	Industrial & Manufacturing	221001	00019950	VACANT	S188702485F	0	0	
NDSU1	2420	Management, Marketing, &	211002	00023551	VACANT	S302232420F	78795	0	0
NDSU1	2465	Architecture & Landscape	211002	00019201	VACANT	S301312465F	0	0	

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NDSU1	2480	Electrical & Computer	211002	00019933	VACANT	S301332480F	58770	0	0
NDSU1	2350	Sociology/Anthropology	222002	00021072	VACANT	S302212350F	0	0	
NDSU1	2480	Electrical & Computer	222002	00019859	VACANT	S301332480F	0	0	
NDSU1	2350	Sociology/Anthropology	211002	00021872	VACANT	S302212350F	55112	0	0
NDSU1	2350	Sociology/Anthropology	020602	00022883	VACANT	S302212350O	0	0	
NDSU1	2400	Deans Office, Business	221001	00018738	VACANT	S180052400F	0	0	
NDSU1	2400	Deans Office, Business	221001	00020985	VACANT	S180052400F	0	0	
NDSU1	2400	Deans Office, Business	221002	00021432	VACANT	S180052400F	0	0	
NDSU1	2420	Management, Marketing, &	211002	00019945	VACANT	S302232420F	83645	0	0
NDSU1	2350	Sociology/Anthropology	211002	00020835	VACANT	S302212350F	19081	0	0
NDSU1	2250	Entomology	211001	00020789	VACANT	S301092250F	19433	0	0
NDSU1	2320	English	223502	00019628	VACANT	S302032320F	0	0	
NDSU1	2310	Communication	222002	00018717	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	221001	00018652	VACANT	S302082310F	0	0	
NDSU1	2290	Veterinary & Microbiology Sci	221008	00020891	VACANT	S301132290G	0	0	
NDSU1	2290	Veterinary & Microbiology Sci	222001	00018674	VACANT	S301132290G	4800	0	0
NDSU1	2280	Soil Science	210001	00019217	VACANT	S301122280F	0	0	
NDSU1	2270	Plant Sciences	020602	00022884	VACANT	S301042270F	0	0	
NDSU1	2090	Information Technology	221002	00023260	VACANT	S185562090F	0	0	
NDSU1	2270	Plant Sciences	521001	00020675	Vacant	S301042270R	16882	0	0
NDSU1	2270	Plant Sciences	210001	00020506	VACANT	S301042270F	63382	0	0
NDSU1	2270	Plant Sciences	211001	00019999	VACANT	S301042270F	5532	0	0
NDSU1	2270	Plant Sciences	210001	00019339	VACANT	S301042270F	12000	0	0
NDSU1	2260	Plant Pathology	211001	00024383	VACANT	S301112260F	6285	0	0
NDSU1	2310	Communication	222002	00019106	VACANT	S302082310F	0	0	
NDSU1	2230	Animal and Range Science	441502	00019713	Vacant	S187112230R	0	0	
NDSU1	2090	Information Technology	320520	00023561	VACANT	S3080020900516R	0	0	
NDSU1	2090	Information Technology	320501	00023562	VACANT	S3080120900502R	0	0	
NDSU1	2090	Information Technology	221001	00024271	VACANT	S185562090F	0	0	
NDSU1	2090	Information Technology	221001	00024272	VACANT	S185562090F	0	0	
NDSU1	2090	Information Technology	221001	00024274	VACANT	S185562090F	0	0	
NDSU1	2260	Plant Pathology	210002	00021466	VACANT	S301112260F	6500	0	0
NDSU1	2220	Agricultural & Biosystems Eng	510501	00021337	VACANT	S301032220R	0	0	
NDSU1	2250	Entomology	210001	00021082	VACANT	S301092250F	16599	0	0
NDSU1	2280	Soil Science	441502	00019713	Vacant	S301122280R	32000	4000	14.3
NDSU1	2230	Animal and Range Science	212502	00019959	VACANT	S301072230F	5000	0	0
NDSU1	2210	Agribusiness and Applied	210001	00020043	VACANT	S301012210F	32434	10457	47.6

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NDSU1	2230	Animal and Range Science	210003	00020758	Vacant	S301052230F	45000	0	0
NDSU1	2230	Animal and Range Science	431004	00021107	VACANT	S301052230R	0	0	
NDSU1	2310	Communication	222002	00019778	VACANT	S302082310F	0	0	
NDSU1	2210	Agribusiness and Applied	210502	00020699	VACANT	S301012210F	30000	0	0
NDSU1	2090	Information Technology	221002	00023110	VACANT	S308012090F	0	0	
NDSU1	2350	Sociology/Anthropology	222001	00021580	VACANT	S302212350F	0	0	
NDSU1	2320	English	212002	00018654	VACANT	S302032320F	23514	0	0
NDSU1	2320	English	211002	00018569	Vacant	S302032320F	44221	0	0
NDSU1	2315	Criminal Justice & Political Sci	221001	00020625	VACANT	S435002315FAR0011175F	0	0	
NDSU1	2315	Criminal Justice & Political Sci	221001	00020625	VACANT	S435002315FAR0011052F	0	0	
NDSU1	2315	Criminal Justice & Political Sci	221001	00019744	VACANT	S302202315F	0	0	
NDSU1	2315	Criminal Justice & Political Sci	211002	00018788	VACANT	S302202315F	52500	0	0
NDSU1	2315	Criminal Justice & Political Sci	211002	00018787	VACANT	S302202315F	13322	0	0
NDSU1	2315	Criminal Justice & Political Sci	221001	00018700	VACANT	S433002315FAR0004498F	0	0	
NDSU1	2315	Criminal Justice & Political Sci	221001	00018700	VACANT	S302202315F	0	0	
NDSU1	2315	Criminal Justice & Political Sci	221001	00018689	VACANT	S302202315F	0	0	
NDSU1	2310	Communication	224002	00025366	VACANT	S435002310FAR0010027F	8000	0	0
NDSU1	2310	Communication	221001	00024510	VACANT	S433002310FAR0010861F	0	0	
NDSU1	2310	Communication	222002	00018951	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00021258	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00019820	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00019980	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00020452	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222001	00020731	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	221001	00020741	VACANT	S188682310G	0	0	
NDSU1	2310	Communication	222002	00023247	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00021064	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	222002	00021681	VACANT	S302082310F	0	0	
NDSU1	2310	Communication	210002	00021300	vacant	S302082310F	56711	0	0
NDSU1	2090	Information Technology	221002	00023184	VACANT	S185562090F	0	0	
NDSU1	2090	Information Technology	221002	00023183	VACANT	S1950720900507F	0	0	
NDSU1	2310	Communication	210002	00021301	Vacant	S302082310F	60921	0	0
NDSU1	2310	Communication	210002	00021302	Vacant	S435002310FAR0010027F	44718	0	0
NDSU1	2320	English	222002	00018880	VACANT	S302032320F	0	0	
NDSU1	2310	Communication	222002	00020855	VACANT	S302082310F	0	0	
NDSU1	2470	Civil Engineering	222001	00025199	VACANT	S435002470FAR0010734F	0	0	
NDSU1	2470	Civil Engineering	222001	00024305	VACANT	S188332470F	0	0	

Setid	Acct Dept	Department	Job Code	Position	Name	ComboCode	2008 Budget Amt	Dollar Change	Percent Change
NDSU1	2475	Construction Management &	222001	00025249	VACANT	S188342475F	0	0	
NDSU1	2475	Construction Management &	222001	00025220	VACANT	S188342475G	0	0	
NDSU1	2475	Construction Management &	222001	00025211	VACANT	S188342475F	0	0	
NDSU1	2475	Construction Management &	222002	00024511	VACANT	S188342475F	0	0	
NDSU1	2475	Construction Management &	222001	00024216	VACANT	S301362475F	0	0	
NDSU1	2475	Construction Management &	221001	00022846	VACANT	S188342475F	0	0	
NDSU1	2350	Sociology/Anthropology	210002	00021393	vacant	S302212350F	58000	0	0
NDSU1	2475	Construction Management &	210002	00021401	VACANT	S301362475F	74997	0	0
NDSU1	2670	Nursing	222002	00025359	VACANT	S193142670F	0	0	
NDSU1	2470	Civil Engineering	222001	00025251	VACANT	S188332470F	0	0	
NDSU1	2480	Electrical & Computer	221001	00018583	VACANT	S435002480FAR0011731F	0	0	
NDSU1	2090	Information Technology	320529	00021790	VACANT	S3080120900506R	16362	0	0
NDSU1	2480	Electrical & Computer	222002	00018824	VACANT	S301332480F	0	0	
NDSU1	2470	Civil Engineering	222001	00025199	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025198	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025167	VACANT	S460002470FAR0010736F	0	0	
NDSU1	2470	Civil Engineering	222001	00025167	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025166	VACANT	S435002470FAR0010734F	0	0	
NDSU1	2470	Civil Engineering	222001	00025166	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025130	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025129	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025057	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	221001	00024829	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	221001	00024828	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00025200	VACANT	S188332470F	0	0	
NDSU1	2480	Electrical & Computer	222001	00021154	VACANT	S301332480F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00019526	VACANT	S301342485F	0	0	
NDSU1	2485	Industrial & Manufacturing	221001	00019520	VACANT	S181882485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00019054	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222002	00018964	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00018909	VACANT	S301342485F	0	0	
NDSU1	2485	Industrial & Manufacturing	222001	00018909	VACANT	S188362485F	0	0	
NDSU1	2485	Industrial & Manufacturing	221002	00018574	VACANT	S188362485F	0	0	
NDSU1	2480	Electrical & Computer	222001	00025180	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	222001	00025179	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	222002	00023166	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	222002	00023164	VACANT	S301332480F	0	0	

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NDSU1	2480	Electrical & Computer	222002	00018455	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	222001	00021905	VACANT	S301332480F	0	0	
NDSU1	2475	Construction Management &	211002	00020700	VACANT	S301362475F	53558	0	0
NDSU1	2480	Electrical & Computer	221001	00021133	VACANT	S435002480FAR0008482F	0	0	
NDSU1	2090	Information Technology	320529	00021790	VACANT	S3080020900506R	49081	0	0
NDSU1	2480	Electrical & Computer	222002	00021032	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	221002	00021013	VACANT	S435002480FAR0011731F	0	0	
NDSU1	2480	Electrical & Computer	222001	00020370	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	221001	00020293	VACANT	S460002480FAR00122814401F	0	0	
NDSU1	2480	Electrical & Computer	221001	00019786	VACANT	S435002480FAR0011731F	0	0	
NDSU1	2480	Electrical & Computer	222002	00019381	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	221002	00019297	VACANT	S435002480FAR0011402F	0	0	
NDSU1	2480	Electrical & Computer	221001	00019281	VACANT	S435002480FAR0011731F	0	0	
NDSU1	2480	Electrical & Computer	222002	00018927	VACANT	S301332480F	0	0	
NDSU1	2480	Electrical & Computer	020602	00022886	VACANT	S301332480O	0	0	
NDSU1	2470	Civil Engineering	221001	00023101	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024174	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024173	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024174	VACANT	S435002470FAR0011195F	0	0	
NDSU1	2470	Civil Engineering	222001	00024172	VACANT	S460002470FAR0010736F	0	0	
NDSU1	2470	Civil Engineering	222001	00024175	VACANT	S188332470F	0	0	
NDSU1	2465	Architecture & Landscape	321022	00023822	VACANT	S301312465R	0	0	
NDSU1	2470	Civil Engineering	222001	00024172	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024177	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024171	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	221002	00023078	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024215	VACANT	S188332470F	0	0	
NDSU1	2465	Architecture & Landscape	212002	00023876	VACANT	S188302465F	29121	0	0
NDSU1	2090	Information Technology	320563	00021835	VACANT	S427002090FAR0010643R	0	0	
NDSU1	2465	Architecture & Landscape	211002	00020945	VACANT	S301312465F	0	0	
NDSU1	2465	Architecture & Landscape	212002	00024988	VACANT	S301312465F	36000	0	0
NDSU1	2470	Civil Engineering	221002	00023078	VACANT	S435002470FAR0010734F	0	0	
NDSU1	2470	Civil Engineering	222002	00024223	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024219	VACANT	S188332470F	0	0	
NDSU1	2670	Nursing	222002	00025360	VACANT	S188222670F	0	0	
NDSU1	2470	Civil Engineering	211002	00023034	VACANT	S301322470F	60724	0	0
NDSU1	2470	Civil Engineering	222002	00019424	VACANT	S188332470F	0	0	

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NDSU1	2470	Civil Engineering	222001	00024216	VACANT	S188332470F	0	0	
NDSU1	2465	Architecture & Landscape	211002	00020011	VACANT	S301312465F	52284	0	0
NDSU1	2470	Civil Engineering	221001	00020408	VACANT	S435002470FAR0004789F	0	0	
NDSU1	2470	Civil Engineering	221002	00023254	VACANT	S188332470F	0	0	
NDSU1	2470	Civil Engineering	222001	00024216	VACANT	S435002470FAR0010734F	0	0	
NDSU1	2780	Center for Science & Math	222001	00024513	VACANT	S427002780FAR0011882F	0	0	
NDSU1	2780	Center for Science & Math	222001	00024550	VACANT	S427002780FAR0011882F	0	0	
NDSU1	2780	Center for Science & Math	221001	00023174	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2780	Center for Science & Math	221001	00023088	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2780	Center for Science & Math	221001	00022868	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2780	Center for Science & Math	221001	00022859	VACANT	S433002780FAR0004885F	0	0	
NDSU1	2780	Center for Science & Math	320561	00023942	VACANT	S435002780FAR0010264R	16068	0	0
NDSU1	5130	TRIO Programs	521001	00021825	VACANT	S441005130FAR0004342R	23213	0	0
NDSU1	5150	Student Health Services	330502	00019834	VACANT	S1930151508025R	0	0	
NDSU1	5280	Career Center	341527	00023152	VACANT	S193655280R	29020	0	0
NDSU1	5130	TRIO Programs	341525	00019390	VACANT	S441005130FAR0010633R	29816	0	0
NDSU1	2780	Center for Science & Math	222002	00025346	VACANT	S427002780FAR0011882F	0	0	
NDSU1	5210	Registration and Records	311011	00021373	Vacant	S305575210R	31000	-10990	-26.2
NDSU1	5230	Admissions	341514	00018495	VACANT	S305585230R	29500	0	0
NDSU1	5230	Admissions	341514	00021500	Vacant	S305585230R	30000	-250	-0.8
NDSU1	7020	VP/Dean Ag Affairs	321009	00021288	VACANT	S351007020FARG0039001000R	0	0	
NDSU1	7020	VP/Dean Ag Affairs	020602	00019867	VACANT	S351007020FARG0039001000R	0	0	
NDSU1	7020	VP/Dean Ag Affairs	020602	00019867	VACANT	S351007020FARG0039001000R	0	0	
NDSU1	5140	Wellness Center	221003	00025084	Vacant	S1250051400022G	14220	7110	100
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0012241R	50000	0	0
NDSU1	7030	Ext County Programs	254001	00020704	Vacant	S351207030FARG0039021000F	16107	0	0
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S460004310FAR00122804401R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0012627R	0	0	
NDSU1	7030	Ext County Programs	254001	00020704	Vacant	S8470670301000F	24671	0	0
NDSU1	2780	Center for Science & Math	221001	00021665	VACANT	S433002780FAR0004885G	30000	0	0
NDSU1	2760	Coatings & Polymeric	221008	00021536	VACANT	S435002760FAR0010616F	0	0	
NDSU1	5130	TRIO Programs	221001	00020242	Vacant	S441005130FAR0004371G	7110	0	0
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0012579R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S435004310FAR0012241R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0011851R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0011670R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024769	VACANT	S435004310FAR0011352R	0	0	

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NDSU1	2780	Center for Science & Math	321017	00021646	VACANT	S435002780FAR0004738R	15759	0	0
NDSU1	4310	Center for Nanoscale Sci &	332525	00024768	VACANT	S435004310FAR0010421R	0	0	
NDSU1	3200	Facilities Management	722505	00020635	VACANT	S3085032008411R	37000	0	0
NDSU1	2760	Coatings & Polymeric	221001	00021897	VACANT	S435002760FAR0008485F	0	-650	-100
NDSU1	5000	VP for Student Affairs	011519	00020650	VACANT	S305505000R	30185	0	0
NDSU1	7030	Ext County Programs	254001	00018767	VACANT	S8472970301000F	10603	0	0
NDSU1	5300	Student Life	221001	00024654	VACANT	S1831653006512G	7110	0	0
NDSU1	5130	TRIO Programs	341515	00019970	VACANT	S441005130FAR0004371R	51662	0	0
NDSU1	7030	Ext County Programs	254001	00020704	Vacant	S351007030FARG0039001000F	8566	0	0
NDSU1	5120	Counseling and Disability	011527	00019400	Vacant	S305535120R	85065	5565	7
NDSU1	5000	VP for Student Affairs	020602	00024634	VACANT	S305505000R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S196464310R	0	0	
NDSU1	5000	VP for Student Affairs	020602	00024633	VACANT	S305505000R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S221404310R	0	0	
NDSU1	5000	VP for Student Affairs	221002	00018784	VACANT	S305505000F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	242071	00025223	VACANT	S435004310FAR0011863F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	242171	00025003	VACANT	S435004310FAR0011863F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S435004310FAR0011863R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S435004310FAR0011851R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024803	VACANT	S435004310FAR0011783R	0	0	
NDSU1	7030	Ext County Programs	254001	00018767	VACANT	S351007030FARG0039001000F	10604	0	0
NDSU1	5000	VP for Student Affairs	020602	00024634	VACANT	S305505000R	0	0	
NDSU1	5340	Memorial Union	221001	00020742	Vacant	S1241953406750G	7110	0	0
NDSU1	5310	Residence Life	341517	00023343	VACANT	S123145310R	0	0	
NDSU1	2820	Graduate School	222001	00024196	VACANT	S305202820F	0	0	
NDSU1	5320	Dining Services	341005	00023583	VACANT	S121105320R	9013	0	0
NDSU1	5320	Dining Services	711501	00023582	VACANT	S121215320R	14102	0	0
NDSU1	2820	Graduate School	222001	00023298	VACANT	S435002820FAR0012198F	0	0	
NDSU1	5320	Dining Services	341005	00023583	VACANT	S121135320R	9012	0	0
NDSU1	5320	Dining Services	711502	00023581	VACANT	S121195320R	10211	0	0
NDSU1	5320	Dining Services	341005	00023583	VACANT	S121145320R	9012	0	0
NDSU1	5320	Dining Services	722001	00023580	VACANT	S121255320R	16599	0	0
NDSU1	2820	Graduate School	222001	00023185	VACANT	S184802820F	0	0	
NDSU1	2820	Graduate School	221009	00023178	VACANT	S435002820FAR0012198F	0	0	
NDSU1	5340	Memorial Union	221001	00021632	Vacant	S1241953406750G	7110	0	0
NDSU1	5340	Memorial Union	341510	00021880	VACANT	S1241953406750R	53178	0	0
NDSU1	5340	Memorial Union	221002	00023557	VACANT	S1240053406750G	7110	0	0

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NDSU1	5340	Memorial Union	221001	00019841	VACANT	S1241953406750G	7110	0	0
NDSU1	5330	Varsity Mart	521501	00018810	Vacant	S122115330R	23000	2151	10.3
NDSU1	2820	Graduate School	222001	00023996	VACANT	S435002820FAR0012198F	0	0	
NDSU1	2820	Graduate School	221001	00024102	VACANT	S189532820G	0	0	
NDSU1	2820	Graduate School	222001	00024110	VACANT	S305202820F	0	0	
NDSU1	5330	Varsity Mart	221002	00021736	VACANT	S122005330G	35000	35000	
NDSU1	2820	Graduate School	222001	00024122	VACANT	S305202820F	0	0	
NDSU1	5320	Dining Services	341005	00023583	VACANT	S121115320R	9013	0	0
NDSU1	5330	Varsity Mart	511002	00020823	VACANT	S122005330R	17800	0	0
NDSU1	5340	Memorial Union	521501	00023558	VACANT	S1240053406750R	24600	0	0
NDSU1	2820	Graduate School	221008	00024164	VACANT	S183632820F	0	0	
NDSU1	2820	Graduate School	222001	00024165	VACANT	S435002820FAR0012198F	0	0	
NDSU1	2820	Graduate School	222001	00024166	VACANT	S183632820F	0	0	
NDSU1	2820	Graduate School	221001	00023994	VACANT	S189532820F	0	0	
NDSU1	5330	Varsity Mart	441001	00021845	VACANT	S122125330R	30570	600	2
NDSU1	5340	Memorial Union	221001	00019525	Vacant	S1241953406750G	7110	0	0
NDSU1	5330	Varsity Mart	420506	00021213	VACANT	S122155330R	30492	900	3
NDSU1	2850	Tri-College	020503	00022912	VACANT	S402002850FAR0004784R	28781	0	0
NDSU1	6020	Publications Services	221001	00025095	VACANT	S307706020G	8000	0	0
NDSU1	5320	Dining Services	723006	00021141	VACANT	S121005320R	27701	0	0
NDSU1	5320	Dining Services	511002	00021045	VACANT	S121255320R	13402	0	0
NDSU1	5320	Dining Services	711503	00020578	Vacant	S121185320R	19614	894	4.8
NDSU1	2850	Tri-College	221001	00019729	VACANT	S402002850FAR0004784F	0	0	
NDSU1	5320	Dining Services	711501	00023546	VACANT	S121255320R	15720	0	0
NDSU1	5320	Dining Services	711505	00019477	VACANT	S121155320R	18720	0	0
NDSU1	5320	Dining Services	341004	00021714	Vacant	S121165320R	44775	0	0
NDSU1	2820	Graduate School	221001	00023994	VACANT	S460002820FAR0011417F	0	0	
NDSU1	5320	Dining Services	711502	00018509	VACANT	S121195320R	13204	0	0
NDSU1	5320	Dining Services	711501	00023542	VACANT	S121185320R	16273	0	0
NDSU1	2880	Upper Great Plains	221001	00018592	VACANT	S435002880FAR0011537G	0	0	
NDSU1	2880	Upper Great Plains	221001	00018592	VACANT	S435002880FAR0012065G	18000	0	0
NDSU1	5310	Residence Life	710503	00021174	VACANT	S123005310R	0	0	
NDSU1	5320	Dining Services	711501	00019483	Vacant	S121165320R	16640	0	0
NDSU1	6020	Publications Services	320510	00019708	VACANT	S307706020R	0	0	
NDSU1	5310	Residence Life	710503	00019403	Vacant	S123135310R	17422	0	0
NDSU1	4310	Center for Nanoscale Sci &	332525	00024754	VACANT	S435004310FAR0012241R	0	0	
NDSU1	5320	Dining Services	722001	00023541	VACANT	S121185320R	20301	0	0

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NDSU1	2820	Graduate School	221001	00024335	VACANT	S305202820F	0	0	
NDSU1	2820	Graduate School	222001	00024338	VACANT	S189532820F	0	0	
NDSU1	2820	Graduate School	222002	00024356	VACANT	S305202820F	0	0	
NDSU1	6020	Publications Services	321019	00019860	VACANT	S307706020R	0	0	
NDSU1	5320	Dining Services	711503	00023533	VACANT	S121255320R	15876	0	0
NDSU1	5320	Dining Services	710504	00021701	Vacant	S121165320R	13864	0	0
NDSU1	2820	Graduate School	222002	00024555	VACANT	S183632820F	0	0	
NDSU1	2820	Graduate School	221008	00025150	VACANT	S189532820F	0	0	
NDSU1	2820	Graduate School	222001	00025151	VACANT	S189532820F	0	0	
NDSU1	2820	Graduate School	221001	00025175	VACANT	S305202820F	0	0	
NDSU1	2820	Graduate School	221001	00025224	VACANT	S189532820F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024768	VACANT	S196464310R	0	0	
NDSU1	5320	Dining Services	711501	00023538	VACANT	S121185320R	16012	0	0
NDSU1	2765	Psychology	222002	00020344	VACANT	S302392765F	0	0	
NDSU1	2765	Psychology	210002	00020552	VACANT	S302392765F	60462	0	0
NDSU1	4000	VP for Research	520503	00020350	VACANT	S183454000R	16021	0	0
NDSU1	4000	VP for Research	320517	00020075	VACANT	S183454000R	41755	0	0
NDSU1	2765	Psychology	224001	00020493	VACANT	S460002765FAR0004181F	42000	0	0
NDSU1	2765	Psychology	332522	00024109	VACANT	S435002765FAR0010824R	12937	0	0
NDSU1	4000	VP for Research	311033	00019577	VACANT	S1834540000394R	43899	0	0
NDSU1	4000	VP for Research	321001	00020992	VACANT	S433004000FAR0005274R	50251	0	0
NDSU1	3000	VP Business & Finance	020602	00025367	VACANT	S307303000R	0	0	
NDSU1	2765	Psychology	210002	00020445	VACANT	S302392765F	53500	0	0
NDSU1	4000	VP for Research	311029	00019029	VACANT	S1834540000397R	33360	0	0
NDSU1	4310	Center for Nanoscale Sci &	221008	00019190	VACANT	S435004310FAR0011863F	0	0	
NDSU1	2765	Psychology	320506	00023022	VACANT	S435002765FAR0011857R	46221	0	0
NDSU1	4310	Center for Nanoscale Sci &	221008	00019578	VACANT	S435004310FAR0011783F	0	0	
NDSU1	2765	Psychology	332522	00023349	VACANT	S435002765FAR0011857R	25875	0	0
NDSU1	4310	Center for Nanoscale Sci &	221008	00021240	VACANT	S460004310FAR00122804401F	0	0	
NDSU1	2765	Psychology	221001	00020245	VACANT	S435002765FAR0004809F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	311506	00021359	VACANT	S196464310R	0	0	
NDSU1	2780	Center for Science & Math	321017	00021646	VACANT	S427002780FAR0004779R	15759	0	0
NDSU1	2765	Psychology	221001	00020006	VACANT	S435002765FAR0011137F	0	0	
NDSU1	2880	Upper Great Plains	221001	00021699	VACANT	S460002880FAR0010848G	18000	0	0
NDSU1	2890	Water Resources Institute	221001	00023474	VACANT	S460002890FAR0011378F	0	0	
NDSU1	2765	Psychology	332516	00019719	VACANT	S435002765FAR0011857R	39123	0	0
NDSU1	2765	Psychology	320506	00023316	VACANT	S435002765FAR0011857R	40000	0	0

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NDSU1	2765	Psychology	281001	00021047	VACANT	S460002765FAR0004181F	40950	0	0
NDSU1	2890	Water Resources Institute	221001	00020632	VACANT	S460002890FAR0004289F	9690	0	0
NDSU1	2880	Upper Great Plains	221001	00025231	VACANT	S435002880FAR0008584G	18000	0	0
NDSU1	7150	Ext Entomology	221001	00022862	VACANT	S460007150FAR00041641000G	0	0	
NDSU1	4000	VP for Research	221001	00023788	VACANT	S183454000G	70419	52419	291.2
NDSU1	2880	Upper Great Plains	221001	00024529	VACANT	S435002880FAR0010820G	18000	0	0
NDSU1	4000	VP for Research	221001	00023789	VACANT	S183454000G	18000	0	0
NDSU1	4000	VP for Research	221001	00023790	VACANT	S183454000G	18000	0	0
NDSU1	2880	Upper Great Plains	320518	00021894	VACANT	S435002880FAR0011001R	73500	0	0
NDSU1	4000	VP for Research	221001	00024264	VACANT	S183454000G	10664	0	0
NDSU1	2765	Psychology	222002	00021617	VACANT	S302392765F	0	0	
NDSU1	4000	VP for Research	520503	00020350	VACANT	S183724000R	16022	0	0
NDSU1	4200	ND EPSCOR	311025	00019971	VACANT	S435004200FAR0005533R	43466	0	0
NDSU1	2765	Psychology	223001	00023047	VACANT	S435002765FAR0011857F	16000	0	0
NDSU1	4000	VP for Research	521001	00023215	VACANT	S183454000R	27460	0	0
NDSU1	4300	Center for Advanced Tech	221001	00020969	VACANT	S427004300FAR0004317G	2400	0	0
NDSU1	2890	Water Resources Institute	222001	00024175	VACANT	S460002890FAR0011378F	0	0	
NDSU1	2765	Psychology	221001	00020877	VACANT	S435002765FAR0004809F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024754	VACANT	S196464310R	0	0	
NDSU1	2765	Psychology	224001	00020853	VACANT	S435002765FAR0004393F	45644	0	0
NDSU1	4300	Center for Advanced Tech	221001	00021279	VACANT	S427004300FAR0004317F	2400	0	0
NDSU1	3000	VP Business & Finance	011531	00021629	VACANT	S307303000R	81000	5275	7
NDSU1	4310	Center for Nanoscale Sci &	242071	00018963	VACANT	S435004310FAR0011863F	0	0	
NDSU1	4000	VP for Research	311029	00019029	VACANT	S183724000R	33357	0	0
NDSU1	4000	VP for Research	221001	00024528	VACANT	S435004000FAR0008489F	0	0	
NDSU1	3200	Facilities Management	411512	00024642	VACANT	S3089032008611R	0	0	
NDSU1	3100	Accounting	320505	00024099	VACANT	S307343100R	41600	0	0
NDSU1	4310	Center for Nanoscale Sci &	332525	00024421	VACANT	S196464310R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024421	VACANT	S435004310FAR0010421R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332524	00024553	VACANT	S435004310FAR0012241R	0	0	
NDSU1	2765	Psychology	222001	00024191	VACANT	S302392765F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	332525	00024641	VACANT	S1964643100940R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024747	VACANT	S435004310FAR0011352R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024747	VACANT	S435004310FAR0012241R	0	0	
NDSU1	3250	Central Stores	614001	00021675	VACANT	S2213232507112R	0	0	
NDSU1	3250	Central Stores	610501	00019458	VACANT	S2213232507112R	36656	0	0
NDSU1	4310	Center for Nanoscale Sci &	332524	00023821	VACANT	S435004310FAR0012241R	0	0	

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NDSU1	3200	Facilities Management	710503	00020116	VACANT	S3085032008411R	24000	0	0
NDSU1	4310	Center for Nanoscale Sci &	332524	00023821	VACANT	S196464310R	0	0	
NDSU1	2765	Psychology	332522	00024109	VACANT	S435002765FAR0010898R	12938	0	0
NDSU1	3200	Facilities Management	311512	00020828	VACANT	S3088532008121R	53000	0	0
NDSU1	3200	Facilities Management	722505	00020635	VACANT	S1963932008411V	0	0	
NDSU1	2760	Coatings & Polymeric	242071	00025223	VACANT	S435002760FAR0011567F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024747	VACANT	S435004310FAR0012579R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024747	VACANT	S435004310FAR0012627R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024748	VACANT	S196464310R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024748	VACANT	S435004310FAR0011352R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024748	VACANT	S435004310FAR0012241R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024748	VACANT	S435004310FAR0012579R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	612007	00024748	VACANT	S435004310FAR0012627R	0	0	
NDSU1	2765	Psychology	222001	00024190	VACANT	S302392765F	0	0	
NDSU1	3110	Business Office	410501	00020568	VACANT	S307403110R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S180434310R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S196454310R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S196464310R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S435004310FAR0011352R	0	0	
NDSU1	2765	Psychology	222002	00019131	VACANT	S302392765F	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S435004310FAR0011640R	0	0	
NDSU1	4310	Center for Nanoscale Sci &	110512	00021843	VACANT	S435004310FAR0011707R	0	0	
NDSU1	3300	Univ Police & Safety Office	411519	00023016	VACANT	S307783300R	31294	0	0
NDSU1	3310	Parking	521501	00023540	VACANT	S126003310R	27040	0	0
NDSU1	2880	Upper Great Plains	242201	00021555	VACANT	S435002880FAR0004854F	22500	0	0
NDSU1	2765	Psychology	320517	00024269	VACANT	S435002765FAR0010824R	28108	0	0
NDSU1	3300	Univ Police & Safety Office	411510	00020624	VACANT	S3077933008721R	0	0	
NDSU1	2765	Psychology	222001	00024192	VACANT	S302392765F	0	0	
NDSU1	3310	Parking	510502	00018546	VACANT	S1261133108721R	17154	675	4.1
NDSU1	2880	Upper Great Plains	242201	00021354	VACANT	S182532880F	50000	0	0
NDSU1	2765	Psychology	210002	00019021	VACANT	S302392765F	70500	0	0
NDSU1	2880	Upper Great Plains	242201	00021555	VACANT	S435002880FAR0004850F	6750	0	0
NDSU1	2880	Upper Great Plains	242201	00021555	VACANT	S435002880FAR0004851F	6750	0	0
NDSU1	2880	Upper Great Plains	242201	00021555	VACANT	S435002880FAR0004853F	9000	0	0
NDSU1	2090	Information Technology	320557	00024674	VACANT - App Dev Mgr	S308012090R	64000	0	0
NDSU1	1200	Athletics	222001	00019704	Vacant - Equip.GA	S127001200G	0	-7000	-100
NDSU1	2090	Information Technology	521001	00020336	VACANT - Front office	S3080120900511R	12834	0	0

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NDSU1	2090	Information Technology	521001	00020336	VACANT - Front office	S3080020900511R	12834	0	0
NDSU1	2090	Information Technology	320510	00021357	VACANT - Help Desk	S193852090R	33000	0	0
NDSU1	1200	Athletics	222001	00021073	Vacant - MBB GA	S127321200G	7000	0	0
NDSU1	1200	Athletics	215001	00020878	Vacant - WBB	S127411200R	42485	900	2.2
NDSU1	2090	Information Technology	320559	00021756	VACANT (desktop)	S3080020900501R	9739	0	0
NDSU1	2090	Information Technology	320559	00021756	VACANT (desktop)	S3080120900501R	29216	0	0
NDSU1	2315	Criminal Justice & Political Sci	212002	00021992	Vacant (pool)	S302202315F	40000	0	0
NDSU1	2090	Information Technology	320532	00023559	VACANT (programmer)	S3080020900509R	0	0	
NDSU1	7870	AES Carrington R/E Ctr	245131	00019699	VACANT/R O	S378507870FARG0034811522F	6607	0	0
NDSU1	7870	AES Carrington R/E Ctr	245131	00019699	VACANT/R O	S378607870FARG0034996428F	13664	0	0
NDSU1	7870	AES Carrington R/E Ctr	245131	00019699	VACANT/R O	S378507870FARG0034816428F	32580	0	0
NDSU1	7870	AES Carrington R/E Ctr	245131	00019699	VACANT/R O	S378507870FARG0034813500F	13214	0	0
NDSU1	5230	Admissions	341514	00025028	Vacant: AO	S305585230R	0	0	
NDSU1	5260	Orientation & Student	221001	00023887	Vacant: GS	S435005260FAR0012244G	10665	0	0
NDSU1	5260	Orientation & Student	221001	00024080	Vacant: GS	S1873352606732G	10665	0	0
NDSU1	5000	VP for Student Affairs	221002	00020842	Vacant: GS	S305505000G	7110	0	0
NDSU1	5000	VP for Student Affairs	221001	00020577	Vacant: McSS GS	S305505000G	7110	0	0
NDSU1	5000	VP for Student Affairs	221001	00018980	Vacant: McSS GS	S305505000G	7110	0	0
NDSU1	1200	Athletics	215001	00023704	VACANT-BASEBALL	S127331200R	26000	2000	8.3
NDSU1	1200	Athletics	521001	00023715	VACANT-BBF ADM	S127101200R	24600	0	0
NDSU1	1200	Athletics	221002	00021884	VACANT-FB GA	S127311200G	7000	0	0
NDSU1	1200	Athletics	321011	00019325	VACANT-MARKETING	S127171200R	28853	0	0
NDSU1	1200	Athletics	222002	00023204	VACANT-SB GA	S127431200G	0	0	
NDSU1	1200	Athletics	321030	00023719	VACANT-SP.INFO	S127221200R	22880	0	0
NDSU1	1200	Athletics	221002	00021754	VACANT-VB GA	S127441200G	0	-7000	-100
NDSU1	2880	Upper Great Plains	242201	00021712	Vachal,Kimberly J	S435002880FAR0011553F	45346	2967	7
NDSU1	2880	Upper Great Plains	242201	00021712	Vachal,Kimberly J	S435002880FAR0012054F	11336	742	7
NDSU1	2880	Upper Great Plains	242201	00021712	Vachal,Kimberly J	S435002880FAR0010826F	9068	592	7
NDSU1	2880	Upper Great Plains	242201	00021712	Vachal,Kimberly J	S435002880FAR0011547F	2267	148	7
NDSU1	2880	Upper Great Plains	242201	00021712	Vachal,Kimberly J	S435002880FAR0011723F	22674	1484	7
NDSU1	7400	NCI	221008	00025093	Vadukapuram,Naveen	S435007400FAR00116221522G	0	0	
NDSU1	2770	Statistics	211002	00019787	Vahl,Christopher J	S302422770F	84960	2080	4
NDSU1	0100	ConnectND	311007	00021713	Vail,Carla	S193800100R	57300	2900	5.3
NDSU1	5320	Dining Services	341004	00018987	Valnes,Monte	S121005320R	47675	2900	6.5
NDSU1	3300	Univ Police & Safety Office	311511	00025063	Vandal,William James	S307793300R	49400	1900	4
NDSU1	7270	Ext Food & Nutrition	254001	00021719	Vander Wal,Jamie Lynn	S433007270FAR00119794102F	34158	1314	4
NDSU1	2020	Distance & Continuing Ed	420501	00021720	Vandermeer,Jane R	S1870320209000R	16311	1000	6.5

12 2-0

$ 1,331,763

2009

34 vacant -appropriated

University of North Dakota
Medical School
FY2009 Position Budget

SETID	DEPTID	OPCODE	POSITION	NAME	ADJ COD	2009 ADJAMT	CHANGE	% CHANGE	PRIMARY DEPT
UND01	8010	211502	16442	Triske,Chris Aaron	U302588010F	45,580.00	2580	6	8010
				Triske,Chris Aaron Total		45,580.00			
UND01	8160	211002	16730	Tsuchiya,Makoto	U302058160F	53,347.00	2540	5	8160
UND01	8160	211002	16730	Tsuchiya,Makoto	U302098230F	16,282.00	0	0	8160
				Tsuchiya,Makoto Total		69,629.00			
UND01	8230	520501	16741	Tweton,Phyllis Joan	U302098230R	37,650.00	1793	5	8230
				Tweton,Phyllis Joan Total		37,650.00			
UND01	8170	510542	16761	Unterseher,Jill Ann	U212208170R	24,441.00	940	4	8170
				Unterseher,Jill Ann Total		24,441.00			
UND01	8010	210102	23014	Vacant	U213738010F	30,000.00	0	0	8010
UND01	8010	210102	23014	Vacant	U435008010UND0013294F	60,000.00	0	0	8010
UND01	8020	221045	13578	VACANT	U208398020G	10,914.00	520	5	8020
UND01	8020	221045	13578	VACANT	U302551070G	10,913.00	519	5	8020
UND01	8020	221045	14888	VACANT	U302058020G	21,827.00	1039	5	8020
UND01	8020	221045	14978	VACANT	U208378020G	6,086.00	6086		8020
UND01	8020	221045	14978	VACANT	U302058020G	15,741.00	8243	109.9	8020
UND01	8020	221045	15341	VACANT	U2114080201928G	21,827.00	1039	5	8020
UND01	8020	210002	16777	VACANT	U302058020F	80,000.00	0	0	8020
UND01	8020	221045	16976	VACANT	U302551070G	20,747.00	1038	5.3	8020
UND01	8030	211002	14599	VACANT	U302678030F	99,855.00	4755	5	8030
UND01	8030	210002	15583	VACANT	U302058030F	200,515.00	0	0	8030
UND01	8040	221045	14675	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	224002	15059	VACANT	U435008040UND0010042F	16,250.00	0	0	8040
UND01	8040	224002	15059	VACANT	U435008040UND0010258F	16,250.00	0	0	8040
UND01	8040	210502	15375	VACANT	U302058040F	41,806.00	3097	8	8040
UND01	8040	210502	16158	VACANT	U302058040F	78,524.00	41131	110	8040
UND01	8040	221045	23421	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23422	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23423	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23424	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23425	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23489	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	221045	23490	VACANT	U302058040G	5,081.00	242	5	8040
UND01	8040	222001	23855	VACANT	U302058040G	1,348.00	63	4.9	8040
UND01	8040	222001	23855	VACANT	U302551070G	14,409.00	306	2.2	8040
UND01	8040	224003	24031	VACANT	U435008040UND0010042F	36,000.00	0	0	8040

SETID	DEPTID	JOBCODE	POSITION	NAME	ACCTSOP	2009 BUDAMT	CHANGE	% CHANGE	PRIMARY DEPT
UND01	8055	222001	13569	VACANT	U302058055G	16,370.00	779	5	8055
UND01	8055	211002	15634	VACANT	U302058055F	63,660.00	3031	5	8055
UND01	8055	222001	16253	VACANT	U213738010G	5,457.00	260	5	8055
UND01	8055	221045	22783	VACANT	U214368055G	5,457.00	260	5	8055
UND01	8055	221045	23528	VACANT	U435008055UND0010524G	5,457.00	260	5	8055
UND01	8055	221045	23530	VACANT	U214368055G	5,457.00	260	5	8055
UND01	8055	221045	23531	VACANT	U214368055G	5,457.00	260	5	8055
UND01	8120	211001	26108	Vacant	U302708120F	50,000.00	50000		8120
UND01	8140		17846	VACANT	U302058140O	746.00	0	0	8140
UND01	8150	210002	24245	VACANT	U302058150F	46,300.00	-135804	-74.6	8150
UND01	8170	211002	17892	Vacant	U212208170F	130,000.00	130000		8170
UND01	8170	521543	24024	VACANT	U212208170R	19,240.00	8580	80.5	8170
UND01	8175	430501	14661	VACANT	U212248175R	27,000.00	-1708	-5.9	8175
UND01	8175	211002	15122	VACANT	U212248175F	1,000.00	-120200	-99.2	8175
UND01	8190	210002	14211	VACANT	U310008190F	227,460.00	10831	5	8190
UND01	8200	210002	13833	VACANT	U302058200F	58,248.00	-4814	-7.6	8200
UND01	8225	211002	13835	VACANT	U310008225F	70,017.00	3334	5	8225
UND01	8225	211002	13835	VACANT	U311148355F	10,385.00	495	5	8225
UND01	8225	211002	13835	VACANT	U314001070F	17,503.00	834	5	8225
UND01	8225	520501	14582	VACANT	U310008225R	28,079.00	1337	5	8225
UND01	8225	520501	14582	VACANT	U314001070R	11,871.00	565	5	8225
UND01	8240	311006	13448	Vacant	U433008240UND0013187R	50,000.00	0	0	8240
UND01	8240	221001	15071	VACANT	U433008240UND0012878G	20,323.00	-464	-2.2	8240
UND01	8240	211002	15833	VACANT	U213728240F	48,440.00	2307	5	8240
UND01	8240	211002	15833	VACANT	U310008240F	23,602.00	1124	5	8240
UND01	8240	331501	16742	VACANT	U433008240UND0013030R	30,000.00	0	0	8240
UND01	8240	221001	17011	VACANT	U435008240UND0011076G	20,328.00	-459	-2.2	8240
UND01	8240	211002	24742	Vacant	U213728240F	75,000.00	0	0	8240
UND01	8240	332562	24798	VACANT	U435008240UND0012661R	30,000.00	0	0	8240
UND01	8260	210002	16457	Vacant	U211858260F	150,000.00	0	0	8260
UND01	8275	420502	15432	VACANT	U211568275R	31,124.00	1482	5	8275
UND01	8275	420502	15432	VACANT	U211578275R	4,244.00	202	5	8275
UND01	8290	341504	13473	VACANT	U431008290UND0013757R	40,000.00	0	0	8290
UND01	8355	311005	15119	VACANT	U311148355R	41,148.00	1959	5	8355
UND01	8360	340503	13583	VACANT	U309008360R	40,041.00	0	0	8360
				Vacant Total		2,233,074.00			

Sex? Dept? Job Code? Position? 297 vacant positions Name? .165 vacant APPN funded positions

University of North Dakota
FY2009 Position Budget

Acct-Code 5,500 ou

SETID	DEPTID	JOBCODE	POSITION	NAME	ACCTCODE	2009 Budget	Change	Percent	Primary Dept
				Uhrich,Kristin Jo Total		21,760.00			
UND01	1040	215002	13807	Ulland,Gregory Brad	U207201040UNDA000267F	31,364.00	1494	5	1040
				Ulland,Gregory Brad Total		31,364.00			
UND01	2215	211001	25335	Ullrich,Gary Mitchell	U302052215F	52,048.00	2543	5.1	2215
				Ullrich,Gary Mitchell Total		52,048.00			
UND01	3665	341001	16762	Urbanski,Mary Therese	U103343665R	58,300.00	2779	5	3665
				Urbanski,Mary Therese Total		58,300.00			
UND01	2540	211001	24989	Uriacher,Brian Randal	U302052540F	51,914.00	1914	3.8	2540
				Uriacher,Brian Randal Total		51,914.00			
UND01	3450	510501	16763	Urseth,Michelle K	U220903450R	13,551.00	809	6.3	3450
UND01	3450	510501	16763	Urseth,Michelle K	U314003450R	13,210.00	465	3.6	3450
				Urseth,Michelle K Total		26,761.00			
UND01	2800	211401	16764	Ustanko,Lois Jean	U302052800F	20,748.00	988	5	2800
				Ustanko,Lois Jean Total		20,748.00			
UND01	3180	710502	16797	Utpadel,Cindy	U318093180R	17,680.00	0	0	3180
				Utpadel,Cindy Total		17,680.00			
UND01	2215	212002	(1) 13415	Vacant	(1) U302052215F	24,500.00	24500		2215
UND01	2220	222001	(2) 13425	VACANT	U302052220G	11,804.00	0	0	2220
UND01	2630	222001	(3) 13442	VACANT	U302052630G	5,902.00	0	0	2630
UND01	4000	10505	(4) 13447	VACANT	U223264000R	166,049.00	7907	5	4000
UND01	2245	221045	(5) 13464	VACANT	U433002245UND0010507G	15,738.00	0	0	2245
UND01	2380	211002	(6) 13475	VACANT	U302052380F	45,000.00	-1000	-2.2	2380
UND01	2220	221001	(7) 13482	VACANT	U435002220UND0012651G	11,804.00	0	0	2220
UND01	3180	411502	(8) 13491	VACANT	U224643180R	35,000.00	3394	10.7	3180
UND01	5150	221501	(9) 13511	VACANT	U219565150G	11,900.00	567	5	5150
UND01	2340	521001	(12) 13540	VACANT	(5) U302052340R	18,735.00	886	5	2340
UND01	5220	222001	(11) 13560	VACANT	U313045220G	4,013.00	191	5	5220
UND01	2320	211001	(12) 13572	VACANT	U302052320F	58,000.00	8000	16	2320
UND01	2220	222001	(13) 13577	VACANT	U302052220G	11,804.00	0	0	2220
UND01	1120	411054	(14) 13584	VACANT	U214981120R	11,453.00	0	0	1120
UND01	1120	411054	13584	VACANT	U215181120R	11,453.00	0	0	1120
UND01	1120	411054	13584	VACANT	U220641120R	2,182.00	0	0	1120
UND01	1120	411054	13584	VACANT	U220661120R	2,182.00	0	0	1120
UND01	5130	221501	(15) 13591	VACANT	U141055130UNDA000325G	3,903.00	-3989	-50.5	5130
UND01	2800	521001	(16) 13613	VACANT	U427002800UND0013028R	27,801.00	0	0	2800
UND01	2615	222001	(17) 13620	VACANT	U302052615G	7,019.00	0	0	2615
UND01	2505	221501	13690	VACANT	(10) U302052505G	6,196.00	295	5	2505
UND01	5300	420502	13705	VACANT	U302915305R	35,000.00	0	0	5300
UND01	2635	222001	(20) 13728	VACANT	U302052635G	11,803.00	0	0	2635
UND01	2800	222001	13740	VACANT	U302052800G	14,800.00	291	2	2800

Fund Dept

N/A

17

165 Vacant Appointments 5,500 ou

25% Sta

LOCID	DEPTID	JOBCODE	POSITION	TITLE	ACCTCODE	2008-2009 AMT	SALRANGE	COMPANCE	PRIMARY DEPT
UND01	2800	222001	13742	VACANT	U302052800G	7,400.00	146	2	2800
UND01	5010	341519	13763	VACANT	U219615010R	33,248.00	1248	3.9	5010
UND01	2500	311005	13773	VACANT	U310002500R	12,581.00	0	0	2500
UND01	2525	221501	13774	VACANT	U302052525G	12,393.00	590	5	2525
UND01	3610	521001	13828	VACANT	U103403620R	22,608.00	0	0	3610
UND01	2800	211002	13831	VACANT	U302052800F	48,491.00	2309	5	2800
UND01	2640	211001	13838	VACANT	U302052640F	51,250.00	0	0	2640
UND01	2210	332502	13871	VACANT	U214242210R	10,000.00	0	0	2210
UND01	3120	510501	13882	VACANT	U221363120R	21,950.00	530	2.5	3120
UND01	2520	221501	13923	VACANT	U302052520G	6,196.00	295	5	2520
UND01	2390	210001	13947	VACANT	U302052390F	58,000.00	-10391	-15.2	2390
UND01	3610	521001	13985	VACANT	U102163620R	11,073.00	0	0	3610
UND01	3610	521001	13985	VACANT	U103403620R	11,072.00	0	0	3610
UND01	5000	420503	13995	VACANT	U218525000R	7,786.00	1542	24.7	5000
UND01	2230	332001	14002	VACANT	U205582230R	43,528.00	0	0	2230
UND01	2635	211502	14008	VACANT	U302052635F	54,075.00	2575	5	2635
UND01	2400	210001	14037	VACANT	U302052400F	53,000.00	1000	1.9	2400
UND01	2550	222001	14044	VACANT	U302052550G	6,196.00	295	5	2550
UND01	2065	212001	14047	VACANT	U311002065F	7,598.00	0	0	2065
UND01	2620	222001	14052	VACANT	U302052620G	5,902.00	0	0	2620
UND01	2630	222001	14063	VACANT	U302052630G	5,902.00	0	0	2630
UND01	2635	210501	14065	VACANT	U302052635F	53,820.00	1820	3.5	2635
UND01	3197	710502	14089	VACANT	U103043610R	17,680.00	0	0	3197
UND01	1120	12301	14091	VACANT	U214981120R	44,641.00	0	0	1120
UND01	1120	12301	14091	VACANT	U220641120R	4,252.00	0	0	1120
UND01	1120	12301	14091	VACANT	U220661120R	4,252.00	0	0	1120
UND01	2320	211001	14099	VACANT	U302052320F	56,000.00	5366	10.6	2320
UND01	2215	212001	14129	VACANT	U302452215F	48,000.00	48000		2215
UND01	3610	341509	14139	VACANT	U103403620R	44,432.00	0	0	3610
UND01	5170	221542	14170	VACANT	U219145170G	6,197.00	295	5	5170
UND01	2230	332001	14190	Vacant	U408002230UND0013157R	28,160.00	0	0	2230
UND01	2530	222001	14242	VACANT	U302052530G	6,196.00	295	5	2530
UND01	2220	212001	14245	VACANT	U302052220F	22,570.00	866	4	2220
UND01	5240	222001	14248	VACANT	U219005240G	12,394.00	590	5	5240
UND01	5000	222001	14249	VACANT	U313005000G	364.00	17	4.9	5000
UND01	3180	611501	14281	VACANT	U318103180R	50,943.00	2426	5	3180
UND01	2615	222001	14294	VACANT	U302052615G	7,019.00	0	0	2615
UND01	2210	221001	14298	VACANT	U437002210UND0013261G	12,500.00	0	0	2210
UND01	2330	210501	14321	VACANT	U302052330F	52,000.00	-13229	-20.3	2330
UND01	2230	332001	14336	VACANT	U408002230UND0005191R	33,461.00	1593	5	2230

JEID	DEPTID	JOBCODE	POSITION	NAME
UND01	2500	221001	14356	VACANT
UND01	2500	221001	14356	VACANT
UND01	1120	431052	14363	VACANT
UND01	1120	431052	14363	VACANT
UND01	1120	431052	14363	VACANT
UND01	2210	222001	14365	VACANT
UND01	2310	210001	14381	VACANT
UND01	2615	222001	14393	VACANT
UND01	2380	211002	14395	VACANT
UND01	2635	222001	14422	VACANT
UND01	2705	221045	14430	VACANT
UND01	2720	210501	14431	VACANT
UND01	1120	520551	14436	VACANT
UND01	1120	520551	14436	VACANT
UND01	1120	520551	14436	VACANT
UND01	2525	212002	14490	VACANT
UND01	5300	521001	14514	VACANT
UND01	2550	222001	14531	VACANT
UND01	2800	201002	14542	VACANT
UND01	5220	222001	14543	VACANT
UND01	2325	341504	14546	VACANT
UND01	3180	613001	14550	VACANT
UND01	5150	221501	14552	VACANT
UND01	5300	521501	14615	VACANT
UND01	2030	340503	14616	VACANT
UND01	2505	221501	14656	VACANT
UND01	2715	211001	14681	VACANT
UND01	2325	210501	14686	VACANT
UND01	5240	222001	14694	VACANT
UND01	2705	221045	14714	VACANT
UND01	2325	211001	14729	VACANT
UND01	2540	222001	14761	VACANT
UND01	2510	311012	14762	VACANT
UND01	2510	311012	14762	VACANT
UND01	2510	311012	14762	VACANT
UND01	3665	711551	14776	VACANT
UND01	2630	222001	14777	VACANT
UND01	2635	221001	14783	VACANT
UND01	2620	222001	14813	VACANT
UND01	2325	211001	14817	VACANT

POSITION	ANNUAL SALARY	FTE CHANGE	% CHANGE	PRIMARY DEPTID
U302052500G	3,099.00	148	5	2500
U302052535G	3,097.00	147	5	2500
U214981120R	41,024.00	0	0	1120
U220641120R	3,907.00	0	0	1120
U220661120R	3,907.00	0	0	1120
U302052210G	11,804.00	0	0	2210
U302052310F	50,100.00	0	0	2310
U302052615G	7,019.00	0	0	2615
U302052380F	49,000.00	3000	6.5	2380
U302052635G	11,803.00	0	0	2635
U410002705UND0012307G	4,049.00	0	0	2705
U302052720F	63,000.00	3672	6.2	2720
U215181120R	28,095.00	0	0	1120
U220641120R	2,676.00	0	0	1120
U220661120R	2,676.00	0	0	1120
U302052525F	45,594.00	2171	5	2525
U203905305R	35,000.00	0	0	5300
U302052550G	6,198.00	295	5	2550
U302052800F	111,105.00	5290	5	2800
U219205220F	8,027.00	382	5	5220
U302052325R	34,000.00	-5121	-13.1	2325
U224623180R	27,027.00	1001	3.8	3180
U313005150G	6,216.00	296	5	5150
U302915305R	35,000.00	0	0	5300
U309002030R	37,000.00	0	0	2030
U302052505G	6,196.00	295	5	2505
U302052715F	63,000.00	3000	5	2715
U302052325F	56,000.00	4000	7.7	2325
U311005240G	6,199.00	281	4.7	5240
U410002705UND0012639G	12,300.00	0	0	2705
U302052325F	44,806.00	1723	4	2325
U302052540G	6,196.00	295	5	2540
U213382510R	10,815.00	0	0	2510
U213642510R	13,519.00	0	0	2510
U228102510R	1,082.00	0	0	2510
U103343665R	18,033.00	0	0	3665
U302052630G	5,902.00	0	0	2630
U302052635G	11,803.00	0	0	2635
U302052620G	5,902.00	0	0	2620
U302052325F	56,000.00	2000	3.7	2325

FUND	FTE	JOB CODE	POSITION	NAME	ACCT CODE	POSITION $	$ CHANGE	% CHANGE	PRIOR FTE
UND01	2340	520501	14820	VACANT	U302052340R	32,000.00	-1944	-5.7	2340
UND01	5150	221501	14827	VACANT	U313005150G	6,214.00	296	5	5150
UND01	1120	320556	14857	VACANT	U214981120R	16,799.00	0	0	1120
UND01	1120	320556	14857	VACANT	U215181120R	16,799.00	0	0	1120
UND01	1120	320556	14857	VACANT	U220641120R	3,200.00	0	0	1120
UND01	1120	320556	14857	VACANT	U220661120R	3,200.00	0	0	1120
UND01	3180	411502	14862	VACANT	U318103180R	43,823.00	2087	5	3180
UND01	5010	221590	14873	VACANT	U219715010G	15,738.00	0	0	5010
UND01	3197	710502	14879	VACANT	U103043610R	18,200.00	0	0	3197
UND01	5100	221501	14880	VACANT	U219325100G	658.00	0	0	5100
UND01	5100	221501	14880	VACANT	U313005100G	1,406.00	-485	-25.6	5100
UND01	2210	222001	14950	VACANT	U302052210G	11,804.00	0	0	2210
UND01	2720	211001	14972	VACANT	U302052720F	59,000.00	0	0	2720
UND01	2800	222001	14974	VACANT	U302052800G	14,800.00	291	2	2800
UND01	2220	222001	14979	VACANT	U302052220G	11,804.00	0	0	2220
UND01	2230	332001	14980	Vacant	U408002230UND0013157R	28,160.00	0	0	2230
UND01	2245	221001	14992	VACANT	U302052245G	11,804.00	0	0	2245
UND01	2605	221001	14994	VACANT	U207262605G	5,353.00	255	5	2605
UND01	5240	222001	14995	VACANT	U219005240G	6,197.00	295	5	5240
UND01	2245	221001	15004	VACANT	U410002245UND0011965G	13,500.00	0	0	2245
UND01	5100	521001	15013	VACANT	U313005100R	25,668.00	987	4	5100
UND01	2515	221001	15029	VACANT	U214442515G	6,196.00	295	5	2515
UND01	2350	211001	15034	VACANT	U302052350F	47,000.00	-4295	-8.4	2350
UND01	2635	222001	15077	VACANT	U302052635G	11,803.00	0	0	2635
UND01	4025	884750	15080	VACANT	U202224025O	5,000.00	0	0	4025
UND01	2535	222001	15134	VACANT	U302052535G	6,196.00	295	5	2535
UND01	1120	12301	15135	VACANT	U214981120R	58,566.00	1433	2.5	1120
UND01	1120	12301	15135	VACANT	U220641120R	5,578.00	137	2.5	1120
UND01	1120	12301	15135	VACANT	U220661120R	5,578.00	137	2.5	1120
UND01	2625	211001	15137	VACANT	U302052625F	57,750.00	2750	5	2625
UND01	2370	211001	15176	VACANT	U302052370F	50,000.00	3000	6.4	2370
UND01	5110	221501	15184	VACANT	U219045110G	12,429.00	0	0	5110
UND01	1120	12301	15185	VACANT	U214981120R	90,854.00	0	0	1120
UND01	1120	12301	15185	VACANT	U220641120R	8,653.00	0	0	1120
UND01	1120	12301	15185	VACANT	U220661120R	8,653.00	0	0	1120
UND01	2210	210501	15187	VACANT	U302052210F	68,000.00	13000	23.6	2210
UND01	2375	222001	15198	VACANT	U205042375G	3,974.00	0	0	2375
UND01	1000	10501	15203	VACANT	U314001000R	300,000.00	88314	41.7	1000
UND01	2635	222001	15225	VACANT	U302052635G	11,803.00	0	0	2635
UND01	2635	221001	15229	VACANT	U302052635G	11,803.00	0	0	2635

UND01	2625	211001	15240	VACANT
UND01	2235	432002	15245	Vacant
UND01	2635	222001	15248	VACANT
UND01	2530	222001	15252	VACANT
UND01	2720	221001	15283	VACANT
UND01	2380	211002	15287	VACANT
UND01	2240	520501	15290	VACANT
UND01	2370	211002	15297	VACANT
UND01	2220	222001	15304	VACANT
UND01	2505	221501	15323	VACANT
UND01	2800	222001	15344	VACANT
UND01	2630	222001	15347	VACANT
UND01	2210	221001	15378	VACANT
UND01	2200	420510	15413	VACANT
UND01	2200	420510	15413	VACANT
UND01	2200	420510	15413	VACANT
UND01	2640	222001	15415	VACANT
UND01	1120	431052	15423	VACANT
UND01	1120	431052	15423	VACANT
UND01	1120	431052	15423	VACANT
UND01	1120	431052	15423	VACANT
UND01	1120	12301	15434	VACANT
UND01	1120	12301	15434	VACANT
UND01	1120	12301	15434	VACANT
UND01	40	19501	15444	VACANT
UND01	2052	320518	15461	VACANT
UND01	2052	320518	15461	VACANT
UND01	2340	210001	15469	VACANT
UND01	2220	222001	15503	VACANT
UND01	3180	311508	15544	VACANT
UND01	5150	221501	15547	VACANT
UND01	2245	211001	15554	VACANT
UND01	3180	614001	15564	VACANT
UND01	5300	521501	15569	VACANT
UND01	2235	432002	15586	Vacant
UND01	2800	210501	15607	VACANT
UND01	5240	222001	15635	VACANT
UND01	3665	722051	15667	VACANT
UND01	2245	221086	15683	VACANT
UND01	2705	221045	15690	VACANT

U302052625F	57,750.00	2750	5	2625
U224222235R	22,000.00	0	0	2235
U302052635G	11,803.00	0	0	2635
U302052530G	6,196.00	295	5	2530
U410002720UND0010760G	3,955.00	0	0	2720
U302052380F	49,000.00	3000	6.5	2380
U435002240UND0011390R	20,466.00	1974	10.7	2240
U302052370F	50,000.00	0	0	2370
U302052220G	11,804.00	0	0	2220
U302052505G	12,393.00	590	5	2505
U302052800G	7,400.00	146	2	2800
U302052630G	5,902.00	0	0	2630
U302052210G	11,804.00	0	0	2210
U205722215R	1,868.00	0	0	2200
U216442200R	17,179.00	-5797	-25.2	2200
U310002200R	18,953.00	4430	30.5	2200
U302052640G	11,804.00	11804		2640
U214981120R	21,491.00	0	0	1120
U215181120R	21,491.00	0	0	1120
U220641120R	4,093.00	0	0	1120
U220661120R	4,093.00	0	0	1120
U214981120R	48,432.00	0	0	1120
U220641120R	4,613.00	0	0	1120
U220661120R	4,613.00	0	0	1120
U826050040R	95,402.00	0	0	40
U315002052R	3,254.00	0	0	2052
U315022052R	30,915.00	1627	5.6	2052
U302052340F	51,000.00	-16687	-24.7	2340
U302052220G	11,804.00	0	0	2220
U224643180R	47,862.00	2279	5	3180
U313005150G	6,216.00	296	5	5150
U302052245F	67,193.00	12424	22.7	2245
U224643180R	42,500.00	2330	5.8	3180
U203965340R	35,000.00	0	0	5300
U224222235R	22,000.00	0	0	2235
U302052800F	70,803.00	3371	5	2800
U219005240G	6,197.00	295	5	5240
U101883665R	25,198.00	1381	5.8	3665
U435002245UND0010450G	11,241.00	0	0	2245
U410002705UND0004349G	6,793.00	0	0	2705

FUND	DEPTID	JOB CODE	POSITION	NAME
UND01	5180	221501	15698	VACANT
UND01	2525	221501	15699	VACANT
UND01	2220	222001	15705	VACANT
UND01	2220	222001	15707	VACANT
UND01	5170	330505	15736	VACANT
UND01	2505	211001	15762	VACANT
UND01	5170	221542	15764	VACANT
UND01	2325	211001	15787	VACANT
UND01	2310	612503	15807	VACANT
UND01	2330	410502	15810	VACANT
UND01	2720	221001	15813	VACANT
UND01	1120	12311	15822	VACANT
UND01	1120	12311	15822	VACANT
UND01	1120	12311	15822	VACANT
UND01	2700	521001	15837	VACANT
UND01	2535	222001	15843	VACANT
UND01	2635	222001	15844	VACANT
UND01	3665	711551	15906	VACANT
UND01	2635	222001	15910	VACANT
UND01	2530	211001	15922	VACANT
UND01	2310	210001	15926	VACANT
UND01	2240	221001	15927	VACANT
UND01	2635	222001	15935	VACANT
UND01	1040	341518	15957	VACANT
UND01	1040	341518	15957	VACANT
UND01	2220	221001	15980	VACANT
UND01	2210	221001	16032	VACANT
UND01	2345	221501	16050	VACANT
UND01	3410	521001	16051	VACANT
UND01	5310	321001	16068	VACANT
UND01	2520	221501	16082	VACANT
UND01	2210	222001	16087	VACANT
UND01	2615	222001	16091	VACANT
UND01	2515	211001	16098	VACANT
UND01	5250	341506	16113	VACANT
UND01	2615	222001	16122	VACANT
UND01	2210	221001	16131	VACANT
UND01	2535	222001	16137	VACANT
UND01	1120	12301	16190	VACANT
UND01	1120	12301	16190	VACANT

JOB CODE	PROJECTED ANNUAL	BI-WEEKLY	% CHANGE	PRIMARY ACCT
U218805180G	12,430.00	592	5	5180
U302052525G	6,196.00	295	5	2525
U302052220G	11,804.00	0	0	2220
U302052220G	11,804.00	0	0	2220
U219145170R	43,007.00	0	0	5170
U302052505F	67,605.00	3219	5	2505
U219145170G	6,197.00	295	5	5170
U302052325F	56,000.00	3000	5.7	2325
U302052310R	34,950.00	1344	4	2310
U302052330R	29,000.00	-4123	-12.4	2330
U410002720UND0010760G	3,955.00	0	0	2720
U214981120R	87,028.00	0	0	1120
U220641120R	8,288.00	0	0	1120
U220661120R	8,288.00	0	0	1120
U310002700R	32,251.00	1536	5	2700
U302052535G	6,198.00	295	5	2535
U302052635G	11,803.00	0	0	2635
U103343665R	22,659.00	1068	4.9	3665
U302052635G	11,803.00	0	0	2635
U302052530F	105,000.00	15874	17.8	2530
U302052310F	50,000.00	-27683	-35.6	2310
U410002240UND0011486G	18,900.00	0	0	2240
U302052635G	11,803.00	0	0	2635
U207201040R	19,069.00	0	0	1040
U302051040R	45,931.00	0	0	1040
U410002215UND0013191G	23,608.00	0	0	2220
U437002210UND0013261G	11,556.00	0	0	2210
U302052345G	11,804.00	0	0	2345
U2132834109520R	20,481.00	203	1	3410
U224325310R	42,179.00	2009	5	5310
U302052520G	6,196.00	295	5	2520
U435002210UND0011344G	14,266.00	0	0	2210
U302052615G	7,019.00	0	0	2615
U302052515F	69,456.00	5176	8.1	2515
U313005250R	34,000.00	2600	8.3	5250
U302052615G	7,019.00	0	0	2615
U214242210G	18,500.00	0	0	2210
U302052535G	6,196.00	295	5	2535
U214981120R	49,883.00	0	0	1120
U220641120R	4,751.00	0	0	1120

UND01	1120	12301	16190	VACANT
UND01	5170	221542	16192	VACANT
UND01	2630	222001	16208	VACANT
UND01	3180	613001	16228	VACANT
UND01	3197	710502	16231	VACANT
UND01	1120	310551	16237	VACANT
UND01	1120	310551	16237	VACANT
UND01	1120	310551	16237	VACANT
UND01	2220	221001	16252	VACANT
UND01	2630	222001	16289	VACANT
UND01	1120	12347	16340	VACANT
UND01	1120	12347	16340	VACANT
UND01	1120	12347	16340	VACANT
UND01	2755	340503	16352	VACANT
UND01	5300	340501	16381	VACANT
UND01	1120	310559	16384	VACANT
UND01	1120	310559	16384	VACANT
UND01	1120	310559	16384	VACANT
UND01	2700	222001	16387	VACANT
UND01	2700	222001	16387	VACANT
UND01	2525	222001	16392	VACANT
UND01	2005	11505	16397	VACANT
UND01	3665	722051	16413	VACANT
UND01	2750	212001	16437	VACANT
UND01	2215	210501	16449	VACANT
UND01	2325	211001	16512	VACANT
UND01	2505	221501	16515	VACANT
UND01	5240	521001	16528	VACANT
UND01	2615	222001	16574	VACANT
UND01	5300	521001	16597	VACANT
UND01	2220	221001	16641	VACANT
UND01	2230	521001	16643	VACANT
UND01	2230	521001	16643	VACANT
UND01	2210	221001	16655	VACANT
UND01	2370	211501	16691	VACANT
UND01	2615	222001	16696	VACANT
UND01	1120	12346	16697	VACANT
UND01	1120	12346	16697	VACANT
UND01	1120	12346	16697	VACANT
UND01	1120	12346	16697	VACANT

U220661120R	4,751.00	0	0	1120
U219145170G	6,197.00	295	5	5170
U302052630G	5,902.00	0	0	2630
U224623180R	29,249.00	1583	5.7	3180
U103083610R	18,200.00	510	2.9	3197
U215181120R	48,922.00	11514	30.8	1120
U220641120R	4,659.00	1096	30.8	1120
U220661120R	4,659.00	1096	30.8	1120
U410002215UND0013191G	23,608.00	0	0	2220
U302052630G	5,902.00	0	0	2630
U214981120R	48,048.00	0	0	1120
U220641120R	4,576.00	0	0	1120
U220661120R	4,576.00	0	0	1120
U309002755R	81,965.00	12687	18.3	2755
U203905305R	40,000.00	0	0	5300
U215181120R	32,061.00	0	0	1120
U220641120R	3,053.00	0	0	1120
U220661120R	3,053.00	0	0	1120
U302022700F	71,750.00	3417	5	2700
U302022700G	21,592.00	1028	5	2700
U302052525G	6,196.00	295	5	2525
U314002005R	14,000.00	0	0	2005
U103343665R	23,135.00	1233	5.6	3665
U302052750F	75,000.00	29000	63	2750
U302052215F	60,000.00	0	0	2215
U302052325F	55,000.00	0	0	2325
U302052505G	6,196.00	295	5	2505
U218005240R	24,600.00	0	0	5240
U302052615G	7,019.00	0	0	2615
U203905305R	35,000.00	0	0	5300
U435002220UND0012651G	11,804.00	0	0	2220
U205542230R	11,550.00	-150	-1.3	2230
U408002230UND0013157R	6,300.00	0	0	2230
U435002210UND0013368G	13,000.00	0	0	2210
U302052370F	50,000.00	20760	71	2370
U302052615G	7,019.00	0	0	2615
U214981120R	52,559.00	0	0	1120
U215181120R	2,243.00	0	0	1120
U220841120R	6,326.00	0	0	1120
U220661120R	6,326.00	0	0	1120

FUND	DEPTID	JOB CODE	POSITION	NAME	FUNDCODE	2009 BUD FTE	CHANGE	% CHANGE	PRIMARY DEPT
UND01	2025	331503	16724	VACANT	U221802025R	18,975.00	904	5	2025
UND01	5150	221501	16737	VACANT	U313005150G	6,216.00	296	5	5150
UND01	5130	221501	16747	VACANT	U141055130UNDA000325G	12,429.00	4767	62.2	5130
UND01	2800	210901	16776	VACANT	U302052800F	53,424.00	2544	5	2800
UND01	2220	222001	16783	VACANT	U302052220G	11,804.00	0	0	2220
UND01	1180	11516	16808	VACANT	U314001180R	94,091.00	0	0	1180
UND01	3665	711551	16812	VACANT	U103343665R	22,680.00	1023	4.7	3665
UND01	3450	411554	16830	VACANT	U220903450R	24,582.00	0	0	3450
UND01	2505	210001	16834	VACANT	U302052505F	114,513.00	5453	5	2505
UND01	2550	222001	16851	VACANT	U302052550G	6,196.00	295	5	2550
UND01	2700	11006	16856	VACANT	U310002700F	176,323.00	8396	5	2700
UND01	4025	980050	16871	VACANT	U202224025T	18,000.00	0	0	4025
UND01	3180	613501	16881	VACANT	U224643180R	51,065.00	2432	5	3180
UND01	20	420503	16883	VACANT	U312000020R	48,304.00	478	1	20
UND01	2515	212002	16887	VACANT	U311202515F	0.00	0		2515
UND01	1040	321007	16907	VACANT	U100101040R	45,000.00	0	0	1040
UND01	3197	710502	16909	VACANT	U102493617R	19,458.00	1248	6.9	3197
UND01	2510	221501	16916	VACANT	U213382510G	6,196.00	295	5	2510
UND01	1120	12301	16935	VACANT	U214981120R	39,977.00	0	0	1120
UND01	1120	12301	16935	VACANT	U215181120R	1,991.00	1538	339.5	1120
UND01	1120	12301	16935	VACANT	U220641120R	3,997.00	146	3.8	1120
UND01	1120	12301	16935	VACANT	U220661120R	3,997.00	146	3.8	1120
UND01	2210	222001	16952	VACANT	U302052210G	14,266.00	0	0	2210
UND01	1120	311055	16967	VACANT	U214981120R	17,900.00	0	0	1120
UND01	1120	311055	16967	VACANT	U215181120R	17,900.00	0	0	1120
UND01	1120	311055	16967	VACANT	U220641120R	3,410.00	0	0	1120
UND01	1120	311055	16967	VACANT	U220661120R	3,410.00	0	0	1120
UND01	1120	12301	16986	VACANT	U214981120R	38,928.00	0	0	1120
UND01	1120	12301	16986	VACANT	U220641120R	3,707.00	0	0	1120
UND01	1120	12301	16986	VACANT	U220661120R	3,707.00	0	0	1120
UND01	2635	210501	16993	VACANT	U302052635F	55,062.00	1862	3.5	2635
UND01	2705	221045	17025	VACANT	U435002705UND0011404G	6,073.00	0	0	2705
UND01	1040	215002	17034	VACANT	U302051040UNDA000248F	38,000.00	0	0	1040
UND01	2750	210001	17036	VACANT	U302052750F	75,000.00	35719	90.9	2750
UND01	1180	221501	17164	VACANT	U314001180G	12,769.00	608	5	1180
UND01	5110	12005	22780	VACANT	U218945110R	9,924.00	-1411	-12.4	5110
UND01	2235	411004	22811	VACANT	U103482235R	21,630.00	0	0	2235
UND01	3180	710502	22842	VACANT	U318093180R	25,699.00	3412	15.3	3180
UND01	2705	211102	23015	VACANT	U437002705UND0011852F	57,750.00	0	0	2705
UND01	3680	723053	23025	VACANT	U103503680R	28,856.00	2030	7.6	3680

SETID	DEPTID	JOBCODE	POSITION	NAME
UND01	100	320523	23206	VACANT
UND01	2615	211001	23209	VACANT
UND01	5010	341516	23278	VACANT
UND01	2750	311002	23355	VACANT
UND01	20	420502	23381	VACANT
UND01	3610	110518	23494	VACANT
UND01	5100	221501	23570	VACANT
UND01	2715	222001	23747	VACANT
UND01	2725	222001	23748	VACANT
UND01	2710	222001	23749	VACANT
UND01	2705	222001	23750	VACANT
UND01	2720	222001	23752	VACANT
UND01	2515	221001	23779	VACANT
UND01	2515	222001	23780	VACANT
UND01	2515	221001	23781	VACANT
UND01	2215	332002	23858	VACANT
UND01	100	320507	23889	VACANT
UND01	2320	221001	23890	VACANT
UND01	1120	12311	23903	VACANT
UND01	1120	12311	23903	VACANT
UND01	1120	12311	23903	VACANT
UND01	1120	12301	23908	VACANT
UND01	1120	12301	23908	VACANT
UND01	1120	12301	23908	VACANT
UND01	1120	12301	23910	VACANT
UND01	1120	12301	23910	VACANT
UND01	1120	12301	23910	VACANT
UND01	1120	12301	23912	VACANT
UND01	1120	12301	23912	VACANT
UND01	1120	12301	23912	VACANT
UND01	2530	222001	24007	VACANT
UND01	1040	215002	24023	VACANT
UND01	2235	432001	24091	Vacant
UND01	2235	432001	24092	Vacant
UND01	1120	12301	24232	VACANT
UND01	1120	12301	24232	VACANT
UND01	1120	12301	24232	VACANT
UND01	2100	521501	24340	VACANT
UND01	1120	311055	24560	VACANT
UND01	1120	311055	24560	VACANT

JOB_CODE				
U315030100R	40,885.00	5100	14.3	100
U207442615F	9,000.00	0	0	2615
U219705010R	33,248.00	1248	3.9	5010
U302052750F	75,000.00	0	0	2750
U312000020R	29,748.00	786	2.7	20
U103403620R	75,500.00	500	0.7	3610
U219325100G	1,973.00	0	0	5100
U302052715G	36,476.00	1062	3	2715
U302052725G	45,229.00	1317	3	2725
U302052710G	21,076.00	614	3	2710
U302052705G	27,427.00	0	0	2705
U302052720G	69,251.00	2017	3	2720
U302052515G	6,196.00	295	5	2515
U302052515G	6,196.00	295	5	2515
U302052515G	6,196.00	295	5	2515
U302462215R	18,000.00	0	0	2215
U315030100R	59,536.00	9923	20	100
U203302320G	8,596.00	0	0	2320
U214981120R	43,680.00	0	0	1120
U220641120R	4,160.00	0	0	1120
U220661120R	4,160.00	0	0	1120
U214981120R	43,680.00	0	0	1120
U220641120R	4,160.00	0	0	1120
U220661120R	4,160.00	0	0	1120
U214981120R	43,680.00	0	0	1120
U220641120R	4,160.00	0	0	1120
U220661120R	4,160.00	0	0	1120
U214981120R	43,680.00	0	0	1120
U220641120R	4,160.00	0	0	1120
U220661120R	4,160.00	0	0	1120
U302052530G	6,196.00	295	5	2530
U302051040UNDA000263F	24,000.00	0	0	1040
U224162235R	34,000.00	0	0	2235
U224162235R	45,000.00	0	0	2235
U214981120R	1,608.00	0	0	1120
U220641120R	153.00	0	0	1120
U220661120R	153.00	0	0	1120
U302392100R	20,624.00	0	0	2100
U214981120R	17,035.00	0	0	1120
U215181120R	17,035.00	0	0	1120

SETID	DEPTID	JOBCODE	POSITION	NAME	ADJ CODE	2009 BUDAMT	CHANGE	% CHANGE	PRIMARY FTE
UND01	1120	311055	24560	VACANT	U220641120R	3,245.00	0	0	1120
UND01	1120	311055	24560	VACANT	U220661120R	3,245.00	0	0	1120
UND01	3660		25079	VACANT	U318161060O				3660
UND01	3660		25079	VACANT	U422005250UND0013809O				3660
UND01	2215	221001	25184	VACANT	U302052215G	0.00	-11804	-100	2215
UND01	2215	211001	25261	Vacant	U302052215F	24,500.00	24500		2215
UND01	2700	521001	25268	VACANT	U410002700UND0012799R	13,133.00	661	5.3	2700
UND01	5300	521501	25314	VACANT	U203965340R	35,000.00	0	0	5300
UND01	2500	211001	25417	VACANT	U202122500F	15,740.00	0	0	2500
UND01	2500	211001	25417	VACANT	U302052500F	51,372.00	0	0	2500
UND01	3610	320506	25483	VACANT	U101803670R	17,000.00	0	0	3610
UND01	3610	320506	25483	VACANT	U103403620R	17,000.00	0	0	3610
UND01	1040	215002	25501	VACANT	U302051040F	24,000.00	0	0	1040
UND01	2052	320526	25657	Vacant	U315012052R	48,166.00	3166	7	2052
UND01	1040	341514	25859	VACANT	U100101040R	45,000.00	0	0	1040
UND01	1040	110518	25987	Vacant	U100101040R	70,000.00	0	0	1040
UND01	1040	215002	26212	Vacant	U302051040F	36,000.00	0	0	1040
UND01	5230	341505	26258	Vacant	U313005230R	40,000.00	0	0	5230
UND01	5230	341505	26259	Vacant	U313005230R	28,500.00	0	0	5230
UND01	1040	215002	26306	Vacant	U302051040UNDA000261F	24,000.00	0	0	1040
UND01	1040	215002	26307	Vacant	U207201040UNDA000273F	36,000.00	0	0	1040
				Vacant Total		9,249,117.00			
UND01	2215	211001	16784	Vacek,Joseph James	U302052215F	50,760.00	2760	5.8	2215
				Vacek,Joseph James Total		50,760.00			
UND01	3610	341522	22830	Vait,Sarah Margaret	U102493617R	20,876.00	1031	5.2	3610
UND01	3610	341522	22830	Vait,Sarah Margaret	U103023610R	6,959.00	344	5.2	3610
				Vait,Sarah Margaret Total		27,835.00			
UND01	3180	710502	15949	Valkenburg,Van	U318093180R	17,680.00	0	0	3180
				Valkenburg,Van Total		17,680.00			
UND01	2230	332001	15866	Van Dell, Wesley	U205582230R	30,292.00	0	0	2230
				Van Dell, Wesley Total		30,292.00			
UND01	2635	210501	16766	Van Eck,Richard Neal	U302052635F	64,803.00	3203	5.2	2635
				Van Eck,Richard Neal Total		64,803.00			
UND01	1120	321057	15951	Van Eck,Sandra L	U215181120R	34,402.00	1485	4.5	1120
UND01	1120	321057	15951	Van Eck,Sandra L	U220641120R	3,276.00	141	4.5	1120
UND01	1120	321057	15951	Van Eck,Sandra L	U220661120R	3,276.00	141	4.5	1120
				Van Eck,Sandra L Total		40,954.00			
UND01	2800	211901	24298	VanBuren,Krystal Michelle	U302052800F	29,127.00	1387	5	2800
				VanBuren,Krystal Michelle Total		29,127.00			
UND01	3610	410502	23896	Vance,Deborah Kay	U103403620R	26,814.00	1600	6.3	3610

FUND	ORGN	JOB CODE	POSITION	NAME	ACCT CODE	JOB BUD AMT	SSNAGE	CHANGE	PRIMARY ORG
UND01	1120	12311	17046	Zygarlicke,Christopher Joseph	U214981120R	115,018.00	6517	6	1120
UND01	1120	12311	17046	Zygarlicke,Christopher Joseph	U220641120R	10,954.00	621	6	1120
UND01	1120	12311	17046	Zygarlicke,Christopher Joseph	U220661120R	10,954.00	621	6	1120
				Zygarlicke,Christopher Joseph Total		136,926.00			
				Grand Total		136,826,646.00			

49,587,443 Fringe benefits * (36.24%)
$186,414,089 (Pg 1-7) + (Pg 1-22)

* - estimate based on this report & the total S&W on other report pages.

10

23 vacant positions w/o budget amts - 3 with $-0- budgeted.

$657,027

Minot State University 2008

Company Bdgt/Job Data Download FY'08

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1-SetID	2-DeptID	3-Dept Name	6-JobCode	7-Position	10-Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
MISU1	2240	Humanities	211510	00013146	Stoskopf,Sherry	I302162240F	29,086.00	1,330.00	4.79%
MISU1	2450	Teacher Education & Human Perf	211513	00013149	Sundberg,Robert Duane	I302062450F	39,940.00	1,536.00	4.00%
MISU1	2210	Biology	210511	00013151	Super,Heidi J	I302262210F	26,640.00	2,239.00	9.18%
MISU1	2200	College Of Arts & Sciences	210511	00013151	Super,Heidi J	I460002200MIS0010153F	26,640.00	2,239.00	9.18%
MISU1	2430	Nursing	211033	00013152	Swanson,Judith	I302222430F	48,074.00	2,426.00	5.31%
MISU1	2240	Humanities	210510	00013155	Tangney,Shaun Anne	I302162240F	50,744.00	2,384.00	4.93%
MISU1	2270	Science	521005	00013156	Tarasenko,Kathleen A	I302252270R	21,544.00	2,921.00	15.68%
MISU1	2330	Business Info Technology	210504	00012733	Tehrani,Mehdi	I302052330F	69,000.00	5,566.00	8.77%
MISU1	3070	Physical Plant	710501	00013115	Tennyson,Karla R	I318003070R	18,115.61	955.41	5.57%
MISU1	2700	ND Center For Persons w Disab	242201	00013159	Thomas,Wendy Joyleen	I433002700MIS0010031F	6,398.00	485.88	8.22%
MISU1	2700	ND Center For Persons w Disab	242201	00013159	Thomas,Wendy Joyleen	I433002700MIS0010047F	25,898.00	995.46	4.00%
MISU1	2700	ND Center For Persons w Disab	242201	00013159	Thomas,Wendy Joyleen	I433002700MIS0010103F	5,217.00	200.66	4.00%
MISU1	1400	Public Information	321004	00013161	Thompson,Kimberlee Sue	I314111400R	38,155.00	931.00	2.50%
MISU1	3070	Physical Plant	710502	00013164	Thorson,Tom H	I318003070R	22,536.33	1,072.55	5.00%
MISU1	2660	DE Online	340508	00013166	Timbrook,Mark Jay	I200542660R	43,441.00	4,001.00	10.14%
MISU1	2710	Rural Crime & Justice Center	340514	00013167	Todosichuk,Rachelle Deleigh	I433002710MIS0010050R	32,261.00	1,241.00	4.00%
MISU1	2430	Nursing	211033	00013168	Townsend,Deborah G	I302222430F	50,091.00	47,030.91	1536.91%
MISU1	2430	Nursing	211033	00013168	Townsend,Deborah G	I302542430F	-	(45,103.91)	-100.00%
MISU1	2710	Rural Crime & Justice Center	340514	00012648	VACANT	I433002710MIS0010050R	(1) 31,020.00	-	0.00%
MISU1	2420	Communication Disorders	211532	00012663	VACANT (1)	I302392420F	(2) 30,823.00	146.00	0.48%
MISU1	2240	Humanities	210502	00012695	VACANT (2)	I302162240F	(3) 50,173.00	-	0.00%
MISU1	1200	Athletics	215003	00012774	VACANT (3)	I302141200F	(4) 36,707.00	-	0.00%
MISU1	2605	Center For Extended Learning	441501	00012794	VACANT	I200432605R	(5) 23,607.00	-	0.00%

117,734

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1-SetID	2-DeptID	3-Dept Name	6-JobCode	7-Position	10-Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
MISU1	2270	Science	211016	00012840	VACANT	I302252270F	42,094.00	-	0.00%
MISU1	2260	Music	211531	00012855	VACANT	I302202260F	34,500.00	-	0.00%
MISU1	2300	College Of Business	520503	00012895	VACANT	I250162300R	5,604.00	-	0.00%
MISU1	2320	Business Administration	520503	00012895	VACANT	I302112320R	2,412.00	(11,985.00)	-83.25%
MISU1	2270	Science	211018	00012901	VACANT	I302252270F	42,999.00	-	0.00%
MISU1	0100	NDUS Distance Education	019501	00012929	VACANT	I340000100F	-	(77,568.11)	-100.00%
MISU1	0100	NDUS Distance Education	019501	00012929	VACANT	I340010100F	-	(1,256.89)	-100.00%
MISU1	2170	Enrollment Services	341501	00012930	VACANT	I313022170R	28,952.00	-	0.00%
MISU1	2420	Communication Disorders	211532	00012954	VACANT	I302392420F	38,000.00	-	0.00%
MISU1	2420	Communication Disorders	211532	00012954	VACANT	I305002420F	2,731.00	2,731.00	0.00%
MISU1	2270	Science	210014	00012970	VACANT	I302252270F	67,770.00	-	0.00%
MISU1	3000	Business Office	215002	00013020	VACANT	I240193000F	5,137.00	-	0.00%
MISU1	1200	Athletics	215002	00013020	VACANT	I302141200F	21,310.00	(8,709.00)	-29.01%
MISU1	2170	Enrollment Services	341501	00013039	VACANT	I313022170R	27,362.00	-	0.00%
MISU1	2430	Nursing	210533	00013064	VACANT	I302222430F	41,760.00	(14,970.00)	-26.39%
MISU1	6000	VP Advancement	521006	00013079	VACANT	I314016000R	18,376.00	571.00	3.21%
MISU1	3070	Physical Plant	612502	00013111	VACANT	I318003070R	17,742.00	582.00	3.39%
MISU1	2240	Humanities	211009	00013124	VACANT	I302162240F	41,816.00	-	0.00%
MISU1	2300	College Of Business	321001	00013128	VACANT	I205102300R	34,278.00	-	0.00%
MISU1	2260	Music	211531	00013133	VACANT	I302202260F	38,000.00	-	0.00%
MISU1	2660	DE Online	211036	00013191	VACANT	I200542660F	54,428.00	-	0.00%
MISU1	2660	DE Online	340508	00013192	VACANT	I200542660R	46,962.00	-	0.00%
MISU1	2660	DE Online	011502	00013227	VACANT	I200542660R	65,142.00	-	0.00%

4/05 804

Minot State University

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1-SetID	2-DeptID	3-Dept Name	6-JobCode	7-Position	10-Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
MISU1	6000	VP Advancement	520501	00023811	VACANT	I240226000R	19,376.00	-	0.00%
MISU1	2140	Records	521501	00024868	VACANT	I215142140R	17,348.00	84.00	0.49%
MISU1	0100	NDUS Distance Education	521005	00024931	VACANT	I340000100R	-	(1,970.00)	-100.00%
MISU1	6000	VP Advancement	011510	00024978	VACANT	I240226000R	40,000.00	-	0.00%
MISU1	5080	Student Health	430501	00025462	VACANT	I215135080R	19,863.00	19,863.00	0.00%
MISU1	2110	Institutional Planning	311012	00025556	VACANT	I302362110R	56,000.00	-	0.00%
MISU1	1200	Athletics	215004	00025586	VACANT	I302141200F	17,500.00	8,709.00	99.07%
MISU1	2660	DE Online	211504	00013173	Vang,Betty J	I200542660F	23,142.00	7,139.00	44.61%
MISU1	2250	Math & Computer Science	211012	00013174	Vang,Kevin M	I302242250F	47,015.00	2,068.00	4.60%
MISU1	3070	Physical Plant	611501	00013175	Vannett,Larry L	I318003070R	32,431.27	2,213.66	7.33%
MISU1	2240	Humanities	340509	00013188	Veikley,Avis R	I302162240R	24,036.00	2,416.00	11.17%
MISU1	3100	Publication & Design Services	621001	00013178	Volk,Rebecca J	I314083100R	20,273.00	2,022.00	11.08%
MISU1	2280	Social Science	210026	00013181	Wagner,Jonathan F	I302272280F	71,717.00	3,160.00	4.61%
MISU1	3000	Business Office	310501	00013183	Wagner,Robin Marie	I314003000R	50,000.00	3,514.00	7.56%
MISU1	2310	Accounting & Finance	211035	00013184	Wahlund,Jay L	I302022310F	56,692.00	4,177.00	7.95%
MISU1	3100	Publication & Design Services	620501	00013185	Wald,Doreen L	I314083100R	26,344.00	1,157.00	4.59%
MISU1	3070	Physical Plant	612506	00013186	Wald,Terry J	I318003070R	36,836.62	2,597.77	7.59%
MISU1	2320	Business Administration	211035	00013187	Walizer,Ottis E	I302112320F	49,835.00	4,290.00	9.42%
MISU1	2172	International Program	341511	00013189	Walker,Rolaunda R	I313122172R	31,309.00	4,000.00	14.65%
MISU1	2310	Accounting & Finance	211035	00013190	Walz,Karen S	I302022310F	59,830.00	3,427.00	6.08%
MISU1	2660	DE Online	011005	00012946	Warmoth,Kristen Marie	I200542660R	65,300.00	4,300.00	7.05%
MISU1	3000	Business Office	011504	00012643	Watson,Jonelle G	I314003000R	67,281.00	5,241.00	8.45%
MISU1	2240	Humanities	211510	00013199	Watson,Richard Henry	I302162240F	33,215.00	1,758.00	5.59%

73500

NDSCS -2008 $76,682 6 vacant 3 with $0 budgeted

1-Dept	2-Dept Name	3-Job Code	4-Position	5-Name	6-Acct Code	82-2008 Budget Amount	83-Dollar Change	334-Percent Change
2120	Nursing	210501	00011163	Trom,Marsha Kay	C302002120F	26835.19	1277.87	0.05
2130	Occupational Therapy	212001	00012300	Twidwell,Melissa Marie	C209212130F	26590.20	1266.2	0.05
2211	Culinary Arts	210501	00011430	Uhren,Mary L	C302002211F	46782.71	2227.75	0.05
3800	Divisional-Physical Plant	710501	00011332	Ulvestad,Robert	C318003800R	26343.31	1897.30	0.08
2520	Distance Learning-ASB	980001	00025245	VACANT	C213112520O	0.00	0	#DIV/0!
2120	Nursing	980001	00025245	VACANT	C341002120SCS0006010F	0.00	0	#DIV/0!
5159	Student Life	980001	00011294	VACANT	C105555159O	4509.75	214.75	0.05
5190	Athletics	441503	00011595	VACANT	C221035190O	6615.00	315	0.05
2000	Divisional-Instruction	212001	00012527	VACANT	C302002000F	9235.80	439.8	0.05
5159	Student Life	441002	00011432	VACANT	C105555159R	23281.44	1108.64	0.05
5159	Student Life	521001	00011351	VACANT	C105555159R	25078.11	1194.20	0.05
2190	Social & Behavorial Sciences	211001	00011183	VACANT	C302002190F	45427.20	2163.2	0.05
2170	English & Humanities	210501	00011179	VACANT	C302002170F	0.00	0	0
2150	Health Information Technician	210502	00011313	VACANT	C302002150F	0.00	0	0
5150	Enrollment Services	521001	00011180	Vacant	C313005150R	22019.09	1048.53	0.05
3590	Auxiliary Enterprises	521504	00011433	Veland,Betty A	C102003590R	17181.49	811.48	0.05
5180	Marketing & Communications	421003	00011434	Vigen,Carole C	C314005180R	29021.66	1381.98	0.05
2230	Agriculture	211001	00011551	Volla,Sterling Wayne	C302002230F	42020.16	2000.96	0.05
5184	Academic Service Center	211501	00011301	Vosberg,Georgia Lynn	C405005184SCS0004133F	18928	0	0.00
3520	Purchasing	421002	00011435	Walen,Lyle T	C314003520R	25747.46	1226.07	0.05
3800	Divisional-Physical Plant	611502	00011436	Walker,Douglas R	C318003800R	29202.88	1390.61	0.05
2520	Distance Learning-ASB	011518	00011438	Wall,Margaret A	C311002520R	71475.77	3403.61	0.05
3800	Divisional-Physical Plant	710502	00011440	Walter,John F	C318003800R	25826.08	1872.67	0.08
2200	Computer Information Systems	210502	00011442	Watne,Jeffory Lee	C302002200F	57348.86	2730.90	0.05
2120	Nursing	211501	00011234	Weigel,Kathleen A	C302002120F	49140.00	2340	0.05
2130	Occupational Therapy	520502	00011443	Wells,Patti J	C302002130R	30115.23	1434.06	0.05
1110	Human Resources	411003	00011444	Wieser,Elaine K	C314001110R	34205.01	1628.81	0.05
2230	Agriculture	211001	00011384	Wilhelm,Anissa Diane	C302002230F	48300.00	2300	0.05
2150	Health Information Technician	211501	00011184	Wolf,Corinne K	C302002150F	41475.00	1975	0.05
2312	Building Construction Tech	211001	00011445	Wolfgram,Bryan Virgil	C303002312F	41077.55	1956.07	0.05
5184	Academic Service Center	440503	00025308	Wolfgram,Mary Jean	C302005184F	13829.4	655.2	0.05
3800	Divisional-Physical Plant	710502	00011446	Wolfgram,Wayne E	C318003800R	24335.07	1158.81	0.05
2390	Mechanical Systems	211501	00011447	Wood,Mark Laverne	C303002390F	40307.90	1919.42	0.05

2008 — 0 · vacant

Valley City State University
2007-08 Alphabetic Listing

10-Name	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
Storbeck,Drew A	25,843	1,231	5.00%
Stricklin,Kari Ann	37,186	2,247	6.43%
Svenningsen Hesch,Kimberly Jo	34,796	1,657	5.00%
Thompson,Gary W	58,462	2,784	5.00%
Thoreson,Ann Marie	34,517	1,644	5.00%
Thoreson,Jennifer Jean	28,968	1,379	5.00%
Thoreson,Larry A.	31,510	1,500	5.00%
Trader,Greta A	24,860	1,200	5.07%
Triebold,Dennis A	25,555	1,700	7.13%
Tufte,Tyler M	30,098	1,433	5.00%
Tykwinski,Joe	75,952	3,617	5.00%
Van Gijssel,Hilligje Egbertje	41,314	1,967	5.00%
Vanhorn,Shannon Carole	39,827	1,897	5.00%
Vogds,Brenda Jean	29,400	1,400	5.00%
Walker,Everett R	19,236	1,200	6.65%
Whitney,Linda Kay	52,115	6,291	13.73%
Wieland,Louis Matthew	25,478	1,213	5.00%
Zahn,Cindy L	34,843	1,659	5.00%

[redacted] 105,700 Mayville S.U. 2008 [redacted] 10 vacant GF positions - 4 have [redacted] - budgete

MASU1	2060	Headstart/CDC	711501	00010562	Schultz,Lynn M	M404002060MAY0004218O	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	711501	00010562	Schultz,Lynn M	M404102060MAY0004219O	0	0	#DIV/0!
MASU1	3500	Food Service	110519	00012293	Schumann,Gail A	M100003500R	39,367	1,875	5%
MASU1	2540	Chemistry	211501	00009095	Sieg,Jeffrey R	M302002540F	40,664	1,936	5%
MASU1	2060	Headstart/CDC	711001	00010303	Sjokvist,Heather Lynne	M250802060R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	711001	00010303	Sjokvist,Heather Lynne	M404002060MAY0004228R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	711001	00010303	Sjokvist,Heather Lynne	M404102060MAY0004229R	0	0	#DIV/0!
MASU1	2100	Div Business & CIS	210001	00009120	Skean,Mark Edgar	M302002100F	50,739	2,416	5%
MASU1	5300	Financial Aid	520501	00010189	Skovlund,Shannon L.	M313005300R	20,192	962	5%
MASU1	3900	Facilities Services	710501	00009279	Slaughter,Robert Anthony	M318003900R	8,505	405	5%
MASU1	5700	Housing	710501	00009279	Slaughter,Robert Anthony	M102015700R	8,505	405	5%
MASU1	3600	Bookstore	110509	00009019	Soholt,Pamela B.	M101003600R	30,662	1,460	5%
MASU1	2202	Education	211001	00009401	Sorteberg,Ann M	M302002202F	34,125	1,625	5%
MASU1	3400	Info Tech Services	320503	00009172	Steele,Patrick W.	M252303400R	41,508	4,262	11%
MASU1	2010	Academic Affairs	010502	00009025	Stenehjem,Keith Alan	M310002010R	90,000	0	0%
MASU1	3900	Facilities Services	710501	00009145	Stordahl,Gary M	M318003900R	18,592	885	5%
MASU1	1100	President	311001	00009027	Swenson,Beth I.	M314001100R	21,705	1,034	5%
MASU1	1200	Alumni/Foundation	311001	00009027	Swenson,Beth I.	M803001200R	21,705	1,034	5%
MASU1	2340	Speech & Drama	211001	00009045	Sylskar,Robert A.	M302002340F	42,519	2,025	5%
MASU1	2020	Summer School	211001	00025313	Talukder,Md Zahirul Islam	M302002020F	0	0	#DIV/0!
MASU1	2560	Physics	211001	00025313	Talukder,Md Zahirul Islam	M404302560MAY0004050F	29,400	1,400	5%
MASU1	2010	Academic Affairs	520501	00009148	Trudeau,Mary L.	M310002010R	23,100	1,100	5%
MASU1	2060	Headstart/CDC	440501	00009119	Ulland,Brandie Jae	M404002060MAY0004228R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	440501	00009119	Ulland,Brandie Jae	M404102060MAY0004229R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	431502	00009143	Ulland,Yvonne A.	M250802060R	1,365	56	4%
MASU1	2060	Headstart/CDC	431502	00009143	Ulland,Yvonne A.	M404002060MAY0004228R	9,567	401	4%
MASU1	2060	Headstart/CDC	431502	00009143	Ulland,Yvonne A.	M404102060MAY0004229R	16,399	687	4%
MASU1	1300	Collegiate Sports			VACANT	M107071300R	7,500	0	0%
MASU1	1300	Collegiate Sports			VACANT	M302001300F	22,500	0	0%
MASU1	2040	Library	520501	00009028	VACANT	M309002040R	0	0	#DIV/0!
MASU1	2050	Admissions & Records	441503	00009445	VACANT	M313002050R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	711001	00009103	VACANT	M250802060R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	711001	00009127	VACANT	M404102060MAY0004219R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	521501	00009137	VACANT	M250802060R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	521501	00009137	VACANT	M404002060MAY0004218R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	521501	00009137	VACANT	M404102060MAY0004219R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	440501	00009147	VACANT	M250802060R	0	0	#DIV/0!

33,500

MASU1	2060	Headstart/CDC	440501	00009147	VACANT	M404102060MAY0004229R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	431501	00009164	VACANT	M404002060MAY0004218R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	431501	00009164	VACANT	M404102060MAY0004219R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	331501	00009276	VACANT	M404002060MAY0004218R	0	0	#DIV/0!
MASU1	2100	Div Business & CIS	331501	00009276	VACANT	M404102060MAY0004219R	0	0	#DIV/0!
MASU1	2202	Education	211501	00009424	VACANT	M302002100F	0	0	#DIV/0!
MASU1	3400	Info Tech Services	520501	00009338	VACANT	M302002202R	18,600	0	0%
MASU1	3500	Food Service	711501	00012377	VACANT	M200403400R	9,577	0	0%
MASU1	3500	Food Service	711501	00012378	VACANT	M100003500R	15,600	0	0%
MASU1	3900	Facilities Services	710501	00009038	VACANT	M100003500R	18,720	0	0%
MASU1	5100	Student Affairs	441504	00009150	VACANT	M318003900R	17,800	0	0%
MASU1	5200	Enrollment Services	010506	00010574	VACANT	M403905100MAY0004045R	8,183	0	0%
MASU1	5200	Enrollment Services			VACANT	M313005200R	0	0	#DIV/0!
MASU1	5200	Enrollment Services			VACANT	M313005200R	21,000	0	0%
MASU1	5400	Co-Op Learning	331503	00009037	VACANT	M313005200R	9,577	0	0%
MASU1	2060	Headstart/CDC	711001	00009175	Vadnie,Dawn Marie	M313005400R	16,223	0	0%
MASU1	2060	Headstart/CDC	431502	00009451	Votava,Mary A	M404002060MAY0004228R	0	0	#DIV/0!
MASU1	2350	English	211001	00009109	Wanat,Matthew S.	M403802060CON0004217R	0	0	#DIV/0!
MASU1	2060	Headstart/CDC	330502	00009195	Waters,Jennifer J	M302002350F	37,643	1,793	5%
MASU1	2060	Headstart/CDC	330502	00009195	Waters,Jennifer J	M404002060MAY0004228R	18,198	1,018	6%
MASU1	1200	Alumni/Foundation	520501	00009284	Winger,Julie Ann	M404102060MAY0004229R	6,066	339	6%
MASU1	2060	Headstart/CDC	440501	00009185	Wright,Theresa K	M803001200R	34,000	9,920	41%
MASU1	3400	Info Tech Services	340502	00012454	Wuori,Misti L	M403802060CON0004217R	0	0	#DIV/0!
MASU1	2100	Div Business & CIS	520501	00010188	Young,Brittany Mary	M200403400R	32,970	1,570	5%
						M302002100R	20,192	962	5%

DSU -0- DSU- 2008

DSU -0- Listed as vacant

00012561	0360043	2	Steffen,Sonja Marie	18890	1210	0.068438914
00012042	0255463	0	Steffes,Kelly Lynn	20786	990	0.050010103
00012211	0258624	0	Stevens,Nicole	20855	1355	0.069487179
00012389	0306425	0	Sticha,Selma A	44980	2546	0.059999057
00012044	0228522	0	Stroh,Tobias	14476	820	0.060046866
00012374	0228522	1	Stroh,Tobias	43429	2461	0.060071275
00012045	0367800	0	Stull,Alison Jane	49399	2796	0.059996138
00012017	0438362	0	Suko,Stephanie A	21400	2689	0.143712255
00012047	0580373	0	Swensen,Graham Knude	46292	2204	0.049990927
00012395	0246021	0	Taylor,Cecilia Anne	23009	2309	0.111545894
00012050	0451903	0	Taylor,Michael J C	47176	0	0
00012051	0580245	0	Ternes,Roger W.	79500	5236	0.070505225
00012052	0370156	0	Thiel,Kim Ray	43596	2468	0.060007781
00012053	0314022	0	Thompson,Kevin J.	27388	1562	0.060481685
00012053	0314022	0	Thompson,Kevin J.	36242	2068	0.060513841
00012054	0601254	0	Tormaschy,Donald Richard	28934	2330	0.087580815
00012214	7011891	0	Treacy,Ronald C	66150	3150	0.05
00012056	0304728	0	Vanderbusch,Kathleen R.	8820	-5024	-0.362900896
00012057	0303833	0	Veit,Donna Kay	17640	4040	0.297058824
00012058	0601858	0	Vickers,Lee A.	157915	7520	0.050001662
00012059	0582864	0	Voutsas,Konstandinos	54846	3564	0.069498069
00012049	7012087	0	Wagner,Lori Ann	23860	1136	0.049991199
00012334	0292397	0	Wanner,Faith O	24644	1613	0.070036038
00011975	0320782	0	Wax,Valeria Noel	42741	2035	0.04999263
00012065	0212292	0	Wegleitner,John	31190	1639	0.055463436
00012066	0601839	0	Wetsch,Todd D.	12676	604	0.050033135
00012066	0601839	0	Wetsch,Todd D.	7945	378	0.049953747
00012067	0363325	0	Wheeler,L Ray	67788	4205	0.06613403
00012023	0189180	0	Wilkinson,Stacy Lynn	23024	1096	0.049981758
00012071	0349339	0	Willer,Anthony C	34249	1631	0.050003066
00012073	0580458	0	Williams,Kenneth D	47959	2284	0.050005473
00012074	0601251	0	Winistorfer,Shane K	32000	2000	0.066666667
00011987	7011487	0	Yang,Thy	51040	3200	0.066889632
00012225	0243400	0	Yourk,Laurie A	23100	3500	0.178571429
00012062	0312046	0	Zalesky,Corina M	20617	1363	0.070790485

Williston State College 0 - vacant
2008

1-SetID	2-DeptID	3-Dept Name	6-JobCode	7-Position	10-Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
WSC01	2300	Computer Systems Specialist	211503	00010657	Rehak,Jerry Lee	W303002300F	55,818	2,506	4.701%
WSC01	2730	Academic Affairs	211503	00024886	Richter,David W	W310002730F	16,609	754	4.756%
WSC01	2400	Humanities	211503	00010658	Richter,David W	W302002400F	12,242	550	4.704%
WSC01	1100	President's Office	211503	00024149	Richter,David W	W801931100F	31,500	1,500	5.000%
WSC01	3120	Housing	332501	00010659	Robbins,Heidi Beth	W105153120R	4,371	198	4.745%
WSC01	3120	Housing	332501	00010659	Robbins,Heidi Beth	W105203120R	1,165	53	4.766%
WSC01	3120	Housing	332501	00010659	Robbins,Heidi Beth	W105313120R	875	40	4.790%
WSC01	1140	Institutional Research	332501	00010659	Robbins,Heidi Beth	W105333120R	875	40	4.790%
WSC01	2210	Nursing	211503	00024143	Schmitt,Deborah Mertz	W313001140R	21,852	991	4.750%
WSC01	2210	Nursing	211503	00024143	Schmitt,Deborah Mertz	W303002210F	12,838	478	3.867%
WSC01	2760	Distance Education	520502	00010661	Sigvaldsen,Mindy Kay	W410002210WSC0000809F	37,745	1,695	4.702%
WSC01	3200	Business Office	410502	00010663	Slagle,Barbara Ann	W2512327602762R	27,079	1,228	4.750%
WSC01	2780	Enrollment&Information Serv	441502	00010655	Solseth,Penelope Robin	W314003200R	28,894	1,311	4.753%
WSC01	3120	Housing	710501	00024888	Solseth,Wade L.	W313002780R	28,229	1,281	4.754%
WSC01	3700	Physical Plant	710501	00024888	Solseth,Wade L.	W105153120R	4,714	214	4.756%
WSC01	2750	Admission & Records	341502	00010664	Solem,Jan M	W318003700R	14,141	641	4.748%
WSC01	2400	Humanities	211503	00010666	Stenberg,Richard Karl	W313002750R	50,592	2,976	6.250%
WSC01	2120	Business, Off & Tech Education	211503	00010667	Stenehjem,Jacquelin Juanita	W302002400F	36,203	1,626	4.703%
WSC01	2500	Science and Mathematics	211503	00010667	Stenehjem,Jacquelin Juanita	W303002120F	12,925	581	4.707%
WSC01	3700	Physical Plant	612501	00010668	Stillwell,William Allen	W302002500F	12,925	581	4.707%
WSC01	2400	Humanities	211001	00010669	Stout,James	W318003700R	24,093	1,093	4.752%
WSC01	3200	Business Office	310501	00010670	Strand,Nicole Nanette	W302002400F	43,628	1,959	4.701%
WSC01	3700	Physical Plant	710501	00010671	Strickland,Edwin	W314003200R	35,689	2,100	6.252%
WSC01	1400	Workforce Training	341507	00010672	Swanson,Kalli Kae	W318003700R	21,055	955	4.751%
WSC01	2210	Nursing	211001	00010673	Tharp,Linda G	W405001400WSC00054903504R	31,266	1,418	4.751%
WSC01	3300	Financial Aid	441503	00023431	Vance,Cristina Lynn	W303002210F	58,684	2,520	4.487%
WSC01	2720	General Instruction	211001	00012361	Westergaard,Neil Vernon	W313003300R	15,420	700	4.755%
WSC01	2235	Mental Health	211001	00012361	Westergaard,Neil Vernon	W302002720F	16,371	735	4.701%
WSC01	2500	Science and Mathematics	211001	00012361	Westergaard,Neil Vernon	W303002235F	16,371	735	4.701%
WSC01	3700	Physical Plant	612501	00010680	Whitecloud,Darryl W	W302002500F	21,802	979	4.702%
WSC01	3410	VP Administrative Affairs	011501	00010681	Wigness,Brenda Sue	W318003700R	27,595	1,252	4.753%
WSC01	2500	Science and Mathematics	211001	00010683	Zimmerman,Susan Dee	W314003410R	66,134	3,744	6.001%
						W302002500F	31,325	1,967	6.700%

- 73,852 LKSC - 2008 30+ vacant - 10+ which 15 budgeted for at 0

[redacted]		Financial Aid	880001	00011860	POOL	L455005010LRS00056200	47704	0	
[redacted]		Financial Aid	880001	00011860	POOL	L455005010LRS00056200	0	0	#DIV/[redacted]
LRSC1	5010	Financial Aid	884701	00011823	POOL	L455005010LRS00056200	0	0	#DIV/0!
LRSC1	5010	Financial Aid	885001	00011816	POOL	L455005010LRS00056200	0	0	#DIV/0!
LRSC1	5010	Financial Aid	885501	00011858	POOL	L455005010LRS00056200	0	0	#DIV/0!
LRSC1	5010	Financial Aid	885601	00011838	POOL	L455005010LRS000562002140	0	0	#DIV/0!
LRSC1	5010	Financial Aid	970001	00011798	POOL	L455005010LRS00056200	0	0	#DIV/0!
LRSC1	5020	Residence Halls	880001	00011845	POOL	L103005020O	9500	0	0
LRSC1	5020	Residence Halls	885601	00011838	POOL	L10300502002140	2500	0	0
LRSC1	5020	Residence Halls	980001	00011804	POOL	L103005020O	7075	828	0.132543621
LRSC1	2200	Academic Instruction	211501	00012449	Prince,Shaun N	L340002200LRS0003005F	36690	2247	0.06523822
LRSC1	2000	Instructional Services	340505	00011704	Rerick,Cindy Jo	L435002000LRS00040000	28978	898	0.031980057
LRSC1	2240	Technical Instruction	340505	00011704	Rerick,Cindy Jo	L341002240LRS0003165F	3220	100	0.032051282
LRSC1	2000	Instructional Services	211501	00011732	Ripplinger,Connie Lou	L435002000LRS0004000F	42411	2020	0.050011141
LRSC1	2220	Trades Instruction	211501	00011733	Roloff,Layne O	L341002220LRS0003121F	37200	1771	0.049987299
LRSC1	5020	Residence Halls	441001	00011735	Saele-Odendaal,Cathy Eileen	L103005020O	8987	279	0.032039504
LRSC1	3050	Physical Plant	710501	00011736	Sager,Harold R	L318003050R	21015	652	0.032018858
LRSC1	2000	Instructional Services	340505	00011738	Schmid,Annette Louise	L230102000R	3506	109	0.032087136
LRSC1	2000	Instructional Services	340505	00011738	Schmid,Annette Louise	L435002000LRS0005400R	25795	800	0.032006401
LRSC1	2210	Business Instruction	211501	00011739	Schneider,Heidi Marie	L341002210LRS0003102F	35061	2170	0.065975495
LRSC1	2200	Academic Instruction	211001	00011740	Schwab,Duane	L340002200LRS0003004F	29139	1388	0.050016216
LRSC1	5000	Student Services	211001	00011740	Schwab,Duane	L313005000O	19426	925	0.049997297
LRSC1	2000	Instructional Services	211501	00011741	Senger,Richard M	L120002000LRS0001026F	18448	879	0.050031305
LRSC1	2220	Trades Instruction	211501	00011741	Senger,Richard M	L410002220LRS0004016F	18448	876	0.049971542
LRSC1	5000	Student Services	341501	00011748	Shock,Stephanie Lynn	L313005000R	34538	1071	0.032001673
LRSC1	3000	VP for Administrative Services	320501	00011742	Simhal,Toofawn	L315003000R	55031	7165	0.149688714
LRSC1	3010	Bookstore	341002	00011660	Stotts,Melissa C	L101003010R	32790	1017	0.032008309
LRSC1	3050	Physical Plant	710501	00011745	Strong,John A.	L318003050R	22706	704	0.031997091
LRSC1	2230	Hlth,CC,SP Needs Instruction	211501	00025084	Traynor,Julie Marie	L341002230LRS0003151F	29925	1425	0.05
LRSC1	3040	Food Service	341001	00011747	Unger,Myrna Kay	L102003040R	40474	1255	0.031999796
LRSC1	2200	Academic Instruction	210501	00011734	VACANT	L340002200LRS0003001F	45852	45852	#DIV/0!
LRSC1	2210	Business Instruction	211501	00011716	VACANT	L410002210LRS00040708094F	40000	2463	0.06561526
LRSC1	2230	Hlth,CC,SP Needs Instruction	211501	00011746	VACANT	L341002230LRS0003151F	50000	2723	0.057596717
LRSC1	2230	Hlth,CC,SP Needs Instruction	212501	00011737	VACANT	L341002230LRS000315590140	0	0	#DIV/0!
LRSC1	2000	Instructional Services	340508	00012592	Vallery,Rene	L410002000LRS00040239000R	17115	531	0.032018813
LRSC1	2000	Instructional Services	341505	00011664	Wakeford,Andrew T	L310502000R	15028	466	0.032001099
LRSC1	5000	Student Services	341505	00011664	Wakeford,Andrew T	L435005000LRS0005420R	18368	570	0.03202607
LRSC1	2000	Instructional Services	340501	00011730	Walford,Nicole Mae	L310002000R	12797	397	0.032016129
LRSC1	2000	Instructional Services	340501	00011730	Walford,Nicole Mae	L435002000LRS00040000	3199	99	0.031935484
LRSC1	5020	Residence Halls	340511	00025010	Walford,Nicole Mae	L103005020R	15996	496	0.032
LRSC1	5000	Student Services	520502	00011749	Wallace,Patricia Lynn	L435005000LRS0005420R	20790	645	0.03201787
LRSC1	5000	Student Services	341504	00012618	Windjue,Karn Louise	L313005000R	21616	670	0.031987014
LRSC1	1100	President	321001	00011750	Wood,Erin M	L314201100R	36963	3813	0.115022624
LRSC1	3010	Bookstore	410501	00011751	Wood,Valerie Jean	L101003010R	26073	808	0.031981001

95-[redacted]

Illinois State - Bottleneck 2008 - no vacant GF positions

[illegible] that can't be change	Deptid	3-Dept Name	Jobcode	7-Position	10-Name	15-Acct Code	22-2007 Adjusted Budget	32-2008 Budget Amount	33-Dollar Change	34-[illegible]ent Change
MISUB	2250	Mathematics	211551	00012888	Johnson,Scott Allen	J3020022502251F	38071	40032	1961	5.15%
MISUB	2270	Business	210551	00012889	Johnson,Wayne Lee	J3030022702273F	32653	34206	1553	4.76%
MISUB	2210	Natural Resources	980051	00025299	Jordahl,Mary E	J454022210BOT0804005O	1263	1263	0	0.00%
MISUB	2270	Business	210551	00012894	Keller,Diane R	J3030022702272F	33386	34954	1568	4.70%
MISUB	1000	Dean's Office	521051	00013102	Lee, Jami	J314001000R	25331	25331	0	0.00%
MISUB	1000	Dean's Office	521051	00013102	Lee, Jami	J825141000R	0	8669	8669	100.00%
MISUB	2200	Instructional Administra	211551	00012942	Livedalen,Gregory Wayne	J250032200F	11892	12442	550	4.62%
MISUB	2280	Information Technolog	211551	00012942	Livedalen,Gregory Wayne	J315003110R	17730	18402	672	3.79%
MISUB	2230	Sciences	210051	00012956	Lura,Charles L	J3020022302232F	44163	45946	1783	4.04%
MISUB	2210	Natural Resources	211051	00012980	Mayer,Rueben P	J250222210F	11715	12201	486	4.15%
MISUB	2210	Natural Resources	211051	00012980	Mayer,Rueben P	J454022210BOT0804005F	20828	21693	865	4.15%
MISUB	2290	Medical	510551	00024706	Medrud,Celeste J	J252152290R	9334	9830	496	5.31%
MISUB	3110	Business Office	510551	00024706	Medrud,Celeste J	J314013110R	8034	8503	469	5.84%
MISUB	5110	Student Affairs	341553	00012909	Migler,Jessica I	J313005110R	28000	30000	2000	7.14%
MISUB	2100	Extended Education	341552	00013015	Nahinurk,Jan E	J304012100R	18081	18731	650	3.59%
MISUB	1000	Dean's Office	341552	00013015	Nahinurk,Jan E	J314001000R	18613	19534	921	4.95%
MISUB	3120	Plant Services	710555	00012812	Olen,Stuart Daniel	J318003120R	18600	19891	1291	6.94%
MISUB	5140	Student Housing	710554	00013032	Olson,Janet G	J105315140R	9746	10251	505	5.18%
MISUB	5140	Student Housing	710554	00013032	Olson,Janet G	J105335140R	9746	10250	504	5.17%
MISUB	2100	Extended Education	441551	00013025	O'Toole,Kayla Marie	J304012100R	18592	19832	1240	6.67%
MISUB	3120	Plant Services	710553	00013197	O'Toole,Michael Joseph	J318003120R	17600	18570	970	5.51%
MISUB	3110	Business Office	510551	00013058	Pollman,Janeen K	J314013110R	16825	18058	1233	7.33%
MISUB	3110	Business Office	510551	00013058	Pollman,Janeen K	J418003110BOT0004183R	4215	4424	209	4.96%
MISUB	2210	Natural Resources	710552	00012845	Pomarleau, Mark	J3030022102211R	19500	19500	0	0.00%
MISUB	2220	Communications	211051	00013060	Porter,Michael E	J3020022202222F	32802	34858	2056	6.27%
MISUB	3120	Plant Services	611551	00013066	Prouty,Howard L	J318003120R	29318	30834	1516	5.17%
MISUB	2250	Mathematics	210051	00013070	Rehfuss,Betty J	J3020022502252F	42627	44330	1703	4.00%
MISUB	2270	Business	211551	00013207	Richter,Matthew S	J3030022702271F	26780	28216	1436	5.36%
MISUB	2270	Business	441551	00013073	Rieke,Patsy Jo	J313012270R	22838	23918	1080	4.73%
MISUB	2260	Physical Education	211551	00013092	Rybchinski,Travis William	J302002260F	33254	34919	1665	5.01%
MISUB	2240	Fine Arts & Social Scie	211551	00012935	Sathre,Steven J	J3020022402241F	27000	28440	1440	5.33%
MISUB	2280	Information Technolog	211551	00022682	Schimetz,Colette M	J3030022802281F	22843	25000	2157	9.44%
MISUB	2200	Instructional Administra	420554	00013110	Schroeter,Denise Mae	J250212200R	6508	7170	662	10.17%
MISUB	3120	Plant Services	420554	00013110	Schroeter,Denise Mae	J318003120R	6614	6978	364	5.50%
MISUB	5140	Student Housing	441051	00013091	Shultz,Harvey T	J105315140R	3976	4309	333	8.38%
MISUB	5140	Student Housing	441051	00012937	VACANT	J105335140R	3976	4309	333	8.38%
MISUB	5110	Student Affairs	520552	00013135	Soland,Luann	J313005110R	26633	29342	2709	10.17%
MISUB	2290	Medical	210551	00022684	Sund,Sandra Kay	J3030022902291F	13815	15287	1472	10.66%

$392,220 BSC-200

14 G.F. VACANT -> 3 have $-0- budgeted

1-Dept ID	2-Dept#	3-Dept Name	4-Job Code	5-Employee #	6-Employee Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
BSC01	2705	Admissions	521501	00010878	Smith,JoAnna J	B311002705R	22200	1200	0.057142857
BSC01	1050	Athletics	215002	00010963	Stanley,Leonard L	B301001050R	45731	1759	0.040002729
BSC01	3200	Energy Department	320505	00010984	Starck,Ron Lee	B122003200BSC0001400R	34273	1823	0.056178737
BSC01	2405	English	210501	00010965	Stein,Thomas E	B302002405F	40207	1898	0.049544493
BSC01	2800	Housing	710501	00010992	Stevenson,Deborah D	B111002800BSC0000221R	18572	1100	0.062957875
BSC01	3010	Business & Financial Operation	410501	00010814	Swanson,Kate E	B314003010R	22500	1200	0.056338028
BSC01	2720	Student Success	341502	00010966	Swenson Seaworth,Marlene Faye	B311002720R	43173	1853	0.044845111
BSC01	2350	Mathematics/Engineering	211501	00012370	Swetich,Kathryn Ann	B302002350F	36407	1658	0.047713603
BSC01	3100	Corporate & Continuing Ed	340501	00010967	Templeton,Cheryl Anne	B121053100BSC00013291001R	38422	1983	0.054419715
BSC01	2515	Commercial Art	211001	00010970	Thorenson,Sean L	B303002515F	39606	1870	0.049554802
BSC01	2350	Mathematics/Engineering	210501	00010973	Tonolli,Linda M	B302002350F	41117	1941	0.04954564
BSC01	2215	Carpentry	211001	00010974	Torgerson,Earl T	B303002215F	44640	2186	0.051491026
BSC01	3050	Food Service	722001	00010975	Torgerson,Laurie Jean	B100203050R	25395	1100	0.04527681
BSC01	2520	Hospitality Management	211501	00012371	Torgerson,Pamela J	B303002520F	36301	1653	0.047708381
BSC01	2355	Physical Science	211001	00010877	Tschaekofske,Scott J	B302002355F	39811	1811	0.047657895
BSC01	3020	Information Services	320501	00010920	Tschida,Wendy K	B315003020R	44348	1898	0.044711425
BSC01	2500	Business Administration	210501	00010976	Tschider,Ivan	B302002500F	46150	2259	0.05146841
BSC01	2020	Library	340509	00010977	Twingley,Carolyn L	B309002020R	38360	1591	0.045759153
BSC01	3010	Business & Financial Operation	410501	00010995	Two Crow,Stefania	B314003010R	24270	1200	0.052015605
BSC01	2010	Provost	011518	00024901	VACANT	B252112010R	0	0	#DIV/0!
BSC01	2010	Provost	011518	00024901	VACANT	B252112010R	68000	85	0.001251564
BSC01	2315	ADN Program	011518	00024901	VACANT	B303002315R	12000	15	0.001251564
BSC01	2200	Air Conditioning	211501	00010983	VACANT	B303002200F	0	-37779	-1
BSC01	2215	Carpentry	211001	00025573	VACANT	B303002215R	19000	19000	#DIV/0!
BSC01	2253	Mechanical Maintenance Technol	210501	00025446	VACANT	B303002253F	38000	38000	#DIV/0!
BSC01	2253	Mechanical Maintenance Technol	210501	00025374	VACANT	B303002253F	38000	38000	#DIV/0!
BSC01	2315	ADN Program	211501	00024146	VACANT	B303002315F	43500	7945	0.223456617
BSC01	2405	English	211001	00010829	VACANT	B302002405F	34000	-1724	-0.048258874
BSC01	2450	Humanities	211501	00023731	VACANT	B302002450F	0	-34060	-1
BSC01	2515	Commercial Art	211001	00010873	VACANT	B303002515F	34000	34000	0.746432492
BSC01	2530	Bachelor of Applied Science	341513	00025468	VACANT	B302002530R	47000	47000	#DIV/0!
BSC01	2530	Bachelor of Applied Science	211501	00025377	VACANT	B302002530R	0	0	#DIV/0!
BSC01	2705	Admissions	341514	00025578	VACANT	B311002705R	33000	33000	#DIV/0!
BSC01	2800	Housing	441002	00010958	VACANT	B111002800BSC0000221R	19050	-417	-0.021420866
BSC01	3010	Business & Financial Operation	320506	00023807	VACANT	B250503010R	35000	-2610	-0.069398437
BSC01	3010	Business & Financial Operation	011513	00010911	VACANT	B314003010R	75000	16599	0.284224585
BSC01	3010	Business	[illegible]	00010800	VACANT	B250103010R	35000	-484	-0.01363995

[redacted]

1-SetID	2-DeptID	3-Dept Name	5-JobCode	7-Position	10-Name	15-Acct Code	32-2008 Budget Amount	33-Dollar Change	34-Percent Change
BSC01	3030	Physical Plant	710501	00010820	VACANT	B318003030R	18720	1840	0.109004739
BSC01	3100	Corporate & Continuing Ed	521001	00010982	VACANT	B121003100BSC00013251002R	0	-10671	-1
BSC01	3100	Corporate & Continuing Ed	521001	00025567	VACANT	B121003100BSC00013251002R	11500	11500	#DIV/0!
BSC01	3100	Corporate & Continuing Ed	521001	00025567	VACANT	B122003200BSC0001400R	11500	11500	#DIV/0!
BSC01	3100	Corporate & Continuing Ed	340501	00025572	VACANT	B121053100BSC00013291001R	35000	35000	#DIV/0!
BSC01	3100	Corporate & Continuing Ed	011515	00012331	VACANT	B420003100BSC0004681R	0	-56250	-1
BSC01	3100	Corporate & Continuing Ed	340511	00022998	VACANT	B420003100BSC0004681R	0	-33893	-1
BSC01	3100	Corporate & Continuing Ed	341501	00010881	VACANT	B420003100BSC0004681R	0	-29200	-1
BSC01	3100	Corporate & Continuing Ed	520501	00010928	VACANT	B121003100BSC00013001002R	23000	-2358	-0.092988406
BSC01	3200	Energy Department	320505	00012351	VACANT	B122003200BSC0001400R	14500	-250	-0.016949153
BSC01	3200	Energy Department	320505	00012351	VACANT	B410003200BSC0004643R	14500	-250	-0.016949153
BSC01	3200	Energy Department	211501	00023800	VACANT	B122003200BSC0001400F	65000	17354	0.364227847
BSC01	3200	Energy Department	211501	00023031	VACANT	B122003200BSC0001400F	45000	-2671	-0.056029871
BSC01	3200	Energy Department	010508	00025570	VACANT	B122003200BSC0001400R	100000	100000	#DIV/0!
BSC01	3200	Energy Department	520501	00025571	VACANT	B122003200BSC0001400R	23000	23000	#DIV/0!
BSC01	3200	Energy Department	011515	00012331	VACANT	B122003200BSC0001400R	75000	56250	3
BSC01	3200	Energy Department	211501	00010761	VACANT	B122003200BSC0001400F	0	-66513	-1
BSC01	3200	Energy Department	340511	00022998	VACANT	B122003200BSC0001400R	0	-11297	-1
BSC01	3200	Energy Department	011519	00025575	VACANT	B410003200BSC0004661R	50000	50000	#DIV/0!
BSC01	1010	Presidents Office	311005	00010978	Van Berkom,Deborah L	B310001010R	42651	2145	0.052955118
BSC01	1030	Human Resources	521001	00010979	Vannett,Patricia Ann	B310001030R	18600	960	0.054421769
BSC01	2260	Power Plant Technology	211001	00010993	Vogel,Wade J	B303002260F	49517	2247	0.047535435
BSC01	3100	Corporate & Continuing Ed	340501	00010980	Vollmer,Sara Elizabeth	B121053100BSC00013291001R	29436	1536	0.055053763
BSC01	2500	Business Administration	210501	00010981	Vuolo,Joseph A	B302002500F	46303	2267	0.051480607
BSC01	3200	Energy Department	211501	00023118	Waddell,William Thomas	B410003200BSC0004643F	53947	2447	0.047514563
BSC01	3200	Energy Department	211501	00010985	Walz,William J	B122003200BSC0001400F	53943	2540	0.049413458
BSC01	2510	Agriculture	210501	00010986	Warner,Lyle B	B303002510F	53114	2741	0.054414071
BSC01	3050	Food Service	341001	00010987	Wavrin,Michael	B100203050R	49579	2099	0.044208088
BSC01	3020	Information Services	011507	00010989	Weigel,Elmer I	B315003020R	70130	3010	0.044845054
BSC01	3040	Bookstore	411001	00010948	Weisgerber,Jennifer Lynn	B100103040R	22525	1525	0.072619048
BSC01	2720	Student Success	341508	00010822	Weisz,Bonnie Belinda	B311002720R	29910	1343	0.047012287
BSC01	3010	Business & Financial Operation	310501	00012310	Welch,Taunia Jane	B314003010R	33600	0	0
BSC01	3050	Food Service	722001	00010840	Wentz,Eva E	B100203050R	21900	1100	0.052884615
BSC01	2260	Power Plant Technology	211501	00010883	Wilke,Ricky L	B303002260F	54624	2478	0.047520423
BSC01	2450	Humanities	210501	00010997	Wilson,Anita	B302002450F	46564	2280	0.051485864
BSC01	3100	Corporate & Continuing Ed	310501	00010998	Wilson,Julie May	B121053100BSC00013291002R	33316	1786	0.056644466
BSC01	2500	Business Administration	211001	00012313	Wilson,Shirley Jean	B302002500F	37838	1787	0.049568667

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NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Senator Ray Holmberg, Chair
North Dakota State Senate Appropriations Committee

FROM: William Goetz, Chancellor

DATE: February 4, 2009 Memo #E-09-04

RE: Requests for Information from the Senate Appropriations Committee

In an e-mail to me dated January 29, 2009, you and/or committee members asked for additional information. Below you will find the question along with a response.

1. **Information on why students do not graduate in the normal program length (Bowman)**

Response: There could be several reasons why students do not graduate, including (see Attachment A):

- *Accountability Measures EE7 – Levels of Satisfaction and Reasons for Non-Completion*
- *Accountability Measures* EE1 – *Student Graduation and Retention Rates*
- Lack of success related to the student financial need to work, especially work full time
- The single best predictor of success in college is academic preparation for college as indicated by the research referenced below.

http://www.ndus.nodak.edu/uploads/document-library/695/5A--COURSES-COUNT-PREPARING-STUDENTS-FOR-POSTSECONDARY-SUCCESS---ACT.PDF -

- Increase postsecondary readiness by requiring that all students take specific college preparatory course sequences in English, mathematics, science, and foreign language.
- Improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to postsecondary curriculum alignment.

The national expert in this area is Clifford Adelman. His most recent study is: http://www.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf (The summary of that report – pages 108 and 109 – has been cut and pasted into this document)

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First, there was a story about curriculum, the content of schooling, that was compelling in its secondary school dimensions in the original Tool Box, and is even more compelling now on both secondary and postsecondary stages. What you study, how much of it, how deeply, and how intensely has a great deal to do with degree completion. All of this is common sense, but requires equitable execution with emphasis on primary tools, which in this story means that:

- *Secondary schools must provide maximum opportunity-to-learn, by which we mean not merely course titles, but course substance. If we seek better preparation for any kind of postsecondary education—occupational, professional or traditional arts and sciences—we have to ratchet up the challenge of content.*
- *Postsecondary institutions have got to be active players and reinforcers at the secondary school level—particularly in partnership with schools that are not providing or inspiring students—with opportunity to learn at those ratcheted-up levels of content. Pep talks, family visits, recruitment tours, and guidance in filling out application and financial aid forms are not enough.*
- *Indeed, the first year of postsecondary education has to begin in high school, if not by AP then by the growing dual enrollment movement or other, more structured current efforts (for examples, see Hughes, Karp, Fermin and Bailey 2005). If all traditional-age students entered college or community college with a minimum of 6 credits of "real stuff," not fluff, their adaptation in the critical first year will not be short-circuited by either poor placement or credit overload.*

Second, this curriculum story, joined by nuances of attendance patterns that turn out to have significant leverage, continues into higher education. These features of the saga of degree completion are rarely attended to, and all provide tools to enhance completion rates.

- *It's not merely getting beyond Algebra 2 in high school any more: The world demands advanced quantitative literacy, and no matter what a student's postsecondary field of study—from occupationally-oriented programs through traditional liberal arts— more than a ceremonial visit to college-level mathematics is called for.*
- *Academic advisers and counselors have to target every first-time student for at least 20 additive credits by the end of the first calendar year of enrollment. We saw the same consequences in the original Tool Box, though now we understand better that the chances of making up for anything less than 20 credits diminish rapidly in the second year. Community colleges have some special challenges here, given increasing rates of transfer among traditional-age students. With 6 credits of dual-enrollment course work, even part-time students can reach 20 credits in the first calendar year, and community colleges enroll the bulk of traditional-age part-time students.*
- *Excessive no-penalty withdrawals and no-credit repeats appear to do irreparable damage to the chances of completing degrees. This phenomenon was also observed in*

the original Tool Box. Twice advised, institutions might think very seriously about tightening up, with bonuses of increased access and lower time to-degree.

- *More than incidental use of summer terms has proven to be a degree-completion lever with convincing fulcrum. It's part of the calendar-year frame in which students are increasingly participating. Four-year and community colleges can entice students into fuller use of summer terms with creative scheduling.*

Third, in contrast to their treatment in the mass of literature on academic progress, students are explicit, rather than implicit, in The Toolbox Revisited. They are respected adults playing large roles in their own destinies. What we call "variables" are not bloodless abstractions: they are signs of what students do; and our messages are about where and when the green lights and caution lights will flash along the paths toward degrees. While we trust that school and college actions will not leave them behind, they have equal responsibilities

2. **Information on MHEC/Lumina Foundation report regarding why students do not attend certain institutions (Seymour)**

   Response: Reports have been made available through Brady Larson, Legislative Council

3. **Cash flow information on UND parking ramp, initial projections and current situation, changes in parking fees**

   Response: Already provided to committee by Legislative Council

4. **List of STEM programs including information on Department of Defense SMART program**

   Response: The Department of Defense SMART program has a requirement for post-degree service in DoD laboratories and agencies. All of the academic disciplines in the SMART program, when they exist in the state, are eligible for the state technology loan forgiveness program. The state technology loan forgiveness program has a broader "technology" focus than the federal "Science, Mathematics & Research for Transformation" program and includes several academic disciplines, such as manufacturing engineering, which are related to state new economy clusters which are not part of the SMART program.

   See Attachment B

5. **Information on teacher shortage loan forgiveness program (Christmann)**

   Response: For more information on the Teacher Shortage Loan Forgiveness program go to the following URL http://www.ndus.nodak.edu/students/financial-aid/details.asp?id=430 or see Attachment C (includes a copy of a letter from Dr. Sanstead on teacher shortage areas)

6. **Concern with STEM – should be focused more on producing teacher (Grindberg)**

Response: The 09-11 NDUS budget request included $4 million to be allocated on a competitive basis to address the following goals:

1. Increase student participation and graduation in STEM programs, at both the undergraduate and graduate levels.
2. Enhance student preparation.
3. Deliver programs closely linked to ND's economic and workforce needs.
4. Enhance current programs or services to meet changing needs or requirements.
5. Create enhanced real world learning opportunities and employment opportunities.
6. Stimulate added public/private partnerships to leverage resources and/or create business spin-off opportunities.
7. Encourage and support collaboration among and between K-12 and post-secondary education.
8. Enhance research and development in alignment with state needs.

Several programs were considered, with the SBHE approving the following proposals for specific inclusion in the SBHE's budget request, none of which are funded in the executive recommendation:

Primary Institution	Requested Amount	Brief Description
BSC	$249,000	Raise interest and awareness in STEM careers by targeting students in grades 4-6 and sophomores and juniors in high school
DSU	$646,600	This partnership would align P-16 science and math for a comprehensive curriculum; and , strengthen teacher's content knowledge through STEM curriculum enhancements
MiSU	$400,400	Provide students with stronger technology-based real-world STEM foundation, including outreach to K-12
NDSCS	$386,300	Create two fabrication labs, one on campus and one mobile to further incorporate STEM into programs and workforce training
NDSU	$500,000	Funds to update teaching and research laboratory infrastructure
UND	$1,115,800	Create a large classroom to support new pedagogical paradigm for better prepared STEM disciplines; and, renovation of STEM teaching labs
VCSU	$490,200	Create STEM certificates as part of the teacher education curriculum

Attachment D provides more detailed information on each proposal.

7. **Concern regarding how to direct financial aid to specific programs that the state needs (Christmann)**

   Response: There are two current programs that attempt to encourage students to pursue degrees in certain programs. These are the Technology Occupations Loan Forgiveness Program and the Teacher Shortage Loan Forgiveness Program. Both of them are based on loan reductions after graduation, and once employed in the state. Other loan forgiveness programs could be considered for other particular job fields. Another option would be to create scholarship programs which provide the up-front incentive to encourage students to pursue degrees in certain programs or fields of study. However, with scholarship programs there is not generally a requirement they remain in the state after graduation, although the odds increase greatly they will stay in the state after graduation if they complete their degree work in ND. A combination of scholarships and loan forgiveness may also provide the needed one-two punch to attract students to certain fields.

   Lastly, the current needs-based financial aid program funding cannot be targeted at specific programs, without jeopardizing the program's federal funding. Thus, a new needs-based program would have to be initiated, but it would need to be carefully considered how all needs-based programs would be coordinated, and not put at risk other financial aid.

   Additional counseling to assist students with academic and career planning, at all levels of education, would also help greatly. However, in the end, students entering the pipeline this year are preparing themselves for jobs two, four, six or eight plus years from now. The high demand jobs and field areas change significantly over that time period.

8. **Concern with Bismarck Higher Ed Center proposal – would like to see business plan, feasibility study, etc. (Grindberg)**

   Response: See Attachment E

9. **Faculty Survey follow-up**

   Response: Already provided to the committee

10. **Information regarding the number of NDUS students on-line vs. on-campus (Grindberg) Virtual university legislation in separate bill.**

    Response: The information is in Tables 9 and 9A of the Fall 2008 enrollment report – See Attachment F

    The categories Online and On-campus do not encompass all NDUS degree credit enrollments. (Official institution enrollment reports to the U. S. Department of Education Integrated Postsecondary Data System (IPEDS) and official system enrollment reporting are based on degree credit enrollments.) As indicated in Tables 9 and 9A, other enrollment

categories include classifications such as correspondence and face to face off campus which are outside of the Online and On-campus categories.

Regional accreditation requires distance education courses to be comparable in quality with courses delivered by face to face instruction.

The NDUS uses delivery method classifications required by the U. S. Department of Education Distance Education Demonstration Project. The delivery method classification requires the majority of the course, but not the entire course, to be delivered by that classification. Under the Demonstration Project the NDUS system was one of 10 pilot projects authorized to award full financial aid packages to students enrolled only in distance education courses.

As shown in Table 9A, in the Fall of 2008 there were 8,952 headcount enrollments in primarily asynchronous (that is, not time specific) Internet courses and 410 headcount enrollments in primarily synchronous (time specific) Internet courses in the NDUS. Some of these headcount enrollments may be duplicated between synchronous and asynchronous delivery methods and between institutions. The final column in Table 9A provides campus unduplicated headcount enrollments across all elearning delivery methods. (Note that elearning includes not just Internet delivered courses but 2-way video (IVN/ETV) and courses offered by a combination of delivery methods ("COMBO" in Table 9A) on many institutions.)

Table 9 provides information on headcount enrollment by all delivery methods with enrollments summarized by major distance education categories. Note that the duplicated total of distance education and on campus enrollments is 51,076 (15,983 + 35,093) and that the unduplicated total is 43,434, indicating that 7,642 students (51,983 - 43,434) are enrolled in both distance education and on-campus courses from the same campus.

In conclusion, the NDUS classifies instructional delivery methods by categories defined by the U. S. Department of Education. Although the term "Online" is commonly used to describe a course delivery type, it is not part of the formal classification system and would require further definition. Formal NDUS enrollment reporting summarizes enrollment by delivery method and provides details on face to face on campus, face to face off campus and elearning enrollment categories which approximate the online and on-campus enrollment information requested. 7,642 of the 15,983 distance education students in the system are also enrolled in on-campus courses. Access to Internet based courses is probably very important in helping on-campus students to complete degree programs.

11. **Would like information on where budgets would be cut for each agency in case of an economic downturn (Grindberg)**

Response: Determination of budget cuts would be determined by the content of the directive. Implications of a budget cut would likely focus upon each individual campus. Project spending priorities, academic programs and in turn personnel all would be subject, as it is in these areas, that the dollars exist.

12. **Would like NDUS balance sheet (Krauter)**

Response: See Attachment G

13. **Comment regarding deferred maintenance and economic stimulus (Mathern)**

Response: The funding and provisions of the Federal Economic Stimulus Package have not been finalized, as it is working its way through Congress, although both the House and Senate versions appear to include funding for higher education capital improvements. Early drafts of this legislation suggest the Section 9302 funding could be used for deferred maintenance-like items including:

- Repairing, replacing or installing roofs
- Repairing, replacing or installing heating, ventilation, air conditioning, etc.
- Compliance with fire, health and safety codes
- Modifications to comply with ADA requirements
- Asbestos abatement
- Upgrading or installing educational technology
- Modernization, renovation or repair of science and engineering labs
- Renewable energy generation and heating systems

14. **Concern with the $4 million board pool for security (Sub-Committee)**

Response: The original SBHE request of $20.642 million in one-time funding for campus security and preparedness was allocated to each campus. The $4 million in the executive budget was pooled in the System Office budget, for allocation by the SBHE to the campuses. This funding would be used to assist with updating facilities with safety upgrades, including: keyless card entry, fire alarms, public announcement systems, cameras, building alarms, improved lighting, phone system upgrades to include a phone in each room, emergency power upgrades, etc. Each campus budget request shows in more detail the proposed use of the funds.

The request and recommendation also includes $1.334,865 in base funding, which is allocated to the eleven campuses for:

- Added campus-based security personnel
- Annual fee for student cost of emergency notification system

- 6 new positions shared among (11) campuses to assist with emergency preparedness planning and response

15. Concern with out of state students (Kilzer)

Response: See Attachment H

16. Information on a better model for measuring student debt (Sub-Committee)

Response: Currently, the most readily available information on student loan debt of ND students is through our two largest student loan guarantors—the Bank of ND-SLND and EAC. These two lenders guarantee over 90% of all student loan volume for NDUS students. The attached chart shows the average loan indebtedness, by institutional type. In addition, NDUS institutions are reporting for 2007-08 that their students borrowed in excess of $49 million in non-federally insured (alternative loans) student loans. These figures may not be complete since they are self-reported by the students, and also, do not include other debt incurred through other loan mechanisms and providers, credit card debt and other forms of debt. See Attachment I.

A better model is needed for capturing total student debt, along with information on parental and student saving practices, student work, delayed time-to-degree reasons, and other factors influencing student debt loads. It would be important that the collection of information be mandatory in order to adequately monitor and interpret the data over time, and also to have comparable information from other states and institutions. We are not aware of a national effort to create such a model at the present time.

17. Concern with debt load of institutions (Sub-Committee) H1

Response: The Chancellor and SBHE are concerned with campus debt loads as well. Each year the NDUS Office prepares and presents to the SBHE a report on each campus' financial condition. This report points to some areas of concern. Based on this information, the Chancellor made the following recommendation to the SBHE in June 2008 as it considered capital projects for inclusion in the 2009-11 budget request: "In section 2 of the attached document, I am recommending the inclusion in the budget request of several worthy non-state funded capital projects. If legislatively authorized, these projects would still require additional analysis and Board authorization before proceeding with the project. Those involving the issuance of debt will require careful review on a case-by-case basis." A review and determination following the legislative session, and closer to the actual debt period and construction period would offer the use of more current financial and enrollment information, better financing cost information, more current bond agency rating information and better construction cost estimates. All of these factors would need to be considered in the final analysis.

18. Incentives for improving completion rates rather than incentivizing high enrollment numbers (Sub-Committee)

Response: The NDUS will be developing a new funding model consistent with the directive from the interim higher education committee. One of the components of that model is "incentive funding". This one-time funding would be used as an after-the-fact reward for "contributing to the accomplishment of state priorities". Completion rates could be rewarded through this mechanism.

The legislature funds a doctoral degree completion incentive program with the funding going directly to the doctoral institutions. UND and NDSU use the funds in very different ways. With the different missions and degree types at diverse system institutions, a legislatively funded undergraduate degree completion program could work the same way. A variation of this theme would be to provide counseling resources for each campus to serve students identified as both at risk and open to intervention by the Retention Management Survey.

It is important to keep in mind that there are various valid reasons why students do not complete a degree, which are well beyond the control of the institution. However, campuses do incur a real cost for educating these students, just as they do for those who complete a degree. Some reasons why students may not complete a degree: 1.) they did not intend to complete a degree when they enrolled, but only wanted to take some courses; 2.) they must stop out or drop out due to their inability to cover the cost; 3.) they are unable to meet academic requirements, due to lack of adequate preparation or attempt.

The 2008 annual fiscal accountability report on student satisfaction and reasons for non-completion lists the top ten reasons why student do not return. They are:

- Decided to attend a different college
- Wanted to move (or was transferred) to a new location
- Health-related problem (family or self)
- Desired major was not offered by this college
- Experienced emotional problems
- Family responsibilities were too great
- Dissatisfied with my grades
- Wanted to live near parents or loved ones
- Conflict between demands of college and job
- Wanted a break from my college studies

The following initiatives would also support higher degree completion rates:

Comprehensive Career Planning - eligibility to work in a desired occupation would encourage completion

P-20 Council - Academic preparation is the best predictor of college success. A P-20 Council would better define academic preparation for college and work.

19. NDUS Office Salary Increases Since 2007 (Sub-Committee)

Response: Already provided to the Legislative Council

20. Information regarding salaries paid to university presidents and spouses from foundations

Response: SBHE Policy 705.1 requires that all contributions to an institution president's compensation by an affiliated foundation must be disclosed in an agreement between the institution and the foundation and in an employment contract approved by the SBHE. NDUS institution president contracts reveal that one president receives compensation from an affiliated foundation. NDSU President Chapman receives $75,000 annually in the form of deferred compensation from the NDSU foundation. All of the other NDUS institutions confirmed that their presidents are not paid any compensation by affiliated foundations.

A survey of NDUS institutions revealed that the spouse of one president receives compensation paid by a foundation. The wife of NDSU President Chapman is paid an annual salary of $50,000 by the NDSU foundation. All of the other NDUS institutions confirmed that spouses of presidents at those institutions are not paid any compensation by affiliated foundations.

21. Financial aid, grants. Interface with changes in Pell Grants proposed in federal stimulus package

Response: There are too many unknowns in the level of funding and requirements associated with the federal stimulus package to anticipate its impact on student aid. In fact, it is unknown what impact the significant changes made recently in the FAFSA will have on student eligibility in 2009-10, even without changes in the federal stimulus package.

22. NDUS IT building and implications of the federal stimulus package

Response: The proposed Section 9302 funding outlined in response (13.) cannot be used for new construction, only for repair or renovation. Other components of the stimulus package include funding for science and technology research, state fiscal stabilization funding, student aid, teacher quality, etc. Whether or not any of these funds can be accessed and used for construction projects is unknown at this point in time.

23. EPSCoR and NASA EPSCoR

Response: The basis for requesting the additional $2.8M to the ND EPSCoR budget:

- In September of 2008, NSF announced that North Dakota and some other states will have the opportunity to apply for supplements of $1M/yr for four years beginning in 2009. This requires a $500K/yr match. Thus, for the 09-10 biennium, ND EPSCoR needs $1M to compete for the supplement of $2M over that period. This would need to be continued for 2010 and 2012. This additional funding would enhance opportunities for emergent research groups and will better position ND to remain competitive for renewal proposals.
- Also in September of 2008, NSF offered a new program that ND EPSCoR wishes to compete for: 'Cyberinfrastructure Programs in Research and Education' that would support interstate collaborative research and education team based projects. This NSF grant requires a $1M state match to obtain $4M over the 2009-2010 period. This program will extend through 2011 requiring $500K to obtain $2M from NSF for that year. The additional funding would increase access to critical equipment, including high performance computers, to researchers and students.
- The $800K recommended by the Governor would be used to cover the increased opportunities for ND EPSCoR to compete for expanded EPSCoR programs at the Department of Energy, Department of Defense, Environmental Protection Agency and the National Institutes of Health.

24. Review of the Medical School Advisory Committees suggestions for enhancements including the Bismarck Family Practice Center – future visit by sub-committee to current location

Response: The following items were included in the UND SOMHS budget request, but not all were funded in the Executive Budget.

Program	09-11 Request	09-11 Exec. Rec.	Brief Description
Stabilize operations of the Bismarck and Minot Centers for Family Medicine (CFM)	$1,275,000 base	$1,275,000 base	Eliminate debt; cover ongoing costs of providing indigent care; discontinue $1 million cash infusion from SOMHS budget
Implement Electronic Medical Records System for CFM training	$225,000 base/one-time	$225,000 one-time	Link CFM's and hospitals for training purposes—two year capital lease and related staff and training costs
Create RuralMed Program	$600,000 base	$600,000 base	Encourage eight medical students per year into family medicine by deferring the entire cost of their education in exchange for practicing in designated rural area

Program	09-11 Request	09-11 Exec. Rec.	Brief Description
			for five years
Develop and implement comprehensive health care delivery plan	$707,850 base	$0	Additional staffing and related costs to develop and implement a comprehensive health care workforce assessment
Implement new master's in public health degree	$1,133,600 base	$0	Offered to medical, allied health and other public health professionals
Enhanced prevention training and focus on geriatrics	$1,0,74,450 base	$0	Due to an aging ND population expanded training in prevention and geriatric education is needed
Retire Minot CFM bond debt	$4,000,000 one time	$0	Retire 2003 debt, free up $500,000 per biennium to assist with CFM cash flow

If the subcommittee designates a specific date and time, representatives of the Medical Advisory Committee and the UND SOMHS would be happy to be present to answer questions and also arrange a tour of the Bismarck Center.

25. Long term plan for needs based grant funding and other incentives directed to students

Response: A combined strategy defined by the SBHE is as follows:

- Increase needs-based financial aid (included in SBHE budget request)
- Limit tuition rate increases (included in SBHE budget request)
- Tuition and fee study underway to examine other opportunities to address student affordability and student recruitment
- Long-term finance plan adopted in 2001 provides for targeted state/student funding shares as outlined below. The SBHE has been consistently been applying these targets in the development of its funding source, with the exception of the 09-11 budget request, where a greater portion of the cost would be shifted to the state.

	Target		Actual	
Campus	State Share	Student Share	State Share	Student Share
UND, NDSU	60%	40%	40 - 38%	60 - 62%
MiSU	65%	35%	53%	47%
DSU, MaSU, VCSU	70%	30%	68 - 49%	32 - 51%
Two-Year Campuses	75%	25%	69 - 49%	31 - 51%

26. Concern with LRSC wind turbine capital project (Christmann)

Response: If you wish to schedule a specific date and time, arrangements could be made so the appropriate individuals from Lake Region are in Bismarck to address your concerns. The NDUS Office can also provide greater insight into the financing of the project and the role it will play in technician training.

Please feel free to contact me at 328-2963 if you have other questions or need additional information.

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UND THE UNIVERSITY OF NORTH DAKOTA

UND Parking Task Force

Final Report

November 21, 2008

1. Executive Summary

A proposal to designate some parking spaces on campus as "Preferred Spaces" sold at a higher rate but with a guarantee of a spot resulted in considerable discussion about parking allocation at the University of North Dakota. In an effort to give all groups on campus an opportunity to voice their concerns about parking, Vice President for Finance and Operations Bob Gallager created a Parking Task Force in the spring of 2008. The Task Force was chaired by Dr. Douglas Munksi with administrative support provided by the UND Parking Office.

The Parking Task Force, after consideration of many alternative models, has concluded that the current zoning and permit system adequately meets the needs of the campus. Minor modifications were recommended with regard to visitor, guest, and temporary permits and for reduced price perimeter parking. The Task Force has also endorsed several recommendations for changes to Parking operational policies and procedures.

While not a formal charge of the Task Force, the group found it necessary to review various financial models because fees are so closely tied to parking allocation. The Task Force concluded that parking fees at UND are far below the level necessary to adequately fund the Parking System. To correct this, a plan to raise rates over three years is being recommended by the Task Force.

Several meetings have been held with various user groups across campus to provide feedback to the Task Force. This feedback was utilized in refining the recommendations contained in this report.

The following is a summary of the Task Force Recommendations outlined in Section 6.

- Retain existing zoning model with a three year phase in fee increase.
    - FY 09 Rates – Valid December 2008 – August 2009
        - F/S $120, Stud. $70, Admin. $400, Ramp F/S $285, Ramp Stud. $175, Night $50, Perimeter $70
    - FY 10 Rates – Valid August 2009 – August 2010
        - F/S $175, Stud. $115, Admin. $600, Ramp F/S $400, Ramp Stud. $300, Night $50, Perimeter $92
    - FY 11 Rates – Valid August 2010 – August 2011
        - F/S $225, Stud. $155, Admin. $600, Ramp F/S $400, Ramp Stud. $300, Night $50, Perimeter $124
- Review guest, visitor, and temporary parking such that guests are not charged.
- Look into revenue options such as advertising in the parking and transit system.
- The University allow for student parking permits to be placed on accounts receivable so payments can occur after financial aid has been received.
- Faculty and Staff parking permits can be placed on payroll deduction so that the payments are extended over 24 pay periods and are pre-taxed.

- Ramp permit holders allowed to park in ramp 24/7 and in "S" or "A" lot depending on the type of permit.

2. Introduction

Parking and traffic management are challenges at colleges and universities across the nation. Whether located in urban settings, or in small towns, the number of vehicles on a campus is generally much greater than the surrounding community. The University of North Dakota is no exception. Each day approximately 16,000 faculty, staff, students, and visitors visit the campus one or more times. The majority of these visits result in the need to park a vehicle on or near the UND campus.

In the Fall of 2007, UND's Vice President for Finance and Operations Robert Gallager created a task force charged with the task of reviewing the issue of parking on campus. Specifically, the task force was to review the issuance of permits, and the assignment of parking lots. This review process involved the study of many existing policies/procedures related to parking, as well as the financial business models under which UND Parking is funded. The task force was asked to prepare recommendations regarding parking at UND, which are summarized in this report.

When the membership of the task force was determined, the objective was to have representation from all of the different areas of campus engaged in dialogue about parking. Due to the work of the task force spanning three different academic terms, there has been some turnover in members. The following list of individuals includes all persons that have participated on the task force in some capacity:

Faculty/Staff: Douglas Munski, Chair, Diane Hadden, Janice Hoffarth, Jon Jackson, Loren Liepold, Eric Murphy, Dexter Perkins, Tom Petros, Harold Wilde, Sherry Zeman, and ex-officio members Ashley Hausmann, Tim Lee, and Jason Uhlir

Students: Jordan Buhr, Sean Crawford, Michael Crenshaw, Samantha Curtis, Nathan Enderle, Adam Fincke, Tyrone Grandstrand, Dustin Kouba, Elizabeth Mauch, Michael Nowacki, and Nicole Wirth

3. Background

Likely since the first days of the University of North Dakota, there have been disagreements about where to park wagons and hitch horses. One of the known challenges with parking on a university campus is that what is good for one person is not necessarily good for another. Balancing these wants and needs in such a fashion as to meet the needs of the majority has always been a guiding principle in parking management at UND. Appendix A provides growth information regarding the University of North Dakota from 1883 to present.

When compared to other schools similar to UND, UND is in great shape with regard to the number of parking spaces available. Challenges typically are the result of competition for "close" or "choice" parking spaces. As the need for additional or "better" parking progressed at UND, the solution over the years was typically to build an additional surface lot in the area of need as funding became available.

In recent years, the University has grown to the point that parking solutions are not as simple as years past. The campus now spans from U.S. Highway 2 to Demers Avenue and from Interstate 29 to the residential areas near University Park. In 2004, a parking study was

conducted for UND by an outside consultant. It concluded that the campus should consider the construction of a parking structure (ramp) to address parking needs.

The University administration decided to construct a parking ramp at the intersection of University Avenue and Columbia Road. Some of the reasons for the project included: The need for more parking near the academic core of campus, the need for more parking near the Memorial Union, the desire to preserve green space, positive environmental characteristics of a ramp, and efficiency of operation. To fund the parking ramp project, UND took out a bond because no other sources of funding were available to build the structure. The bond payments were to be made from parking revenues, with the parking ramp revenue being a significant portion. The bond requires that rates be established for each year that will cover the cost of operations and maintenance expenses and 110% of principal and interest on bonds given for that year.

There were several problems associated with the construction of the parking ramp. Because of these problems, the facility opened later than expected. Several other dynamics such as increased fuel prices and decreased enrollment also created challenges for the parking ramp when it did open in the fall of 2007.

Currently the parking ramp is functioning well with usage steadily increasing. Revenues for the parking ramp are significantly below the revenues originally projected, however, which has a significant impact on the process of establishing parking rates at UND. While a very effective parking solution for UND, the parking ramp is also a major reason for the immediate financial problems with parking.

4. Efforts in Problem Solving

The parking task force has been working diligently since it was created in the Spring of 2008. Initially, Parking Office staff provided members with comprehensive information regarding the operation of parking at UND. Once members had a good understanding of parking at UND, the focus of the meetings turned to discussions about alternative parking plans and various financial models. A sub-committee of the task force worked specifically on several different financial plans. Members of the task force met with several different campus groups including: Student Government, University Senate, Staff Senate, University Place, and the Association of Residence Halls. Additionally, several "Town Hall" style meetings were held to get campus feedback on preliminary task force findings. Appendix B provides information that was shared during the town hall meetings.

5. Financials

While financial recommendations were not the primary charge of the task force, funding is a significant factor that needed to be considered as the group conducted its business. There were several parameters that the task force considered. These parameters included: Parking be self supporting, revenue needs to be at a level that assures UND stay in good standing with regard to its bond requirements, funding needs to be available for major repairs and future projects.

Several different parking/financial models were considered:

- Faculty/Professional Model: This model shifted the higher parking permit rates to faculty and professional staff. The rationale for the model was that these employees could better afford higher parking permit costs, and generally had a greater need for proximate and flexible parking. In this model faculty and professional staff would pay the highest

rates, but would also have the best parking options. This model was not widely supported by the task force because it was felt that staff and students would be considered "second class citizens" with no choice for a "good" parking spot.

- Percent of Income Model: This model considered parking permits rates that would be determined based on the salary of the employee. The model was not widely supported by the task force because the group felt that the cost of a parking space is not dynamic. For example, other things that employees are required to purchase are not based on their income. Further complicating the model is the fact that it would be impossible to apply to students.

- Retain Lot Zoning Model: This model kept parking as it currently operates with rates established to reach the financial needs of parking. Despite controversy about the need to increase parking rates significantly, this model has found the highest level of support from the task force. One option that may make this model more acceptable is the concept that reduced-cost "perimeter parking lots" be established. This would provide users of the parking system to pay a lower fee to park in a lot on the perimeter of the campus and use the transit system(s) to enter the interior of campus.

- Multi-level (A, S, G) Model: This model established different zones that give parking system users a choice in the type of permit they choose to purchase. Faculty/Staff (A) and Student (S) permits would be at a higher cost, but would have the greatest access to close parking permits. Additionally "A" and "S" permits would have the ability to access the parking ramp when spaces were available in their respective user group. Lower priced General (G) permits would be available. These permits would provide access to parking spaces further away from the core of campus and would not have parking ramp functionality. This model has potential, but would be more difficult to implement because of the re-zoning challenges that would exist. The model also makes it far more difficult to estimate revenues because there is no data to project permit sales.

The current pro forma being recommended by the Task Force is detailed in Appendix C. The model includes a three step fee increase from 2009 to 2011. For the purposes of this model, the rates are held constant from 2012 to 2014 and subsequent years have an inflationary increase. Actual parking rates for 2012 and beyond will need to be based on an annual review of system performance.

6. Parking Task Force Recommendations

- Retain existing zoning model with a three year phase in fee increase.
    - FY 09 Rates – Valid December 2008 – August 2009
        - Faculty/Staff: $120
        - Students: $70
        - Administration: $400
        - Ramp Faculty/Staff: $285
        - Ramp Student: $175
        - Night Only: $50

        - Perimeter Discount Lot: $70
    - FY 10 Rates – Valid August 2009 – August 2010
        - Faculty/Staff: $175
        - Students: $115
        - Administration: $600
        - Ramp Faculty/Staff: $400
        - Ramp Student: $300
        - Night Only: $50
        - Perimeter Discount Lot: $92
    - FY 11 Rates – Valid August 2010 – August 2011
        - Faculty/Staff: $225
        - Students: $155
        - Administration: $600
        - Ramp Faculty/Staff: $400
        - Ramp Student: $300
        - Night Only: $50
        - Perimeter Discount Lot: $124
- Guest, visitor, and temporary parking be reviewed and redefined such that guests are not charged to park on campus. Further, the Parking Office will use discretion to find effective solutions on a case by case basis for those that only need to be on campus on a temporary basis. This could be through the issuance of temporary permits or designation of a special zone.
- The Vice President of Finance and Operations look into revenue options such as advertising in the parking and transit system.
- Half-time Graduate Assistants continue to be eligible for "A" permits.
- The University allow for student parking permits to be placed on accounts receivable so payments can occur after financial aid has been received.
- Faculty and Staff parking permits can be placed on payroll deduction so that the payments are extended over 24 pay periods and are pre-taxed.
- Ramp permit holders allowed to park in ramp 24/7 and in "S" or "A" lot depending on the type of permit.

- Better integration and cooperation between city area transit and UND with perimeter lots. Perimeter lots would include one by EERC, REA, and Skalicky. The perimeter lot permit will also be valid in southern zone of the Airport lot.

- UAPC in coordination with the Parking Office provide at least two updates per year to University Senate, Staff Senate, and Student Government.

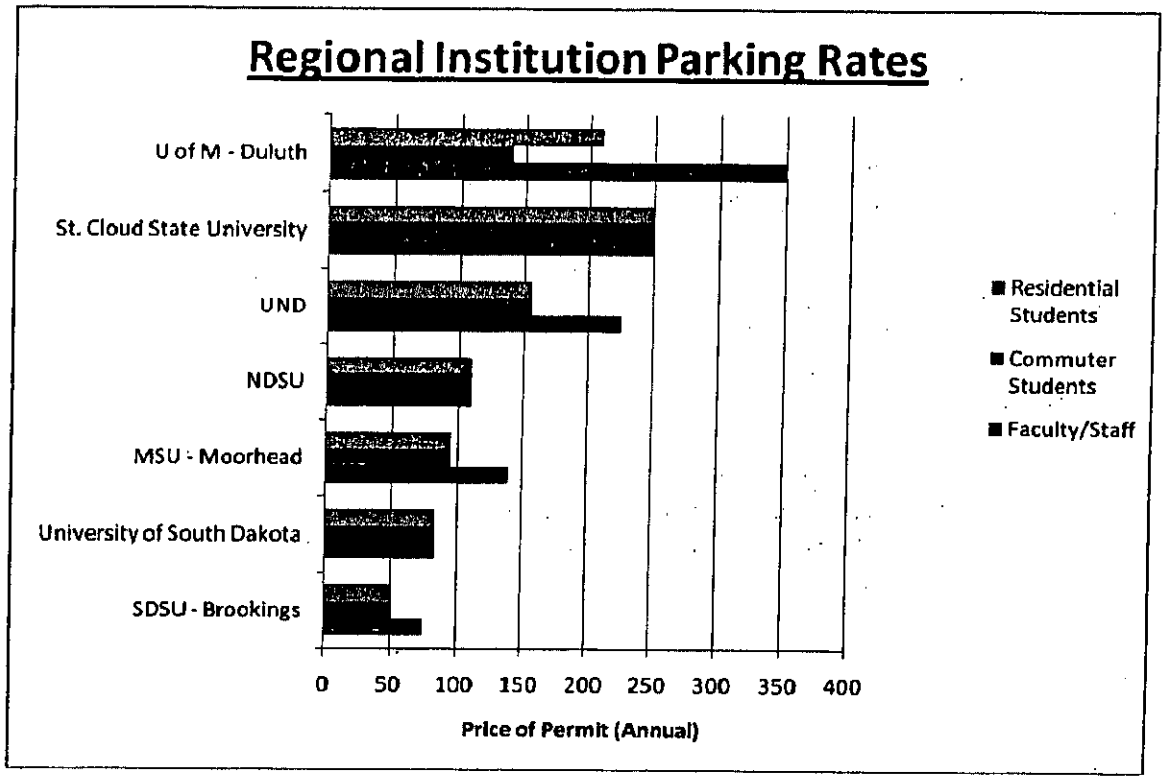
- Increase members in UAPC to include different constituencies around campus and broaden the constitution to address issues that have been identified that the Task Force does not need to address.

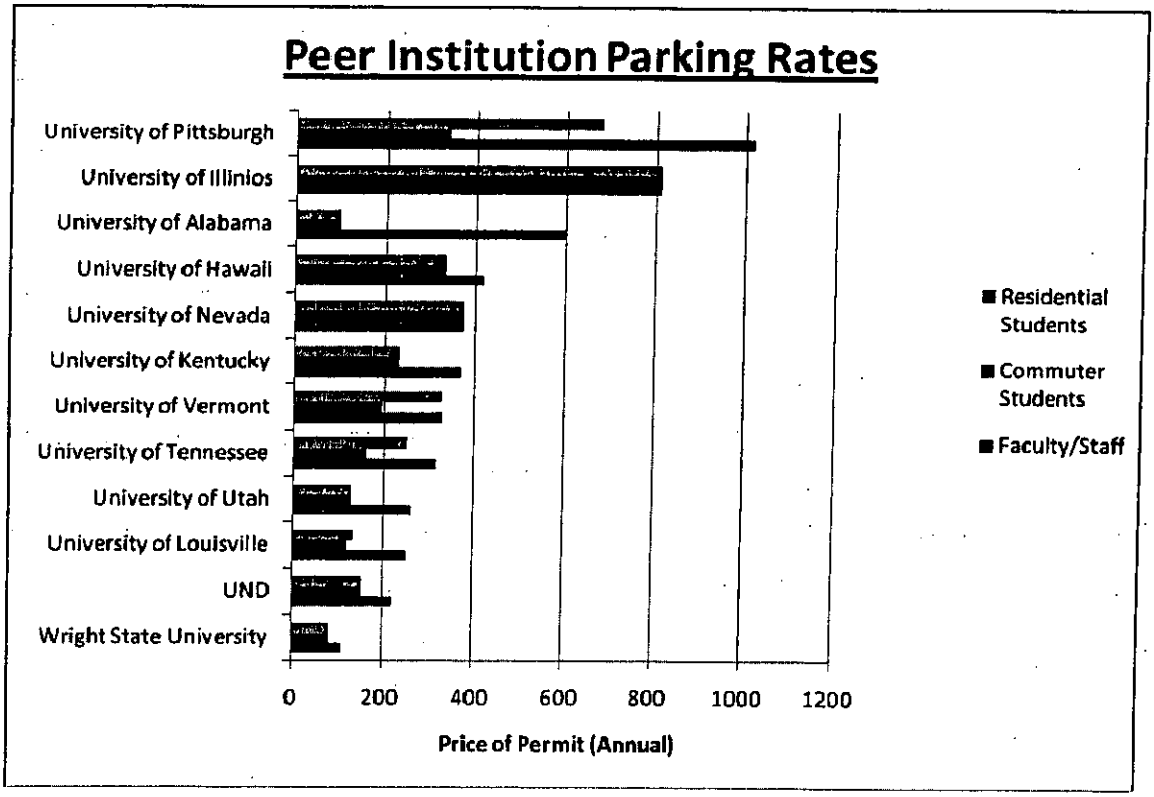
- Recommend administration to adopt practice of transparency and accountability in capital projects where user fees are mandated to cover the costs and ongoing operations of the capital project.

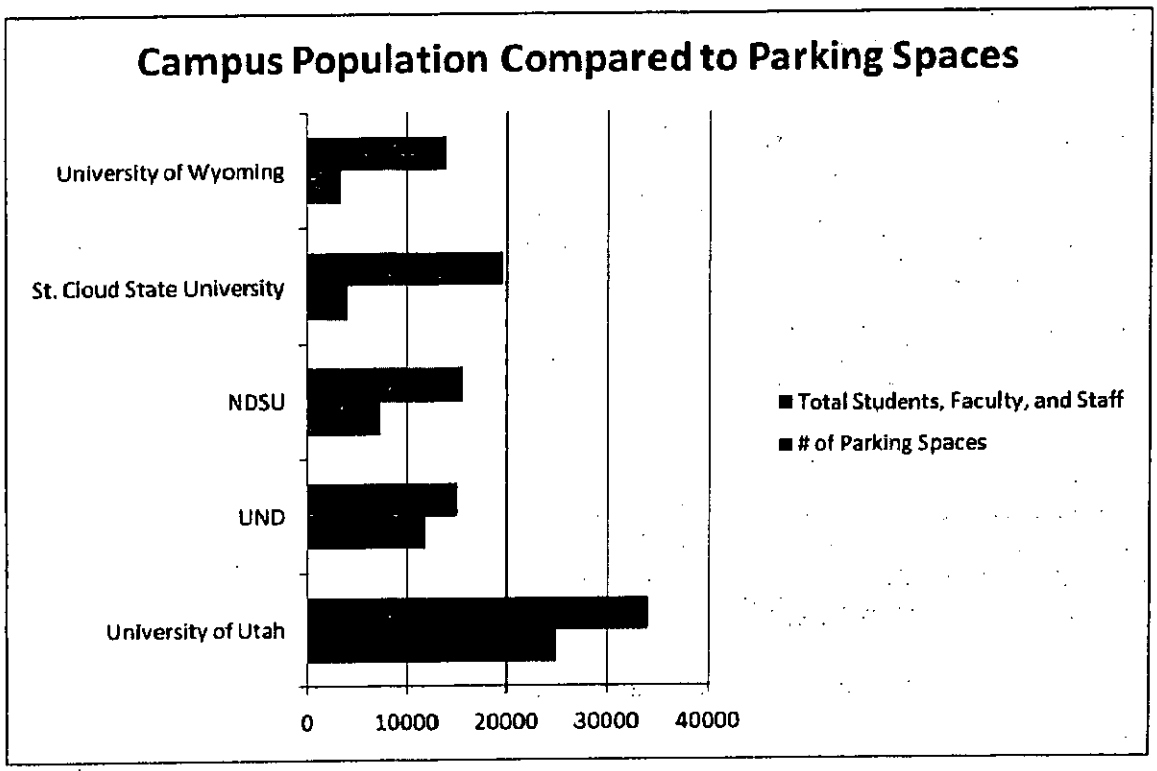
7. Conclusion

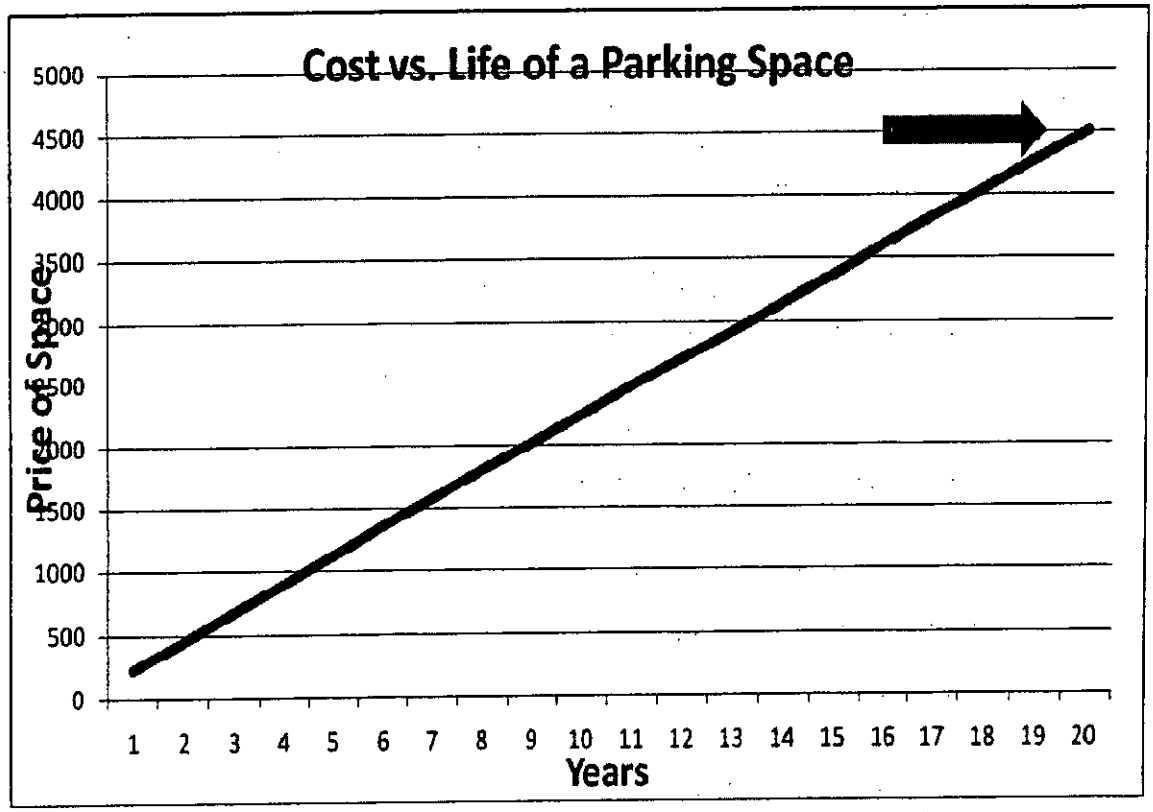
The recommendations outlined in this report will improve parking at the University of North Dakota. Support from administration and buy in from the campus community is essential for success in the UND Parking System. The continuation of positive dialog about parking is a foundation for future success.

Appendix B


Regional Institution Parking Rates
U of M - Duluth
St. Cloud State University
UND
NDSU
MSU - Moorhead
University of South Dakota
SDSU - Brookings
0
50
100
150
200
250
300
350
400
Price of Permit (Annual)
Residential Students
Commuter Students
Faculty/Staff


Peer Institution Parking Rates
University of Pittsburgh
University of Illinios
University of Alabama
University of Hawaii
University of Nevada
University of Kentucky
University of Vermont
University of Tennessee
University of Utah
University of Louisville
UND
Wright State University
0
200
400
600
800
1000
1200
Price of Permit (Annual)
Residential Students
Commuter Students
Faculty/Staff


Campus Population Compared to Parking Spaces
University of Wyoming
St. Cloud State University
NDSU
UND
University of Utah
0
10000
20000
30000
40000
Total Students, Faculty, and Staff
# of Parking Spaces


Cost vs. Life of a Parking Space
Price of Space
5000
4500
4000
3500
1500
1000
500
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Years

Appendix C

oforma - Retain Lot Zoning Model						
	FY 2009 Projected	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
evenue - Operating/Enforcement	$ 320,000	300,300	264,600	228,900	193,200	157,500
pense - Operating/Enforcement	($320,000)	($300,300)	($264,600)	($228,900)	($193,200)	($157,500)
venues - Bond Funds:						
mits and Decals:						
Residence Hall Students	$127,190	$208,955	$281,635	$281,635	$281,635	$281,635
Commuter Students	$267,680	$439,760	$592,720	$592,720	$592,720	$592,720
Night Users	$1,850	$2,500	$2,500	$2,500	$2,500	$2,500
Faculty/Staff	$381,120	$555,800	$714,600	$714,600	$714,600	$714,600
Administrative	$12,000	$18,000	$18,000	$18,000	$18,000	$18,000
l Collections - Permits and Decals	$789,840	$1,225,015	$1,609,455	$1,609,455	$1,609,455	$1,609,455
tor Lot	$41,200	$42,436	$43,709	$45,020	$46,371	$47,762
ding Meters/Lot Rentals	$55,105	$56,758	$58,461	$60,215	$62,021	$63,882
cial Event Parking						
Chester Fritz and Athletic Events	$72,000	$74,160	$76,385	$78,676	$81,037	$83,468
enues - Parking Ramp						
756 Space Ramp	$171,012	$205,140	$205,140	$205,140	$205,140	$205,140
TAL Revenues - Bond Funds	$1,129,157	$1,603,509	$1,993,149	$1,998,506	$2,004,023	$2,009,706
penses - Bond Funds						
or Lot	($41,200)	($42,436)	($43,709)	($45,020)	($46,371)	($47,762)
ing Meters/Lot Rentals	($55,105)	($56,758)	($58,461)	($60,215)	($62,021)	($63,882)
cial Event Parking						
Chester Fritz and Athletic Events	($72,000)	($74,160)	($76,385)	($78,676)	($81,037)	($83,468)
ing Ramp						
756 Space Ramp	($273,839)	($282,054)	($290,516)	($299,231)	($308,208)	($317,454)
total Expenses - Bond Funds	($442,144)	($455,408)	($469,071)	($483,143)	($497,637)	($512,566)
perating Income (NOI)	$687,013	$1,148,100	$1,524,079	$1,515,363	$1,506,386	$1,497,140
Service						
02 (refd 93) Bond Payment	($38,970)	($39,354)	($40,171)	($40,329)	($40,383)	$0
98 Bond Payment	($39,590)	($38,270)	($41,890)	($40,245)	($38,582)	($41,920)
06 Bond Payment - Parking Garage	($850,468)	($854,243)	($852,843)	($851,443)	($855,003)	($878,338)
Debt Service	($929,028)	($931,867)	($934,904)	($932,017)	($933,968)	($920,258)
Flow After Debt Service	($242,015)	$216,233	$589,175	$583,346	$572,418	$576,882
Improvements						
aintenance and Repairs - Existing Lots	($69,525)	($71,611)	($73,759)	($75,972)	($78,251)	($80,599)
nstruction Projects	$0	($250,000)	($250,000)	($250,000)	($250,000)	($250,000)
forcement Operating Costs		($35,700)	($71,400)	($102,000)	($142,800)	($178,500)
ing Fund Balance in Bond Fund	$293,458	$152,381	$346,397	$501,771	$603,139	$670,922

nue and Expenses for Operating/Enforcement are not included in Total Revenues/Expenses for Bond Funds and the Ending Fund Balance in Bond Fund

Permit Revenue

Permit Fee	FY 09	FY 10	FY 11	FY 12	FY 13	FY 1
Residence Hall Students	$70	$115	$155	$155	$155	$15
Commuter Students	$70	$115	$155	$155	$155	$15
Night User	$37	$50	$50	$50	$50	$50
Faculty/Staff	$120	$175	$225	$225	$225	$22
Administrative	$400	$600	$600	$600	$600	$60
Number of Decals / Permits - Projected	FY 09	FY 10	FY 11	FY 12	FY 13	FY 1
Residence Hall Students	1,817	1,817	1,817	1,817	1,817	1,81
Commuter Students	3,824	3,824	3,824	3,824	3,824	3,82
Night User	50	50	50	50	50	50
Faculty/Staff	3,176	3,176	3,176	3,176	3,176	3,17
Administrative	30	30	30	30	30	30
Total Number of Decals / Permits	**8,897**	**8,897**	**8,897**	**8,897**	**8,897**	**8,89**
ections for Permits	FY 09	FY 10	FY 11	FY 12	FY 13	FY 1
Residence Hall Students	**127,190**	**208,955**	**281,635**	**281,635**	**281,635**	**281,6**
Commuter Students	**267,680**	**439,760**	**592,720**	**592,720**	**592,720**	**592,7**
Night User	**1,850**	**2,500**	**2,500**	**2,500**	**2,500**	**2,50**
Faculty/Staff	**381,120**	**555,800**	**714,600**	**714,600**	**714,600**	**714,6**
Administrative	**12,000**	**18,000**	**18,000**	**18,000**	**18,000**	**18,0**
Total	**789,840**	**1,225,015**	**1,609,455**	**1,609,455**	**1,609,455**	**1,609,4**

Ramp Permit Revenue

tamp Permit Fee	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
tudent Ramp	$175	$300	$300	$300	$300	$300
aculty/Staff Ramp	$285	$400	$400	$400	$400	$400

laximum Spaces		FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
tudent Ramp	#	158	158	158	158	158	158
aculty/Staff Ramp	#	158	158	158	158	158	158
otal Number of Spaces Available		316	316	316	316	316	316

Includes spaces in Levels 1,2 and Ramps 1,2

ercentage Sold	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
tudent Ramp	90%	90%	90%	90%	90%	90%
aculty/Staff Ramp	90%	90%	90%	90%	90%	90%

lumber of Decals / Permits - Projected	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
tudent Ramp	142	142	142	142	142	142
aculty/Staff Ramp	142	142	142	142	142	142
otal Number of Decals / Permits	284	284	284	284	284	284

ollections for Ramp Permits (Add)	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
tudent Ramp	24,885	42,660	42,660	42,660	42,660	42,660
aculty/Staff Ramp	40,527	56,880	56,880	56,880	56,880	56,880
otal	65,412	99,540	99,540	99,540	99,540	99,540

ourly Rate	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
ormal Academic Year - Daily	$7	$7	$7	$7	$7	$7
ormal Academic Year - Evening	$7	$7	$7	$7	$7	$7
pring/Winter Break	$7	$7	$7	$7	$7	$7
ummer	$7	$7	$7	$7	$7	$7

ourly Spaces	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
ormal Academic Year - Daily	163	163	163	163	163	163
ormal Academic Year - Evening	163	163	163	163	163	163
pring/Winter Break	163	163	163	163	163	163
ummer	163	163	163	163	163	163

ourly - # of Days	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
ormal Academic Year - Daily	167	167	167	167	167	167
ormal Academic Year - Evening	167	167	167	167	167	167
pring/Winter Break	24	24	24	24	24	24
ummer	69	69	69	69	69	69

ourly Usage	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
ormal Academic Year - Daily	40%	40%	40%	40%	40%	40%
ormal Academic Year - Evening	5%	5%	5%	5%	5%	5%
pring/Winter Break	15%	15%	15%	15%	15%	15%
ummer	20%	20%	20%	20%	20%	20%

ourly Total	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
ormal Academic Year - Daily	$76,219	$76,219	$76,219	$76,219	$76,219	$76,219
ormal Academic Year - Evening	$9,527	$9,527	$9,527	$9,527	$9,527	$9,527
pring/Winter Break	$4,108	$4,108	$4,108	$4,108	$4,108	$4,108
ummer	$15,746	$15,746	$15,746	$15,746	$15,746	$15,746
otal	$105,600	$105,600	$105,600	$105,600	$105,600	$105,600

otal Collections	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
amp Permits	$65,412	$99,540	$99,540	$99,540	$99,540	$99,540
ourly	$105,600	$105,600	$105,600	$105,600	$105,600	$105,600
Total Projected Collections	**$171,012**	**$205,140**	**$205,140**	**$205,140**	**$205,140**	**$205,140**

UND Parking Task Force

Fall 2008

Dr. Douglas Munski, Geography (Chair)

Faculty Representatives:
Dr. Jon Jackson, Anatomy and Cell Biology, Faculty Senate Chair
Dr. Eric Murphy, Pharmacology, Physiology and Therapeutics
Dr. Tom Petros, Psychology
Dr. Harold Wilde, Chair, Accountancy
Sherry Zeman, Law Library
Dr. Dexter Perkins, Geology and Geographical Engineering

Student Representatives:
Jordan Buhr, Immediate Past Student Body Vice President
Sean Crawford
Michael Crenshaw, Student Body Vice President
Samantha Curtis
Nathan Enderle
Dustin Kouba
Michael Nowacki
Tyrone Grandstrand, Student Body President
Nicole Wirth

Staff Representatives:
Diane Hadden, Director, Summer Sessions
Janice Hoffarth, Staff Senate Chair
Loren Liepold, Theatre Arts

Ex-Officio:
Jason Uhlir, Director Campus Safety and Security
Tim Lee, Parking Services Manager
Ashley Hausmann,

University of North Dakota Parking System

Response to questions from Legislative Council and Senate Approprations February 2009

	Projections per the Aggregate Parking System Proforma January 2006		Projections per the Parking Task Force Fall 2008		
	FY 2009	FY 2010	FY 2009	FY 2010	
VENUES:					
rmits and Decals:					
Full Time Student - Resident	$ 215,381	$ 237,661	$ 127,190	$ 208,955	*
Full Time Student - Commuter	$ 293,309	$ 323,652	$ 267,680	$ 439,760	*
Part Time Student	$ 90,257	$ 103,085			
Night Users			$ 1,850	$ 2,500	
Faculty/Staff	$ 166,515	$ 181,208	$ 393,120	$ 573,800	*
tal Permits and Decals	$ 765,462	$ 845,606	$ 789,840	$ 1,225,015	
king Ramp	$ 689,637	$ 710,326	$ 171,012	$ 205,140	
king Meters			$ 55,105	$ 56,758	
itor Lot	$ 34,967	$ 36,016	$ 41,200	$ 42,436	
nts	$ 194,898	$ 200,745	$ 72,000	$ 74,160	*
al Annual Revenues	$ 1,684,964	$ 1,792,693	$ 1,129,157	$ 1,603,509	
or Period Revenue Pledged to Bonds			$ 311,540		
al Revenues	$ 1,684,964	$ 1,792,693	$ 1,440,697	$ 1,603,509	
ENSES:					
erations/Maintenance	$ (774,900)	$ (798,147)	$ (511,669)	$ (562,719)	
Operating Income	$ 910,064	$ 994,546	$ 929,028	$ 1,040,790	
ot Service (all Parking Bond Issues)	$ (906,341)	$ (929,347)	$ (929,028)	$ (931,867)	
h Flow After Debt Service	$ 3,723	$ 65,199	$ -	$ 108,923	

ermit holders may park in the parking ramp and are not charged for event parking.

king Ramp Fees:

	FY 2006	FY 2009
f/Faculty/Student Reserved	$ 350	$ 285
nson Hall Student Reserved	$ 300	$ 175
Hourly Spaces capped at $12/day		Hourly rate $1.50 capped at $7/day
Spaces free to surface lot permit holders		300 spaces for permit holders
lty/Staff Permit	$ 42	$ 120
lent Permit	$ 50	$ 70

ual Debt Service on 2006 Bonds (Parking Ramp):

2009	$ 850,468
2010	$ 854,243
2011	$ 852,843

Student Graduation and Retention Rates

Measure EE1
(Legis. 1.f.)
Student graduation and retention rates

Are NDUS students completing their degrees?

Based on NDUS adjusted graduation rates from all institutions, 36.4 percent of NDUS two-year college students completed degrees within three years, and 55.5 percent of four-year university students completed degrees within six years.

About This Measure

Each year, NDUS colleges and universities are required to report graduation rates to the National Center for Education Statistics using the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS).

Data for the 2008 GRS was generated by establishment of a cohort (group of all first-time, full-time students) at each institution. Two-year college cohorts entered college in Fall 2004 and were tracked for three years; four-year university cohorts entered college in Fall 2001 and were tracked for six years.

Once a cohort has been established, only a few exceptions, such as military service, an official church mission, Peace Corps service or death, can result in removal of a student from the original cohort. The survey does not take into account students who transfer, then graduate from other institutions; these students are counted as non-completers in GRS.

In 2008, NDUS two-year colleges reported to IPEDS a 35.1 percent completion rate, and four-year universities reported a 41.2 percent rate. This compares to a 2008 national two-year college rate of 30.9 percent and a four-year university rate of 56 percent. Using the IPEDS cohort and including those in the cohort who graduated from other campuses, the cohort graduation rate increases to 36.4 percent for two-year college students and 55.5 percent for four-year university students. In addition to the number of those who graduated, 78 are still enrolled at two-year colleges and 172 are still enrolled at four-year universities.

NDUS institutions also track the rate at which full-time freshmen return to college the following year. NDUS two-year colleges report a 67.3 percent average rate of freshmen who entered college in Fall 2006 and re-enrolled in Fall 2007, and the four-year universities reported a 74.7 average percent rate. This compares to a 51.8 percent national public two-year college retention rate and a 76.5 percent four-year public institution retention rate for 2007.

It should be noted, as reported in Measure EE8 on Page 21, not all students intend to earn degrees or earn degrees within the time frames established by IPEDS.

Freshman Retention Rates

	NDUS			National
	2005	2006	2007	2007
Two-year colleges	64.0%	67.7%	67.3%	51.8%
Four-year universities	68.0%	70.1%	74.7%	76.5%

Graduation Rates

	2-year colleges	4-year universities
NDUS IPEDS-reported campus graduation rate	35.1%	41.2%
National 2008 IPEDS-reported graduation rate[1]	30.9%	56%
Graduates of other NDUS postsecondary institutions	6	169
Graduates of non-NDUS postsecondary institutions	17	441
NDUS adjusted graduation rate	36.4%	55.5%

[1] Calculated rate, official rate not yet published

Note: This table does not include information on students still enrolled or students who have transferred, but not graduated from other institutions, and therefore is not comparable to adjusted graduation rates published in earlier years.

Levels of Satisfaction and Reasons for Non-Completion

Measure EE7
(SBHE-2)

Non-completers satisfaction – levels of satisfaction and reasons for non-completion as reflected in a survey of individuals who have not completed their program or degree

Why do students leave NDUS institutions?

Many non-completing students who left NDUS institutions did so because they wanted to attend other colleges or universities (27.6 percent). Some students left either because they moved (or were transferred) to new locations or because they believed the majors they wanted were not offered at the institutions they attended.

About This Measure

Students who left NDUS institutions during the Fall 2007, Spring 2008 and Fall 2008 semesters were asked to complete the Withdrawing/Nonreturning Student Survey. Although not all students who leave NDUS institutions complete the survey, of the 492 respondents, 36.8 percent were freshmen.

Most Evaluation Survey Service (ESS) respondents said they entered college to pursue bachelor's degrees. 69.9 percent were full-time students, and 70.7 percent were North Dakota residents. 38.8 percent said they would not re-enroll at the same institution.

Students were asked to tell why they were leaving by selecting "major reason," "minor reason" or "not a reason" after each statement in the ESS survey. "Decided to attend a different college" was the number one reason students left NDUS institutions (27.6 percent). Some students said they wanted to move or were transferred to new locations (18.9 percent) or said they or their families experienced health-related problems (14.6 percent).

NDUS Non-Returning Survey Responses[1,2]

AY 2007–08

Major reasons for leaving an NDUS institution by rank order	2008 Percentage	2005 Nat'l Public Postsecondary Institutions Percentage[3]	2005 All Nat'l Postsecondary Institutions Percentage[3]
Decided to attend a different college	27.6	20.8	23.6
Wanted to move (or was transferred) to a new location	18.9	13.8	14.7
Health-related problem (family or personal)	14.6	17.6	17.2
Desired major was not offered by this college	12.4	10.0	10.5
Experienced emotional problems	12.0	8.8	9.6
Family responsibilities were too great	11.2	12.5	11.4
Dissatisfied with my grades	10.4	11.0	10.3
Wanted to live nearer to parents or loved ones	9.8	4.2	5.2
Conflict between demands of job and college	9.6	14.7	13.3
Wanted a break from my college studies	9.1	7.7	8.0

Note: Only the 10 most common responses by former NDUS students are reported here.

[1] 10 of the 11 institutions responded to this survey.
[2] Percentages do not total 100 percent because students may have provided more than one major reason for leaving an institution.
[3] 2005 is the most recent year for which national data are available.

Courses Count: Preparing Students for Postsecondary Success

ACT Policy Report

ACT

Courses Count: Preparing Students for Postsecondary Success

ACT Policy Report

ACT policy reports can be viewed and printed from ACT's website (**www.act.org/research/policy/index.html**). For additional information about ACT's policy research work, copies of ACT policy studies, or to contact the ACT Office of Policy Research staff, please e-mail us at **policy@act.org**.

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Executive Summary

Rigorous college preparatory course sequences—particularly in English, mathematics, and science—are critical to preparing students for postsecondary education and work. Yet, large numbers of students still do not participate in the most beneficial courses, and there is little evidence that the high school curriculum is rigorous enough to ensure that most students are adequately prepared for postsecondary success.

Roughly 75 percent of students who graduate from high school go on to some form of postsecondary education within two years of their high school graduation. Yet approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics.

Projections indicate that the number of postsecondary school graduates will not be sufficient to fill the more than 14 million new jobs that will be added to the labor market by 2008. And, leaving high school without being prepared for postsecondary training or entry into the workforce will cost our nation over $16 billion each year in remediation, lost productivity, and increased demands on criminal justice and welfare systems.

All of this leads to the key question, "Why aren't our students ready to succeed in postsecondary programs without remedial help when they leave high school?" This policy report examines three likely overlapping answers to this question:

1. The broad array of courses offered in our high schools and the varying course sequences that students can complete make very different contributions to postsecondary readiness.
2. Students do not always take those courses and course sequences that contribute most to postsecondary readiness.
3. The lack of rigor of the high school curriculum (expressed in terms of graduation requirements, curriculum depth, and alignment with the knowledge and skills required for successful transition to postsecondary education) does not result in all students being adequately prepared for college success.

Findings. A review of the high school curriculum—particularly in English, mathematics, and science—suggests three possible explanations for why students leave high school unprepared for postsecondary programs. First, some courses and course sequences prepare students better for postsecondary level work than others. Of the courses and sequences studied, English 9 through 12; Algebra 1, Geometry, Algebra 2, and at least one (or more) upper-level course such as Trigonometry; and Biology, Chemistry, and Physics had the biggest impact on achievement and the chances of success in college English Composition, Algebra, and Biology, respectively. These course sequences are consistent with those typically considered college preparatory and improve student achievement and chances for success better than taking fewer courses within each of the college preparatory sequences.

We also discovered cross-disciplinary benefits of specific courses. Taking at least one foreign language increased both achievement and the chances of being successful in college English Composition beyond the English sequence alone. Upper-level coursework in mathematics increased achievement and the chances of being successful in college Biology beyond the science sequence; and upper-level science courses added to the achievement and chances of being successful in college Algebra beyond the mathematics sequence.

Second, although most students pursue postsecondary education, they are not necessarily taking those courses that will best prepare them for success in postsecondary coursework. Less than half of all students take the courses they need to be prepared in mathematics and science. Participation rates are particularly low for students within underrepresented racial/ethnic groups.

Third, readiness is related not only to courses, but also to the rigor of those courses. Delineating high school graduation requirements in terms of minimum numbers of course credits, rather than in terms of specific courses, allows students to satisfy requirements without taking the sequence of courses that would best prepare them for postsecondary success. Covering a breadth of topics, to the exclusion of in-depth focus on key content areas, does not facilitate optimal learning. Further, misalignment between high school and college curriculum sends conflicting messages to students, parents, and teachers regarding the content knowledge and academic skills students need to be successful in college.

Recommendations. Ensuring that high school students take a college preparatory curriculum and increasing the rigor of the high school curriculum will significantly improve postsecondary readiness and success. The following are broad-based recommendations for educational leaders and policymakers.

1. ***Increase postsecondary readiness by requiring that all students take specific college preparatory course sequences in English, mathematics, science, and foreign language.***

2. ***Improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to-postsecondary curriculum alignment.***

The number of students who are not ready for college (or the workplace) has recently been described as "nothing short of a crisis." The actions recommended here and elsewhere by ACT, based on solid evidence, suggest ways to begin to address this problem. Ultimately, it is in the best interest of our students and nation to ensure that everyone graduates from high school ready to enter and succeed in postsecondary educational programs and the workforce.

1

Introduction

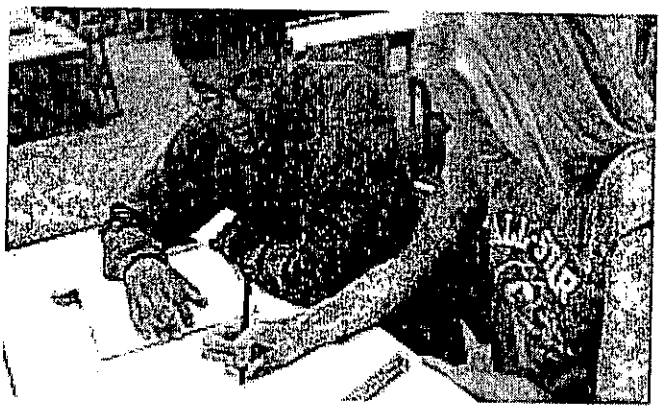
Rigorous college preparatory course sequences—particularly in English, mathematics, and science—are critical to preparing students for postsecondary education and work. Yet, a large number of American students leave high school with a low level of achievement and less prepared for the world than students in many other countries with advanced economies (U.S. Department of Education, 2003). And no state currently requires its graduates to take the courses that reflect the real-world demands of work and postsecondary education (Achieve, 2004b).

Large numbers of students still do not participate in the most beneficial courses (ACT, 2004b). And there is little evidence that the high school curriculum is rigorous enough to ensure that most students are adequately prepared for postsecondary success (ACT, 2003a; ACT & The Education Trust, 2004; Campbell, Hombo, & Mazzeo, 2000; Mullis, Martin, Beaton, Gonzalez, Kelly, & Smith, 1998; National Research Council, 2002; Schmidt, McKnight, & Raizen, 1997).

Roughly 75 percent of students who graduate from high school go on to some form of postsecondary education within two years of their high school graduation (National Center for Education Statistics, 1998). Yet approximately 28 percent of freshmen entering postsecondary institutions enroll in one or more remedial courses in reading, writing, or mathematics (National Center for Education Statistics, 2003). In public two-year institutions, over 40 percent of entering freshmen enroll in at least one remedial course.

The need for remediation is costly to all concerned. When gaining basic knowledge and skills is postponed until and beyond entry into postsecondary education, students and colleges wind up spending time and money that could be devoted elsewhere and can diminish a student's commitment to pursuing a college credential (U.S. Department of Education, 2003). Students who require remedial assistance to participate in regular postsecondary-level courses are less likely to complete degree programs (Adelman, 2004). In fact, within eight years of postsecondary enrollment, 70 percent of students who took one or more remedial reading courses and 58 percent of students who took two or fewer remedial math courses did not persist to obtain a college degree or certificate.

Failing to earn a postsecondary credential severely limits job and income prospects (Bureau of Labor Statistics, 2000; Venezia, Kirst, & Antonio, 2003). All things being equal, people with some courses beyond high school but no degree can earn 5 to 11 percent more than high school graduates. An associate's degree generally increases workers' wages about 20 to 30 percent over a high school diploma (Carnevale & Desrochers, 2003). Workers with bachelor's degrees earn approximately twice that of high school graduates.



Projections indicate that, at current rates, the number of postsecondary school graduates will not be sufficient to fill the more than 14 million new jobs that will be added to the labor market by 2008 (Carnevale & Desrochers, 2001; Pathways to College Network, 2004). Greene (2000) estimates that leaving high school without being prepared for postsecondary training or entry into the workforce costs our nation more than $16 billion each year in remediation, lost productivity, and increased demands on criminal justice and welfare systems.

All of this leads to the key question, "Why aren't our students ready to succeed in postsecondary programs without remedial help when they leave high school?" This policy report examines three overlapping answers:

1. The broad array of courses offered in our high schools and the varying course sequences that students can complete make very different contributions to postsecondary readiness.
2. Students do not always take those courses and course sequences that contribute most to postsecondary readiness.
3. The lack of rigor of the high school curriculum (expressed in terms of graduation requirements, curriculum depth, and alignment with the knowledge and skills required for successful transition to postsecondary education) does not result in all students being adequately prepared for college success.

This report investigates each of these possible reasons to help identify ways to improve the postsecondary readiness of high school graduates. This report is intended to help educational leaders and policymakers improve the rates of students who leave high school prepared for postsecondary education, as well as the rates of students who successfully complete postsecondary programs. We offer two key recommendations and related specific actions educational leaders can take to increase the postsecondary readiness of high school students.

2

High School Courses and Postsecondary Readiness

Many high school students and parents believe that simply meeting the number of credits required for graduation will provide adequate preparation for college (Venezia et al., 2003). Unfortunately, this assumption is incorrect. Students generally have multiple course options from which to choose to satisfy requirements and not all will suitably prepare them for postsecondary training. This is particularly true in mathematics and science (ACT, 2004b; Schmidt et al., 1997).

A recent ACT study identified the contribution that specific courses and course sequences made to college readiness. It found that taking the full course sequences typically considered college preparatory best prepared students for freshman-level college courses (Noble & Schnelker, in press). Highlights of this study are presented here.

Background

ACT has identified college readiness benchmarks on the ACT Assessment®[1] (ACT, 2003c) at which students have at least a 50 percent chance of earning a B or better and at least a 75–80 percent chance of earning a C or better in first-year, credit-bearing courses (Allen & Sconing, in press). An ACT English score of 18 is the college readiness benchmark for English Composition; an ACT Mathematics score of 22 is the benchmark for college Algebra; and an ACT Science score of 24 is the benchmark for college Biology. Using these benchmarks, we identified course sequences that increased the likelihood of students meeting the benchmarks.

Data from a subset of ACT test-takers who graduated in 2003 were used to explore the contribution of courses and course sequences to postsecondary readiness. The subset consisted of those students who took PLAN®[2] (ACT, 2003b) during their sophomore year and the ACT Assessment during their junior or senior year. The total sample included 403,381 students from 10,792 high schools. To be sure that we identified the impact of courses and course sequences alone, we statistically controlled for students' prior achievement and the grade they were in when they took the ACT Assessment.

The Course Grade Information Section of the ACT Assessment provides information about students' coursework in 30 specific high school courses. Students are asked to indicate whether they have taken or are currently taking a particular course, or whether they plan to take it before graduating high school. Course sequences investigated in this study were based on previous research (Blank & Langesen, 2001; Campbell et al., 2000; National Research Council, 2002; Noble, Davenport, Schiel, & Pommerich, 1999; O'Sullivan, Reese, & Mazzeo, 1997).

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1 The ACT Assessment contains four curriculum-based tests: English, Mathematics, Reading, and Science. These standardized multiple-choice tests are based on major areas of high school and postsecondary instructional programs.

2 Like the ACT Assessment, PLAN contains four curriculum-based, multiple-choice tests that measure student progress in English, mathematics, reading, and science. It is administered in grade 10.

Foreign language was included in the investigation to determine whether it contributed to ACT English scores and to the likelihood of meeting the English Composition benchmark, over and above the regular English coursework. Unlike courses in other disciplines, the Course Grade Information Section does not list specific courses within each language (e.g., introduction, first-year, second-year). Students report the number of languages (e.g., Spanish, French, German) they have studied or plan to study. Therefore, the contribution of foreign language is based on the number of languages studied rather than the number of courses taken or years studied in any one language.

Coursework, ACT English Scores, and the English Composition Benchmark

Although taking English 9–11[3] was not associated with a meaningful increase in ACT English scores relative to taking fewer courses, taking one or more foreign languages over and above English 9–11 increased students' ACT English score by 1.1 points, compared to taking only English 9–11. Failure to find a significant ACT score increase associated with taking English 9–11 is likely due to the fact that very few students reported taking less than English 9–11 (1%).

The contribution of English 9–11 (versus taking less than this sequence) to meeting the English Composition benchmark could not be evaluated due to the limited number of students who did not take this sequence while scoring below the readiness benchmark (less than 1 percent of all students). However, students who took English 9–11 had a 78 percent chance of meeting the benchmark. Compared to taking only English 9–11, also taking one or more foreign languages was typically associated with a 9 percent increase in students' chances of meeting or exceeding the benchmark (to 87 percent).

Coursework, ACT Mathematics Scores, and the College Algebra Benchmark

Figure 1 contains the results for the ACT Mathematics test. Seven mathematics course sequences were examined in total; students taking six course sequences were compared to students who took less than Algebra 1, Geometry, and Algebra 2. The average ACT Mathematics score of students taking less than Algebra 1, Geometry, and Algebra 2 was 16.7. Taking Algebra 1, Geometry, and Algebra 2 was associated with an average ACT Mathematics score of 17.8, an increase of 1.1 points for students taking less than these three courses. Taking either Trigonometry or other advanced mathematics,[4] in addition to these three courses, resulted in average ACT Mathematics scores of 18.8 and 19.3, respectively. Taking other advanced mathematics and Trigonometry increased ACT Mathematics scores by 3.1 points (to 19.8).

A relatively high average score (20.9 points) was associated with taking other advanced mathematics courses, Trigonometry, and Calculus, in addition to Algebra 1, Geometry, and Algebra 2. In a supplemental analysis, we found that

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[3] English 12 was not included in the analysis because students who took the ACT Assessment as juniors would not have had the opportunity to participate in this course.

[4] Includes courses beyond Algebra 2 other than Trigonometry and Calculus.

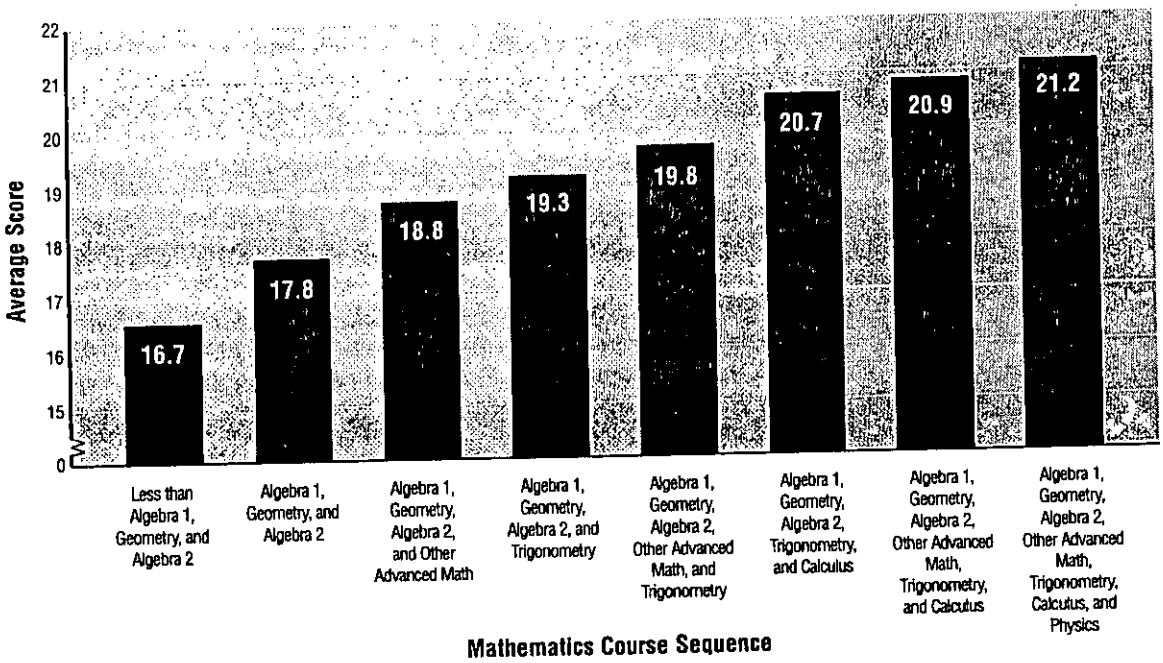

Figure 1: Average ACT Mathematics Score Associated with Mathematics Courses

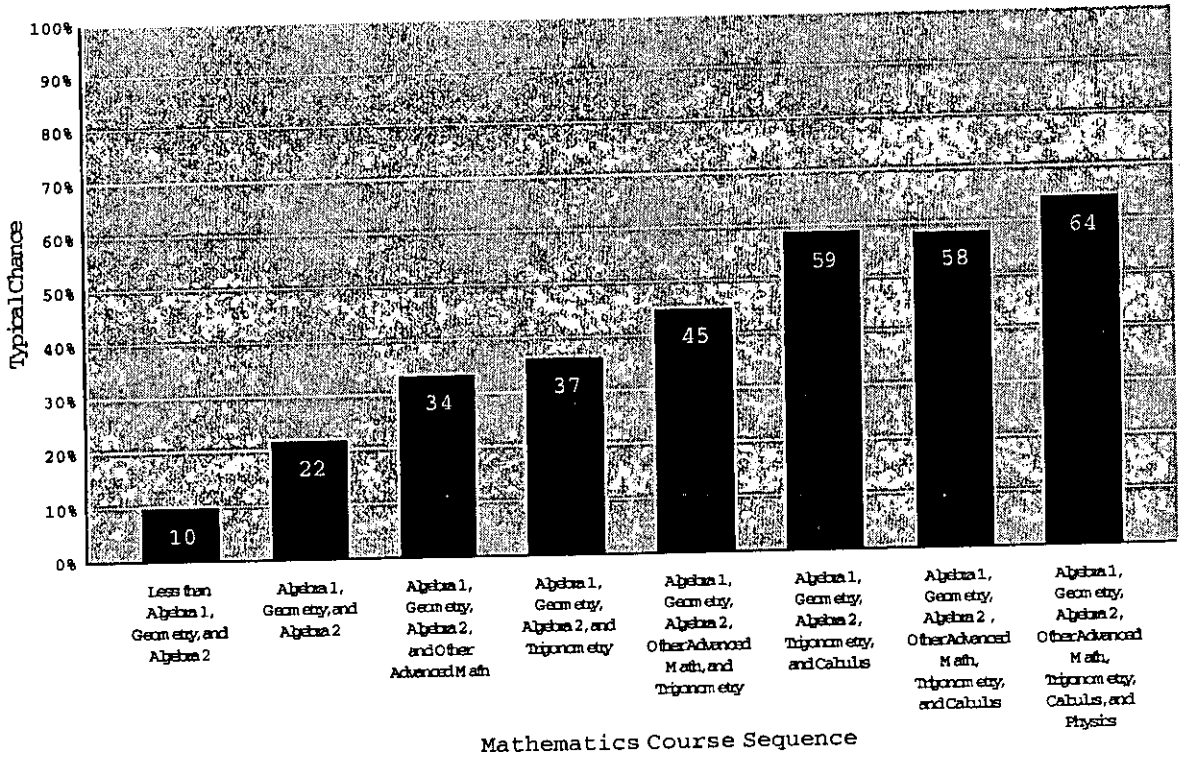

Figure 2: Typical Chances of Meeting the Readiness Benchmark for College Algebra

students who took Physics, in addition to the six mathematics courses, had an even higher average ACT Mathematics score (21.2), compared to 16.7 for those who had taken less than Algebra 1, Geometry, and Algebra 2 (Figure 1).

Figure 2 illustrates students' chances of meeting the college Algebra benchmark associated with taking various mathematics course sequences, compared to taking less than Algebra 1, Geometry, and Algebra 2. Students taking less than Algebra 1, Geometry, and Algebra 2 had a 10 percent chance of meeting the college Algebra benchmark.

Taking Algebra 1, Geometry, and Algebra 2 was typically associated with a 22 percent chance of meeting the benchmark (an increase of 12 percent over that for students taking less than Algebra 1, Geometry, and Algebra 2). Taking upper-level mathematics courses beyond Algebra 2 was associated with substantial increases in students' chances of meeting or exceeding the college Algebra benchmark. Chances ranged from 34 percent (other advanced mathematics) to 58 percent (other advanced mathematics, Trigonometry, and Calculus), compared to 10 percent for those taking less than Algebra 1, Geometry, and Algebra 2. Students taking these various course sequences were about 2 to 5 times as likely as those taking less than Algebra 1, Geometry, and Algebra 2 to meet the benchmark.

Students taking Physics, in addition to Algebra 1, Geometry, Algebra 2, other advanced mathematics, Trigonometry, and Calculus, typically had a 64 percent chance of meeting the college benchmark (an increase of 54 percent over those taking less than Algebra 1, Geometry, and Algebra 2) (Figure 2). This increase was 6 percentage points higher than that associated with taking the six mathematics course sequence.

Coursework, ACT Science Scores, and the College Biology Benchmark

Figure 3 contains the results for the ACT Science test. Four science course sequences were studied: Biology[5]; Biology and Chemistry; and Biology, Chemistry, and Physics were compared to taking General Science alone. Students who took General Science alone had an average ACT Science score of 17.9.

Taking Biology alone was associated with an average ACT Science score of 18.4 (a 0.5 point increase over taking General Science alone). Taking Biology and Chemistry, compared to taking General Science alone, was associated with an average ACT Science score of 19.7, nearly 4 times the increase associated with taking only Biology. The increase associated with taking Biology, Chemistry, and Physics (2.9) was over 1 score point greater than that associated with taking only Biology and Chemistry, resulting in an average ACT Science score of 20.8.

We also examined the benefits of taking upper-level mathematics courses for increasing ACT Science scores. Taking Trigonometry, Calculus, Biology, Chemistry, and Physics was associated with an average ACT Science score of 21.9, an increase of 4.0 points over taking only General Science (Figure 3). This was a full point more than the increase associated with taking Biology, Chemistry, and Physics alone (2.9).

[5] Biology included students who took Biology alone and those who took both General Science and Biology.

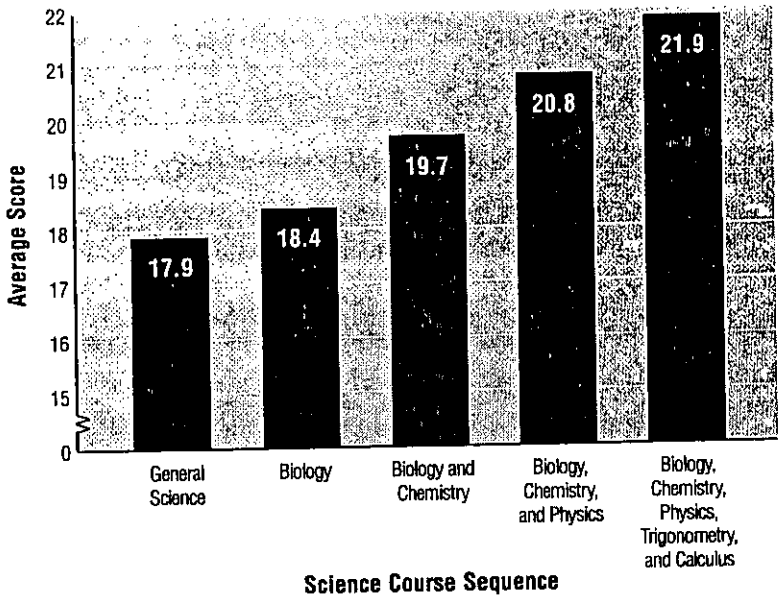

Figure 3: Average ACT Science Score Associated with Science Courses

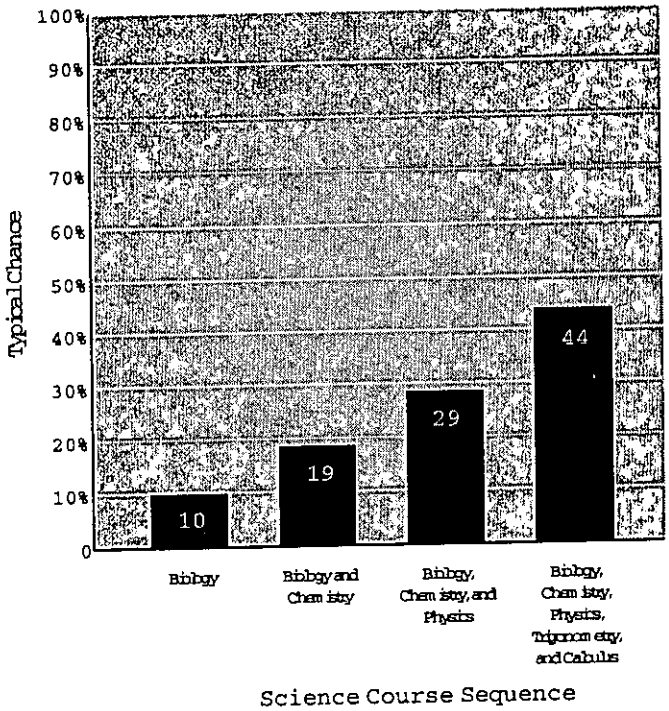

Figure 4: Typical Chances of Meeting the Readiness Benchmarks for College Biology

The contribution of Biology, compared to taking only General Science, to meeting the college Biology readiness benchmark could not be evaluated (due to the limited number of students who met the benchmark and took no more science beyond General Science—less than 1 percent of all students). Biology, rather than General Science alone, was therefore used to show the impact of taking science courses beyond Biology on students' chances of meeting the college Biology benchmark. Students who took Biology alone had a 10 percent chance of meeting the benchmark.

Figure 4 shows that taking Biology, in combination with other science courses, does have a significant impact on the chances of meeting the benchmark for college Biology, compared to taking only Biology. Taking Biology and Chemistry was typically associated with a 19 percent chance of meeting or exceeding the college Biology benchmark (a 9 percent increase over Biology alone). Students taking Biology, Chemistry, and Physics had a 29 percent chance of meeting the benchmark. Adding Trigonometry and Calculus to Biology, Chemistry, and Physics was typically associated with a 44 percent chance of meeting the college Biology readiness benchmark, an increase of 34 percent over taking only Biology (Figure 4).

Our findings support those of Adelman (1999): some courses and course sequences better prepare students for postsecondary-level work than others. Students increased their chances of meeting the readiness benchmark for college Algebra by taking Algebra 1, Geometry, Algebra 2, and at least one other upper-level mathematics course such as Trigonometry. Students increased their chances of meeting the readiness benchmark for college Biology by taking Physics in addition to Biology and Chemistry.

Preparation for each of the freshman college courses was enhanced by cross-disciplinary coursework. Taking a foreign language in addition to the complete English sequence increased students' chances of reaching the English Composition benchmark by at least 9 percent.

Taking Physics in addition to Algebra 1, Geometry, Algebra 2, other advanced mathematics, Trigonometry, and Calculus increased students' chances of meeting the college Algebra benchmark by over 50 percent compared to taking less than Algebra 1, Geometry, and Algebra 2. Adding Trigonometry and Calculus to Biology, Chemistry, and Physics increased students' chances of meeting the college Biology benchmark by over 30 percent compared to taking Biology. Relatedly, Adelman (1999) found that of all secondary curricula, the higher the level of mathematics students take in high school, the stronger the influence on completing a bachelor's degree.

The results also clearly indicate that postsecondary readiness is not a function of the number of courses taken in a particular discipline. Each incremental college preparatory course taken, particularly in mathematics and science (e.g., Trigonometry beyond Algebra 2, Physics beyond Chemistry), added to readiness more so than the number of courses in a discipline alone. English 12, then, should further add to students' readiness for college English Composition.

3

Taking Courses That Count

We have identified the college preparatory course sequences that contributed most to college readiness: English 9–12; Algebra 1, Geometry, Algebra 2, and one (or more) upper-level mathematics course; and Biology, Chemistry, and Physics. Taking a foreign language enhances the benefits of the English sequence, and the upper-level mathematics and science courses have cross-disciplinary benefits. Yet a review of enrollment figures among ACT test-takers for 2000 and 2004 (ACT, 2000, 2004a) demonstrates that a significant percentage of students do not participate in these courses and there has been little or no change in course-taking patterns over the last five years.[6]

Well over 90 percent of ACT test-takers in 2004 (93 percent) reported taking or planning to take English 9–12 (Table 1). Almost as many students also planned to take one or more foreign languages (89 percent).

In 2004, 36 percent reported taking or planning to take Algebra 1, Geometry, Algebra 2, and two or more mathematics courses beyond Algebra 2, such as Trigonometry and Calculus. Another 27 percent took or planned to take one upper-level mathematics course beyond Algebra 2. Still, 23 percent of students took, or planned to take, only Algebra 1, Geometry, and Algebra 2.

Less than one-half of ACT test-takers (44 percent) completed, or planned to complete, Biology, Chemistry, and Physics. Another 38 percent took or planned to take Biology and Chemistry only, while 13 percent planned to take Biology only.

In total, *only about 35 percent* of ACT-tested students took, or planned to take, all four years of English; one or more upper-level mathematics courses beyond Algebra 2; and Biology, Chemistry, and Physics. Notably, this combination of academic course sequences, which is unfortunately only taken by roughly a third of our high school students, is the best preparation for postsecondary success.

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6 Enrollment figures presented here include courses students took, were taking at the time of the ACT Assessment, and planned to take before leaving high school.

Gender Differences

The 2000 and 2004 percentages of students taking particular courses by gender were very similar. Gender differences in course taking were also consistent for both years. As shown in Table 2, though the percentages of males and females taking all four English courses were similar, a somewhat higher percentage of females than males also took one or more foreign languages (91 percent vs. 87 percent in 2004). In contrast, slightly higher percentages of males (37 percent) than females (35 percent) took Algebra 1, Geometry, Algebra 2, and at least two upper-level mathematics courses. However, slightly higher percentages of females (28 percent) than males (25 percent) took either Trigonometry or another advanced mathematics course beyond Algebra 2.

Table 1

Percentages of Students Taking Course Patterns by Year

Course Patterns	2000	2004
English		
English 9–12 and one or more foreign languages	90	89
English 9–12	95	93
Less than English 9–12	5	7
Mathematics		
Algebra 1, Geometry, Algebra 2, and at least two upper-level courses (Trigonometry, Calculus, or other advanced math course)[a]	37	36
Algebra 1, Geometry, Algebra 2, and Trigonometry or other advanced math course[a]	26	27
Algebra 1, Geometry, and Algebra 2	24	23
Less than Algebra 1, Geometry, and Algebra 2	11	12
Other non-sequential math course pattern	2	3
Natural Science		
Biology, Chemistry, Physics	44	44
Biology and Chemistry	38	38
Biology	14	13
Other non-sequential science course pattern	5	5
English 9–12; one or more upper-level mathematics courses beyond Algebra 2; and Biology, Chemistry, and Physics	**36**	**35**

Note: Column percentages in each discipline area may not add to 100% due to rounding.

[a] Other advanced math includes courses beyond Algebra 2 other than Trigonometry and Calculus.

Higher percentages of males (48 percent) than females (41 percent) also participated in Biology, Chemistry, and Physics courses, while higher percentages of females (42 percent) than males (32 percent) took Biology and Chemistry. Overall, higher percentages of males than females (38 percent vs. 33 percent in 2004) took all four English courses; at least one upper-level mathematics course beyond Algebra 2; and Biology, Chemistry, and Physics. This is largely due to the higher percentages of males taking upper-level science courses.

Table 2
Percentages of Students Taking Course Patterns by Gender and Year

	Males		Females	
Course Patterns	**2000**	**2004**	**2000**	**2004**
English				
English 9–12 and one or more foreign languages	87	87	92	91
English 9–12	94	92	95	94
Less than English 9–12	6	8	5	6
Mathematics				
Algebra 1, Geometry, Algebra 2, and at least two upper-level courses (Trigonometry, Calculus, or other advanced math course)[a]	38	37	36	35
Algebra 1, Geometry, Algebra 2, and Trigonometry or other advanced math course[a]	25	25	27	28
Algebra 1, Geometry, and Algebra 2	23	22	25	23
Less than Algebra 1, Geometry, and Algebra 2	11	12	10	11
Other non-sequential math course pattern	2	3	2	3
Natural Science				
Biology, Chemistry, Physics	48	48	41	41
Biology and Chemistry	32	32	42	42
Biology	14	14	13	13
Other non-sequential science course pattern	5	6	4	4
English 9–12; one or more upper-level mathematics courses beyond Algebra 2; and Biology, Chemistry, and Physics	**40**	**38**	**34**	**33**

Note: Column percentages in each discipline area may not add to 100% due to rounding.

[a] Other advanced math includes courses beyond Algebra 2 other than Trigonometry and Calculus.

Table 3
Percentages of Students Taking Course Patterns by Race/Ethnicity and Year

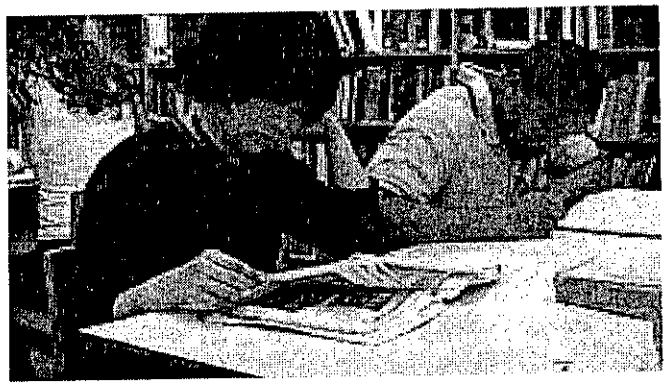
	African American		American Indian		Caucasian		Hispanic		Asian American	
Course Patterns	**2000**	**2004**	**2000**	**2004**	**2000**	**2004**	**2000**	**2004**	**2000**	**2004**
English										
English 9–12 and one or more foreign languages	89	89	84	83	90	89	92	92	92	91
English 9–12	95	94	95	93	95	93	95	93	95	94
Less than English 9–12	5	6	5	7	5	7	5	7	5	6
Mathematics										
Algebra 1, Geometry, Algebra 2, and at least two upper-level math courses (Trigonometry, Calculus, or other advanced math course)[a]	26	25	27	28	38	38	30	28	59	56
Algebra 1, Geometry, Algebra 2, and Trigonometry or other advanced math course[a]	25	28	24	25	27	27	26	27	20	21
Algebra 1, Geometry, and Algebra 2	32	30	29	29	23	22	29	29	12	12
Less than Algebra 1, Geometry, and Algebra 2	14	14	19	16	10	11	12	13	6	8
Other non-sequential math course pattern	3	3	2	2	2	3	3	4	3	4
Natural Science										
Biology, Chemistry, and Physics	37	37	31	32	44	44	43	43	69	66
Biology and Chemistry	43	43	37	38	38	38	38	39	23	26
Biology	15	15	26	24	14	13	14	12	5	5
Other non-sequential science course pattern	4	5	6	6	5	5	5	6	3	4
English 9-12; one or more upper-level math courses beyond Algebra 2; and Biology, Chemistry, and Physics	**28**	**27**	**25**	**25**	**37**	**36**	**32**	**30**	**60**	**55**

Note: Column percentages in each discipline area may not add to 100% due to rounding.

[a] Other advanced math includes courses beyond Algebra 2 other than Trigonometry and Calculus.

Race/Ethnicity Differences

Differences across racial/ethnic groups in the percentages of students taking particular course patterns remained roughly the same between 2000 and 2004. Over 90 percent of students in all racial/ethnic categories reported taking or planning to take English 9–12 (Table 3). However, in 2004 smaller percentages of American Indian students (83 percent) reported also taking one or more foreign languages, compared to students from other racial/ethnic groups. Percentages of students who took Algebra 1, Geometry, Algebra 2, and one or more upper-level mathematics course beyond Algebra 2 were highest for Caucasian (65 percent) and Asian American (77 percent) students. Percentages of African American, Hispanic, and American Indian students who took this sequence were much lower (53 to 55 percent).



The greatest concentrations of African American (30 percent), American Indian (29 percent), and Hispanic (29 percent) students took only Algebra 1, Geometry, and Algebra 2 in 2004. American Indian students were most likely not to complete even this course sequence (16 percent).

Percentages of students who took Biology, Chemistry, and Physics ranged from 32 percent (American Indian) to 66 percent (Asian American) in 2004. African American (43 percent) and American Indian (38 percent) students were more likely to take Biology and Chemistry only. This was not the case among Caucasian, Hispanic, and Asian American students. The percentage of Asian American students who took only Biology (5 percent) was considerably smaller than corresponding percentages for all other racial/ethnic groups (12 to 24 percent) in 2004. In contrast, for example, 24 percent of American Indian students took only Biology.

In 2004, 55 percent of Asian American students took all four English courses, one or more upper-level mathematics courses, and Biology, Chemistry, and Physics (the optimum course sequence combination for college readiness); however, less than 40 percent of students from all other racial/ethnic groups took all of these courses. African American (27 percent) and American Indian (25 percent) students were least likely to take all of these courses.

Thus, relative to the courses found to contribute the most to college readiness:

- Essentially all students take sufficient coursework to be adequately prepared in English.
- Less than 40 percent of all ACT test-takers take two or more upper-level mathematics courses beyond Algebra 2. An additional 27 percent take only one upper-level mathematics course beyond Algebra 2. Another 35 percent take only Algebra 1, Geometry, and Algebra 2 or fewer than these courses—clearly insufficient mathematics coursework to ensure readiness for college Algebra.

- Just over 40 percent of all students take the coursework (i.e., Biology, Chemistry, and Physics) to prepare them for college-level science.
- Nearly two-thirds of males and females take upper-level mathematics courses, but males take slightly more of these courses.
- More males (48 percent) than females (41 percent) take upper-level science courses.
- American Indian students are least likely of all racial/ethnic groups to take a foreign language.
- While two-thirds of Asian American students take the courses to best prepare them for college-level science, only approximately one-third of African American and American Indian students do so.
- The greatest percentage of students who take a complete college preparatory course sequence in mathematics (Algebra 1 through one or more upper-level mathematics courses) occurred among Asian American students (77 percent). The greatest concentration of African American, American Indian, and Hispanic students take only Algebra 1, Geometry, and Algebra 2.
- American Indian students are most likely of all racial/ethnic groups to take less than Algebra 1, Geometry, and Algebra 2 (16 percent) and less than Biology, Chemistry, and Physics (68 percent).
- Only about one-third of ACT-tested students take all of the courses and course sequences needed to prepare them for college-level work.

4

Curriculum Rigor

Though college preparatory courses clearly contribute to postsecondary readiness, courses per se may not be sufficient to ensure readiness (for either college or work). For example, just having the right course name does not guarantee that the course content will develop the skills students need to be ready for college (ACT & The Education Trust, 2004). Readiness for postsecondary coursework also depends on the rigor of the high school courses taken.

A growing body of evidence suggests that the U.S. curriculum lacks rigor—an ongoing concern, particularly in science and mathematics. Many have called for an education that is more focused (especially on central ideas and capacities), provides more depth in at least some areas, and provides rigorous, powerful, and meaningful content that is likely to produce learning that lasts (Schmidt et al., 1997).

Rigor is defined and construed in a myriad of ways (e.g., breadth and depth of specific course content, amount of material covered, teacher preparation and expectations, teaching and learning methodologies, types and amount of assessments, alignment with next level preparation expectations). Related to the focus of this study (i.e., courses leading to postsecondary readiness), we examine rigor in terms of:

- the number and nature of high school courses required for graduation,
- a function of curriculum depth, and
- the alignment of curriculum between secondary and postsecondary institutions.

These three definitions of rigor relate directly to postsecondary readiness (ACT, 2003a; Campbell et al., 2000; Mullis et al., 1998; National Research Council, 2002; O'Sullivan et al., 1997; Schmidt et al., 1997) and allow us to tie these elements directly to the issue of coursework as related to college preparation.

High School Graduation Requirements

A rigorous curriculum is evident in high school graduation requirements that include college preparatory courses. These courses should be offered in sufficient numbers and in sufficient vertical curriculum depth to encourage student interest, participation, and academic growth. A review of state education policies indicates, however, that it may be easy for many students to meet graduation requirements but bypass the English, mathematics, and science courses and course sequences that contribute most to postsecondary readiness (Campbell et al., 2000; Mullis et al., 1998; National Research Council, 1999a, 2002; Potts, Blank, & Williams, 2002).

For example, graduation requirements are often expressed in terms of credits[7] (e.g., the amount of credits in various subject areas needed to graduate), rather than as specific academic courses (Potts et al., 2002). To the extent that high schools offer courses other than those in the college preparatory sequences, students may satisfy graduation requirements (i.e., amount of credits) without taking the specific courses that would best prepare them for further education (and work). That students choose such alternative coursework is clearly demonstrated in the percentages of students who took course combinations that may or may not have included the courses previously described.

Table 4
Mathematics and Science Course Sequences and the Grades in Which Courses are Typically Taken[a]

Grade	Mathematics	Science
9	Algebra 1	General Science
10	Geometry	Biology*
11	Algebra 2*	Chemistry
12	Trigonometry	Physics

* Completes average graduation requirements

[a] Blank & Langesen, 2001; Campbell et al., 2000; National Research Council, 2002; Noble et al., 1999; O'Sullivan et al., 1997.

Table 4 lists the college preparatory course sequences for mathematics and science and the grade levels in which they are typically taken. In 2002, 25 of 53 U.S. states and territories required 3 credits in mathematics (5 required more than 3), and 21 required 2 credits in science (24 required more than 2) (Potts et al., 2002). If students do not begin college preparatory sequences in mathematics and science until high school, they can complete minimum graduation requirements before taking Trigonometry, Calculus, Chemistry, and Physics. According to 2002 data, graduation requirements for very few states included sufficient numbers of courses to increase the chances of students taking the upper-level courses they need to prepare adequately for postsecondary coursework (Potts et al., 2002).

According to Achieve (2004c), no state currently requires every high school student to take a college- and work-preparatory curriculum to earn a diploma. While some states offer students the option to pursue a truly rigorous course of study, a less rigorous set of course requirements remains the standard in almost every state. These inadequacies may explain why so many students fulfill the requirements and graduate from high school but are not prepared for postsecondary-level work.

[7] A credit is often defined as a Carnegie unit, an academic year course.

Curriculum Depth

State graduation requirements appear to lack the specificity, numbers, and vertical depth of courses necessary to ensure that most students take those courses needed to adequately prepare them for postsecondary education. In addition, there is widespread concern that the U.S. high school curriculum in many academic areas has become "a mile wide and an inch deep." Specifically, the U.S. curriculum strives to cover a wide breadth of topics within a given discipline, is not often integrated, and fails to focus in an in-depth fashion on more than a few (if any) key content and skill areas.

The Third International Mathematics and Science Study (TIMSS) was the largest and most rigorous international comparison of education ever undertaken (U.S. Department of Education, 1998). U.S. twelfth graders performed below the international average and among the lowest 21 TIMSS countries in both mathematics general knowledge and science general knowledge (e.g., the knowledge of mathematics and science needed to function effectively in society as an adult). Even the performance of America's most advanced mathematics and science students was ranked among the lowest of the participating countries.

In *A Splintered Vision*, Schmidt et al. (1997) reported on the TIMSS curriculum analyses. They found that states across the nation planned to cover so many topics (i.e., discipline sub-areas) that the state composite average included more topics until the ninth (mathematics) or tenth (science) grade than 50–75% of the other countries included in TIMSS. They further reported that U.S. mathematics and science textbooks included far more topics than were typically covered internationally, at all grade levels.

Also, U.S. textbooks tended to switch from topic to topic much more frequently than did textbooks used in other countries (National Research Council, 1999a). The National Research Council (2002) later reported that while academic preparation for advanced study begins in middle school, mathematics and science courses in these grades often lacked focus, covered too many topics, repeated material, and were implemented inconsistently.

Schmidt et al. (1997) hypothesized that these unfocused curricula and textbooks likely influenced teachers to implement diffuse learning goals in their classrooms, emphasize familiarity with many topics rather than concentrate attention on a few, and lowered the academic performance of students who spent years in such learning environments. They concluded that this preoccupation with breadth rather than depth, with quantity rather than quality, probably affected how well U.S. students performed in relation to their counterparts in other countries.

As a practical follow-up to the landmark study *How People Learn* (1999b), the National Research Council (1999c) focused on the implications of key findings most directly relevant to classroom practice. In particular, the Council urged that teachers teach some subject matter in depth (including many examples in which the same concept is at work) and provide a firm foundation of factual knowledge. They contended that superficial coverage of all topics in a subject area must be replaced by in-depth coverage of fewer topics, which would allow key concepts in that discipline to be understood. Similarly, science standards developed by both the American Association for the Advancement of Science and the National Research Council call for increased emphasis on inquiry and in-depth study of fewer topics (National Research Council, 2002). One principle common to both sets of standards, for example, was to select the most important biology content rather than try to cover all concepts in biology (Leonard, 2004). Also, mathematics standards from the National Council of Teachers of Mathematics now emphasize learning of concepts and helping students understand mathematics more deeply (National Research Council, 2002).

Essentially, effective mathematics and science curricula are coherent, focus on important ideas within the disciplines, and are sequenced to optimize learning. Such curricula provide ample opportunities for exploring mathematics and science ideas in depth and for developing familiarity with the discourse and modes of inquiry of the disciplines (National Research Council, 2002).

Secondary-to-Postsecondary Curriculum Alignment

A rigorous curriculum is also aligned across grades and education levels. Such alignment allows teachers to build on prior knowledge, reduces duplication and unnecessary reviews of material, and promotes steady, more direct progress through the curriculum (Achieve, 2004a; National Council of Teachers of Mathematics, 2000). Yet, evidence suggests that current secondary-to-postsecondary curriculum alignment is characterized by the lack of agreement between educators at different levels regarding the number of courses students should complete, the topics that should be covered in those courses, and the skills students should have by the time they leave high school to be prepared for entry-level postsecondary coursework (ACT, 2003a; Sommerville & Yi, 2002).

Number of Courses and Topics. Sommerville and Yi (2002) looked at the number of courses and topics required by K–12 systems relative to the admission requirements of postsecondary institutions in 20 states. In almost no state did they find consensus between K–12 and postsecondary systems on the courses and topics students should cover in high school.

Although educators at both levels consistently agreed that students should take English every year throughout high school, higher education systems placed greater emphasis on writing than did K–12 system requirements. While higher education consistently wanted one or more science laboratory courses, few K–12 science requirements included laboratory courses. Almost one-half of the higher education systems required 1 to 2 years of a foreign language among their entrance requirements, yet few K–12 systems included foreign language in their graduation requirements.

Some convergence may be occurring between secondary and postsecondary systems regarding the courses and topics required in mathematics. A growing number of educational systems at both levels are requiring 3 (or more) years of mathematics, and almost all higher education systems required Algebra 1, Geometry, and Algebra 2 (Sommerville & Yi, 2002). However, Sommerville and Yi found that most K–12 system requirements stopped at Geometry (thus not including Algebra 2), which is also consistent with the findings of Potts et al. (2002).

Skill Expectations. As part of our continuing efforts to support the content validity of our achievement tests, ACT conducts the *ACT National Curriculum Survey®* (ACT, 2003a) every three years. Results of the latest survey identified differences between the skills high school faculty thought were important to emphasize in high school and the skills college faculty believed were prerequisites to success in college.

Writing. College and high school faculty agreed on the top purpose of writing: to develop logical arguments and support them with valid evidence. However, high school teachers ranked writing an argumentative or persuasive essay as the second top purpose of writing while college faculty ranked this as their fourth top purpose.

The writing skill considered most important (i.e., ranked first) for entering students by college instructors—grammar and usage skills—ranked sixth in importance among high school teachers. High school faculty considered writing strategy the most important skill, yet college faculty ranked it third. In terms of the top criteria for evaluating student writing, both high school and college faculty ranked developing ideas using relevant examples and details first. However, high school teachers ranked using a clear beginning, middle, and ending second while college faculty ranked this evaluation criterion fourth.

Reading. Regarding students' developed ability to read and understand different broad reading content areas, high school teachers ranked prose fiction first (college faculty ranked this third). College faculty ranked reading social sciences-based texts first, whereas high school teachers ranked it third.

In terms of specific types of texts, high school teachers ranked poetry/drama as the most important to learn how to read in high school, while college faculty ranked this category only ninth. College faculty ranked reading editorials and opinion pieces first and news and feature articles second; these ranked fourth and fifth, respectively, on the list of text types considered important by high school faculty.

When determining the most important reading skills, both high school and college faculty agreed on the three most important: drawing conclusions from information given, making inferences from the text concerning the main idea(s), and making inferences from the text about details that support the main idea(s). However, the next three ranked skills in importance differed for each group. Specifically, high school teachers' rankings were recognizing and recalling main ideas by summarizing (fourth), determining specific meanings of words and phrases from the context in which they appear (fifth), and making inferences from the text concerning cause-effect relationships (sixth). College faculty ranked as fourth, fifth, and sixth, respectively, distinguishing between fact, opinion, and reasoned judgement; recognizing and recalling cause-effect relationships; and recognizing and recalling main ideas by summarizing.

Mathematics. College faculty considered a strong foundation most important for success in college-level mathematics courses, and their top three mathematics process skills were: performing basic operations with a calculator (first); quickly recalling basic facts, definitions, formulas, and algebraic procedures and then using them correctly to solve a problem (second—high school teachers ranked this fifth); and planning and carrying out a strategy for solving multi-step problems (third). The process skills considered most important by high school mathematics instructors were: planning and carrying out a strategy for solving multi-step problems (first); solving problems posed in real-world settings and interpreting the solution (second—college faculty ranked this fourth); and performing basic operations with a calculator (third).

College and high school faculty also differed in their rankings of important mathematics content skills. College faculty ranked as the most important content skills: performing addition, subtraction, multiplication, and division on signed rational numbers (first); evaluating algebraic expressions by substitution (second—high school teachers ranked this sixth); and simplifying algebraic expressions (third—high school teachers ranked this fifth). High school teachers' top three content rankings were: performing addition, subtraction, multiplication, and division on signed rational numbers (first); finding the slope of a line (second—college faculty ranked this sixth); and using the Pythagorean theorem (third—college faculty ranked this twelfth).

Science. Results from the *ACT Curriculum Survey* suggest that both high school and college educators believe that, in general, science skills are more important for success in high school or as prerequisites for entry-level college science classes than are content topics. However, there were some differences between high school and college faculty in rankings of science skills.

The top four science skill rankings by college faculty were: understanding the basic features of, or data points in, tables or graphs (first); understanding basic scientific concepts or assumptions underlying given information (tied for second); translating data/information into a graph or diagram (tied for second); and determining whether data/information supports or is consistent with given data/information (fourth). High school teachers' top four rankings were: translating data/information into a graph or diagram (first); understanding the basic features of, or data points in, tables or graphs (second); determining whether data/information supports or is consistent with a stated hypothesis or conclusion (third); and understanding basic scientific concepts or assumptions underlying given information (fourth).

In trying to determine why so many U.S. students are not prepared to succeed in college without remedial help, this section has examined the notion of academic rigor in three contexts: high school graduation requirements that prepare students to succeed in education and work, curriculum depth, and the alignment between high school and college curricula.

We have seen that high school graduation requirements are clearly lacking across the country when they focus on credits and equivalent years of study rather than on requiring those courses that will best prepare students for the future. There is also concern that the U.S. curriculum covers a breadth of topics but fails to focus in depth on more than a few content areas at best. And, there is limited alignment between the importance placed on many content and skill areas of the high school and college curricula across the four areas traditionally measured by the ACT Assessment: writing, reading, mathematics, and science.

5

Conclusions and Recommendations

A review of the high school curriculum—particularly in English, mathematics, and science—suggests three possible explanations for why students leave high school unprepared for postsecondary programs. First, some courses and course sequences prepare students better for postsecondary-level work than others. Of the courses and sequences studied, English 9 through 12; Algebra 1, Geometry, Algebra 2, and at least one (or more) upper-level course such as Trigonometry; and Biology, Chemistry, and Physics had the greatest impact on achievement and chances of success in college English (composition), college Algebra, and Biology, respectively. These course sequences are consistent with those typically considered college preparatory and improve student achievement and chances of success better than taking fewer courses within each of the college preparatory sequences.

We also discovered cross-disciplinary benefits of specific courses. Taking at least one foreign language increased both achievement and chances of success in college English Composition beyond the English sequence alone. In addition, upper-level coursework in mathematics contributed to achievement and the chances of success in college Biology beyond the science sequence; and upper-level science courses added to achievement and chances of success in college Algebra beyond the mathematics sequence.

Second, although most students pursue postsecondary education, they are not necessarily taking the courses that will best prepare them for success in postsecondary coursework. Less than half of all students take the courses they need to be prepared in mathematics and science. Participation rates are particularly low for students in underrepresented racial/ethnic groups.

Third, readiness is related not only to courses, but also to the rigor of those courses. Delineating high school graduation requirements in terms of minimum numbers of course credits instead of specific courses allows students to satisfy requirements without taking the sequence of courses that would best prepare them for postsecondary success. Covering a breadth of topics to the exclusion of in-depth focus on key content areas does not facilitate optimal learning. Further, misalignment between high school and college curriculum sends conflicting messages to students, parents, and teachers regarding the content knowledge and academic skills students need to succeed in college.

Recommendations

Ensuring that high school students take a college preparatory curriculum and increasing the rigor of the high school curriculum will significantly improve postsecondary readiness and success. We believe the following broad-based recommendations and action steps for educational leaders and policymakers will go a long way toward achieving these important outcomes.

Recommendation #1: Increase postsecondary readiness by requiring that all students take specific college preparatory course sequences in English, mathematics, science, and foreign language.

Action Steps

At the state and/or district level, graduation criteria should be defined by specific courses and course sequences (rather than number of credits) and should require that students take, at a minimum:

- English 9–12
- Algebra 1, Geometry, Algebra 2, and at least one other advanced mathematics course beyond Algebra 2
- Biology, Chemistry, and Physics
- One to two years of a foreign language

Recommendation #2: Improve the rigor of high school coursework with a greater focus on in-depth content coverage and considerably greater secondary-to-postsecondary curriculum alignment.

Action Steps

- Educators at the K–12 and higher education levels must reach consensus regarding the content and skill expectations students should know and be able to do to succeed in entry-level postsecondary courses. (ACT's *College Readiness Standards* might serve as a resource for this process.)
- Educators should align content and skill expectations from middle school through college.
- Educators should monitor student achievement of aligned curriculum content and skill expectations through systematic assessments to ensure continuous curriculum alignment as well as continued academic growth. (ACT's Educational Planning and Assessment System® and Collegiate Assessment of Academic Proficiency® provide useful resources to this end.)

The number of students who are not ready for college (or the workplace) has recently been described as "nothing short of a crisis" (ACT, 2004b). The actions recommended here and elsewhere by ACT (2004b), based on solid evidence, suggest ways to begin to address this problem. Ultimately, it is in the best interest of our students and nation to ensure that everyone graduates from high school ready to enter and succeed in postsecondary educational programs and the workforce.

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SMART
SCIENCE, MATHEMATICS & RESEARCH FOR TRANSFORMATION
PART OF THE NATIONAL DEFENSE EDUCATION PROGRAM

SMART Scholarship

Science, Mathematics & Research for Transformation

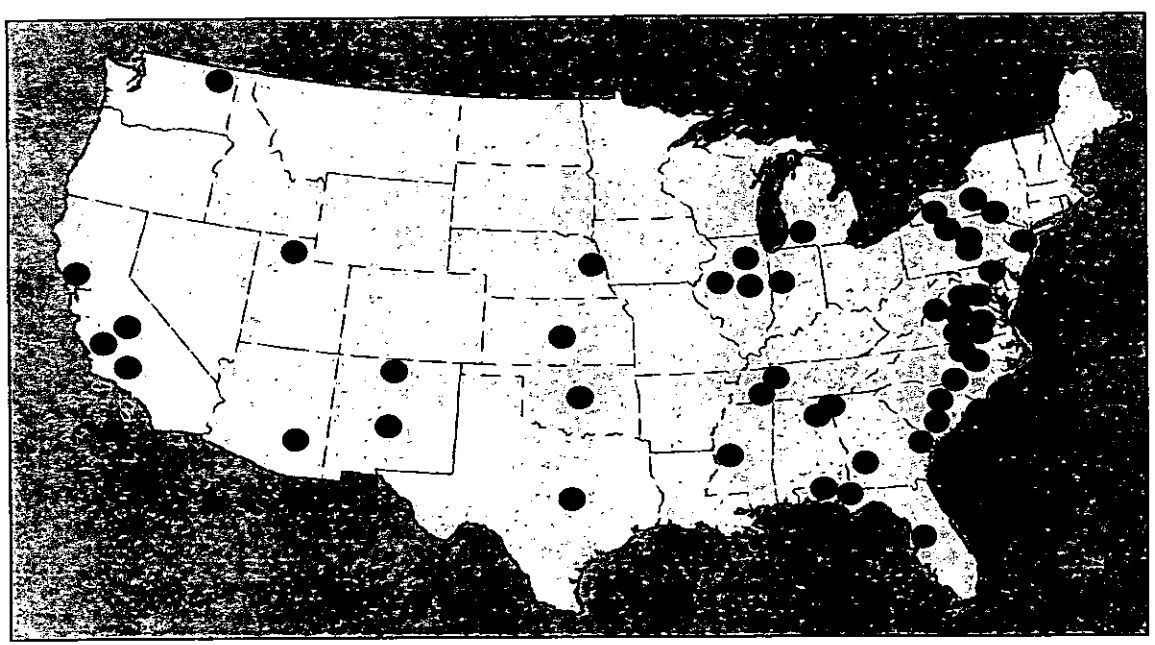
SMART Applicants

SMART Scholarships are awarded to applicants who are pursuing a degree in, or closely related to, one of the following Science, Technology, Engineering and Mathematics (STEM) disciplines:

- Aeronautical and Astronautical Engineering
- Biosciences
- Chemical Engineering
- Chemistry
- Civil Engineering
- Cognitive, Neural, and Behavioral Sciences
- Computer and Computational Sciences
- Electrical Engineering
- Geosciences
- Industrial and Systems Engineering (Technical tracks only)
- Information Sciences
- Materials Science and Engineering
- Mathematics
- Mechanical Engineering
- Naval Architecture and Ocean Engineering
- Nuclear Engineering
- Oceanography
- Operations Research (Technical tracks only)
- Physics

Employment Placement

Upon graduation, SMART award recipients are placed in civilian jobs in DoD laboratories and agencies. The post-degree service commitment is commensurate with the length of the scholarship award. Please see program website for additional details.



This is not a complete representation of placement sites

Award Benefits

In addition to paying tuition and other educational expenses, SMART Participants receive a generous cash award and health benefits. Cash awards are paid at a rate of $25,000 - $41,000 per year depending on prior educational experience.

Internships

SMART scholarships include placement in paid summer internships. Internships are located at DoD facilities and travel expenses are paid by the program.

Eligibility

The SMART Scholarship for Service Program is open only to citizens of the United States. Persons who hold permanent resident status are not eligible. Proof of citizenship will be required. Students must be at least 18 years of age to be eligible. Applicants for undergraduate awards must be already enrolled in a U.S. college or university. Awardees must be eligible to receive and hold a security clearance. Please see the program website for details about the security clearance process.

Application Guidelines

The application submission window is from mid-August to mid-December. Award notification occurs annually each spring. For more information and to apply visit http://www.asee.org/smart.

Olukayode Okusaga
2006 SMART Scholarship recipient, Ph.D. program in Electrical Engineering with a focus on photonics at the University of Maryland-Baltimore County.

"As a student from a smaller university, I appreciate the access to opportunities that the SMART Program has provided. I am able to work in a career track position while pursuing my degree. It's the best of both worlds."

SMART Overview

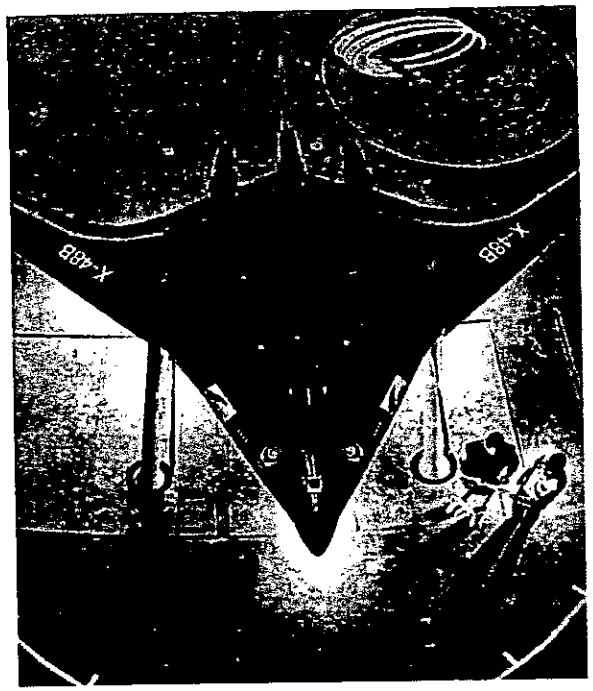
The DoD recognizes the need to support the education of America's future scientists and engineers. The SMART Scholarship-for-Service Program is part of a concentrated effort to improve the flow of new, highly skilled technical labor into DoD facilities and agencies and to enhance the technical skills of the workforce already in place.

SMART offers scholarships to undergraduate, master's, and doctoral students who have demonstrated ability and special aptitude for excelling in STEM fields. Students are also provided opportunities to continue their research in civil service roles following graduation.

Through SMART, we are proud to offer our research leaders of tomorrow not only an education, but a career.

SMART Scholars Receive:

- Cash award paid at a rate of $25,000 - $41,000 per year depending on prior educational experience
- Full tuition and related education expenses
- Health Insurance
- Book allowance
- Summer Internships (multi-year participants)
- Post-Graduation Career Opportunities



Contact

Contact the SMART Program below for more information and to apply.

smart@asee.org
http://www.asee.org/smart

SMART

SCIENCE, MATHEMATICS & RESEARCH FOR TRANSFORMATION

PART OF THE NATIONAL DEFENSE EDUCATION PROGRAM

NORTH DAKOTA UNIVERSITY SYSTEM
PROCEDURES MANUAL

Subject: STUDENT AFFAIRS **Effective:** January 7, 2008

Procedure: 508.1.2 Teacher Shortage Loan Forgiveness Program

The intent of this program is to reduce a student's loan indebtedness for individuals teaching in North Dakota at grade levels and/or in content areas identified by the Department of Public Instruction as having a teacher shortage.

The number of annual loan reductions is limited and contingent upon legislative appropriations. Therefore, not all qualified applicants are assured funding. All qualified applicants for this Program will be considered in chronological order by date application is received in the North Dakota University System Office (NDUS) and as further defined in Section 3.

The Superintendent of Public Instruction will identify teacher shortage areas annually. The Bank of North Dakota is responsible for processing the loan forgiveness payment to financial institutions holding student loans for funded recipients by July 30th of each year. **The NDUS will notify all funded recipients by July 30th; no notice will be sent to applicants not funded.**

Funding recipients are eligible to receive up to one thousand dollars per year in continued loan forgiveness, for each year they teach in a teacher shortage area, subject to a maximum of three thousand dollars.

Section 1 – Qualifications
To qualify for primary consideration for the Teacher Shortage Loan Forgiveness Program, an applicant must have:

a. Taught in a defined teacher shortage area in North Dakota;

b. A student loan and not be in default on that loan;

c. Been licensed by the Education Standards and Practices Board in North Dakota to teach;

d. Taught in a public or private school in North Dakota; and

e. Held a full-time contract to teach a full academic year.

Section 2 – Terms and Definitions

a. **Default** means failure to repay a loan according to the terms agreed to when you signed a promissory note. Default may also mean failure to submit requests for deferment or cancellation on time.

b. **Held a full-time contract to teach a full academic year** means at least a 9-month teaching contract on a full-time basis in a school district or nonpublic (private) school in this state.

c. **First-year teacher** means a teacher who has completed one full-year of teaching in North Dakota since being **licensed** by the North Dakota Education Practices and Standards Board.

d. **Student Loan** means Federal Family Education Loan (FFEL) -- Stafford subsidized and unsubsidized loans as well as the Dakota Education Alternative Loan (DEAL) obtained through the Bank of North Dakota as a lender, William D. Ford Federal Direct Loan -- subsidized and unsubsidized loans, Federal Perkins Loan, FFEL or William D. Ford Federal Direct Consolidated Loans.

e. **Teacher shortage areas** means those grade levels and content areas identified each January by the Department of Public Instruction.

Section 3 – Teacher Shortage Loan Forgiveness Program Procedures

a. Applications for this program may be obtained by: (1) calling the North Dakota University System office at 701.328.4114; (2) writing the North Dakota University System office at 600 East Boulevard Avenue – Dept. 215, Bismarck, ND 58505-0230; or (3) accessing the North Dakota University System's web site at www.ndus.nodak.edu and clicking on Student Info/Financial Aid.

Applications and letter of employment certification will not be accepted before April 1. A completed application must be received in the North Dakota University System office **no later than June 30** for the teaching contract year just completed. Applications should be mailed, faxed or delivered to: Director of Financial Aid, North Dakota University System, 600 E Boulevard Avenue – Dept. 215, Bismarck, ND 58505-0230, Fax (701) 328-2961.

A completed application **must** include a signed statement by the Superintendent and/or principal of the school(s) that the applicant has completed the contracted teaching obligation. Contents of the letter must also include the name and social security number of the applicant, and the grade level and/or content area and academic year taught. (See attached sample letter)

b. Completed applications will be considered in chronological order by date received as follows: priority will be given first to those prior year funding recipients who successfully and consecutively taught in a designated teacher shortage area; remaining funds will be allocated to other teachers who completed a full year of teaching in a

designated teacher shortage area in North Dakota since being licensed by the North Dakota Education Standards and Practices Board, beginning first with first-year teachers, then second-year teachers and so on, to the extent funds are available.

Summary of forms to be completed and returned to NDUS office:

1. Application
2. Letter from school district Superintendent and/or Principal

Questions about the program and procedures for making application should be directed to:

Peggy Wipf
North Dakota University System
State Capitol – Tenth floor
600 East Boulevard Avenue – Dept. 215
Bismarck, ND 58505-0230
Phone: 701.328.4114

REFERENCE: SBHE Policy 508.1

HISTORY: Chancellor's Cabinet Meeting, September 26, 2001
Editorial changes made 3/13/02
Chancellor's Cabinet reviewed suggested changes, see listserv message sent October 21, 1002. Amendments reviewed and approved by Chancellor, October 25, 2002.
Chancellor's Cabinet Meeting, September 25, 2003
Chancellor's Cabinet Meeting, November 3, 2004.
Chancellor's Cabinet Meeting, August 18, 2005.
Chancellor's Cabinet Meeting, January 11, 2007.
Chancellor's Cabinet Meeting, January 7, 2008.

SAMPLE LETTER

Date:

Attn: Director of Financial Aid
North Dakota University System Office
600 East Boulevard Avenue – Dept. 215
Bismarck, ND 58505-0230

I hereby certify that (name and SS#)_____ taught full-time at (school) _____ during contract year _____ in the following teacher shortage area (check only one):

- ☐ Agriculture (2003-04)
- ☐ Agriculture Education (2007-08)
- ☐ Art (2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Business and Office Technology/Business Education (2006-07, 2007-08)
- ☐ Career Education (2006-07)
- ☐ Career Clusters (2007-08)
- ☐ Computer Education (2001-02, 2002-03, 2003-04, 2005-06)
- ☐ Diversified Occupations (2006-07, 2007-08)
- ☐ Driver and Traffic Safety Education (2005-06, 2006-07, 2007-08)
- ☐ English as a Second Language (2007-08)
- ☐ English Language Arts/English as a Second Language (2001-02, 2003-04, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Family and Consumer Sciences (2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Health (2003-04, 2004-05, 2005-06)
- ☐ Health Careers (2001-02, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Information Technology (2006-07, 2007-08)
- ☐ Languages/Native American Languages (2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Marketing Education (2006-07, 2007-08)
- ☐ Mathematics (2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Music (2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Science (2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Social Studies (2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Special Education Programming (2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Technology Education – Industrial Arts (2002-03, 2004-05, 2005-06, 2006-07, 2007-08)
- ☐ Trade and Industrial Education (2004-05, 2005-06, 2006-07, 2007-08)

(as defined in program rules)

Sincerely,

Signature of Superintendent and/or Principal
Title

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

Application for Teacher Shortage Loan Forgiveness Program

- **Follow instructions carefully**
- **Print or type**
- **Disclosure of your Social Security number is voluntary. Social Security numbers are used as an individual ID number for record keeping and administrative purposes. If you do not disclose your Social Security number, an individual ID number will be assigned.**
- **Questions about the program or procedures for making application should be directed to Peggy Wipf at 701.328.4114.**

General Information

Name (Last, First, Middle Initial)	Social Security No.	Daytime Phone No.
Present Mailing Address	City	State/Zip Code
Permanent Mailing Address (if different)	City	State/Zip Code

License/Teaching Information (Academic Year 2007-08)

Check the designated teacher shortage area in which you have just completed a full year of teaching:

- ☐ Agriculture Education
- ☐ Art
- ☐ Business and Office Technology/Business Education
- ☐ Career Clusters
- ☐ Diversified Occupations
- ☐ Driver and Traffic Safety Education
- ☐ English as a Second Language
- ☐ English Language Arts/English as a Second Language
- ☐ Family and Consumer Sciences
- ☐ Health Careers
- ☐ Information Technology
- ☐ Languages/Native American Languages
- ☐ Marketing Education
- ☐ Mathematics
- ☐ Music
- ☐ Science
- ☐ Social Studies
- ☐ Special Education Programming
- ☐ Technology Education – Industrial Arts
- ☐ Trade and Industrial Education

Indicate year in which you first received ND ESPB licensure:

Loan Information

I wish to have the following loan reduced under this program **(check one only)**

- ☐ FFEL Stafford (subsidized)
- ☐ FFEL Stafford (unsubsidized)
- ☐ FFEL Consolidated Loan
- ☐ Dakota Education Alternative Loan (DEAL)
- ☐ William D. Ford Federal Direct Loan (subsidized)
- ☐ William D. Ford Federal Direct Loan (unsubsidized)
- ☐ William D. Ford Federal Direct Consolidated Loan
- ☐ Federal Perkins Loan

Amount owed on this loan:	as of : (Date)

If approved, I wish to have my loan forgiveness payment sent to the following holder of my student loan:

Name of Financial Institution		Phone No.
Address	City	State/Zip Code

Statement of Certification and Authorization to be completed by Applicant:
I hereby certify that the information contained on this application is true and correct. I understand that I have the specific responsibility of applying for the Teacher Shortage Loan Forgiveness Program **each year**. I also give permission to the financial institution listed on this application to release to the North Dakota University System financial and loan information, and for the North Dakota University System to share with the financial institution and Bank of North Dakota financial and loan information necessary to verify eligibility and process payment.

Signature of Applicant **Date**

Return application to:

Teacher Shortage Loan Forgiveness Program
North Dakota University System
600 E Boulevard Ave Dept 215
Bismarck ND 58505-0230

File: Teacher Shortage Loan Forgiveness Program

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

RECEIVED
DEC 8 2008
NDUS

December 8, 2008

Mr. William Goetz
Chancellor
ND University System
600 E. Blvd. Ave.
Bismarck, ND 58505

Dear Mr. Goetz:

I am providing you with the annual verification of grade levels and content areas in which a teacher shortage exists in North Dakota. As you will note in the attached report, there are twenty critical areas of shortage according to the reported data by established criteria. Those areas are: Information Technology, Health Careers, English as a Second Language, Career Clusters, Art, Driver and Traffic Safety Education, Trade and Industrial Education, Music, Languages/Native American Languages, Computer Education, Technology Education (Industrial Arts), Marketing Education, Family and Consumer Science, Special Education Programming, Mathematics, Science, Agriculture Education, Business and Office Technology/Business Education/ English Language Arts/English as a Second Language, Social Studies. The twenty shortage areas are designated by the shaded area on the report sheet as being above five percent shortage **or three or more teachers.**

Please note that this data reflects the 2008-2009 school year. If I can be of further help in assisting the State Board of Higher Education with determination regarding the legislative established student loan forgiveness program, please feel free to contact me.

Sincerely,

Wayne G. Sanstead

Dr. Wayne G. Sanstead
State Superintendent

North Dakota Teacher Shortage Report: Teacher FTEs for 9th - 12th Grade Courses by Subject Area (2008-2009 School Year)

NDDPI 12/8/2008

NOTE: The Regular and Irregular Positions remain unchanged from last year - this was data we were unable to update this year due to technology changes.

Area	Course Area	Regular	Irregular	Openings	Total	Shortage	Pct
27	Information Technology	27.00	12.64	1.00	40.64	13.64	33.56%
7	Health Careers	11.02	2.59	1.00	14.61	3.59	24.57%
24	*English as a Second Language*	*3.94*	*1.25*	0.00	*5.19*	*1.25*	*24.08%*
37	Career Clusters	1.84	0.57	0.00	2.41	0.57	23.65%
2	Art	35.21	3.81	3.50	42.52	7.31	17.19%
21	Driver and Traffic Safety Education	6.42	0.00	1.00	7.42	1.00	13.48%
17	Trade and Industrial Education	46.69	4.95	1.00	52.64	5.95	11.30%
12	Music	64.62	2.61	5.50	72.73	8.11	11.15%
6	Languages / Native American Languages	73.23	7.28	1.50	82.01	8.78	10.71%
23	Computer Education	2.48	0.00	0.25	2.73	0.25	9.16%
10	Technology Education (Industrial Arts)	39.39	1.17	2.50	43.06	3.67	8.52%
4	Marketing Education	8.00	0.73	0.00	8.73	0.73	8.36%
9	Family and Consumer Science	77.48	3.11	3.50	84.09	6.61	7.86%
19	Special Education Programming	437.66	14.01	12.00	463.67	26.01	5.61%
11	Mathematics	204.92	10.00	2.00	216.92	12.00	5.53%
13	Science	185.67	7.82	3.00	196.49	10.82	5.51%
1	Agriculture Education	50.26	0.78	2.00	53.04	2.78	5.24%
14	Business and Office Technology / Business Education **	118.98	3.56	2.50	125.04	6.06	4.85%
20	Career Education	6.31	0.31	0.00	6.62	0.31	4.68%
5	English Language Arts /English as a Second Language **	244.19	10.34	1.64	256.17	11.98	4.68%
15	Social Studies **	203.11	4.52	1.00	208.63	5.52	2.65%
8	Physical Education	105.02	0.98	1.00	107.00	1.98	1.85%
25	Diversified Occupations	2.24	0.00	0.00	2.24	0.00	0.00%
18	Health	0.59	0.00	0.00	0.59	0.00	0.00%
22	*Economics and the Free Enterprise System*	*0.11*	*0.00*		*0.11*	*0.00*	*0.00%*
26	Career and Technical Resource Educator (CTRE)	5.80	0.00	0.00	5.80	0.00	0.00%

Footnote: **** Business and Office Technology / Business Education, English Language Arts / English as a Second Language, and Social Studies have more than three (3) vacancies.**

G:\GBudhwar\TeacherShortage\Teacher Shortage 2008-09\[Teacher Shortage 2008-2009.xls]Teacher Shortage

Unfilled Positions as of the First Day of School (2008-2009) in FTE's
Special Ed Only
NDDPI 12/8/2008

Director of Special Education	0.00
Emotional Disturbance	3.00
Hearing Impairment	0.00
Mental Retardation	1.00
Occupational Therapy	0.00
Physical Therapy	0.00
Preschool Handicapped	0.50
Program Coordinator	1.00
Psychological Services	0.00
Social Work	0.00
Specific Learning Disabilities	2.50
Speech / Language Services	3.00
Visually Impaired	0.00
Vocational Special Needs	0.00
Other Special Education	1.00
	12.00

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 2009

TEACHER SHORTAGE LOAN FORGIVENESS PROGRAM

PROGRAM OVERVIEW

The intent of the teacher shortage loan forgiveness program is to reduce a student's loan indebtedness for teaching in North Dakota in content areas identified as having a teacher shortage. The Bank of North Dakota is responsible for processing the loan forgiveness payments to financial institutions holding student loans for approved recipients. Recipients are eligible to receive loan forgiveness of up to $1,000 per year with a maximum of $3,000.

Qualifications for the program include the following:

1. Teaching in a defined teacher shortage area;
2. Having a student loan not in default;
3. Teaching in a North Dakota public or private school; and
4. Holding a full-time contract to teach a full academic year.

For the 2007-09 biennium, total program expenditures are anticipated to be $797,000 and the 2009-11 executive recommendation provides $981,000 from the general fund to the North Dakota University System for the program. Of the 390 program applications received for the 2007-08 academic year, 379 were approved.

DETERMINING AREAS OF TEACHER SHORTAGES

The Education Standards and Practices Board is charged with the responsibility to determine teaching shortage areas. North Dakota Administrative Code Section 67.1-02-04-01 (Appendix A) provides that teaching shortage areas are to be determined by reviewing the ratio of regularly licensed teachers in the state who are qualified for the position to the number of schools with open positions requesting alternative access licensure.

For the 2008-09 academic year, the Education Standards and Practices Board declared all teaching areas as having shortages, except for elementary education and physical education.

TEACHING VACANCIES

The table below provides information from the Department of Public Instruction regarding schools that had not filled a teaching position as of the first day of school during an academic year:

Teaching Area	Open Teaching Positions on the First Day of School - 2007-08 Academic Year	Open Teaching Positions on the First Day of School - 2008-09 Academic Year
Elementary education	2.00	0.00
Agriculture	2.50	2.00
Art	2.00	3.50
Business and office technology	0.00	2.00
Business education	0.00	0.50
Computer education	0.00	0.25
Diversified occupations	1.00	0.00
Driver and traffic safety education	1.00	1.00
English arts	3.50	1.64
Family and consumer sciences	1.50	3.50
Health careers	0.00	1.00
Languages	2.00	1.50
Mathematics	2.00	2.00
Music	2.00	5.50
Physical education	1.75	1.00
Science	4.50	3.00
Social studies	0.00	1.00
Industrial arts	5.10	2.50
Trade and industrial education	3.00	1.00
Vocational information technology	1.50	1.00

COLLEGE PROGRAM COMPLETIONS - EDUCATION DEGREES

The table below provides information regarding college program completions for bachelor's and master's education degrees from 2000 through 2004 for selected subject areas:

Program	2000	2001	2002	2003	2004
Elementary education	427	406	420	408	395
Secondary music	19	7	10	14	4
Secondary math	32	24	39	17	40
Secondary English	40	45	35	49	27

Attached as Appendix B is a program completion report from the Education Standards and Practices Board detailing the completions in each subject area from 1994 through 2004.

ATTACH:2

CHAPTER 67.1-02-04
ALTERNATIVE ACCESS LICENSES

Section	
67.1-02-04-01	Alternative Access Licenses for Teacher Shortages
67.1-02-04-02	Interim Licenses for Substitute Teachers
67.1-02-04-03	Interim School Counselor
67.1-02-04-04	Forty-Day Provisional Licenses
67.1-02-04-05	Out-of-State Reciprocal Licensure
67.1-02-04-06	Trade, Industry, Technical, and Health Occupations Interim License
67.1-02-04-07	Clinical Practice Option
67.1-02-04-08	Out-of-State Highly Qualified License

67.1-02-04-01. Alternative access licenses for teacher shortages. Alternative access licenses will be issued under the following conditions:

1. Consideration for alternative access licenses will not be granted until after August first in any year.

2. Alternative access licenses may be issued only in areas where documented shortages of regularly licensed teachers exist as determined by the education standards and practices board. Shortage areas must be determined by the education standards and practices board based upon the ratio of regularly licensed teachers in the state who are qualified for the position to the number of schools with open positions requesting alternative access licensure. In cases where near shortages exist, the board must give additional consideration to whether the hiring school has made a diligent effort to attract and hire regularly licensed teachers.

3. The request for an alternative access license must be initiated by a school. The school board or administration must make the request in writing to the education standards and practices board for consideration of an alternative access license, indicating intent to offer a contract if licensure can be arranged. The request must document that a diligent effort has been made to employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means.

4. The candidate must write a letter indicating willingness to accept the position if offered.

5. Complete official transcripts of all college work must be sent to the education standards and practices board.

6. The applicant must have proficiency and hold minimum qualifications of a content area bachelor's degree in the content area to be assigned. If an applicant already qualifies for teacher licensure in another content area, alternative access licensure may not be used to teach in a new content area while obtaining new content area requirements.

7. Renewal of alternative access licenses will be reviewed each year and will depend upon the supply of and demand for teachers as evidenced by documented efforts to obtain a licensed person for the position. The alternate access license will be issued only once to complete all testing requirements for regular licensure.

8. Renewal of the alternative access license, if permitted, is contingent upon presentation of at least one-third completion of the requirements for regular licensure as stated in section 67.1-02-02-02 and the North Dakota standards for teacher education program.

9. The fee for the alternative access license is one hundred fifty dollars for each year the license is issued.

10. Alternative access licensure is to address documented shortage areas only. Alternative access licensure may not be issued to applicants who have failed to meet the deadlines or conditions of their regular licensure renewal.

11. Initial applicants for alternative access licensure must also submit to the fingerprint background check as stated in subsection 9 of section 67.1-02-02-02.

12. Upon completion of all of the requirements for regular licensure stated in section 67.1-02-02-02, an individual holding an alternative access license may apply for a regular two-year initial license and begin accruing the eighteen months of successful teaching time required to move into the five-year cycle according to sections 67.1-02-02-02 and 67.1-02-02-04.

History: Effective July 1, 1995; amended effective October 1, 1998; October 16, 1998-April 14, 1999; June 1, 1999; March 1, 2000; July 1, 2004; April 1, 2006; July 1, 2008.
General Authority: NDCC 15.1-13-09, 15.1-13-10
Law Implemented: NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

67.1-02-04-02. Interim licenses for substitute teachers. Interim licensure may be granted for substitute teachers who meet the initial requirements as outlined in subsections 1 through 6 and subsection 10 of section 67.1-02-04-01 when a shortage of regularly licensed substitutes exists. The interim license fee for substitute teachers is forty dollars for one year. Renewal is contingent upon continued request from the school employing the substitute. Individuals who hold an interim substitute licensure

SUMMARY AND RECOMMENDATION
2009-11 STEM INITIATIVE FUNDING PROPOSALS

Summary

The 2009-11 budget request approved by the State Board of Higher Education in April included the amount of $4 million to be used to support initiatives targeted to the enhancement of facilities and instruction in the fields of science, technology, engineering and mathematics (STEM). This initiative was structured as a competitive grant process, and each NDUS institution was invited to submit a detailed proposal for a STEM project that would advance the following goals:

1. Increase student participation and graduation in STEM programs, at both the undergraduate and graduate levels;
2. Enhance student preparation in STEM fields;
3. Deliver programs closely linked to North Dakota's economic and workforce needs;
4. Enhance current programs or services to meet changing needs or requirements;
5. Create enhanced real world learning opportunities and employment opportunities;
6. Stimulate added public/private partnerships to leverage resources and/or create business spin-off opportunities;
7. Encourage and support collaboration among and between K-12 and postsecondary education; and
8. Enhance research and development in alignment with state needs.

After careful review and evaluation of all proposals received, the seven STEM initiatives summarized on the following pages are recommended for funding consideration in the 2009-11 budget.

Recommendation

I recommend the following motion be adopted by the Board:

"The SBHE approves the designated STEM initiatives to be submitted to OMB for Governor's Executive Budget consideration."

William Goetz, Chancellor

Date of Meeting: September 18, 2008
W:\SEPT08.summary.STEM.doc

STEM INITIATIVE PROPOSALS
SUMMARY AND RECOMMENDATIONS

Bismarck State College

Recommend: $249,000

Summary

The proposed project will increase interest in STEM programs and awareness of STEM careers through targeting elementary students in grades 4 to 6 and entering sophomores and juniors in high school. Gaining the interest and attention of students in grades 4 to 6 through the STEM Challenge held in conjunction with Marketplace for Kids will pique student interest in science careers. The STEM Academy for high school students will help students explore basic science skills and gain insight into STEM careers in the area. Classroom activities will focus on components designed to build insight into STEM skills and knowledge. This summer academy will be modeled after BSC's successful Telecommunications Academy.

Outcomes

- By the spring of 2010, a STEM component will be developed for Marketplace for Kids Region 7 Education Day that includes a teaching guide, and a STEM Challenge track for schools that are part of the MREC and expanded to include all Marketplace fore Kids' Region Education Days by 2011. Effectiveness will be measured by tracking participation in the STEM Classes at Marketplace and the number of STEM Challenges showcased.
- 48 (24 students each year) entering sophomores and juniors will participate in summer STEM Academies for one week during June 2010 and June 2011. Effectiveness will be measured by administering pre- and post-tests to participants that will answer the following questions: Is there an increase in students' interest in STEM careers? Is there an increase in students' confidence that they would succeed in a STEM career?

Dickinson State University

Recommend: $646,600

Summary
This partnership, comprised of 16 public school districts, one private school system, the Early Childhood Center, and Dickinson State University, proposes to: 1) Articulate, align, and enhance P-16 science and mathematics curriculum thereby developing a comprehensive curriculum which builds sequentially without gaps and redundancies so that students have a sound preparation for further study and/or careers in STEM; 2) Strengthen teachers' content knowledge through STEM curriculum enhancements and extensions for P-16 teachers, pre-service teachers, classroom aides and university content leader students; and 3) excite and engage students in the study of STEM areas through curriculum enhancements and extensions for K-16 students.

Outcomes

- Mathematics and science curricular exit and entrance expectations will be closely articulated and aligned between high school exit and university entrance.
- Mathematics and science/critical thinking curriculums will be more closely aligned P-16.
- DSU faculty and students will offer at least ten STEM learning activities for P-12 teachers and students during the year.
- Increase the number of students moving into STEM course of study from other disciplines.
- Increase the potential pool of science and math teachers in DSU Teacher Education programs.
- Increase students going into science and math-related fields of study.
- DSU will revise two basic introductory courses in math and science to align with the revised upgraded courses at the high school level.
- The number of P-12 teachers participating in STEM professional development will increase by at least 100.
- Participating educators will strengthen their content knowledge as measured by self-evaluation instrument.
- Increase the number of students from participating school districts who declare mathematics, science and/or engineering as major areas of study when they attend college in North Dakota.
- Decrease the number of students from participating school districts who enroll in remedial courses MATH 101 and 102 at Dickinson State University.
- Increase the number of high school students taking upper level courses in mathematics and science within the participating school districts.
- Student participation in STEM classes will increase.
- Seventy-five sixth through ninth grade students will attend the energy camp.

Minot State University

Recommend: $400,400

Funding from this grant will enable Minot State University to provide students with a stronger technology-based, real-world STEM foundation, allowing MiSU's graduates to better meet ND employer needs. Further, this improved technology will enhance teaching activities as well as student and faculty research. MiSU will also be able to reach out to ND K-12 mathematics and science teachers and students using Web servers and virtual classrooms.

MiSU plans to increase its computing technology capabilities to meet the needs and goals of the grant project. Various computational, data, and Web servers, plus supporting equipment, will be purchased and used to engage university students, faculty, and the ND K-12 community in STEM disciplines.

This grant will allow MiSU to foster and improve student learning in STEM disciplines, increase and enhance student and faculty STEM research, and support and engage the ND K-12 mathematics and science community. In this way, Minot State University will meet the project's goals and objectives.

Outcomes

- Provide additional student research experiences with faculty
- Increase student enrollment in STEM programs by 10%
- Increase graduation rates in STEM programs by 10%
- Provide greater opportunities for MiSU's undergraduate and graduate students to use current technology in classroom laboratories
- Provide greater opportunities for MiSU's undergraduate and graduate students to use current technology in research
- Increase ND K-12 math and science teacher resources through web sites of resources created for them
- Continue to increase the number of STEM graduates entering the workforce in ND
- Enhance training of STEM-field ND K-12 teachers
- Increase computing power for student and faculty researchers in the areas of mathematics, computer science, and science
- Increase ND K-12 student and teacher access and experiences with mathematical programs through virtual classrooms
- Provide greater community support for research needs
- Provide opportunities to apply for national STEM and other grants
- Provide access to materials that will enhance ND K-12 teaching and learning

Surveys have been developed to assess the integration of coursework across discipline areas (both teacher and student surveys); outcome attainment for MiSU students and faculty and ND K-12 teachers and students; and the quality of technology training being provided to ND's workforce (employers).

North Dakota State College of Science

Recommend: $386,300

Summary

North Dakota State College of Science proposes to create two fabrication laboratories (Fab Labs), one on-campus and one mobile, to further incorporate STEM related emerging technologies into our academic programs and workforce training efforts. This will enhance the educational experience for NDSCS students and serve the economic development needs of the state. The College also aims to create a culture of research and entrepreneurship by providing technical resources for regional businesses, entrepreneurs and inventors, and by designing a capstone project in which students from all academic disciplines will collaborate to design, create and market new inventions. The presence of the mobile Fab Lab will allow NDSCS to expand its STEM outreach program by transporting the Fab Lab to secondary schools and community events, and to cultivate relationships with regional businesses, entrepreneurs and inventors who require temporary fabrication facilities.

Outcomes

- Students
  - Increase participation and graduation of students in STEM programs.
  - Projected total of 115 NDSCS students will participate in the Fab Lab activities per year.
  - Track increase in retention of students in the programs.
- Outreach activities
  - Projected outreach schedule of 1-2 school visits per month, starting in the Fall of Year 2 (15-20 students/visit)
  - Projected total of 15 students per year will participate in summer Nanoscience Academy which will contain a fabrication module.
  - Track college enrollment and projected majors of all outreach students to determine increased interest in STEM majors.
- Programs linked to economic needs
  - Projected total of 115 NDSCS students will participate in Fab Lab activities per year. (These programs are identified as high-priority employment areas for ND.)
  - Projected total of 5 participants are expected to participate in workforce training.
- Partnerships
  - Projected total of 5-10 professional and business outreach visits are expected by end of year 2.
  - Projected total of 2-4 new business partners will be recruited by the end of Year 2.
- Enhanced research and development
  - Projected total of 2-4 external users of Fab Lab facilities are expected by end of Year 2.

North Dakota State University

Recommend: $500,000

Summary
National, regional, and local demands for college graduates in science, technology, math, and engineering (STEM) fields are outpacing the system's production of such individuals. NDSU requests infrastructure funding to help address this issue. Given the need for up-to-date facilities in STEM fields, NDSU has made a conscious effort to remodel teaching and research laboratories so that individual labs provide the resources necessary for superior instruction and scholarship. This process is ongoing, and many laboratories across the campus have not been remodeled. NDSU requests funds to renovate labs for student and faculty use in the biological sciences, chemistry, computer science, engineering, geosciences, and physics.

Outcomes
- Students in the courses in these fields will have the opportunity to apply knowledge learned in these areas in laboratories that provide the most up-to-date equipment.
- Students will be better prepared for professional positions when they graduate.
- The new equipment will provide new incentives and interest in these STEM areas.
- Faculty will have added capacity to pursue cutting-edge research and additional opportunities to involve students in this research.

University of North Dakota

Recommend: $1,115,800

Summary

UND requests facilities infrastructure improvements to support undergraduate training in STEM areas. These include the following: (1) A large interactive STEM classroom to serve a high volume of students, support a new pedagogical paradigm and yield better prepared students in STEM disciplines and (2) Renovation of STEM teaching labs to support integrated, problem-based learning and the creation of new undergraduate and graduate degree programs that directly address critical needs for workforce and economic development. These enhancements build on the interactive classroom project and also move students from NDUS 2- and 4-year colleges through the pipeline, resulting in professional graduate education in high need areas.

Outcomes

- Add to the campus' STEM instructional space
- Students seek out other inquiry-based learning opportunities
- Greater faculty use of inquiry-based learning
- Greater participation of undergraduates in research experiences
- Increased course capacities and efficiency
- Enhanced student preparation for undertaking research experiences
- Partner employers note better graduate preparation for independent and team problem-solving tasks
- Greater overall student participation and research in externally-funded STEM training programs

These outcomes will be assessed through annual reports on recruitment, retention, graduation, course enrollments, and classroom scheduling loads; student retention to second course in 2-course sequences; faculty satisfaction with student preparation and performance in student research experiences; the number of students pursuing research experiences; post-graduation surveys documenting student placement and employer satisfaction with student performance; and research productivity in STEM areas.

Valley City State University

Recommend: $490,200

Summary

Materials and resources from the National Center for Technological Literacy (NCTL) at the Museum of Science in Boston will be compiled into four to five (12-15 credits) undergraduate STEM courses at each of three academic levels (elementary, middle school, high school). These courses will be developed in a hybrid format with both traditional classroom experiences and online preparation. The courses will be packaged into "STEM Certificates" for undergraduate students. Education students from every discipline will be encouraged to complete the STEM Certificate as part of their teacher education curriculum. The grant will provide incentives for education students to acquire the STEM Certificate.

Graduate courses based on STEM materials and research practice will be developed for graduate students in VCSU's Master of Education program. The completion of four to five courses at elementary, middle school, or secondary levels will allow in-service teachers in the program to complete a "STEM Certificate" and/or include the courses as electives within the Master's degree. The grant will provide incentives for graduate students to acquire the STEM Certificate.

VCSU will continue to create, host, and instruct in-service teacher workshops based on the NCTL materials. These STEM workshops will be scheduled on a regular basis throughout the school year. In addition, STEM modules will be presented to VCSU faculty through Brown Bag seminars. STEM seminars will be scheduled regularly throughout the academic year and offer faculty in Science, Technology, Mathematics, and other disciplines access to STEM materials that may be incorporated into existing VCSU courses.

Outcomes

- Number of graduate and undergraduate students enrolled in the new STEM coursework
- Course evaluations completed by students/teachers enrolled in STEM courses and workshops
- Number of VCSU faculty attending workshops and seminars on STEM methodology
- Pre- and post-surveys completed by teachers and graduate students. Surveys will record integration of STEM materials by the teachers and changes in teaching methodology based on the new learning from the workshops and courses. Surveys will be completed at the beginning of each graduate course and teacher workshop. Follow-up surveys will be sent out nine months after course/workshop completion
- STEM curriculum materials will be provided to 700-1000 pre-service and in-service teachers over the two years
- Resulting changes from the new STEM curriculum will impact as many as 35,000 ND students
- Coursework will lead to State STEM endorsements for undergraduate and graduate students
- Specific deliverables are outlined for each goal

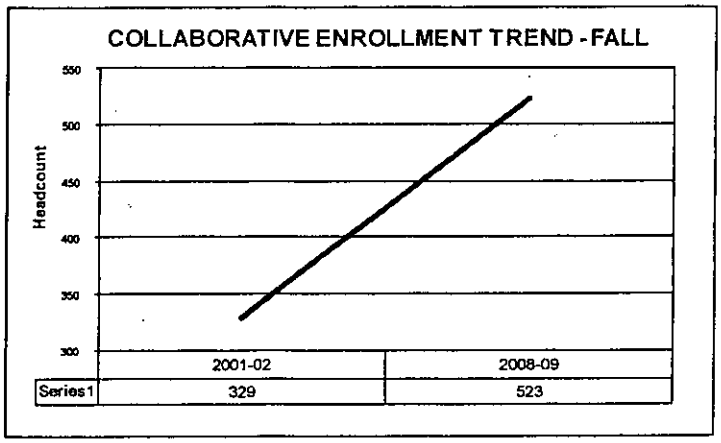
E

BISMARCK HIGHER EDUCATION CENTER

History

Bismarck State College has been hosting collaborative programs on campus for more than thirty years. UND has offered graduate programs since 1976, MiSU and DSU have offered undergraduate programs since 1984 and 1999, respectively.

Due to the growth of the Bismarck-Mandan area, demand for these offerings has increased tremendously. Collaborative students have increased nearly 60 percent in the last 7 years.



Current Program/Degree Offerings

Current collaborative programs/degree offerings in Bismarck that require physical space:

Dickinson State University

- Bachelor of Applied Science in Technology
- Bachelor of Science in Accounting
- Bachelor of Science In Finance
- Bachelor of Science in International Business
- Bachelor of Science in Human Resource Management
- Bachelor of Science in Computer Science
- Bachelor of Arts in English
- Bachelor of Arts in Composite Social Science
- Bachelor of Science in Computer Technology Management
- Bachelor of Science in Education: Elementary Education
- Bachelor of Science in Secondary Education: English
- Bachelor of Science in Secondary Education: Math
- Bachelor of Science in Secondary Education: History
- Bachelor of Science in Secondary Education: Composite Social Science
- Bachelor of University Studies
- Certificate in Human Resource Management
- Certificate in Entrepreneurship

Minot State University

- Bachelor of Science in Criminal Justice.
- Bachelor of Social Work
- Bachelor of Arts in Psychology
- Bachelor of Science in Management
- Bachelor of Science in Addiction Studies

University of North Dakota

- Master of Science in Early Childhood Education
- Master of Science in Elementary Education
- Master of Science in Secondary Education
- PhD in Teaching and Learning with emphasis in Higher Education

Increasing Demand for Programs/Degrees

Campuses continue to investigate the changing needs of students in the Bismarck/Mandan area and are working to increase graduate and undergraduate offerings to meet the demand. For example UND is expanding to undergraduate degrees with a new communications degree offered through on-site faculty, and with four engineering programs currently awaiting on-site approval to be offered in the Bismarck/Mandan area. NDSU is also looking to add programs in the Bismarck/Mandan area. Other campuses have also expressed an interest in entering the Bismarck-Mandan market with four-year degrees, especially if the Higher Education Center would come to fruition.

Horizon Building Analysis

Attachment 1 is the budget proposal outline which provides additional support and information for purchasing the Horizon Building for use the Bismarck Higher Education Center.

Attachment 2 is the financial analysis of purchasing the Horizon Building as the site for the Higher Education Center. The deficit amount in connection with the existing lease, less BSC's share of the lease, is about $111,000. This is the amount BSC is incurring, with no offsetting revenue generation, to offer 4-year degree programs in Bismarck. If BSC were to own the building and receive the $315,000/year GF appropriation, we could re-direct our resources to BSC program initiatives and Bismarck residents could obtain 4-year degrees without paying a surcharge.

Attachment 1

BSC Higher Education Center
Budget Proposal Outline
3/13/2008

Vision/Direction: The Roundtable report of May 2000 provided specific direction to the NDUS on serving state needs through collaborative delivery, including the establishment of higher education centers. Specific references include:

"The NDUS must permit programmatic duplication where it is necessary to serve a different target group and necessary to sustain an economically viable program; however, collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced." (page 42)

"The SBHE should designate or establish, where necessary, learner centers throughout the State to provide educational access to under-served areas. The SBHE should first fully utilize the existing NDUS resources and partner with other statewide educational entities in creating the centers. These centers would act as a conduit for: identifying the educational needs in the region; delivering or brokering the delivery of academic programs from multiple providers; providing on-site student services not offered through technology; and, following up on user satisfaction." (Page 42)

"The NDUS must proactively develop and offer programs responsive to the needs of the state and are consistent with the market trends of the future. Programs should be offered in those areas where demand is sufficient (i.e. critical mass of students). The NDUS needs to also permit program duplication where it is necessary to serve a different target group and necessary to sustain an economically viable program; however, collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced." (Page 43)

"The SBHE, and the executive and legislative branches, should modify funding practices to:

- *Encourage multi-campus collaboration by rewarding both the sending and receiving campuses;*
- *Recognize the multiple constituents served and the costs of delivery;*
- *Encourage new and innovative delivery methods; and*
- *Properly balance state and student funding so that student costs remain affordable to North Dakota citizens."* (Page 43)

"Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota.

- *Learning Centers.*
- *Distance delivery.*
- *Collaborative delivery.*
- *Duplicated programs where appropriate."* (Page 63)

This is an outline of the DSU budget priority #32 discussed at the January 7 Chancellor's Cabinet meeting: "Purchase and provide operating support for the Horizon Building in Bismarck, enabling the university system to establish an NDUS Higher Education Center."

Concept: Provide one location in Bismarck, as part of the BSC campus, to host partner institutio and multi-institution administrative offices and classroom/IVN space. Focusing these activities creates a "one stop shop" for students participating in the multiple campus program offerings currently available in Bismarck at a variety of locations, and a basis for a collaborative partnership response to evolving program needs. This proposed student-centered and collaborative partnership approach helps to establish the critical mass of students that is needed for viable program offerings. This approach also serves to minimize duplication in course and program offerings and, addresses the concerns of many in the Bismarck/Mandan community for NDUS delivered baccalaureate/graduate programs in the state's second largest community.

A third party (Bismarck Industries) constructed and controls the Horizon Building on the Bismarck State College campus. President Vickers has suggested, and President Skogen has supported the state purchase of the building for use as a higher education center. Estimated cost of purchasing the building and its partial conversion for IVN and traditional classroom use include:

Building purchase	$3,800,000
IVN rooms	100,000
Classroom renovation and equipment	600,000
Total	$4,500,000

The building will remain a BSC facility with state purchase of the building permitting transition to NDUS collaborative use. Initially the first floor would be primarily dedicated to NDUS collaborative activities and the north half of the second and third floors would be remodeled to become collaborative classrooms/IVN rooms. As collaborative activities expand, the south half of the second and third floors would be dedicated to collaborative activities. Currently BSC classroom and faculty office space across the campus is being used at capacity. BSC has been a very gracious partner by permitting and encouraging NDUS sister institutions to use BSC facilities as they are available, largely in the evenings and on weekends. This limited availability currently serves more than 500 Bismarck students enrolled at BSC's sister institutions. Access to baccalaureate and graduate programs during the regular school day is currently limited by the lack of access to facilities. Thus, the second largest higher education market in the state is, arguably, the most underserved area in the state because students cannot regularly access NDUS baccalaureate and graduate programs. This proposal follows directly from the Roundtable direction to "*establish, where necessary, learner centers throughout the State to provide educational access to under-served areas.*"

Several factors have converged to provide a unique opportunity to establish a higher education center in Bismarck. These factors include:

- The state's largest underserved market

- The lack of available classroom facilities but the availability of an appropriate building on the BSC campus
- BSC's willingness to host sister institutions
- Other system institution interest in serving the Bismarck/Mandan area
- A track record of student interest, currently more than 500 students

There is a strong interest in the Bismarck/Mandan community to improve access to system baccalaureate and graduate programs. In recent years this interest has been commonly expressed in the form of converting BSC into a baccalaureate degree granting institution. Although such a conversion is possible, President Skogen opposes such a move. This solution would have unwanted effects including higher tuition and fees and the loss of important high quality certificate and associate degree programs at a time when state needs for career and technical programs are increasing dramatically. NDUS community college tuition and required fee rates are the only rates in the system that are significantly higher than the regional average ($489/+18%). The market for baccalaureate faculty is such that their average salary is higher than community college faculty salaries. The conversion of BSC to a baccalaureate institution would require a significant infusion of additional state resources (including a change in the current funding model), a significant increase in tuition and required fees, or both. The proposed higher education center provides a better alternative to serving students, and is responsive to the Roundtable direction that "*collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced.*"

Currently, under NDUS procedures, operating support for collaborative partnerships is generated through a revenue sharing mechanism. In summary, unless other arrangements are negotiated between system institutions, Procedure 805.3.1 distributes:

- 60% of tuition and 100% of course fee revenues to the instructional provider
- 20% to the home (degree providing) campus
- 20% to the receiving site campus (for physical plant expenses only)

(When a single institution serves more than one of the three roles it earns the revenue from both roles.) This revenue sharing typically results in the addition of significant fees to students involved in collaborative programs since basic tuition and fees are not based on revenue sharing. In addition, the revenue sharing arrangement is designed to reimburse the receiving site campus for physical plant costs only, not for costs related to direct instructional support (for example, fax machines and copying for IVN classes) or other costs such as faculty office space or special library services.

One way to implement the Roundtable recommendation to *"Encourage multi-campus collaboration by rewarding both the sending and receiving campuses"* would be to provide for the operating costs which would permit students to attend classes at the higher education center for the same cost as attending classes at the providing institutions. BSC currently estimates the need for $315,000 annually to compensate for the plant and support expenses it currently incurs. In fy07 BSC received approximately $130,000 from DSU, MiSU and WSC as the 20% receiving site physical plant expense. In addition to the physical plant costs BSC provides significant IT support, student service and instructional support (computer lab, library etc.) at an estimated annual value of $70,000. Also in addition to the physical plant expense BSC expects to expend

approximately $115,000 for utility, custodial, maintenance supplies and repairs for the Higher Education Center. Under the current system procedure BSC, as a partner in serving the Bismarck/Mandan community, has supported evening/weekend/space available collaborative course offerings on the basis of the 20% revenue sharing. BSC cannot, however, be expected to cover the additional costs described when the primary purpose (not just the "space available" use) is to serve students enrolled at sister institutions, including prime daytime classroom use when BSC is itself short of this space. BSC's total annual expense of $315,000 is a real expense that needs to be addressed through either state support or additional student fees. Providing state base funding support for the $315,000 in annual expenses ($630,000 for the '09-'11 biennium) would allow collaborative campuses to not have to contribute the 20% revenue sharing (if the facility is purchased by the state) or the additional costs related to a dedicated collaborative facility. From the Bismarck/Mandan student perspective this would mean that collaborative students would have access to system baccalaureate and graduate programs at essentially the same tuition and fee rates that are charged at those home institutions. If state support is not provided for the operating expenses, students would not only be required to pay an additional 20% physical plant support fee, they would be expected to pay a higher "self-support" tuition rate to cover the needed computer lab, library, student services, faculty office space etc. This collaborative partnership, which already exhibits very high levels of the kind of activities envisioned by the Roundtable, provides an ideal opportunity for state policy to reward the desired partnerships through ongoing financial support. This action appears to be a particularly effective and efficient response to a clear state need when compared to the cost of converting a community college to a baccalaureate and eventually graduate degree-granting institution and the potential loss of much needed community college programs.

While a unique situation currently exists for the development of a truly collaborative higher education center in Bismarck, based on more than 500 student enrollments this model could be considered for use in other areas of the state with underserved populations, including those underserved by community college programs.

G:\MICHEL\Bismarck Higher Education Center.doc

Attachment 2

BISMARCK STATE COLLEGE
HORIZON BUILDING ANALYSIS

	Continue to Lease 1st & 2nd Floors		Purchase & Lease-out 3rd Floor 1/		Purchase & Occupy 3rd Floor	
Funding Sources						
New General Fund Base $'s		-		315,000		315,000
Sublease revenue 2/						
DSU	55,868		-		-	
MiSU	48,332		-		-	
UND	37,272		-		-	
NDUSO	39,528		-		-	
3rd Flr	-		132,600	132,600		-
		181,000				
20% Revenue Sharing 3/						
DSU	107,200		-		-	
MiSU	48,600		-		-	
WSC	23,800	179,600	-	-	-	-
Total Funding sources		360,600		447,600		315,000
Ongoing Expenses						
Direct:				-		-
Lease		264,000		66,000		66,000
Utilities 4/		20,200		18,800		18,800
Custodial		14,400		12,000		12,000
Repairs		1,000		1,500		1,500
Building supplies		500		10,000		10,000
Grounds Maint./Repair		5,000		3,500		3,500
Elevator contracts		-		2,000		2,000
Insurance		-		1,700		1,700
Special Assessments		-		115,500		115,500
Total direct		305,100				
Indirect:						
Support Costs 5/		70,000		70,000		70,000
Physical Plant 3/		179,600		179,600		179,600
Total Indirect		249,600		249,600		249,600
Total Costs		554,700		365,100		365,100
Deficit (surplus) 6/		(194,100)		82,500		(50,100)
One-time Expenses						
Purchase of building		3,800,000				
Equip IVN studios		100,000				
Renovate and furnish		600,000				
		4,500,000				

Footnotes

1/ 3rd floor is currently leased to an engineering firm, with a term to 2014

2/ Entities pay lease for faculty/staff offices on the 1st floor and the three schools will utilize half the 2nd floor for classroom/offices and split the lease cost. BSC staff occupy half the 2nd floor.

3/ Reimbursement to home campus for utilization of campus facilities, such as custodial, building and parking lot wear and tear, utilities, etc.

(Note: The collaborative campuses pay both lease expense and the 20% revenue share to BSC because the lease is a direct expense that BSC pays to the lessor. If BSC had unoccupied space on campus for the collaborative partners, then they would not need to pay rent.)

4/ BSC currently pays 1st flr gas/elec. All utilities would be assumed if building was purchased.

5/ Reimbursement to home campus for staff and student utilization of services such as IT support, student services, library, computer labs, etc.

6/ Deficit is covered by BSC with tuition revenues.

Table 9A

DEGREE CREDIT HEADCOUNT BY E-LEARNING DELIVERY METHOD

Fall 2008

INSTITUTION	VIDEO		TV BROADCAST		PRERECORDED		AUDIO		INTERNET		CD ROM	COMBO < 50%	E-LEARNING DUPLICATED TOTAL	E-LEARNING UNDUPLICATED CAMPUS TOTAL
	1-WAY	2-WAY	LIVE	PRE-RECORDED	VIDEO	AUDIO	1-WAY	2-WAY	SYNCH	A-SYNCH				
BSC	0	95	0	0	0	0	0	0	0	1,615	0	1,742	3,452	3,010
DSU	0	0	0	0	0	0	0	0	0	0	0	0	777	0
LRSC	0	69	0	0	0	0	0	0	0	362	0	460	891	792
MASU	0	162	0	0	0	0	0	0	0	187	0	0	349	314
MISU	0	37	0	0	0	0	0	0	0	1,173	0	0	1,210	1,200
MISU-B	0	100	0	0	0	0	0	0	0	178	0	0	278	265
NDSCS	0	95	0	0	0	0	0	0	0	596	0	0	691	680
NDSU	35	57	0	0	0	0	0	0	80	2,175	0	520	2,867	2,753
UND	0	96	0	0	0	0	0	0	330	1,872	0	13	2,311	2,223
VCSU	0	42	0	0	0	0	0	0	0	462	0	379	883	762
WSC	0	99	0	0	0	0	0	0	0	332	0	0	431	410
NDUS Total	35	852	0	0	0	0	0	0	410	8,952	0	3,114	14,140	12,409 *

* Reflects unduplicated headcount enrollment for e-learning delivery methods. For example, if a is student taking a video course and an internet course the student is counted once in the unduplicated e-learning total.

Table 9

DEGREE CREDIT HEADCOUNT BY ALL DELIVERY METHODS

Fall 2008

	DISTANCE EDUCATION									
INSTITUTION	FACE TO FACE OFF CAMPUS	CORRE-SPONDENCE	E-LEARNING[1]	DUPLICATED DE TOTAL[2]	UNDUPLICATED DE TOTAL[3]	FACE TO FACE ON CAMPUS	DE & ON-CAMPUS DUPLICATED TOTALS	UNDUPLICATED DE & ON CAMPUS TOTAL[4]	NON-DEGREE CREDIT ENROLLMENTS[5]	CAMPUS TOTAL[6]
	A	B	C	D =A+B+C	E	F	G =E+F	H	I	J =H+I
BSC	121	0	3,452	3,573	3,088	2,471	5,559	3,788	0	3,788
DSU	221	68	777	1,066	817	2,111	2,928	2,730	0	2,730
LRSC	886	0	891	1,777	1,596	379	1,975	1,657	0	1,657
MASU	42	0	349	391	336	492	828	789	0	789
MISU	404	48	1,210	1,662	1,533	2,492	4,025	3,432	0	3,432
MISU-B	144	0	278	422	398	325	723	652	3	655
NDSCS	525	0	691	1,216	1,171	1,645	2,816	2,543	2	2,545
NDSU	11	125	2,867	3,003	2,858	12,847	15,705	13,229	0	13,229
UND	563	105	2,311	2,979	2,805	11,208	14,013	12,748	0	12,748
VCSU	82	0	883	965	832	721	1,553	1,019	0	1,019
WSC	197	0	431	628	549	402	951	847	3	850
NDUS Total	3,196	346	14,140	17,682	15,983	35,093	51,076	43,434	8	43,442

[1] E-learning categories are listed in more detail on Table 9A.

[2] Reflects enrollment in each distance education delivery method. If for example a student is taking both a correspondence course and an e-learning course, this same student would be reported twice in the duplicated enrollment total.

[3] Reflects unduplicated headcount enrollment for total distance education. If for example a student is taking both a correspondence and e-learning course, this student would be counted only once in the unduplicated distance education total.

[4] This is a conservative count of students known to be counted only once by a campus or the system for the system total. The actual unduplicated counts are probably higher for campuses with students with insufficient identification information. If for example, a student that is taking a correspondence course and a face to face on campus course, they would be counted only once when sufficient identification information is provided.

[5] Students that are only taking non-degree credit courses.

[6] Enrollments are unduplicated at campus level but are duplicated at system level. Thus, a student who is taking courses simultaneously at two different campuses would be included in the NDUS total twice but only once in the NDUS unduplicated total.

NORTH DAKOTA UNIVERSITY SYSTEM
FINANCIAL STATEMENTS
JUNE 30, 2008

STATEMENT OF NET ASSETS

	Primary Institution	Component Units
ASSETS		
Current assets		
Cash and cash equivalents	$ 70,737,581	$ 19,781,871
Investments	100,459,315	-
Accounts receivable, net	15,541,963	16,270,948
Receivable from component units	2,492,330	-
Receivable from primary institution	-	2,482,679
Due from State General Fund	14,666,507	-
Grants & contracts receivables, net	36,457,281	454,437
Inventories	7,413,270	140,095
Notes receivable, net	7,979,026	-
Other assets	2,066,231	1,996,030
Total current assets	257,813,504	41,126,060
Noncurrent assets		
Restricted cash and cash equivalents	5,321,884	17,318,185
Restricted investments	15,887,427	74,108,620
Endowment investments	12,769,721	265,768,138
Noncurrent receivable from primary institution	-	57,996,966
Notes receivable, net	33,933,838	-
Other long-term investments	20,968,021	26,582,808
Unamortized bond discount & cost of issuance	4,102,605	1,873,307
Other noncurrent assets	16,420	25,847,901
Capital assets, net	716,616,844	121,443,202
Total noncurrent assets	809,616,760	590,939,127
Total assets	$ 1,067,430,264	$ 632,065,187
LIABILITIES		
Current liabilities		
Accounts payable and accrued liabilities	$ 25,128,266	$ 7,065,998
Payable to component units	413,226	-
Payable to primary institution	-	2,492,330
Accrued payroll	23,318,789	52,583
Deferred revenue	11,618,411	2,237,794
Deposits	5,737,728	648,894
Long-term liabilities–current portion		
Due to Component Units	2,075,726	-
Due to Others	13,794,243	5,089,689
Total current liabilities	82,086,389	17,587,288
Noncurrent liabilities		
Advances from Bank of ND	1,479,887	-
Liabilities under trust agreements	-	32,710,250
Other noncurrent liabilities	1,371,034	8,827,455
Long-term liabilities		
Due to Component Units	57,990,693	-
Due to Others	201,818,241	84,571,901
Total noncurrent liabilities	262,659,855	126,109,606
Total liabilities	$ 344,746,244	$ 143,696,894
NET ASSETS		
Invested in capital assets, net of related debt	$ 473,571,577	$ 108,058,405
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	14,287,950	-
Other (CU)	-	265,612,030
Expendable:		
Scholarships and fellowships	4,702,979	-
Research	12,489,914	-
Institutional	9,706,674	-
Loans	45,422,791	-
Capital projects	665,584	-
Debt service	12,444,896	-
Other	67,955	65,793,096
Unrestricted	149,323,700	48,904,762
Total net assets	$ 722,684,020	$ 488,368,293

See Notes to Financial Statements

Benefits of Nonresident Students
to the State of North Dakota and the North Dakota University System

- Nonresident student expenditures have a significant economic impact on our state's economy.
  - Nonresident students spend, on average, $8,700 per year in North Dakota, primarily on living expenses, in addition to tuition and fees paid to the institutions.
  - Systemwide, 17,552 nonresident students were enrolled in the Fall of 2008, which resulted in up to $152 million in nonresident student spending, in addition to tuition and fees.
  - Non-resident students pay sales and other taxes (including property taxes paid indirectly through rent). Many nonresident students are employed in North Dakota while attending college and pay state income taxes.
- Nonresident students bring diversity and a broader range of experiences. They contribute to a richer academic experience at NDUS institutions and expand the horizons of North Dakota students.
- Non-resident students, including Minnesota students, pay higher tuition rates than do North Dakota residents. (Note: In addition, the state of Minnesota pays North Dakota for the difference in the number of Minnesota students who attend North Dakota institutions compared to North Dakota students who attend Minnesota institutions. 2007-08 reciprocity payments to North Dakota from Minnesota totaled $3,114,302.)
  - Contractual student exchange programs, such as the North Dakota/Minnesota reciprocity program, facilitate the flow of students between states and provide additional opportunities for North Dakota residents to attend college out-of-state at a reduced cost.
- Many University System programs have available space, and recruiting nonresident students to fill these spaces makes sense because additional revenues are generated without significant added cost. The added enrollment helps spread fixed costs over a larger student base, thereby helping control cost increases for North Dakota students. If it wasn't for non-resident students, some current programs may not be available to North Dakota resident students.
- NDUS research efforts would be severely limited without the contributions of highly educated nonresident students, particularly graduate students, who contribute to our growing global economy.
- Recruitment of out-of-state students is supported by the private sector, as stated by private sector members of the Roundtable on Higher Education.
- The number of nonresident students who stay in the state after graduation is increasing, thus growing our population and our workforce. According to the most recent statistics, 28.3 percent of nonresident students remain in North Dakota after completion of their programs; some are re-enrolled, but most are employed.
- These out-of-state students who graduate from NDUS institutions and remain in the state are an important part of our educated workforce. They enable employers to fill positions in high demand and highly skilled areas without spending considerable resources to recruit workers from other states.
- Just as private sector businesses recruit out-of-state employees, the NDUS attracts talent by recruiting out-of-state faculty, staff and students.

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Representative Bob Skarphol, Chair, House Appropriations
Education and Environment Division

FROM: William Goetz, Chancellor

DATE: March 10, 2009

RE: Follow-up Information Requested During NDUS Office Hearing

Thank you for providing each of our University System institutions and the NDUS Office time to present their respective budget requests to your committee last week. During the NDUS Office budget, we were asked to provide some additional information as follows:

1. An allocation of the NDUS Office budget into four major budget categories: salaries and wages, operating, capital, and financial aid. There are some budgeted funds that do not appear to fit into one of these four categories, so we have noted those separately. See Attachment 1.
2. Document outlining various financial aid programs available to students. See Attachment 2.
3. There have been several questions about the benefits to ND of non-resident students. I have attached a document that helps frame the issue and benefits. See Attachment 3.
4. Information on the number of students supported through the Professional Student Exchange Program (vets, optometrists, and dentists) who return to the state to practice after graduation. We continue to work with our FINDET Office on this data, and have some preliminary information, but need to validate its completeness. It will be important to visit with the various professional associations in doing so. In fact, we may need their ongoing help to track graduates long-term.

During the hearing for Mayville State University, you had inquired about the State Board of Higher Education's policy for the implementation of additional programs by campuses, specifically the requirements for a four-year institution to add an associate degree program or for a two-year institution to add a bachelor's degree.

State Capitol - 600 E. Boulevard Ave., Dept. 215, Bismarck, ND 58505-0230
Phone: 701.328.2960 • Fax: 701.328.2961
E-mail: NDUS.office@ndus.nodak.edu • Web: www.ndus.nodak.edu

The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

I have attached the two applicable policies of the State Board of Higher Education relating to program approval (403.1) and degrees offered (409). See Attachment 4. Policy 403.1 sets forth the requirement of Board approval for all new programs of study. Policy 409 outlines the conditions under which an institution may request a new degree. These conditions include:

- Documented student and employer demand;
- Existing programs or degrees at other institutions are not meeting the demand and other institutions authorized to offer the degree are not positioned to meet the demand;
- The proposed degree includes collaboration with other institutions, if feasible; and
- The institution seeking the new degree is best positioned to offer a degree program to meet the demand, either collaboratively or separately.

In addition, the institution must have approval of the regional accrediting association (the Higher Learning Commission of the North Central Association of Colleges and Schools) to deliver specified levels of instruction (associate degree, bachelor's degree, advanced degrees). Program offerings at a new degree level or addition of a new academic program that shifts the organization's mission require that the institution complete a process to obtain Higher Learning Commission approval.

It is important that the State Board of Higher Education consider access and availability of our program offerings across the System as a whole. As a result, the Board is undertaking a mission review as one of its current objectives.

We continue to work on several other information requests that your committee has identified throughout the week and will forward these to you when they are complete.

I look forward to the opportunity to meet with the committee to discuss ongoing questions or issues related to the North Dakota University System. I am available to meet at anytime, please call 328-2693.

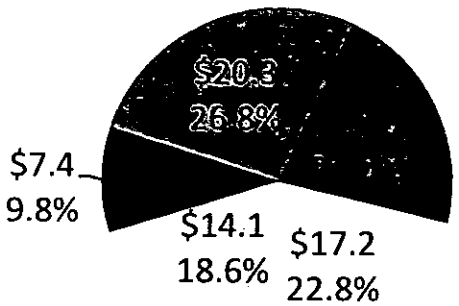
Attachments

g:\terry\1100\09ses\memo to rep. skarphol - followup from ndus office hearing 3-10-09.docx

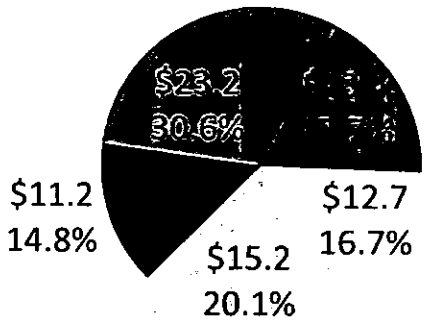
North Dakota University System Office
Distribution of Budget by Major Category Total Funds
2007-09 and 2009-11 Proposed

In Millions

2007-09 Adjusted Appropriation



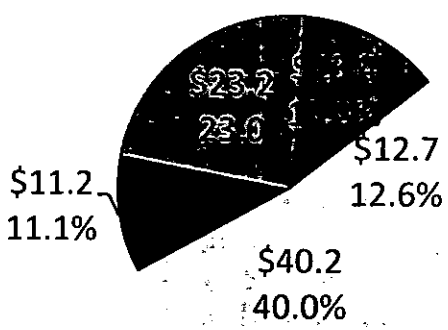
2009-11 Engrossed SB 2003



- Salaries and Benefits (NDUS Office & SITS Pool)
- Operating Expenses (NDUS Office & SITS Pool)
- Capital (NDUS state bond payments & SITS Pool)
- Financial Aid
- System Grants to Campuses (e.g. EPSCoR, Title II, SOMHS Prof. Liability Insurance, Security, STEM Teacher Ed, UND Space Grant Consortium)

2009-11 Engr SB 2003 & 2062

(SB 2062 includes significant financial aid funding)



Explanation of major changes impacting funds distribution:
Salaries: Added funding to continue ConnectND positions from Student Loan Trust Fund and 5/5% salary and health insurance increases; Operating: Removal of one-time ConnectND funding; Capital: Change in NDUS capital bond payments; Financial Aid: Increased needs-based and STEM loan forgiveness funding, and new opportunity grant program

State Grant Program--Needs Based Aid and Other Student Aid Programs
Prepared 3/5/09 by NDUS Office

Students must complete the Free Application for Federal Student Aid (FAFSA) application. This is the application form that students also must complete to qualify for federal grants and loans including Pell grants, Stafford Loans, work-study, etc. Information from the FAFSA is also used to determine a student's unmet need for the State Grant program.

- In addition, the student must be a resident of ND, a full-time first-time undergraduate student attending a public, private or tribal college in ND, among other requirements.
- An applicant's unmet need for the state grant is determined as follows:

Formula for Calculating Unmet Need for the State Grant Program

	Cost of Education	(For 08-09: $20,000 private, $15,100 UND/NDSU, $13,500 at the four-year colleges, and $11,200 at the two-year colleges
Less	Parent/student expected family contribution	Amount determined by a standard formula that uses such factors as taxable and non-taxable income, assets such as savings and the value of a business, and benefits including unemployment, social security and veteran's benefits
Less	Federal Pell Grant 08-09: $4,731 maximum; 07-08 ND per student average=$2,633 (**NOTE:** Estimated to increase $500 under the federal stimulus funding package)	A federal grant award for low-income students—**the student need not receive a Pell grant in order to be eligible for the state grant program.** Full and part-time undergraduate students are eligible with family income up to $55,000; however, most go to students with family income below $20,000
Equal	Unmet need	

- Student's are ordered from highest to lowest unmet need and funding is allocated to those with the greatest unmet need, until funding is depleted. For 2007-08, of the 20,000+ eligible state grant students, the NDUS was able to assist 4,150 students and ran out of funds at a student unmet need of $5,600. The grant is currently $800 per year, so all applicants, even including those who receive the grant, have a substantial remaining unmet need after the grant. Students could have remaining unmet need, after the state grant, of zero to over $12,000 per year.

- Under the Executive Budget Recommendation the maximum state grant would increase to $2,000 per year, with grants ranging from $500 to $2,000 depending on the level of unmet need.

- Generally, the balance of unmet need is addressed through a combination employment income, scholarships, or other forms of loans and grants as noted on the attachment and immediately below:

Scholarship Programs

State Scholar's Program (NDUS)	To provide scholarships to North Dakota's best and brightest high school graduates to encourage them to remain in North Dakota for postsecondary education. Must score in the upper 5 percent of all North Dakota ACT test takers.	Tuition scholarship of up to the highest public tuition rate, plus $2,000 one-time stipend for freshmen only. Can continue scholarship for up to four years if maintain 3.5 GPA. Fund approximately 50 new freshmen per year, plus continuing students
ND Indian Scholarship Program (NDUS)	Assists American Indian students in obtaining a college education by providing grants based upon scholastic ability and financial need.	Annual scholarship of up to $800 per year, assisting about 225 students per year
Opportunity Grant Program (SB2062)	Beginning with 2010-11, resident of state for 12 months and attend NDUS campus and met merit scholarship-academic or technical-honors outlined in HB1400	Annual scholarship of $2,400, estimated 1,300-1,500 new freshmen per year, plus continuation of upperclassmen who meet GPA requirements
Merit Scholarship (HB1400)	Beginning with 2010-11, high school graduates who meet curriculum, ACT, or WorkKeys requirements	Annual scholarship of $1,500, estimated 2,000 new freshmen per year, plus continuation of upperclassmen who meet GPA requirements
Campus-Based Scholarship Programs	Each campus offers campus-based scholarship programs, which vary significantly by campus	

- After graduation there are also loan forgiveness programs in select areas that graduates can apply for to have part of their loan forgiven. They are:

Loan Forgiveness Programs

ND Technology Occupations Loan Forgiveness Program (NDUS)	For individuals who have: (1) graduated in technology-related fields and (2) been employed in technology occupations in the	Currently, $1,000 per year for up to three years; executive budget recommends $2,000 per year for up to five years In 07-08 assisted 342 new and

	state for one year.	continuing applicants.
ND Teacher Occupation Loan Forgiveness Program (NDUS)	For teaching in North Dakota at grade levels and/or in content areas identified by the Department of Public Instruction as having teacher shortages.	Currently $,1000 per year for up to three years. In 07-08 assisted 379 new and continuing applicants.
ND Physician State/Community Matching Loan Forgiveness Program (State Health Dept.)	Designed to attract physicians to North Dakota to practice in areas of need, with preference given to physicians who will practice in rural underserved areas.	Up to a total of $90,000 per physician, with the state picking up 50%
ND Dentist Loan Repayment Program (State Health Dept.)	To encourage new dental school graduates to practice in North Dakota, with preference to those serving in rural areas Each dentist selected must practice four years in a selected community or communities.	Up to a total of $80,000 per dentist, with up to three selected per year.
ND Medical personnel Loan Repayment Program (State Health Depart.)	Encourage Nurse Practitioners, Physician Assistants and Certified Nurse Midwives to practice in North Dakota and to serve in areas of need. Must practice for two years in a selected community or communities. The community (usually a community hospital or clinic) pays half and the state half.	Up to a total of $10,000, with up to five selected per year
ND Veterinary Loan Repayment Program (State Health Dept.)	to attract new food animal veterinarians to North Dakota to practice in areas of need.	Each veterinarian selected may receive up to $80,000, with up to three veterinarians selected per year.
ND STEM Loan Forgiveness (new program in SB2062)	Encourages college students to pursue technology-based studies in STEM fields, to participate in technology internship programs, and to remain in the state after graduation in primary sector employment	$2,000 per year for up to four years

Federal Loan Forgiveness Programs	Under certain circumstances the federal government will cancel all or part of an educational loan. To qualify you must perform volunteer work; perform military service; teach or practice medicine in certain types of communities; or meet other criteria	Various

G:\laura\wpdocs\financial aid\state grant and other aid programs 2

Do you need help paying for college or for a career or vocational school? This section is a quick reference to our federal student aid programs and how to apply for this aid. The rest of this publication provides more detail of what you need to know.

The information in this guide was compiled in the summer of 2008. For changes to the federal student aid programs since then, visit www.FederalStudentAid.ed.gov and click on "Students, Parents, and Counselors."

Federal Student Aid Summary Chart

Program	Who Is Eligible?	How Much Can I Get?	Annual Amount
Federal Pell Grant	Grant: does not have to be repaid	Available almost exclusively to undergraduates	2008–09: $400–$4,731 07-08 NO avg. = $2,633
Federal Supplemental Educational Opportunity Grant (FSEOG)	Grant: does not have to be repaid	For undergraduates with exceptional financial need; Federal Pell Grant recipients take priority; funds depend on availability at school	$100–$4,000 07-08 NO avg = $842
Academic Competitiveness Grant (ACG)	Grant: does not have to be repaid	For Pell-eligible students enrolled at least half-time in their first or second year of study or in a certificate program of at least one year at a degree-granting school	
		First year: must have completed a rigorous secondary school program of study; graduated from high school after Jan. 1, 2006; not have been enrolled in an ACG-eligible program while at or below age of compulsory school attendance	1st year: Up to $750
		Second year: must have completed a rigorous secondary school program of study; graduated from high school after Jan. 1, 2005; have at least 3.0 cumulative GPA at the end of first year of postsecondary study	2nd year: Up to $1,300
National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)	Grant: does not have to be repaid	For Pell-eligible students enrolled at least half-time in third or fourth year (or fifth year of a five-year program) majoring in certain subject areas with at least a 3.0 cumulative GPA	Up to $4,000 a year
Teacher Education Assistance for College and Higher Education (TEACH) Grant	Grant: does not have to be repaid unless you fail to carry out the service obligation, in which case you must repay TEACH Grant as a Direct Unsubsidized Loan with interest accrued from the date the grant was disbursed	For undergraduate, postbaccalaureate, and graduate students who are taking or will be taking course work necessary to become an elementary or secondary teacher; recipient must sign an Agreement to Serve saying that they will teach full-time in a designated teacher shortage area for four complete years (within eight years of completing academic program) at an elementary or secondary school serving children from low-income families in a high-need field	Up to $4,000 a year Graduate students: Total amount may not exceed $8,000
Federal Work-Study	Money earned while attending school; does not have to be repaid	For undergraduate and graduate students; jobs can be on campus or off campus; students are paid at least federal minimum wage	No annual minimum or maximum amounts 07-08 NO avg = $1,169
Federal Perkins Loan	Loan: must be repaid	For undergraduate and graduate students; must be repaid to school that made the loan; interest 5 percent	Undergraduate students: up to $5,500; graduate and professional students: up to $8,000 07-08 NO avg = $1,849
Subsidized Direct* or FFEL** Stafford Loan	Loan: must be repaid	Subsidized: The U.S. Department of Education pays interest while the borrower is in school and during grace and deferment periods; student must be attending at least half-time and have financial need; fixed rate is set annually for new borrowers	$3,500–$8,500, depending on grade level
Unsubsidized Direct* or FFEL** Stafford Loan	Loan: must be repaid	Unsubsidized: The borrower is responsible for all interest; must be at least half-time; financial need not required; fixed rate is set annually for new borrowers	$5,500–$20,500 (less any subsidized amounts received for same period), depending on grade level and dependency status
Direct* or FFEL** PLUS Loan	Loan: must be repaid	For parents of dependent undergraduate students and for graduate and professional students; students must be enrolled at least half-time; financial need not required	Maximum amount is cost of attendance minus any other financial aid student receives; no minimum amount
		Borrower must not have adverse credit history	
		PLUS Loans are unsubsidized, the borrower is responsible for all interest	

* The type of loan is from the William D. Ford Federal Direct Loan Program. The loan is sometimes called a Federal Direct Stafford/Ford Loan or a Direct Loan.

** The type of loan is from the Federal Family Education Loan (FFEL) Program. The loan is sometimes called a FFEL or Federal Stafford Loan or PLUS Loan.

PREPARE

Benefits of Nonresident Students to the State of North Dakota and the North Dakota University System

3

- Nonresident student expenditures have a significant economic impact on our state's economy.
  - Nonresident students spend, on average, $8,700 per year in North Dakota, primarily on living expenses, in addition to tuition and fees paid to the institutions.
  - Systemwide, 17,552 nonresident students were enrolled in the Fall of 2008, which resulted in up to $152 million in nonresident student spending, in addition to tuition and fees.
  - Non-resident students pay sales and other taxes (including property taxes paid indirectly through rent). Many nonresident students are employed in North Dakota while attending college and pay state income taxes.
- Nonresident students bring diversity and a broader range of experiences. They contribute to a richer academic experience at NDUS institutions and expand the horizons of North Dakota students.
- Non-resident students, including Minnesota students, pay higher tuition rates than do North Dakota residents. (Note: In addition, the state of Minnesota pays North Dakota for the difference in the number of Minnesota students who attend North Dakota institutions compared to North Dakota students who attend Minnesota institutions. 2007-08 reciprocity payments to North Dakota from Minnesota totaled $3,114,302.)
  - Contractual student exchange programs, such as the North Dakota/Minnesota reciprocity program, facilitate the flow of students between states and provide additional opportunities for North Dakota residents to attend college out-of-state at a reduced cost.
- Many University System programs have available space, and recruiting nonresident students to fill these spaces makes sense because additional revenues are generated without significant added cost. The added enrollment helps spread fixed costs over a larger student base, thereby helping control cost increases for North Dakota students. If it wasn't for non-resident students, some current programs may not be available to North Dakota resident students.
- NDUS research efforts would be severely limited without the contributions of highly educated nonresident students, particularly graduate students, who contribute to our growing global economy.
- Recruitment of out-of-state students is supported by the private sector, as stated by private sector members of the Roundtable on Higher Education.
- The number of nonresident students who stay in the state after graduation is increasing, thus growing our population and our workforce. According to the most recent statistics, 28.3 percent of nonresident students remain in North Dakota after completion of their programs; some are re-enrolled, but most are employed.
- These out-of-state students who graduate from NDUS institutions and remain in the state are an important part of our educated workforce. They enable employers to fill positions in high demand and highly skilled areas without spending considerable resources to recruit workers from other states.
- Just as private sector businesses recruit out-of-state employees, the NDUS attracts talent by recruiting out-of-state faculty, staff and students.

NORTH DAKOTA
UNIVERSITY SYSTEM

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SBHE Policies

SUBJECT: ACADEMIC AFFAIRS **EFFECTIVE:** February 22, 2002

Section: 403.1 Program Approval

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1. Board approval is required for all new programs of study that designate a focused collection of instructional/learning activities the completion of which signifies a level of competence which the awarding institution so designates by a notation on the front of the student transcript. Board approval is required for all requests for appropriations in support of new programs.
2. The chancellor shall establish procedures for new program review and evaluation and approval of changes to existing programs resulting in new transcript entries.

Reference: NDUS Procedure 403.0.2, NDUS Procedure 403.1, NDUS Procedure 403.1.2, NDUS Procedure 403.1.3

HISTORY: Replaces Article V, Section 3, pages V-2, 3.
SBHE Minutes, May 10, 1984, page 5242.
Amendment SBHE Minutes, November 8, 1990, page 6059.
Amendment SBHE Minutes, September 16, 1999.
Amendment SBHE Minutes, February 21-22, 2002.

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NORTH DAKOTA
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SBHE Policies

SUBJECT: ACADEMIC AFFAIRS **EFFECTIVE:** December 18, 2008

Section: 409 Degrees Offered

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1. Board approval limits institutional degrees and programs.

2. An institution may only request a new degree if all of the following conditions are met:
   a. There is a documented student and employer demand;
   b. Existing programs or degrees at other institutions are not meeting the demand and other institutions authorized to offer the degree are not positioned to meet the demand;
   c. The proposed degree includes collaboration with other institutions, if feasible; and
   d. The institution seeking the new degree is best positioned to offer a degree program to meet the demand, either collaboratively or separately.

3. Institutions in the North Dakota University System offer the following certificates and degrees:

   Certificate of Completion. A certificate awarded for the completion of:

   1. a non-credit course of study, or

   2. an undergraduate course of study of less than 16 credit hours, or

   3. a graduate course of study of less than 8 credit hours.

   Program Certificate. A Program certificate is a specialized course of study requiring at least 16 credit hours at the undergraduate level or 8 credit hours at the graduate level.

   Program Diploma. A program diploma represents completion of a prescribed program of two years or less in a career-technical field with some general education course work.

   Associate in Arts (A.A.) and Associate in Science (A.S.). These associate degrees consist primarily of diverse, introductory-level courses in general education and professional areas and require at least 60 semester credit hours. Required courses for the A.S. degree place greater emphasis on the sciences than is true of the A.A. Both degrees prepare students for transfer to baccalaureate programs and meet General Education Transfer Agreement (403.7) requirements. They do not designate a specific program or major.

Associate in Applied Science (A.A.S.). The Associate in Applied Science degree combines career-technical coursework with general education coursework. In the career-technical specialty field, the degree prepares students for jobs. The general education area provides broader education than would be available in a certificate or diploma program with at least 15 credit hours of general education required, but typically does not meet the 36 credit hour General Education Transfer Agreement (403.7) requirements. The A.A.S. requires a minimum of 60 semester credit hours and it may designate a specific field of study.

Associate in Science - Nursing (A.S.N.) This associate degree prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirm, or other individuals or groups, including instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, referring patients to physicians and other health care specialists, and planning education for health maintenance. This degree requires at least 60 semester hours. The degree prepares students for transfer to a baccalaureate program and meets General Education Transfer Agreement requirements.

Bachelor of Applied Science (B.A.S.). The bachelor of applied science degree combines career-technical coursework with general education. This degree requires a minimum of 120 semester hours of credit, the first 60 of which would typically be an Associate in Applied Science degree and at least 30 upper division credit hours. The specific course of study would be developed through articulation agreements. This degree requires a total of 36 general education credit hours usually through a combination of AAS and BAS level work and, as such, not all general education credits would necessarily meet the general education transfer agreements (403.7) requirements.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). The bachelor's degrees require a minimum of 120 semester credit hours, comprised of academic courses in general education which meet the general education transfer agreement (403.7) requirements, major, minor, concentration, and/or elective areas. The B.A. is designed to give academic breadth in the liberal arts, usually with a major in the humanities or social sciences. The B.S. prepares students in disciplines such as the sciences and mathematics, or in the professions.

Bachelor of Accountancy (B.Acc.), Bachelor of Architecture (B.Arch.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Landscape Architecture (B.L.A.), Bachelor of Music (B.M. or B.Mus.), Bachelor of Science in Aeronautics (B.S.A.), Bachelor of Science in Agriculture and Biosystems Engineering (B.S.A.B.En.), Bachelor of Science in Applied Physics (B.S.A.P), Bachelor of Science in Athletic Training (B.S.A.T.), Bachelor of Science in Atmospheric Sciences (B.S.At.Sc.), Bachelor of Science in Chemical Engineering (B.S.Ch.E.), Bachelor of Science in Chemistry (B.S.Chem.), Bachelor of Science in Civil Engineering, (B.S.C.E.), Bachelor of Science in Clinical Laboratory Science (B.S.CLS.), Bachelor of Science in Computer Science (B.S. C.Sci.), Bachelor of Science in Community Nutrition (B.S.CN.), Bachelor of Science in Construction Engineering (B.S.Con.E.), Bachelor of Science in Criminal Justice Studies (B.S.CJS), Bachelor of Science in Cytotechnology (B.S.Cyto.), Bachelor of Science in Dietetics (B.S.D.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Electrical Engineering (B.S.E.E.), Bachelor of Science in Environmental Geoscience (B.S.E.G.), Bachelor of Science in Environmental Geology and Technology (B.S.EGT.), Bachelor of Science in Fisheries and Wildlife Biology (B.S.FWB), Bachelor of

Science in Geological Engineering (B.S.G.E.), Bachelor of Science in Geology (B.S.Geol.), Bachelor of Science in Industrial Engineering and Management (B.S.I.E.Mgt.), Bachelor of Science in Industrial Technology (B.S.I.T.), Bachelor of Science in Manufacturing Engineering (B.S.Mfg.E.), Bachelor of Science in Mechanical Engineering (B.S.M.E.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Science in Occupational Safety and Environmental Health (B.S.OSEH.), Bachelor of Science in Pharmacy (B.S. in Pharm.), Bachelor of Science in Physical Education (B.S.P.E.), Bachelor of Science in Physical Education and Exercise Science (B.S.PEXS), Bachelor of Science in Public Administration (B.S.P.A.), Bachelor of Science in Rehabilitiation and Human Services (B.S.R.H.S.), Bachelor of Science in Recreation and Leisure Services (B.S.RLS.), Bachelor of Science in Social Work (B.S.S.W.), Bachelor of Social Work (B.S.W.). These degrees require a minimum of 120 semester credit hours and prepare students for professional activity in the areas named in the degrees.

Bachelor of General Studies (B.G.S.), Bachelor of Arts (B.A., no major), and Bachelor of University Studies (B.U.S.). These degrees require a minimum of 120 semester credit hours. Each degree signifies that the student has completed an individually designed course of study that does not correspond directly to a standard academic or professional major curriculum. These degrees must meet the general education transfer agreement (403.7) requirements.

Master of Arts (M.A.) and Master of Science (M.S.). The master's degrees require a minimum of 30 semester credit hours in courses that carry graduate credit. The M.A. is usually in the humanities or social sciences. The M.S. is usually in the sciences, mathematics, or the professions.

Master of Architecture (M.Arch.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Engineering (M.Engr.), Master of Environmental Management (M.E.M.), Master of Music (M.M.), Master of Music Education (M.M.E), Master of Occupational Therapy (M.O.T), Master of Physician Assistant Studies (M.P.A.S.), Master of Public Administration (M.P.A.), Master of Science in Applied Economics (M.S.A.E.), Master of Science in Aviation (M.S.A.), Master of Science in Geological Engineering (M.S.GeoE), Master of Science in Space Studies (M.S.S.S.), Master of Science in Technology Education (M.S.T.E.), Master of Social Work (M.S.W), Master of Physical Therapy (M.P.T.). These master's degrees require a minimum of 30 semester credit hours in courses that carry graduate credit. Each degree signifies advanced education in the field named in the degree title.

Master of Fine Arts (M.F.A.). The master's degree in fine arts is the terminal degree in visual arts and requires a minimum of 60 semester credit hours beyond the baccalaureate degree.

Masters of Managerial Logistics (M.M.L.). This masters degree in managerial logistics is a professional degree for logistic managers, both military and civilian, and requires 34 semester credits beyond the baccalaureate degree.

Education Specialist (Ed.S.). The Education Specialist degree requires a minimum of 60 semester credit hours in courses that carry graduate credit. The degree is a professional degree for certification in an educational field.

Specialist's Diploma (Spec.Dip.). The Specialist's diploma requires 64 semester credits beyond the baccalaureate degree. It recognizes advanced

preparation for practice in a service field.

Doctor of Physical Therapy (D.P.T.). The Doctor of Physical Therapy degree requires a minimum of 91 semester credits beyond the bachelor degree.

Doctor of Education (Ed.D.). The Doctor of Education degree requires a minimum of 90 semester credit hours beyond the bachelor's degree in courses that carry graduate credit. It recognizes the completion of academic preparation for professional practice in education.

Doctor of Musical Arts (D.M.A.). The Doctor of Musical Arts requires a minimum of 90 semester credit hours beyond the bachelor's degree.

Doctor of Arts (D.A.), Doctor of Medicine (M.D.), Doctor of Pharmacy (Pharm.D.), Juris Doctor (J.D.). The D.A., M.D., and J.D. degrees, each with its own requirements, are terminal degree programs that prepare individuals to teach at the postsecondary level, to take residency training in medicine, to practice pharmacy, or to practice law, respectively.

Doctor of Nursing Practice (DNP). The Doctor of Nursing Practice degree requires 80 semester hours beyond the bachelor's degree. This degree prepares nurses to make contributions to evidence-based practice through professional leadership and scholarly practice and to function as clinical educators of future nurses. The DNP degree neither replaces nor competes with PhD programs in nursing.

Doctor of Philosophy (Ph.D.). The Doctor of Philosophy degree requires a minimum of 90 semester credit hours beyond the bachelor's degree in courses that carry graduate credit, with a substantial component of independent research.

First-Professional Degree.-Law (J.D.), Medicine (M.D.), Pharmacy (Pharm. D.) An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

4. The Board authorizes each institution with teacher education programs to award, under Policy 403.8, major equivalencies in areas where they have Board approved majors and minor equivalencies in areas where they have Board approved minors.

5. A subplan is a group of courses within an approved academic program which is identified in an institutional catalog. Subplans are either transcriptable or non-transcriptable. Transcriptable subplans include all options, specializations, emphases and concentrations. A minimum of 12 undergraduate credit hours or 9 graduate credit hours is required for each transcriptable subplan. Completion of transcriptable subplan requirements may be indicated on a student transcript at the discretion of the institution. Non-transcriptable subplans include all other groups of courses used for student tracking and advisement purposes such as tracks and foci. Notations regarding non-transcriptable subplans never appear on a student transcript. Board approval is not required for a subplan.

6. The Board authorizes each institution to award Certificates of Completion.

7. Institutions are authorized to transcript, list and award Certificates of Completion consistent with their Board approved missions without specific Board approval for each certificate. Each institution shall keep a current list of credit based Certificates of Completion on file in the System office. The transition of a Certificate of Completion to a Certificate or Degree program requires Board approval.

8. Board approval is required for all new Certificate programs (not Certificates of Completion), Diploma programs, and Degree programs as they are to appear on student records and catalog announcements. The Chancellor shall adopt procedures governing requests for approval and shall maintain a list of all Board-approved certificates and degrees for each institution.

9. Campuses should use NCA Higher Learning Commission guidelines to define terminal degrees.

Reference: NDUS Procedure 409

HISTORY: New policy. SBHE Minutes, June 25, 1987, page 5614.
Amendment SBHE Minutes, June 27-28, 1988, page 5731.
Amendment SBHE Minutes, January 20, 2000.
Amendment SBHE Minutes, April 4, 2000.
Amendment SBHE Minutes, May 30, 2001.
Amendment SBHE Minutes, February 21-22, 2002.
Amendment SBHE Minutes, April 18, 2002.
Amendment SBHE Minutes, May 8-9, 2003.
Amendment SBHE Minutes, November 20, 2003.
Amendment SBHE Minutes, June 17, 2004.
Amendment SBHE Minutes, September 16, 2004.
Amendment SBHE Minutes, September 15, 2005.
Amendment SBHE Minutes, December 15, 2005.
Amendment SBHE Minutes, June 15, 2006.
Amendment SBHE Minutes, September 20, 2007.
Amendment SBHE Minutes, December 18, 2008.

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NORTH DAKOTA
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Education Excellence - Students

December 2008

Admission Requirements

The SBHE recognizes that success in college is strongly dependent upon appropriate academic preparation in high school. In 1990, the SBHE instituted a policy that all high school students who graduated in 1993 and thereafter should complete the following high school courses (or core curriculum) and take the ACT to be admitted to a four-year institution:

- 4 units of English including written and oral communication skills
- 3 units of mathematics, algebra I and above
- 3 units of laboratory science, including at least 2 in biology, chemistry, physics, or physical science
- 3 units of social studies, excluding consumer education, cooperative marketing, orientation to social sciences, and marriage/family

In addition to the above core curriculum, the board also strongly encourages students to complete Algebra II and two units of one classical or modern language.

ACT-tested graduates who take the recommended core college-preparatory curriculum in high school—four years of English and three years each of math, science and social studies—were substantially more likely to be ready for college-level coursework than those who take less than the core curriculum.

Students who have not taken the required courses are encouraged to enroll in any of the state's two-year colleges. Upon successful completion of 24 transferable semester credits at a two-year college, students are eligible for transfer to four-year universities.

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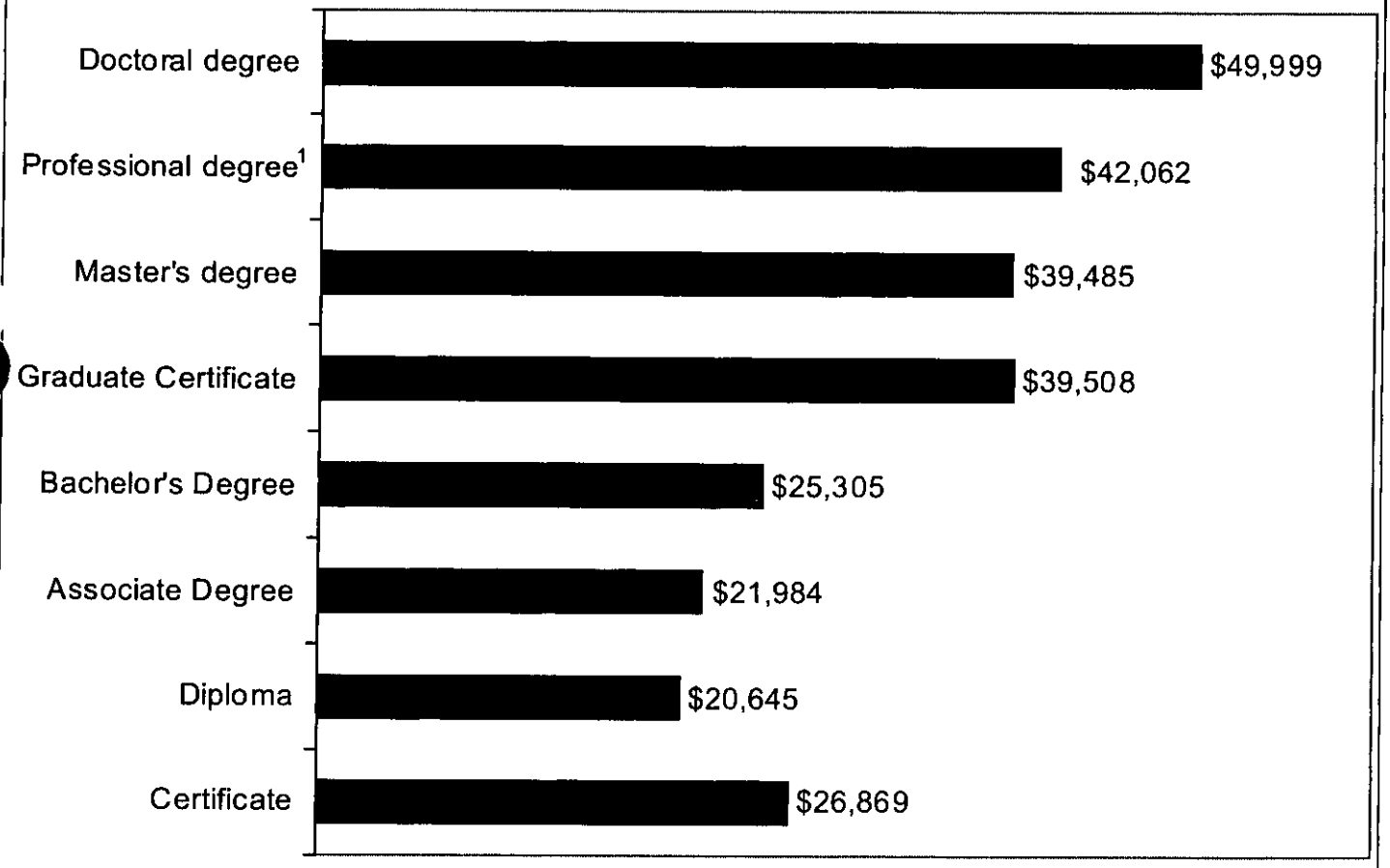
Education Excellence - Students

December 2008

Education and Earnings

Yearly Full -Time Earnings of 2006 NDUS Graduates One Year After Graduation



[1] Includes professional school graduates in required experiences such as medical residencies.
Source: Follow-up Report: 2007 Placement of 2006 NDUS Graduates.

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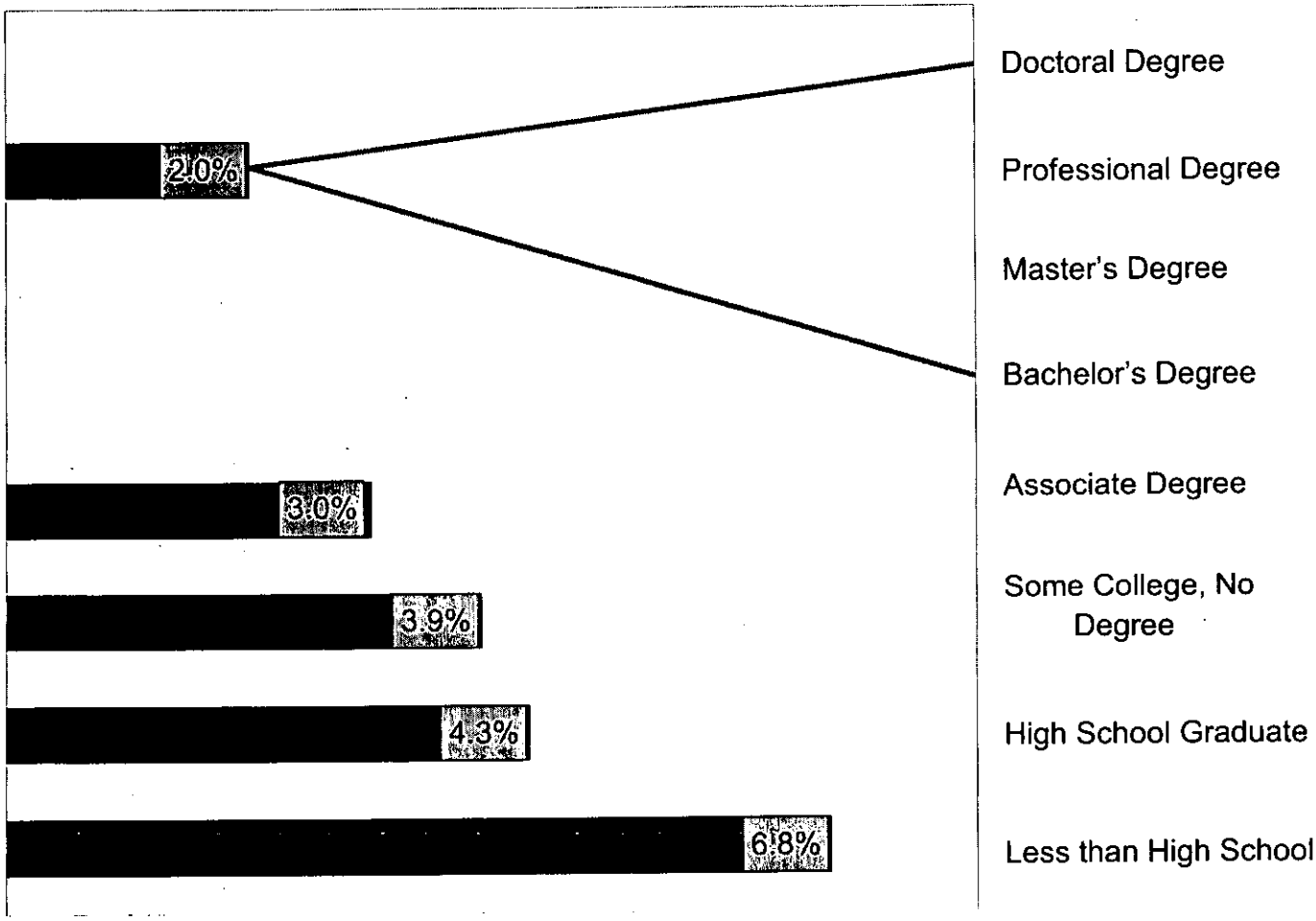
Education and Earnings (cont.)

The likelihood of obtaining and keeping a job greatly increases with the level of education achieved.

2006 National Unemployment Rate by Level of Education Age 25 and Over



Source: Postsecondary Education Opportunity, 2006.

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Education Excellence - Students

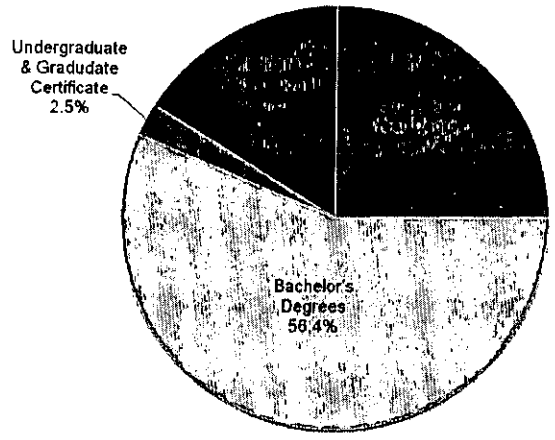
December 2008

Program Completers

Listed below are tables and figures from the 2007-08 NDUS Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education publication.

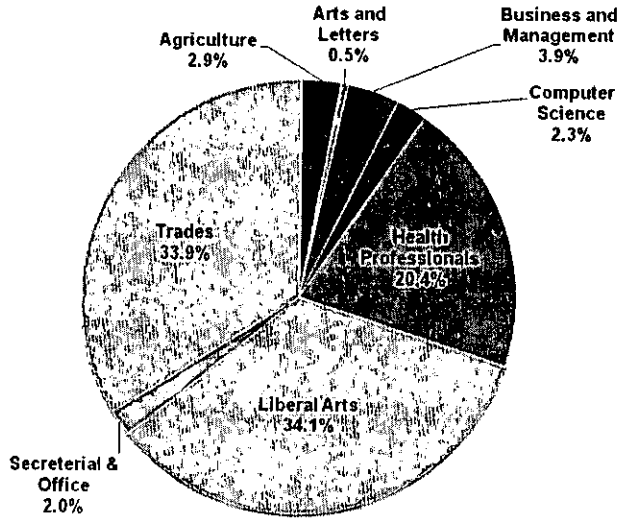
NDUS Program Completers by Level of Degree Academic Year 2007-08

One & Two -Year	
Certificate	396
Diploma	54
Associate	1,791
Sub-total	2,241
Bachelor's	5,079
Undergraduate & Graduate Certificate	
Undergrad certificate	142
Graduate certificate	85
Sub-total	227
Graduate & Professional	
Masters	974
Specialist	2
Ed.D & Ph.D.	244
Professional	233
Sub-total	1,453
Total	9,000



NDUS One & Two Year Degrees by Discipline Academic Year 2007-08

Agriculture	65
Arts and Letters	12
Business and Management	87
Computer Science	51
Health Professionals	457
Liberal Arts	764
Secreterial & Office	45
Trades	760
Total	2,241



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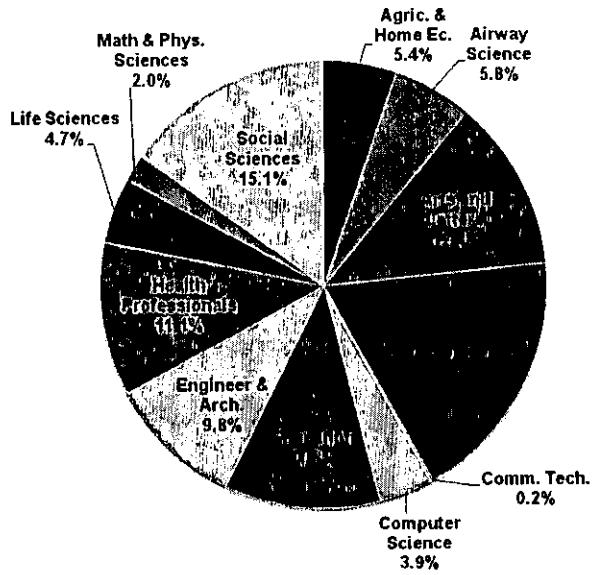
Program Completers (cont.)

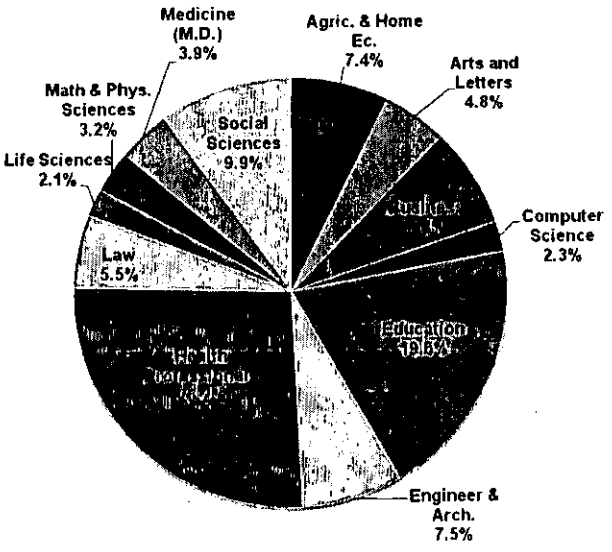
NDUS Bachelor's Degrees by Discipline
Academic Year 2007-08

Agric. & Home Ec.	280
Airway Science	302
Arts and Letters	647
Business	960
Communication Technologies	10
Computer Science	203
Education	591
Engineer & Arch.	510
Health Professionals	580
Life Sciences	246
Math & Phys. Sciences	102
Social Sciences	790
Total	**5,221**



NDUS Graduate and Professional Degrees by Discipline
Academic Year 2007-08

Agric. & Home Ec.	114
Arts and Letters	74
Business	117
Computer Science	35
Education	301
Engineer & Arch.	116
Health Professionals	403
Law	85
Life Sciences	32
Math & Phys. Sciences	49
Medicine (M.D.)	60
Social Sciences	152
Total	**1,538**



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NORTH DAKOTA
UNIVERSITY SYSTEM

Education Excellence - Students

December 2008

Program Matrix

The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. This table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one - two years), 2 (two years), 4 (four years), 4+ (more than 4 years), G (graduate school), 4G (four years or a graduate program), C (upper-level certificate programs). AA and AS programs are general transfer programs to BS and BA programs. An "A" in the table below indicates that the institution has a recommended AA or AS course of study for students planning on transferring to a bachelor's degree program in this specific field. A student who plans to transfer to another NDUS college or university should verify that the institutions have transfer agreements in place and have outlined a recommended course of study in the college catalog. An asterisk (*) indicates the program may also be offered through distance education.

	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
AGRICULTURE, FOOD AND NATURAL RESOURCES											
Agribusiness and Applied Economics								4G			
Agricultural Business & Management	2, A		1-2					4			
Agricultural Production/Farm & Ranch Management	2	1-2	1-2				2				
Agricultural Science, General		4	A			A		4			2, A
Agriculture Sales & Service/Ag Industry & Technology	2	2									
Agricultural Systems Management							A	4G			A
Agronomy Technician											C
Animal & Range Sciences								4G			A
Biology, Fisheries and Wildlife							A	4	4		A
Cereal Science								G			
Communications, Health/Agriculture/Management								4			
Crop & Weed Sciences							A	4			A
Culinary Arts							1-2				
Earth System & Policy									G		
Energy Management	4*										
Engineering, Environmental								G	G*		
Entomology								G			
Environmental & Conservation Science								G			A
Environmental Geoscience									4		
Environmental Technology						2					
Environmental Technology/Lab & Field Tech						2					
Environmental Technology/Water Management						2					
Equine Studies								C, 4			
Flowershop & Greenhouse Technology						1					
Food and Nutrition/Community Nutrition								G	4		A
Food Safety								4G, C			
Food Science								4			A
Geographic Information System	1-2					2					
Geology					4			4	4G		

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	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
Golf Course Grounds Technology						1					
Horticulture								4G			
Floral Design						2					
Greenhouse Technology						1-2*					
Landscape Design/Technology						1-2*					
Turf Management						2		4			
International Agribusiness								G			
Natural Resources Management						2		4G			A
Plant Pathology								4G			
Plant Science/Plant Protection								G			A
Power Plant Technology	1-2										
Process Plant Technology	1-2										
Soil Science								4G			
Urban Forestry Technology						1-2*					
Veterinary Technology								4			A
Water Quality Technology						1					
Wildlife & Fisheries Technology/Science						2				4	
Zoology								4G			
ARCHITECTURE AND CONSTRUCTION											
ARCHITECTURE											
Architecture								G			
Construction Engineering								4			
Construction Management								4			
Construction Management Technology							2				
Environmental Design								4			
Landscape Architecture								4			
CONSTRUCTION											
Architectural Drafting & Estimating Technology							2				
Building Construction Technology							2				
Carpentry, Residential	1-2										
Heating, Ventilation and Air Conditioning	1-2						1-2				
Lineworker, Electrical	1-2										
Mechanical Systems							2				
Plumbing							1				
ARTS, AUDIO/VIDEO TECHNOLOGY, COMMUNICATIONS											
ART											
Art		4		A	4	A		4		4	
Art, Commercial	1-2										

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Art Entrepreneurship		4									
Arts, Visual									4G		
Interior Design								4			
Music		4			4		A	4G	4G	4	A
Music Management										4	
Theater Arts		4			4			4G	4G		
COMMUNICATION											
Broadcasting					4			4			
Communications, General/Mass	2	4			4			4G	4G	4	A
Communications, Health/Agriculture/Management								4			
Journalism								4			
Public History								4			
Public Relations and Advertising								4			
Web Development					C						
AUDIO/VIDEO TECHNOLOGY											
Desktop & Web Publishing					C						
Graphic Design Technology/New Art Media					4				4		
Information Processing	1-2		1-2		2						1-2
Library and Information Technologies										G	
Public Relations and Advertising								4			
Webmaster/Web Designer	1-2				4	1-2	1-2				1-2
INFORMATION TECHNOLOGY											
Application Software Specialists					C						
Computer Information Systems			2	4		2, A	1-2			4	
Computer Science/Programming	4*, A	4	A		C, 4		2, A	4G	4G		1-2, A
Computer Support Specialist	2*						2				2
Computer Systems Tech						1-2	1				2
Computer Technology Management		4									
Computerized Office Management						2					
Customer Relationship Management										C	
Database Technology						2					
Engineering, Computer								4G			
Enterprise Applications										C*	
Graphic Design Technology/New Art Media					4				4		
Information Assurance/Network Security						2	1				
Information Processing Technician						2					1-2
Information Systems					G						
Information Technology				C		2					

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Knowledge Management					C						
Management Information Systems/Information Tech			1-2		4		A	4	4		1-2
Network Engineering						2					
Operating System Tech						1-2					
Software Engineering								C, G			
Virtual Business					4						
Web Development					C						
Webmaster/Web Designer/Development & Design	1-2*				4	1-2	1-2				1-2
EDUCATION, SPECIAL EDUCATION AND EDUCATION ADMINISTRATION											
EDUCATION											
American Sign Language & Interpretive Certification Training Program			1 -2								
Child Development & Family Science								4G			
College Teaching								C			
Communication Sciences & Disorders									4G		A
Corp Training and Performance ITD									G, C		
Counseling and Guidance								G	G		
Digital Enterprise								C			
Education			A		G		A	4G	4G		A
Education, Ag								4G			
Education, Art		4			4					4	
Education, Biological Sciences								4			
Education, Business		4	A		4		A		4G	4	A
Education, Career & Technical										4	
Education, Chemistry								4			
Education, Communication		4			4						
Education, Composite Chemistry				4							
Education, Composite Science								4		4	
Education, Earth Sciences								4			
Education, Elementary	4*, A	4		4	4	A	A	4*	4G	4	A
Education, English		4		4	4G			4		4	
Education, Family & Consumer Sciences								4G			
Education, Foreign Language		4			4			4		4	
Education, Geography				4							
Education, General Studies					4G		A	G	G		
Education, Health				4				4		4	A
Education, History		4	A	4	4			4		4	
Education, Industrial Arts/Technology									4	4	

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Education, Life & Physical Sciences		4		4	4G			4	4	4	
Education, Mathematics		4		4*	4G	A		4	4	4	
Education, Middle/High Level						A			4		A
Education, Music		4			4G			4	G	4	
Education, Physical		4	A	4	4			4		4	A
Education, Reading									G		
Education, Social Science/Social Studies	4*, A	4		4	4			4	4	4	
Education, Speech and Theater		4							4		
Education, Technology		4							G	4G	
Education, Vocational Marketing									4		
Education, Vocational-Technical										4	
English		4	A	4	4	A		4G	4G	4	A
Food and Nutrition/Community Nutrition								G	4		
General Studies		4		4	4	A	A	4	4	4	A
Health Ed/Community; School								4			
Humanities								4G			
K-12 Technology Integration ITD									G, C		
Language, Foreign & Classical		4			4			4	4	4	
Library and Information Technologies										G	
Linguistics									G		
Paraeducation	1-2*		1-2*			1-2*	1-2*				1-2*
Physical Education, Exercise Science and Wellness			A			A	A		4		
School Psychology					G						
Social Science		4	A	4	4	A		4G	4	4	
Speech, Debate & Forensics		4						4G			
Speech-Language Pathology					4G				G		
Speech-Language Pathology Assistant			2								2*
Studies, Gender/Women's					4			4			
Studies, Indian									4		
Studies, International								4	4		
Teaching & Learning									G		
Teaching English Language Learners										4	
Transfer/Pre-Professional/University Parallel	2, A	2	2			2	2				2
SPECIAL EDUCATION											
Autistic Spectrum Disorder									C		
Communication Disorders/Sciences and Disorders					4G				4		A
Developmental Disabilities					2, 4						
Early Childhood/Special Education			1-2	2, 4		A	A		4G		A

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Education, Deaf					4						
Education, Mental Retardation					4						
Special Education/Early Childhood					G				G		
Special Education/Emotional					G				G		
Special Education/Learning Disabilities					G				G		
Special Education/Visual					G				G		
EDUCATION ADMINISTRATION											
Administration/Leadership, Educational								G	G		
FINANCE											
Accountancy						2		4+	4		
Accounting		4	2	A	4	A		4	4G		2, A
Accounting & Computing	4*, A		2			2*					
Banking & Finance					4		A	C	4		A
Bookkeeping						1*					
Business Economics/Economics/Applied Economics						A			4-G		A
Economics/Applied Economic			A					4	4G		A
Family Financial Planning								C			
Finance			A				A	C			
Investments								4			
Managerial Finance and Accounting								4	4		
HEALTH SCIENCES											
Addiction Studies					4*						A
Administrative Assistant/Health Information Management							A				1-2*
Administrative Assistant/Medical	1-2				2*	2*	A*				
Advanced Nursing Practice								G			
Athletic Training/Corporate Fitness/Human Performance & Fitness					4		A	4G	4		A
Behavioral Statistics								4			
Caregiver Services						1-2*					
Child Development & Family Science								4G			
Clinical Lab Science	2, A			4*	4		A	4			
Clinical Laboratory Science/Management					4			4	C, 4G		
Clinical Laboratory Technician	2, A										
Communication Sciences & Disorders									4G		A
Communications, Health/Agriculture/Management								4			
Couple and Family Therapy								4G			
Cytotechnology									4		
Dental Assisting							1				
Dental Hygiene							2				

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Dietetics								4G	4		A
EMT – Paramedic Technology	1-2*										
Exercise Science/Leisure Studies/Sports Management		4		4						4	
Fitness & Wellness				4*							
Food and Nutrition/Community Nutrition								G	4		A
Gerontology								C			
Health Administration					4				C		
Health Information/Technician							2*				1-2
Health Science			A			A				4	
Histotechnician									C		
Massage Therapy	2*										1-2*
Medical Assistant	2*					1-2*					
Medical Coding						1*	1*				1*
Medical Secretary					2*	2*	2				
Medical Transcription						1*	1*				1-2*
Medicine (Physicians)			A						G		A
Mental Health Care Associate							2				1-2*
Mental Health/Addiction Technician											1-2*
Nurse Assistant	1		1								
Nurse Practitioner/Specialist									C, G		
Nursing Administration									G		
Nursing, Practical	1	2	2			1	2*				1*
Nursing, Registered	2, A	4	A		4	2	2	4G	4G		2*
Occupational Safety and Environmental Health									4		
Occupational Therapy									G		A
Occupational Therapy Assistant							2				
Pharmaceutical Sciences			A					4G			A
Pharmacy Doctorate								G			A
Pharmacy Technician							1-2				
Phlebotomy Technician	1										
Physical Therapy									4G		A
Physical Therapy Assistant											2
Physician Assistant Studies									C,G		
Psychology, Clinical									G		A
Psychology, Counseling					G				G		A
Psychology/Applied Psychology/Experimental		4	A	4	4		A	4G	4G	4	
Radiologic Technology/Sciences					4			4			
Recreation Management, Sports and Recreational Studies						1-2*		4	4		A

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Rehabilitation & Human Services									4		
Respiratory Care								4			
School Psychology					G						
Speech-Language Pathology					4G				G		
Speech-Language Pathology Assistant			2								2*
Surgical Technology	2										
Veterinary Technology								4			A
HOSPITALITY AND TOURISM / PARKS, RECREATION AND LEISURE											
Athletic Training/Corp Fitness/Human Performance & Fitness					4		A	4G	4		A
Culinary Arts							1-2				
Exercise Science/Leisure Studies/Sports Management										4	
Hotel/Restaurant/Hospitality/Tourism Management	1-2						2	4			
Recreation Management, Sports and Recreational Studies						1-2*		4	4		A
HUMAN SERVICES											
Addiction Studies					4*						A
Behavioral Statistics								4			
Community Management/Development								G			
Couple and Family Therapy								4G			
Eligibility Worker	C										
Forensic Psychology									G		
Gerontology								C			
Human Services	2										
Mental Health Care Associate							2				1-2*
Philosophy and Religion								4	4		A
Policy Analysis									C		
Psychology, Clinical									G		A
Psychology, Counseling					G				G		A
Psychology/Applied Psych/Experimental		4	A	4	4		A	4G	4G	4	
Rehabilitation & Human Services									4		
School Psychology					G						
Social Work	4*, A		A		4		A		4G		A
Sociology			A		4	A		4G	4G		A
LAW, PUBLIC SAFETY, CORRECTIONS, SECURITY & CRIMINAL JUSTICE											
Criminal Justice/Studies	2-4*, A		A		4G		A	4G	4G		A
Emergency Management							A	4G			
Fire Technology	1-2*										
Forensic Psychology									G		

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Forensic Science									4		
Law (J.D.)			A				A		G		A
Law Enforcement			2				A				
Paralegal/Legal Assistant			2				A				
Peace Officer			1								
Police Management & Investigation					C						
Private Security Officer			1								
MANAGEMENT AND ADMINISTRATION (Government and Public)											
MANAGEMENT AND BUSINESS ADMINISTRATION											
Administrative Assistant	1-2	2	1-2	2		2*	1-2*				1-2*
Legal	1-2		1-2				A				
Medical	1-2				2*	2*	A				
Accountancy						2		4+	4G		
Accounting & Computing	4*, A		2			2*					2, A
Accounting		4	2	A	4	A		4	4G		2, A
Administrative Assistant/Health Information Management						2	2, A				1-2*
Advertising and Marketing						1-2					A
Application Software Specialists					C						
Art Entrepreneurship		4									
Bookkeeping						1*					
Business Administration & Management	4*, A	4	2, A	4	G	2, A	2, A	4G	G	4	
Business and Management, General/Applied	2			2	4G	1	1-2		4		A
Computerized Office Management						2					
Construction Management								4			
Customer Relationship Management										C	
Digital Enterprise								C			
Energy Management	4*										
Entrepreneurship	C*	C					A		C, 4		1-2*
Facility Management								4			
Hotel/Restaurant/Hospitality/Tourism Management	1-2						2	4			
Human Resources Development/Management		C						C	4	4	
Information Processing	1-2*		1-2		2*						1-2*
International Business		4*			4						
Investments								4			
Knowledge Management					C						
Management								4			
Managerial Finance & Accounting								4	4		
Management Information Systems/Information Tech			1-2		4		A	4	4		1-2

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Marketing Management			A		4	2, A	2	C	4		1-2, A
Medical Secretary					2*	2*	2				
Merchandising								C, G			
Nonprofit Leadership									C		
Office Supervision & Management		2	2	4						4	
Policy Analysis									C		
Reception Services						1*					
Small Business Management						2*					
Statistics								C, 4G			
Virtual Business					4						
GOVERNMENT AND PUBLIC											
Caregiver Services						1-2*					
Community Management/Development								G			
Eligibility Worker	C										
Human Services	2										
Nonprofit Leadership									C		
Public Administration			A						C, 4G		A
MANUFACTURING (Const & Manufacturing (NDUS)											
Apparel & Textiles/Merchandising								4G			
Auto Body Repair	1-2						2				
Automotive Technology	1-2		1-2				1-2				2
Building Construction Technology							2				
Carpentry, Residential	1-2										
Caterpillar Dealer Service							2				
Construction Management								4			
Diesel Technology			1-2				2				2
Electrical Technology	1-2*						2				
Electronics/Telecommunications Technology	1-2										
Emergency Management							A	4G			
Engineering & Surveying Technology, Civil							2*				
Engineering Technician	2										
Fire Technology	1-2										
Forensic Science									4		
Heating, Ventilation, Air Conditioning and Refrigeration Technology	1-2						1-2				
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		
John Deere Ag Technology							2				

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The North Dakota University System offers programs that range from certificates to doctoral and professional degrees. This table can help you best match a campus with your career goals. The typical program length is indicated by a 1 (less than one year), 1-2 (one - two years), 2 (two years), 4 (four years), 4+ (more than 4 years), G (graduate school), 4G (four years or a graduate program), C (upper-level certificate programs). AA and AS programs are general transfer programs to BS and BA programs. An "A" in the table below indicates that the institution has a recommended AA or AS course of study for students planning on transferring to a bachelor's degree program in this specific field. A student who plans to transfer to another NDUS college or university should verify that the institutions have transfer agreements in place and have outlined a recommended course of study in the college catalog. An asterisk (*) indicates the program may also be offered through distance education.

	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
Lineworker, Electrical	1-2										
Machinist & Tool Maker							1-2				
Materials and Nanotechnology								G			
Mechanical Systems							2				
Mechanics, Automotive	1-2		1-2				1-2				2
Nanoscience Technology							2				
Nuclear Power Technology	1-2*										
Occupational Safety & Environmental Health									4		
Plumbing							1				
Power Plant Technology	1-2*										
Process Plant Technology	1-2*										
Recreational Engines Technology							2				
Welding	1-2		1				1-2*				
MARKETING, SALES AND SERVICE											
Advertising and Marketing						1-2					
Apparel & Textiles/Merchandising								4G			
Facility Management								4			
Interior Design								4			
Marketing/Marketing Management			1-2		4		2	C	4		1-2, A
Merchandising								C, G			
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)											
SCIENCE, PHYSICAL AND SOCIAL											
Aeronautics									4		
Airport/Aviation Management									4		A
Anatomy									G		
Anthropology								4	4		
Atmospheric Sciences/Studies									4G		
Aviation			A						G		
Biochemistry								4G	G		
Biology		4	A	4	4	A		4G	4G	4	A
Biology, Cell & Molecular								G			
Biology, Fisheries and Wildlife							A	4	4		
Biotechnology							A*	4			
Botany								4G			
Chemistry		4	A	4	4			4G	4G	4	A
Coatings & Polymeric Sciences						A		G			
Earth/Environmental Science					4						A

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	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
Entomology								G			
Forensic Science									4		
General & Technical Studies			2				1-2				1-2
Genomics and Bioinformatics								G			
Geographic Information Science			2				1-2		C		1-2
Geography									4G		
Geology					4			4	4G		
Gerontology								C			
History		4	A		4	A		4G	4G	4	A
Microbiology								4G	G		
Molecular Pathogenesis								G	G		
Pharmacology, Physiology & Therapeutics						A			G		
Physical Science					4		A		4		A
Physics			A		4			4G	4G		A
Plant Pathology								4G			
Political Science		4	A					4	4		A
Science, General					G						
Social Science		4	A	4	4	A		4G	4	4	
Space Studies									G		
Transfer/Pre-Professional/University Parallel	2, A	2	2			2	2				2
Zoology								4G			
TECHNOLOGY											
Automotive Technology	1-2		1-2				1-2				2
Biotechnology							A*	4			
Building Construction Technology							2				
Construction Engineering Management								4			
Diesel Technology			1-2				2				2
Electrical Technology	1-2*						2				
Electronics/Telecommunications Technology	1-2										
Engineeringand Surveying Technology, Civil							2				
Environmental Technology						2					
Environmental Technology/Lab & Field Tech						2					
Environmental Technology/Water Management						2					
Fire Technology	1-2										
Greenhouse Technology						1-2*					
Heating, Ventilation, Air Conditioning and Refrigeration Technology	1-2						1-2				
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		

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	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
Instrumentation & Control Technology	1-2*										
John Deere Ag Technology							2				
Landscape Design/Technology						1-2*					
Materials and Nanotechnology								G			
Nanoscience Technology							2				
Nuclear Power Technology	1-2										
Petroleum Production Technology											1-2
Power Plant Technology	1-2*										
Process Plant Technology	1-2*										
Recreational Engines Technology							2				
Simulator Maintenance Technology			2								
Urban Forestry Technology						1-2*					
Veterinary Technology								4			A
Water Quality Technology						1					
Wildlife & Fisheries Technology/Science						2				4	
ENGINEERING											
Engineering and Management, Industrial								4G			
Engineering, Agricultural & Biosystems								4G			
Engineering, Chemical									4G		
Engineering, Civil								4G	4G		
Engineering, Electrical								4G	G-C		
Engineering, General			A				A	G			A
Engineering, Geological									4G		
Engineering, Manufacturing								4G			
Engineering, Mechanical								4G	4G		
MATHEMATICS											
Economics/Applied Economics			A					4	4G		A
Materials and Nanotechnology								G			
Mathematics		4	A	4*	4	A		4G	4G	4	A
Statistics								C, 4G			
TRANSPORTATION, DISTRIBUTION & LOGISTICS											
Aeronautics									4		
Airport/Aviation Management									4		A
Auto Body Repair	1-2						2				
Automotive Technology	1-2		1-2				1-2				2
Aviation			A						G		
Caterpillar Dealer Service							2				
Diesel Technology			1-2				2				2

FOR MORE INFORMATION CONTACT:

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	BSC	DSU	LRSC	MaSU	MiSU	MiSU-B	NDSCS	NDSU	UND	VCSU	WSC
Industrial Technology/Mechanical Maintenance Technology	1-2								4G		
John Deere Ag Technology							2				
Recreational Engines Technology							2				
Simulator Maintenance Technology			2								
Space Studies									G		
Transportation & Logistics/Supply Chain Management	2							G	4		
Truck Driving							C				

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North Dakota University System
Student Grant Programs By Funding Source
Per 2009-11 Executive Recommendation

	(1) State Grant Program	(2) Scholars Program	(3) PSEP	(4) ND Indian Scholarship Program	(5) Education Incentive Programs	(6) Total
General Fund:						
2007-09 Adjusted Appropriation	$ 6,187,797	$ 1,663,584	$ 2,253,130	$ 381,292	$ 2,013,344	$ 12,499,147
Increase (Decrease)	33,112,203	450,000	93,000	-	2,160,000	35,815,203
2009-11 Executive Recommendation	39,300,000	2,113,584	2,346,130	381,292	4,173,344	$ 48,314,350
% Increase (Decrease)	535.1%	27.1%	4.1%	0.0%	107.3%	286.5%
Other Funds:						
2007-09 Adjusted Appropriation			$ 523,380			$ 523,380
Increase (Decrease)			467,590			467,590
2009-11 Executive Recommendation			990,970			$ 990,970
% Increase (Decrease)			89.3%			89.3%
Federal Funds:						
2007-09 Adjusted Appropriation	$ 348,428					$ 348,428
Increase (Decrease)	-					-
2009-11 Executive Recommendation	348,428					$ 348,428
% Increase (Decrease)	0.0%					0.0%
Total Funds:						
2007-09 Adjusted Appropriation	$ 6,536,225	$ 1,663,584	$ 2,776,510	$ 381,292	$ 2,013,344	$ 13,370,955
Increase (Decrease)	33,112,203	450,000	560,590	-	2,160,000	36,282,793
2009-11 Executive Recommendation	$ 39,648,428	$ 2,113,584	$ 3,337,100	$ 381,292	$ 4,173,344	$ 49,653,748
% Increase (Decrease)	506.6%	27.1%	20.2%	0.0%	107.3%	271.4%

The executive recommendation provides sufficient funding for the following, by program:

State Grant Program - A biennial appropriation of $39.6 million in state grant funding, will permit the NDUS to serve approximately 11,400 students per year with annual grants ranging from $500 to $2,000 based on the level of student unmet need.

Scholars Program - Continues funding for existing scholar recipients and adds 50 new freshmen per year, as well as continuing to provide one-time stipends of $2,0000 to incoming freshmen.

Professional Student Exchange Program (PSEP) - Continues state funding for existing students and funds the same number of new student slots in 2009-10 and 2010-11 as in 2008-09 (7-Veterinary medicine; 8-Dentistry; 4-Optometry). In addition, $990,970 is provided from the student loan trust fund, to continue funding for the existing students in the veterinary medicine program at Kansas State University, and to add 5 additional freshmen in each year of the 2009-11 biennium.

ND Indian Scholarship Program - Funds 238 grants per year, at $800 each, approximately the same number funded in 2007-09.

Education Incentive Program - The Governor included an additional $2.0 million in the Technology Occupation program as part of a STEM (Science, Technology, Engineering, and Math) initiative, which would increase the loan forgiveness from $1,000 to $2,000 in this program, for up to 5 years. The remaining $160,000 increase will be needed to help address increased applicant demand in both the Teacher Shortage and Technology Occupation programs. Estimated new cohorts/slots will be added in 2009-11, as follows: Teacher Shortage Loan Forgiveness - 160-170 per year, @ $1,000; Technology Occupation Loan Forgivenes - 250 in FY2010 and 275 in FY2011, @ $2,000. It also includes $260,000 for the Doctoral program.

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North[illegible]a University System
Student Grant Programs By Funding Source
Engrossed SB's 2003 and 2062

	(1) State Grant Program (Pages 4-5)	(2) Scholars Program (Pages 6-7)	(3) PSEP (Pages 8-11)	(4) ND Indian Scholarship Program (Pages 12-13)	(5) Education Incentive Programs (Pages 14-18)	(6) Opportunity Grants	(7) Total
General Fund:							
2007-09 Adjusted Appropriation	$ 6,187,797	$ 1,663,584	$ 2,253,130	$ 381,292	$ 2,013,344	$ -	$ 12,499,147
Increase (Decrease)	33,112,203	450,000	93,000	-	2,160,000	-	35,815,203
2009-11 Executive Recommendation	39,300,000	2,113,584	2,346,130	381,292	4,173,344	-	48,314,350
Senate Adjustments	(12,412,203)				(997,000)	4,000,000	(9,409,203)
2009-11 Engrossed SB2003	26,887,797	2,113,584	2,346,130	381,292	3,176,344	4,000,000	38,905,147
% Increase (Decrease)	334.5%	27.1%	4.1%	0.0%	57.8%	100.0%	211.3%
Other Funds:							
2007-09 Adjusted Appropriation			523,380				523,380
Increase (Decrease)			467,590				467,590
2009-11 Executive Recommendation			990,970				990,970
Senate Adjustments							
2009-11 Engrossed SB2003			990,970				990,970
% Increase (Decrease)			89.3%				89.3%
Federal Funds:							
2007-09 Adjusted Appropriation	348,428						348,428
Increase (Decrease)	-						-
2009-11 Executive Recommendation	348,428						348,428
Senate Adjustments							
2009-11 Engrossed SB2003	348,428						348,428
% Increase (Decrease)	0.0%						0.0%
Total Funds:							
2007-09 Adjusted Appropriation	6,536,225	1,663,584	2,776,510	381,292	2,013,344	-	13,370,955
Increase (Decrease)	33,112,203	450,000	560,590	-	2,160,000	-	36,282,793
2009-11 Executive Recommendation	39,648,428	2,113,584	3,337,100	381,292	4,173,344	-	49,653,748
Senate Adjustments	(12,412,203)	-	-	-	(997,000)	4,000,000	(9,409,203)
2009-11 Engrossed SB's 2003 & 2062	$ 27,236,225	$ 2,113,584	$ 3,337,100	$ 381,292	$ 3,176,344	$ 4,000,000	$ 40,244,545
Engr Bill Change to 07-09 Adj Approp	$ 20,700,000	$ 450,000	$ 560,590	$ -	$ 1,163,000	$ 4,000,000	$ 26,873,590
% Increase (Decrease)	316.7%	27.1%	20.2%	0.0%	57.8%	100.0%	201.0%

Engrossed SB's 2003 and 2062 provide sufficient funding for the following, by program:

State Grant Program - A biennial appropriation of $27.2 million in state grant funding ($7.2 M in SB2003 & $20 M in SB2062), would allow the NDUS to serve approximately 7,750 students per year with annual grants ranging from $500 to $2,000 based on the level of student unmet need. However, engrossed SB2062 limits expenditures to $26 million for the 2009-11 biennium, which would reduce the estimated number of students to 7,400 per year.

Scholars Program - Continues funding for existing scholar recipients and adds 50 new freshmen per year, as well as continuing to provide one-time stipends of $2,0000 to incoming freshmen. (SB2003)

Professional Student Exchange Program (PSEP) - Continues state funding for existing students and funds the same number of new student slots in 2009-10 and 2008-09 (7-Veterinary medicine; 8-Dentistry; 4-Optometry). In addition, $990,970 is provided from the student loan trust fund, to continue funding for the existing students in the 2010-11 as in veterinary medicine program at Kansas State University, and to add 5 additional freshmen in each year of the 2009-11 biennium. See potential change in Mn support for dentistry on page 10-1. (SB2003)

ND Indian Scholarship Program - Funds 238 grants per year, at $800 each, approximately the same number funded in 2007-09. (SB2003)

Education Incentive Program - SB2062 includes $1.0 million in the Technology Occupation program as part of a STEM (Science, Technology, Engineering, and Math) initiative, which would increase the loan forgiveness from $1,000 to $2,000 in this program, for up to 5 years and focus eligibility on STEM programs and related primary sector employment. The additional $163,000 increase in Engrossed SB2003 will be needed to help address increased applicant demand in both the Teacher Shortage and Technology Occupation programs. Estimated new cohorts/slots will be added in 2009-11, as follows: Teacher Shortage Loan Forgiveness - 160 per year, @ $1,000; Technology Occupation Loan Forgiveness- 100 per year, @ $2,000. It also includes $260,000 for the Doctoral program.

Opportunity Grants - This new program, added by the Senate in SB2062, will provide grants of $2,400 per year to residents of ND during the past 12 months, who attend an NDUS campus and meet merit scholarship (technical or academic) requirements identified in HB1400.

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Access - General

December 2008

State Grant Program

The North Dakota Student Financial Assistance Program (State Grant) provides $800 non-repayable grants each year to North Dakota residents pursuing undergraduate degrees at North Dakota's public, private (not-for-profit) and tribal colleges. The purpose of these need-based grants is to assist students with the cost of attending North Dakota postsecondary institutions. A State Grant also reduces the amount of money a student needs to borrow for his or her education.

- More than 33,580 North Dakota students applied for a state grant in 2007-08. The State Grant Program was able to fund 4,152 needy students or about 20 percent of the eligible students. For 2007-08, the greatest unmet need of a State Grant Program recipient was $14,988. Unmet need for this program is calculated as follows: cost of education minus parent/student expected contribution, minus the Federal Pell Grant, minus other resources (such as veterans' benefits) equals unmet need. For academic year 2007-08, State Grant dollars were exhausted at an unmet need figure of $5,964. In other words, those students demonstrating an unmet need of $5,963 or less did not receive State Grant support. Historically, of the over 30,000 students who apply for the State Grant program each year, over 20,000 students exhibit some type of unmet financial aid need.
- State funding to support the State Grant Program is equivalent to 1.7 percent of annual tuition collections.

Students Receiving State Grants Awarded by Institution Type

	Public Institution	Private Non-Profit 4-Year Colleges & Hospital School of Nursing	Native American Community Colleges	Total
2008-2009 School Year (est.)				
# Applying 30,325				
# of Students Receiving Awards	3,536	581	100	4,217
$ Awarded	$2,828,800	$464,800	$80,000	$3,373,600
% of Total $ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%
2007-2008 School Year				
# Applying 33,580				
# of Students Receiving Awards	3,484	565	103	4,152
$ Awarded	$2,596,400	$430,798	$75,200	$3,102,398
% of Total $ Awarded	84%	14%	2%	100%
% of all ND Students Attending College	87%	9%	4%	100%

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State Grant Program (cont.)

The State Grant Program has a federal maintenance of effort (MOE) requirement. Under federal law, states are required to meet or exceed the maintenance of effort requirement to ensure continued federal financial aid funding. The MOE requirement is the average expenditure of non-federal dollars for the past three years. However, in the future, according to federal reporting procedures, not all non-federal sources will be included in the MOE requirement. To maintain the MOE requirement for the 2009-11 biennium, an estimated $3.45 million in non-federal dollars is needed.

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December 2008

Tribal College Assistance Grant

The 2007 North Dakota Legislative Assembly appropriated $700,000 (or $350,000 for each year of the 2007-09 biennium) from the Permanent Oil Trust Fund for supplemental grant assistance to the tribal community colleges to recognize their service to nonbeneficiary students. A nonbeneficiary student is defined as a resident of North Dakota enrolled in a tribally-controlled community college but not an enrolled member of a federally recognized Indian tribe. For program management purposes a full time equivalent (FTE) student has been defined as 24 credit hours per year.

In Academic Year 2007-08, 95.54 FTE students met the definition of nonbeneficiary students, resulting in a prorated per student allocation of $3,663. Reimbursement received under the tribal college assistance grant program may be used for such things as salaries and wages, operating expenses, equipment, capital expenditures, etc.

The following table provides a breakout of payments by institution:

Tribal College Assistance Grant Payment for 2007-08 AY

Institution	No. of Credit Hours	FTE Students at 24 Credit Hours Per Year	Total Distribution by Campus
Fort Berthold Community College	376	15.667	$57,392.06
Cankdeska Cikana Community College	114	4.750	$17,400.78
Turtle Mountain Community College	758	31.583	$115,699.96
Sitting Bull College	243	10.125	$37,091.15
United Tribes Technical College	802	33.417	$122,416.05
	2,293	95.542	$350,000.00
Annual Allocation		$350,000	
Per Student Allocation		$3,663	

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December 2008

North Dakota Scholars Program

The North Dakota Scholars Program, a merit-based scholarship program, was first funded by the Legislature in 1987 to provide scholarships to North Dakota's best and brightest high school graduates to encourage them to remain in North Dakota for postsecondary education.

Criteria

A high school junior must take the ACT Assessment between October and June of his or her junior year and score in the upper 5 percent of all North Dakota ACT test takers. The numeric sum of the English, Math, reading and science reasoning scores will be used as a second selection criteria. The numeric sum of a student's English and mathematics scores will be used as additional selection criteria if a tie-beaker is needed.

- The scholarship is renewable for up to three years if the recipient maintains a cumulative 3.5 grade-point average.

- The Scholars Program provides full-tuition scholarships for students who attend North Dakota's public and tribal colleges and tuition scholarships not to exceed the highest resident undergraduate tuition rate in the North Dakota University System for students who attend North Dakota's private institutions and a $2,000 stipend to freshmen scholars.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
# of candidates meeting 5% ACT requirement	484	394	377	326	319	321
# of candidates also meeting high school rank requirement*	398	339	328	*	*	*
Offers made	46	36	44	68	98	92
Offers accepted	17	12	20	32	49	49
% of those offered and accepted	37%	33%	45%	47%	50%	53%

*Number of candidates also meeting high school rank requirement, as a second selection criteria, was changed beginning with Fall 2006 scholars to the numeric sum of the four ACT scores.

- North Dakota students who qualify for this program are high academic achievers. These students are heavily recruited by out-of-state colleges and universities that also offer financial incentives to attract them to their campuses. This is demonstrated by the fact that, in 2008-09, in order to fund 49 new freshmen students, 92 offers were made, which is an acceptance rate of 53 percent. The other 43 students more than likely attended out-of-state institutions.

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North Dakota Scholars Program (cont.)

- The North Dakota University System had sufficient funding to support the following number of North Dakota scholars by class and year:

North Dakota Scholars by class, by year						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Freshmen	17	12	20	32	49	49
Sophomores	44	17	11	17	26	41
Juniors	40	43	17	10	18	25
Seniors	22	37	40	17	8	14
Total	**123**	**109**	**88**	**76**	**101**	**129**

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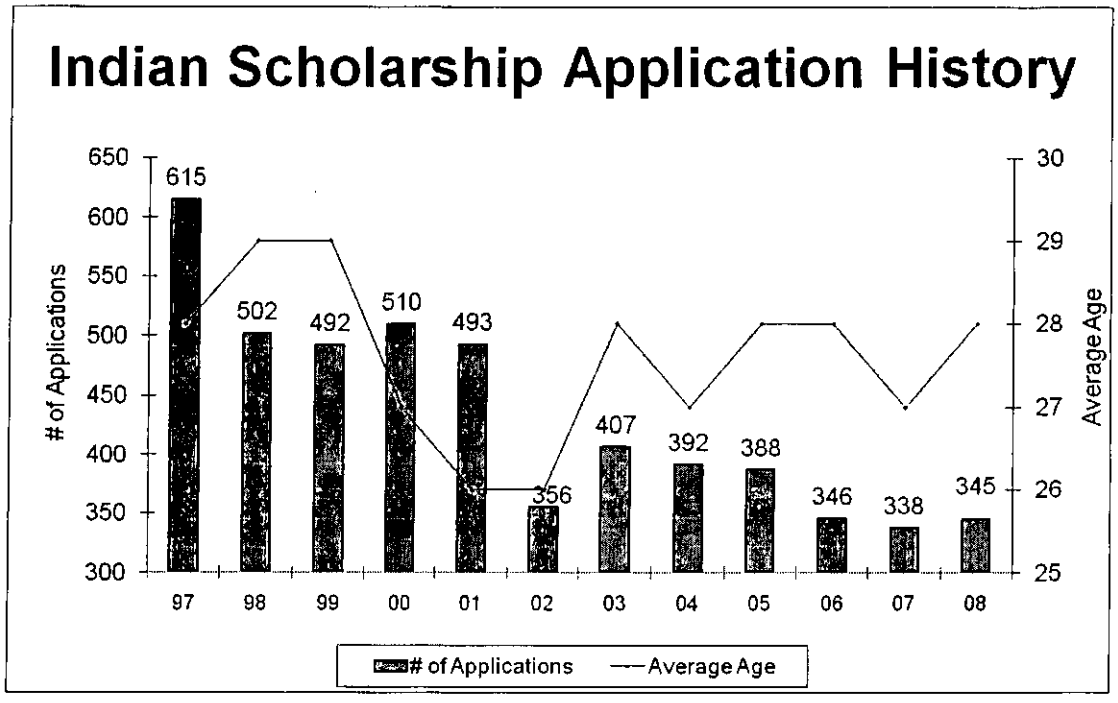
December 2008

Indian Scholarship Program

- The Indian Scholarship Program assists American Indian students in obtaining a college education by providing grants based upon scholastic ability and financial need. By limiting scholarship awards to $800, the Indian Scholarship Board has been able to make scholarship awards to about 225 eligible applicants each year, 98 percent of whom show financial need in addition to scholastic ability. About 30 program participants graduate each year.
- The qualifications for eligibility for the North Dakota Indian Scholarship Program are as follows:
  - An applicant must either be a resident of North Dakota who is one-quarter Native American or an enrolled member of any tribe that now resides in North Dakota. Residency for each student will be determined by the institution he or she plans to attend.
  - An applicant must have been accepted for admission at an institution of higher learning or a state vocational education program within North Dakota.
  - Scholarship recipients must be enrolled full-time and may not have a grade-point average below 2.0.
  - A student who participates in an internship, student teaching, teaching assistance or cooperative education program may be eligible for scholarship awards only if participation in that program is required for the degree and only if tuition must be paid for the credits earned.



FOR MORE INFORMATION CONTACT:
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Indian Scholarship Program (cont.)

History of Native American Scholarship Program

Biennium	Full-time Native American Students Attending College*	Native American Scholarships Awarded	State General Funds Appropriated	% of Full-time Students Receiving Funding
1973-75	1,366	50	$45,000	3.7%
1975-77	1,935	82	$75,000	4.2%
1977-79	2,258	89	$85,000	3.9%
1979-81	2,278	101	$85,000	4.4%
1981-83	1,964	173	$147,742	8.8%
1983-85	2,051	272	$175,000	13.3%
1985-87	2,729	276	$175,000	10.1%
1987-89	2,812	293	$175,000	10.4%
1989-91	2,699	246	$170,700	9.1%
1991-93	3,260	237	$200,000	7.3%
1993-95	2,669	300	$200,000	11.2%
1995-97	3,207	289	$204,000	9.0%
1997-99	4,367	292	$204,000	6.7%
1999-01	4,733	295	$204,082	6.2%
2001-03	4,899	294	$204,082	6.0%
2003-05	6,260	375	$204,086	5.0%
2005-07	6,327	362	$251,988	5.7%
2007-09	[1]5,304	502	$380,626	9.5%

*Includes the following schools: Bismarck State College, Dickinson State University, Fort Berthold Community College, Jamestown College, Lake Region State College, Cankdeska Cikana Community College, University of Mary, Mayville State University, Minot State University, Minot State University-Bottineau Campus, North Dakota State University, Standing Rock College, North Dakota State College of Science, Turtle Mountain Community College, University of North Dakota, Valley City State University and Williston State College.

[1] *Fall 08 enrollment data not available from Turtle Mountain Community College and Fort Berthold Community College*

FOR MORE INFORMATION CONTACT:
***Rhonda Schauer**, State Approving Agency Director/Coordinator of Multicultural Education*
701.224.2497 Rhonda.Schauer@ndus.edu

Same to given to Senate

Written Testimony on North Dakota Indian Scholarship Program
By Cornelius Grant
North Dakota Indian Scholarship Board Member
February 25, 2009 – House Appropriation Committee

Mr. Chairman and members of the House Appropriation Committee, my name is Cornelius Grant, enrolled Turtle Mountain Chippewa. Also, I am the Governor's appointee to the Indian Scholarship Board and this will be my 36th year serving on the Board.

Over the past 36 years I've had the opportunity to give testimony on behalf of the Indian Scholarship Program on many occasions, it is always a distinct pleasure because the Indian Scholarship Program has proven to be one of the best investments that the State has ever made. An investment of far reaching and almost unlimited social and economic impact.

This healthy impact has been most noteworthy the last 10 years in terms of Indian college graduates and corresponding growth in leadership both on and off the Reservations in our State. I've been involved with community and economic development for well over forty years, the last focal role being service as the Executive Director for the State's Rural Development Council. I try to visit each Reservation four to five times a year, now more for personal rather than for professional purposes.

During the course of these Reservation visits and informal meetings, I almost always run into Graduates of the Indian Scholarship Program, many in influential positions with their respective Tribe. Most will acknowledge that the financial assistance they received through the auspices of the Indian Scholarship Program was a decisive factor in their entering and completing post-secondary education.

You will find information on the scholarship recipients in the North Dakota University System Resource Guide, Section 8, Pages 5 and 5.1. I would like to highlight that during the 2007-09 biennium the Program provided 502 eight hundred dollar scholarships. Unfortunately over 180 students were denied assistance during this same time frame due to lack of program funds.

During my introductory remarks, I underscored the term investment and I hope that my comments in support of the program will help to assure Committee members that these funds have been very well spent. I would also take this opportunity to solicit your continued support for the North Dakota Indian Scholarship Program.

Higher Education has become an important factor in the lives of many families, particularly among the Native American community. There is a definite need to continue the program, other possible primary funding avenues have either been cut, and/or have not had increases necessary to keep up with inflation or the ever-rising costs of attending college. As was earlier indicated, we can provide tangible evidence that the need for supplemental assistance continues to exist, and at the same time prove that the investment is paying off in impressive terms.

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Same Speech to Senate

Written Testimony on North Dakota Indian Scholarship Program
Submitted by Cheryl Kulas
Executive Director
North Dakota Indian Affairs Commission
February 25, 2009 – House Appropriation Committee

Chairman and members of the House Appropriations Committee, I am here testifying before you as the Secretary of the State Board for Indian Scholarships. I appreciate the opportunity to speak to you today in support of the North Dakota Indian Scholarship Program.

The Indian Scholarship Program has proven to be one of the best investments that the State has made, and it is an investment of far reaching and almost unlimited social economic impact. Since 1973, 4,153 Indian Scholarships have been awarded and each academic year an average of 30 students complete their degree requirements. Among these graduates are school teachers, administrators, lawyers, doctors, law enforcement officers, Tribal College Presidents, top administrative officers with the Bureau of Indian Affairs, Indian Health Service, Indian Education, Tribal government officials, just to name a few categories.

You will find information on the scholarship recipients in Section 8, pages 5 and 5.1 of the North Dakota University System Resource Guide. The Indian Scholarship Program receives over 325 applications each year and is able to provide a scholarship to 60% of the applicants, of these, 55% are merit students with cumulative grade point averages of 3.50 and above. I would like to ask your continued support of this program. The Indian Scholarship Program enables Indian students to be personally and professionally successful.

Thank you for the opportunity to share my comments with you and I would be pleased to answer any questions you may have.

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Same given to Senate

Testimony on North Dakota Indian Scholarship Program
By Dr. Michel Hillman
Vice Chancellor for Academic and Student Affairs
North Dakota University System
House Appropriation Committee

The North Dakota Indian Scholarship Program is authorized under NDCC 15-63-01 which places the budget for the program under the State Board of Higher Education. The program provides scholarships for resident members of federally recognized Indian tribes attending any post-secondary education programs in North Dakota.

The program was funded at $380,626 for the 2007-09 biennium which, with carryover funds, supported 502 $800 scholarships. Although students would benefit from larger scholarships and state law and Scholarship Board policy permit larger scholarships, the Scholarship Board has attempted to maintain the $800 level of scholarships in order to make scholarship awards to the majority of qualified applicants. The $800 scholarship level has been viewed as the lowest meaningful award level that would positively impact a significant number of students. With approximately 350 scholarship applications each year, the Indian Scholarship Board receives more applications that it can fund.

Even though state law permits the consideration of both financial need and academic merit in the award of scholarships, limited funding has required the Scholarship Board to focus on academic merit as the students most likely to succeed. This permits the Board to continue funding continuing merit scholarship recipients and to fund new students who earn a 3.5 GPA or above. For the 2007-09 biennium, the program received a $127,000 increase in funding which enabled the Board to provide scholarships to approximately 79 additional students each year. To maintain the level of funding for Indian Scholarship recipients the 2009-11 budget request remains the same.

I hope that my brief comments in support of this important program will help to assure Committee members that these funds have been very well spent. I would also take this opportunity to thank you for your support for the North Dakota Indian Scholarship Program. Access to higher education is an increasingly important success factor for Native Americans. The North Dakota State Board for Indian Scholarships strongly supports the Indian Scholarship Program and urges your favorable consideration. Thank you for the opportunity to comment. Pleases let me know if I can answer any questions you may have.

December 2008

Western Interstate Commission on Higher Education (WICHE)

The Western Interstate Commission on Higher Education (WICHE) is a non-profit, regional organization established by an interstate compact. It helps 15 western states work together to provide high-quality, cost-effective programs to meet the educational and workforce needs of the western region.

- The 15 western states that are part of the compact are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, South Dakota, Oregon, Utah, Washington and Wyoming.

- Each participating state pays dues to support WICHE. North Dakota's yearly dues for Fiscal Year 2009 and Fiscal Year 2010 will be $125,000 and $130,000 respectively.

- North Dakota's involvement in various WICHE Interstate programs has helped North Dakota avoid the start-up of costly professional programs and has allowed North Dakota residents to participate in programs not offered in-state at reduced tuition rates.

- North Dakota's involvement in WICHE includes participation in the Professional Student Exchange Program, the Western Undergraduate Exchange Program, the Western Regional Graduate Program and the Western Cooperative Telecommunications Cooperative. *(See Flexible and Responsive section for details about specific programs.)*

- A central mission of WICHE is to help policymakers develop innovative, effective responses to a range of issues affecting higher education.

- WICHE's policy analysis and information focus on higher education in the western states, including:
  - student cost issues, such as annual tuition and fee data and state financial aid policies;
  - state support for higher education; and
  - the number of high school students graduating in every state and projections to alert education planners to changing state needs.

FOR MORE INFORMATION CONTACT:
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COLLEGES WHICH NORTH DAKOTA STUDENTS MAY ATTEND UNDER RECIPROCAL AGREEMENTS

VETERINARY MEDICINE

WICHE Schools
Colorado State University
Oregon State University
University of California – Davis
Washington State University

Non-WICHE Schools*
Iowa State University
Kansas State University
University of Minnesota

DENTISTRY

WICHE Schools
Arizona School of Dentistry and Oral Health
Loma Linda University
Oregon Health and Sciences University
University of California – Los Angeles
University of California – San Francisco
University of Colorado Health Science Center
University of Nevada – Las Vegas
University of Southern California
University of the Pacific
University of Washington

Non-WICHE Schools*
Creighton University
Marquette University
University of Minnesota
University of Nebraska

OPTOMETRY

WICHE Schools
Pacific University
Southern California College of Optometry

Non-WICHE Schools*
Illinois College of Optometry
Ohio State University

*Prior to joining WICHE, North Dakota had separate contracts with the various non-WICHE institutions listed. When North Dakota joined WICHE, WICHE agreed to handle all aspects relative to admission, billing, etc., in the same manner they do for those WICHE schools listed above except for Iowa State and University of Minnesota.

December 2008

Professional Student Exchange Program (PSEP)

The Professional Student Exchange Program offered through Western Interstate Commission on Higher Education provides North Dakota students access to veterinary medicine, optometry and dentistry programs not offered in the state.

- In exchange for admitting qualified North Dakota students into their programs, out-of-state institutions receive a pre-determined support fee from the state. As a participant in a program, the student pays resident tuition rates to a public out-of-state institution or reduced tuition to a private institution. The support fee paid by North Dakota provides guaranteed access to these programs, assuming that students are academically prepared.

History of WICHE PSEP Per Student Support Fee Paid by North Dakota 2005-06 – 2010-11

Field	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Veterinary Medicine	$24,900	$25,400	$26,300	$27,200	$28,100	$29,100
Optometry	$13,300	$13,600	$14,100	$14,600	$15,100	$15,600
Dentistry	$19,500	$19,900	$20,600	$21,300	$22,000	$22,700

Three additional contractual agreements provide programmatic access for North Dakota students interested in veterinary medicine and dentistry. A brief description of each agreement follows:

- Since 1991-92, Iowa State has agreed to accept up to 10 North Dakota students per year into their veterinary medicine program at about $6,000 to $7,000 less per student per year than required through the WICHE program. Under the current agreement with Iowa State's College of Veterinary Medicine, North Dakota students who matriculate at Iowa State will be guaranteed enrollment for the duration of their program.

- The second agreement, enacted by the 2005 Legislative Assembly, authorized the State Board of Higher Education and Kansas State University to enter into an agreement whereby KSU allows up to five North Dakota residents to enroll in the veterinary medicine program. The legislation (HB 1397) included a separate appropriation from that of the PSEP line item, i.e., the Student Loan Trust Fund. HB 1397 included a provision that gives North Dakota faculty and practitioners input into the selection process at KSU; however, final admission decisions rest with KSU.

- An agreement with the University of Minnesota-Twin Cities extends reciprocity rates to North Dakota students enrolled in the U of M-TC professional programs of veterinary medicine and

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dentistry under the Minnesota/North Dakota reciprocity agreement. From 1996-97 through 2005-06, North Dakota incurred no cost for students who attended the U of MN-TC veterinary medicine or dentistry programs. These students paid the Minnesota professional program resident rate while attending the U of M-TC at no additional cost to North Dakota. The past reciprocity agreement resulted in significant savings to the PSEP program. Students who were already attending the two programs prior to Fall 2006 were grandfathered in and continue to pay the Minnesota resident rate.

Under the new North Dakota/Minnesota reciprocity agreement effective Fall 2006, Minnesota provides up to five guaranteed new freshman slots in veterinary medicine each year and 10 guaranteed new freshman slots in dentistry with continuation of these students for the full four years of the program, subject to appropriate academic performance. In exchange, the state of North Dakota and/or the North Dakota student pay 75 percent of the non-resident tuition. If North Dakota is able to pay a support fee equal to the difference between 75 percent of the non-resident rate and the resident tuition rate, then the North Dakota student can attend at resident tuition rates. If the state is not able to provide state support, the student is required to pay the entire 75 percent of the non-resident rate. Minnesota may continue to accept North Dakota students above and beyond the five and 10 guaranteed slots; however, for admission and tuition purposes, they would be considered outside of the agreement and would be treated as non-residents.

- During the 2007-09 biennium, a total of 121 students, freshmen through seniors, received support through PSEP with a state general fund appropriation of $2,153,130. The following table reflects the number of freshmen PSEP slots funded by year.

Number of Freshmen PSEP Slots Funded by Year			
	Veterinary Medicine	Dentistry	Optometry
1995-1996	9	3	5
1996-1997	7(1)	1(1)	5
1997-1998	9(0)	1(9)	8
1998-1999	5(3)	2(7)	8
1999-2000	7(2)	1(8)	7
2000-2001	7(1)	1(7)	7
2001-2002	6(0)	4(5)	6
2002-2003	4(4)	4(8)	6
2003-2004	4(5)	4(17)	5
2004-2005	4(1)	4(15)	4
2005-2006	7(5) + 2 at KSU	4(11)	4
2006-2007	6* + 2 at KSU	8*	4
2007-2008	5* + 5 at KSU	8*	4
2008-2009	7* + 5 at KSU	6*	4
2009-2010 (Est.)	7* + 5 at KSU	8*	4
2010-2011 (Est.)	7* + 5 at KSU	8*	4

Total currently (08-09) supported, including upperclassmen:
Vets 21 + 14 KSU
Dentistry 26
Optometry 15
Total 62 + 14 KSU

( ) Number of freshmen North Dakota students enrolled at U. of Minnesota veterinary medicine & dentistry at no cost to the state.
Beginning in 1996-97, students attending vet med or dentistry at the University of Minnesota pay the resident rate. For example, in 2005-06, a total of 50 ND students attended the University of Minnesota-School of Dentistry and 15 ND students attended the University of Minnesota-School of Veterinary Medicine at no cost to the state of ND. Theses students are reflected in "( )" in the figures in the table.
* Includes WICHE and MN supported slots. NOTE: The 2009-11 request assumes the carryover of unspent 2007-09 general fund appropriation of about $219,036.

FOR MORE INFORMATION CONTACT:
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PSEP (cont.)

- Applicant numbers for the PSEP totaled 80 for academic year 2008-09, including 19 in veterinary medicine, 38 in dentistry and 23 in optometry.

- 2002 data suggests that about 65 percent of the total number of PSEP students (69 percent in dentistry, 45 percent in optometry and 70 percent in veterinary medicine) who receive state support through this program return to North Dakota to work in their professions after graduation.

- North Dakota also participates in WICHE as a receiving state for physical and occupational therapy, medicine and pharmacy programs.

Number of Students North Dakota Receives through PSEP
Fall 2007

Sending WICHE State	Physical Therapy	Occup. Therapy	Medicine	Pharmacy	TOTAL
Alaska					0
Arizona					0
Hawaii					0
Idaho					0
Montana			4		4
Nevada					0
New Mexico					0
Oregon					0
Wyoming	7		2		9
TOTAL	**7**	**0**	**6**	**0**	**13**

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NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Representative Bob Skarphol, Chair, House Appropriations
Education and Environment Division

FROM: William Goetz, Chancellor WG

DATE: March 17, 2009

RE: PSEP Student Return Rates

The state legislature provides funding to purchase a limited number of slots at out-of-state institutions in veterinary medicine, optometry and dentistry, called the Professional Student Exchange Program (PSEP). The program was designed to gain access to these difficult- to-access programs for North Dakota residents, in anticipation of these students returning to North Dakota to practice after graduation.

In working with the various professional associations, we have been able to determine that some of the funded PSEP students do return to North Dakota to practice after graduation. The table below shows the number of students funded since 1999-2000 (and assumed to have graduated in four years), and those that are currently licensed and practicing in North Dakota, in their chosen profession.

PSEP Slots Funded Since 1999-2000 and Related North Dakota Return Rates			
	Number funded since 1999-2000	Number licensed and practicing in 2009	Percentage return rate
Optometry	40	10	25%
Dentistry	22	8	36%
Veterinary Medicine	35	13	37%

The remaining individuals would likely either be living in the state and not practicing or living out-of-state.

I hope this answers your questions. If not, please feel free to contact me at 328-2963.

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Phone: 701.328.2960 • Fax: 701.328.2961
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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

SB 2003

SENATE APPROPRIATIONS COMMITTEE

Good Afternoon Mr. Chairman and Members of the Committee,

My name is Nancy Kopp.

I represent the North Dakota Optometric Association and the North Dakota Veterinary Medical Association and currently serve as Executive for both groups.
Both groups strongly support the portion of SB 2003 that provides the funding for the Professional Student Exchange Program and the Kansas State Provision.

North Dakota students pursuing a career in Optometry or Veterinary Medicine are finding it increasingly more difficult to make the choice to obtain professional training in these fields for a number of reasons:

1. North Dakota does not provide access to these programs in state. I was told that the approximate annual cost to operate a vet school runs about $40 million.
2. The high cost of out of state tuition. Optometry runs approximately $30,000 at Pacific per year (not including living expenses) and vet med about $37,000 at Iowa State.

3. The potential annual income upon graduation and licensure in North Dakota, is much less than other states. The average starting salary is $50,000 - $70,000, all while trying to retire a professional education debt of up to $150,000 plus and perhaps starting a family at the same time.
4. Is there a shortage of optometrists or veterinarians in North Dakota? Yes, in the rural areas, not necessarily in the urban areas.

   Note: members of the North Dakota Optometric Association provide optometric services in 23 satellite clinics to serve, primarily the aging population of those rural communities. They travel and practice there 2-3 days per week. This is in addition to their urban practice. Some North Dakota Veterinary Medical Association members provide veterinary services up to a 150 mile radius of their main clinic.
5. Are our North Dakota students coming back to North Dakota to practice? For the most part, we think so, 45% optometry and 70% veterinary medicine.

For these main reasons, I would ask for your favorable consideration to continue North Dakota's obligation and provide funding for the Professional Student Exchange Program at the current levels.

Roger Johnson
AGRICULTURE COMMISSIONER

Dr. Susan Keller
STATE VETERINARIAN

Dr. Beth Carlson
DEPUTY STATE VETERINARIAN

Dr. Jesse Vollmer
ASSISTANT STATE VETERINARIAN

Nathan Boehm, Mandan
PRESIDENT, DAIRY CATTLE

Paula Swenson, Walcott
SECRETARY, SHEEP

Dr. Charlie Stoltenow, Fargo
CONSULTING VETERINARIAN

attachment #9

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SWINE

Dr. W.P. Tidball, Beach
VETERINARIAN

Dr. Kenneth Throlson, New Rockford
BISON

Shawn Schafer, Turtle Lake
NONTRADITIONAL LIVESTOCK

Testimony of Beth W. Carlson, DVM
Deputy State Veterinarian
Senate Bill 2003
House Appropriations Committee-Education and Environment Division
Sakakawea Room
March 2, 2009

Chairman Skarphol and members of the Appropriations Committee, I am Deputy State Veterinarian Beth Carlson. I am here today on behalf of the North Dakota Department of Agriculture and the State Board of Animal Health in support of the portion of SB 2003 pertaining to funding for the Professional Student Exchange Program (PSEP) and the Kansas State Program. As you are aware, the PSEP program assists North Dakota students enrolled in professional programs not offered in the state of North Dakota, including optometry, dentistry, and of greatest importance to agriculture, veterinary medicine. The recent implementation of the Kansas State funding has provided an additional avenue to train food animal veterinarians, and we look forward to the graduation of the first group of students selected for this program in May of this year.

The State Board of Animal Health is responsible for protecting the health of the domestic animals and non-traditional livestock of the state. We cannot do this without the assistance of a strong group of practicing veterinarians and regulatory veterinarians. Accredited veterinarians issue health certificates, perform regulatory testing, provide services to auction markets, and occasionally assist the Board with other matters.

Rising tuition costs (and, as a result, student loan debt) make it difficult for students who wish to return to North Dakota to do so. Some students who are accepted to veterinary school may choose not to attend and instead pursue another career, rather than incur huge debt loads. This has contributed to the shortage of veterinarians in the state. In the recent past, two of the largest auction markets in the state have had great difficulty contracting a veterinarian to provide services. When the Board needs to contract with a practicing veterinarian, it is sometimes difficult to find one who is available. I personally was a recipient of Professional Student Exchange funds, and it kept my student loans to a manageable level, which allowed me to choose to return to serve North Dakota, first in private practice and now in the public sector.

Chairman Skarphol and committee members, for these reasons, I support these portions of SB 2003. I would be happy to answer any questions you may have.

- The veterinarian must have graduated, or will graduate within six months of the application date, from an accredited college of veterinary medicine.
- In order to receive payment through the Veterinarian Loan Repayment Program the veterinarian must be licensed and in good standing with the North Dakota Veterinary Examiners Board to practice in North Dakota
- The veterinarian must agree to provide two, three or four years of full time service in one or more selected communities.
- The date the veterinarian may begin full time service is considered by the State Health Council.
- A letter from the applicant demonstrating a commitment to serve a selected community or communities is considered by the State Health Council.
- At least three letters of support from community leaders (other doctors of veterinary medicine, business leaders, users of veterinary services, economic development associations, etc.) demonstrating the need and acceptance of a new food animal veterinarian are considered by the State Health Council.
- Preference is given to veterinarians who will provide food animal veterinary services.
- Preference is given to food animal veterinarians who will serve a community or communities with less than 5,000 people per community.
- Preference is given to food animal veterinarians who will serve areas with large numbers of livestock and an inadequate number of veterinarians.
- The number of food animal veterinarians practicing within a service area of the selected community or communities is considered by the State Health Council.
- Preference is given to veterinarians who have not received financial student support from any state.

Community Selection Criteria:

- The size of the community or communities is considered by the State Health Council. Preference is given to communities with less than 5,000 people per community, next, to communities with 5,000-10,000 people and the lowest preference to communities with more than 10,000 people.
- The number of clients and livestock in a community's veterinary service area, the number of food animal veterinarians in the area and the driving distance between clients are considered by the State Health Council.
- Preference is given to communities that demonstrate a need for an additional veterinarian(s) and support for the loan repayment applicant.

Loan Repayment and Service Obligation:

Each veterinarian selected must enter into a two, three or four year contract with the North Dakota Department of Health. The first payment is made six months after the veterinarian begins providing full time service. Remaining payments are made on the anniversary date of employment. This means a period of eighteen months will elapse

between the first and second payments. If a veterinarian does not complete an entire year of service under this contract the amount to be paid for that year will be prorated.

The State Health Council may release a veterinarian from the service obligation if:

- The veterinarian completes the service requirement of the contract
- The veterinarian is not able to complete the service requirement of the contract because of permanent physical disability
- The veterinarian demonstrates extreme hardship or shows other good cause justifying the release
- The veterinarian dies

Application Material:

The North Dakota Veterinarian Loan Repayment application and related material are available on the North Dakota Department of Health website at http://www.health.state.nd.us/oca/ or by contacting:

Gary Garland
Office of Community Assistance
North Dakota Department of Health, Dept. 301
600 E Boulevard Ave.
Bismarck, ND 58505-0200

Ph: 701-328-4839
ggarland@nd.gov

OR

Susan Keller, DVM, State Veterinarian
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attachment #10

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SB 2003

Good afternoon, Mr. Chairman and members of the committee. For the record, my name is Julie Ellingson of the North Dakota Stockmen's Association.

As you know, cattle producers are an independent lot. However, they rely on their local food-animal veterinarians as critical partners in their efforts to raise healthy cattle and provide a safe and wholesome food supply to help feed a hungry world.

The support role of food-animal veterinarians is becoming even more important to the state's cattle operations. Veterinarians offer guidance for herd management, disease control and food safety, and the increased complexity of pharmaceutical and biological product use also requires veterinarian supervision.

But here's the problem: the cattle industry needs qualified food-animal veterinarians more now than ever, but there continues to be a shortage of them. The physical nature, the accrued indebtedness and the long hours the occupation can require may be diverting many capable people away from the food-animal practice, which is a major concern for North Dakota Stockmen's Association members.

That's why the Professional Student Exchange Program and the Kansas State University cooperative agreement program, which are included in this bill, are vital to encourage North Dakota students to pursue vet degrees, to entice veterinary graduates to come to North Dakota to practice and to preserve the sustainability and health integrity of the

state's domestic herd. North Dakota Stockmen's Association members have supported each of these programs since they were established, and have included them as priorities among their current policy resolutions.

As a cattle producer myself, it has been gratifying to see some of the high-caliber vet students and vet graduates that have come to practice as a direct result of these programs.

The North Dakota Stockmen's Association appreciates this committee's past support, and asks for continued funding as an investment in both North Dakota's young people and livestock industry.

The Veterinarian Loan Repayment Program

NDCC 43-29.1

The loan repayment program for doctors of veterinary medicine is a state financed and administered loan repayment program designed to attract new food animal veterinarians to North Dakota to practice in areas of need. The focus of the program is to attract new graduates of veterinary schools although any veterinarian may apply if he or she has an outstanding educational loan and is licensed to practice in North Dakota. Each veterinarian selected may receive up to $80,000 to repay educational loans. The amount of the loan repayment award may not exceed the amount of the educational loan(s). Three veterinarians may be selected per year. Each veterinarian that receives an award must enter a contract with the North Dakota Department of Health. The contract states the amount of time the veterinarian must serve in a community or communities and the amount of the award. The length of the service obligation and the amount of the awards are:

- A two year contract pays $15,000 for the first year and $15,000 for the second year; or
- A three year contract pays $15,000 for the first year, $15,000 for the second year and $25,000 for the third year; or
- A four year contract pays $15,000 for the first year, $15,000 for the second year, $25,000 for the third year and $25,000 for the forth year.

Application Deadline:

Applications must be postmarked by January 31 each year. The State Health Council, in consultation with the State Board of Animal Health, considers each application at its next meeting. For dates of upcoming State Health Council meetings call the North Dakota Department of Health at 701-328-2372 or email lrodahl@nd.gov. Applicants are notified of the State Health Council's decision immediately after the Council's meeting.

Who may receive loan repayment awards?

Veterinarians who are licensed to practice and reside, or will reside, in North Dakota and have outstanding educational loans may receive loan repayment awards. Applicants do not have to be licensed at the time of the application. The first payment from the state is made after the veterinarian completes six months of full time service, however, the veterinarian remains responsible for making payments to the lending institution(s) in accordance with the policies and schedule of the lending institution(s). State payments are made directly to the lending institution(s). The veterinarian must begin providing full time services within six months of the State Health Council's approval. If the veterinarian cannot begin working within six months, he/she must reapply in the next calendar year.

Veterinarian selection criteria:

attachment #8

SB 2003

HOUSE APPROPRIATIONS COMMITTEE HEARING 3/2/09

Good Morning Mr. Chairman and Members of the Committee,

For the record, my name is Nancy Kopp. I represent the North Dakota Optometrice Association and the North Dakota Veterinary Medical Association and currently serve as the Executive Director for both groups.

Both organizations strongly support the portion of SB 2003 that provides the funding for the Professional Student Exchange Program.

North Dakota students pursuing a career in Optometry or Veterinary Medicine are finding it increasingly more difficult to make the choice to obtain professional traning in these fields for a number of reasons:

1. North Dakota does not provide access to these programs in our state.
2. The high cost of out of state tuition. Out of state tuition runs approximately $30,000-35,000 per year.
3. The potential annual income upon graduation and licensure in North Dakota, is less than other states. The average starting salary is approximately $55,000-$60,000, all while trying to retire a professional debt of up to $150,000 .
4. Is there a shortage of optometrists or veterinarians in North Dakota? Yes, we could use more in rural areas.
5. Optometrists provide eyecare services in 25 satellite clinics. They travel and practice there 2-3 days per week. This is in addition to their urban practice. Some veterinarians provide services up to a 150 mile radius of their main clinic.
6. Are our North Dakota students coming back to North Dakota to practice? For the most part, they are. Data reveals that about 45% of optometrists and 70% of veterinary medicine, who receive support through PSEP are returning to North Dakota.

For these main reasons, I would ask for your favorable consideration to continue North Dakota's obligation to provide funding for the Professional Student Exchange Program and the Kansas State Program at their current levels.

December 2008

Western Undergraduate Exchange (WUE)

Through the Western Interstate Commission on Higher Education's Western Undergraduate Exchange (WUE) program, students in 15 participating states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming) may enroll in designated two-year and four-year institutions and programs in other participating states at reduced tuition rates.

- WUE students pay up to 150 percent of regular in-state tuition at designated two-year and four-year public institutions.

- All North Dakota University System institutions participate in the WUE program on a space-available basis, with some exceptions. Some states limit access to certain programs as well.

- In Fall 2007, 1,408 students from other states were enrolled at North Dakota institutions, while 402 North Dakota students enrolled elsewhere in the region under this exchange program at 150 percent of the North Dakota resident rate (see details by state on the following page). The majority of WUE students from other states major in such North Dakota University System programs as: (1) electric power technology (2) mechanical engineering (3) pre-architecture (4) pre-pharmacy (5) commercial aviation (6) airline/commercial/professional pilot and flight crew and (7) air traffic control. North Dakota students who participate in WUE and enroll elsewhere in the region major in programs such as: (1) nursing (2) engineering (chemical, civil, petroleum, computer, mechanical and electrical) (3) wildlife and fisheries sciences and (4) mining engineering and management.

FOR MORE INFORMATION CONTACT:
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WUE (cont.)

Western Undergraduate Exchange
Fall 2007 Enrollment Summary

	State of Residence															
State of Attendance (# of inst. enrolling WUE students)	**AK**	**AZ**	**CA**	**CO**	**HI**	**ID**	**MT**	**NV**	**NM**	**ND**	**OR**	**SD**	**UT**	**WA**	**WY**	**Attend. Totals**
Alaska (4)	...	18	87	49	14	14	21	14	12	6	45	5	33	114	14	446
Arizona (22)	210	...	700	387	172	63	47	268	228	11	140	30	229	207	44	2,736
California (6)	42	7	...	26	69	21	9	17	11	6	87	3	19	88	3	408
Colorado (24)	90	173	182	...	119	53	58	63	188	26	77	75	116	97	169	1,486
Hawaii (2)	91	88	1,042	219	...	36	27	45	24	3	149	18	26	269	13	2,050
Idaho (6)	224	26	103	37	14	...	131	113	13	6	351	6	27	810	47	1,908
Montana (12)	149	20	61	161	45	312	...	33	14	65	143	50	41	373	257	1,724
Nevada (7)	288	191	622	199	552	96	42	...	66	25	182	39	77	302	45	2,726
New Mexico (10)	15	67	120	71	18	4	7	23	...	1	19	1	8	38	10	402
North Dakota (11)	81	110	247	135	38	33	75	42	15	...	54	237	22	214	105	1,408
Oregon (5)	188	42	262	79	241	85	55	46	29	6	...	7	26	580	13	1,659
South Dakota (6)	42	43	145	156	3	18	107	22	8	218	25	...	13	55	431	1,286
[illegible]h (9)	36	50	64	71	28	138	22	140	29	4	55	3	...	52	76	768
[illegible]shington (4)	111	13	65	29	81	135	95	15	11	0	138	0	8	...	16	717
Wyoming (8)	43	45	107	1,013	9	99	466	33	23	25	41	275	133	58	...	2,370
Two-Year	178	143	452	573	101	181	469	265	165	29	155	156	405	191	87	3,550
Four-Year	1,432	750	3,355	2,059	1,302	926	693	609	506	373	1,351	593	373	3,066	1,156	18,544
Grand Total (131)	1,610	893	3,807	2,632	1,403	1,107	1,162	874	671	402	1,506	749	778	3,257	1,243	22,094

FOR MORE INFORMATION CONTACT:
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December 2008

Western Regional Graduate Programs (WRGP)

The Western Regional Graduate Program offered through Western Interstate Commission on Higher Education began in 1981. The primary purpose of WRGP is to permit students from WICHE states to enroll in the more than 205 graduate programs offered by member states. The 14 WICHE states are Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

Students who participate in WRGP pay resident tuition rates at public institutions rather than higher non-resident rates. No additional state payment is required to support this program.

During academic year 2007-08, 10 North Dakota students took advantage of this program. During the same time period, North Dakota received no students under this program.

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December 2008

Midwest Higher Education Compact (MHEC)

The Midwestern Higher Education Compact (MHEC) is an interstate compact established in 1991. The purpose of MHEC is to advance higher education through interstate cooperation and resource sharing.

MHEC member states are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. North Dakota has been a member of MHEC since April 1999.

- MHEC follows six major goals in carrying out its compact mission. They are to enhance productivity through reductions in administrative costs; to encourage student access, completion and affordability; to facilitate public policy analysis and information exchange; to foster regional academic cooperation and services; to promote quality educational programs; and to encourage innovation in the delivery of educational services.

  Currently, North Dakota has representation on the following MHEC committees:
  (1) Technologies Committee
  (2) Midwest Student Exchange Program Council
  (3) Student Access Advisory Committee
  (4) Policy Research Advisory Committee
  (5) Risk Management Committee
  (6) Communications Taskforce
  (7) Purchasing Committee

- The North Dakota University System Office has included $190,000 in its 2009-11 budget request to support its membership in MHEC. This membership would provide expanded educational opportunities for North Dakota students and administrative alignments with other Midwestern higher education institutions.

- Cost savings realized by North Dakota in the 2007-09 biennium through participation in MHEC programs is estimated to be about $757,500. When the amount paid by North Dakota for dues in fiscal year 2007-09 is offset, the net savings is estimated to be $577,500.

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December 2008

Midwest Student Exchange Program (MSEP)

Offered by the Midwest Higher Education Commission, the Midwest Student Exchange Program (MSEP) enables students to enroll in out-of-state colleges and universities at no more than 150 percent of the institution's resident tuition rate. Each participating institution determines which degree programs it will make available to students, the number of students it will admit and its admission requirements. The program now includes seven participating states: Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota and Wisconsin.

- All North Dakota University System institutions participate in the MSEP program and open the majority of their academic programs on a space-available basis.
- The 2007-08 academic year was the seventh year North Dakota participated in MSEP. Under this exchange program, 217 students from other states were enrolled at North Dakota institutions while 42 North Dakota students were enrolled elsewhere in the region at no more than 150 percent of the institution's resident tuition rate. The majority of MSEP students from other states major in the following areas: (1) engineering technologies/technicians, (2) health professions and related clinical sciences, (3) business, management, marketing, (4) liberal arts and sciences, (5) transportation and materials moving and (6) security and protective services.

FOR MORE INFORMATION CONTACT:
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NORTH DAKOTA
UNIVERSITY SYSTEM

Flexible and Responsive

December 2008

North Dakota/Minnesota Reciprocity

The North Dakota/Minnesota student exchange reciprocity program began in 1975.

The purposes of the program are: (1) to continue to improve postsecondary education opportunities for North Dakota and Minnesota residents and (2) to achieve improved effectiveness and economy in meeting the postsecondary education needs of those residents through cooperative efforts by the two neighboring states.

Benefits:

- Provides greater availability and accessibility to programs; North Dakota students interested in programs not offered in the state are provided access at a reasonable cost and location, including access to the professional programs of dentistry and optometry.
- Eliminates the need for North Dakota's public institutions to be all things to all people; access is provided to programs not offered in the state, thereby avoiding program start-up and on-going costs.
- Provides the North Dakota University System an opportunity to spread fixed costs over a much larger student base through increased enrollments?
- Adds diversity to the student body
- Attracts permanent North Dakota residents; some reciprocity students stay to live and work in North Dakota after graduation. For example, 31.1 percent of Minnesota students who graduated from NDSU campuses in 2004 were still in North Dakota one year after graduation.

How the Payment Works:

Students generally pay the higher of the two states' tuition rates. Currently, North Dakota students who attend Minnesota campuses pay the Minnesota rate, while Minnesota students who attend NDUS institutions pay the Minnesota rate, which is higher than that of North Dakota.

For Academic Year 2007-08, Minnesota students who attended North Dakota colleges and universities generally paid the following rates:

- Minnesota students who attended the University of North Dakota and North Dakota State University paid the average Minnesota State University System resident rates based on the program of instruction.
- Minnesota students who attended Dickinson, Valley City, Minot and Mayville State Universities paid 106 percent of the ND University's resident undergraduate tuition rate.
- Minnesota students who attended North Dakota's two-year colleges paid the average of the Minnesota Community College, Minnesota Technical Colleges and Consolidated Colleges resident tuition rate.

FOR MORE INFORMATION CONTACT:
Laura Glatt, *Vice Chancellor for Administrative Affairs*
701.328.4116 Laura.Glatt@ndus.edu

ND/MN Reciprocity (cont.)

During Academic Year 2007-08, for every 100 Minnesota students who attended North Dakota colleges and universities, 56 North Dakota students attended Minnesota institutions.

Number of Students Using Reciprocity (full-time equivalent)			
Year	**MN in ND**	**ND in MN**	**ND to MN Ratio**
1990-91	5,346	4,570	.85
1991-92	5,217	4,413	.85
1992-93	5,416	4,119	.76
1993-94	5,563	4,043	.73
1994-95	5,619	3,796	.68
1995-96	5,681	3,715	.65
1996-97	5,666	3,821	.67
1997-98	5,586	3,714	.66
1998-99	5,710	4,298	.76
1999-00	5,769	4,736	.82
2000-01	6,064	5,066	.84
2001-02	6,280	5,298	.84
2002-03	6,565	5,523	.84
2003-04	6,933	5,531	.80
2004-05	7,338	5,512	.75
2005-06	8,066	5,435	.67
2006-07	8,030	5,296	.66
2007-08 est.	8,435	4,712	.56

FOR MORE INFORMATION CONTACT:
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NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

TO: Representative Bob Skarphol, Chair, House Appropriations
Education and Environment Division

FROM: William Goetz, Chancellor

DATE: March 17, 2009

RE: Minnesota Reciprocity-Dentistry Program

During our recent budget hearing we apprised the committee of a possible change to the ND/MN reciprocity agreement. Prior to crossover, we received a phone call from MN indicating their interest in changing the agreement for ND students attending the University of Minnesota Dentistry program. This is, in large part, a result of the difficult fiscal challenges that the campuses and programs in MN face in, at least the next two years, due to their state's economic challenges. It should be noted that we also shared this information with the Senate Appropriations Committee, but I believe we nor they had enough time and opportunity to digest the information and formulate a plan prior to crossover.

Currently, under the reciprocity agreement MN sets aside a limited number of slots in dentistry (up to 10 per year) and veterinary medicine. Between the State of ND, through the state funded Professional Student Exchange Program (PSEP), and the student, MN recovers 75% of its non-resident rate. MN is suggesting that they need to recover the full non-resident rate. The differences are noted in the table below.

2008-09 Current Year Rates				
	Tuition paid by student	Support fee paid by State	Total Paid at 75% of non-resident rate	Full non-resident rate
1st year student	$22,228	$7,471	$29,699	$39,598
2nd-4th year student	$30,168	$7,471	$37,639	$50,185

Even though MN will accept up to 10 new students per year in dentistry, we have been placing about six new students per year due to limited funding available in the PSEP program. We also

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The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University •
Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science •
North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

purchase a limited number of slots in dentistry through the WICHE program at other out-of-state institutions. We fund more slots in the MN program since the per slot rate in MN is substantially less than under the WICHE program. For example, the state support fee for a WICHE slot in dentistry in 08-09 was $21,300, compared to MN at $7,471.

As good neighbors, we feel it is incumbent upon us to work with MN to help assist them with their funding challenges and to ensure that they continue to set aside a set number of slots for ND students interested in dentistry. Without the guaranteed slots, ND students would have to compete in the at-large pool of applicants, along with the hundreds from other states, making it more difficult to gain acceptance.

As a result, I would like to suggest your committee consider adding $275,000 in additional state funding to the PSEP program in engrossed SB2003 to cover the added cost of funding six new students per year, plus continuation of upperclassmen, at the higher non-resident rate, as proposed by MN. With the added funding, the state, through the support fee paid to MN, would pick up 100% of the added cost (25% margin) saving students a significant cost increase. Students would certainly continue to experience the impact of regular tuition rate increases, but not the increased cost moving from 75% to 100% of the non-resident rate. As you can see above, students already pay a significant tuition rate of between $22,000-30,000 per year. The chart below highlights the estimated impact of this proposed change in the 09-11 biennium:

Current/Proposed	1st year student tuition (est.)	2nd-4th year student tuition (est.)	State Support Fee (est.)
Current plan at 75%: 2009-10	$23,895	$32,431	$8,031
Current plan at 75%: 2010-11	$25,687	$34,683	$8,633
Proposed Plan at 100%: 2009-10	$23,895	$32,431	$18,673
Proposed Plan at 100%: 2010-11	$25,687	$34,683	$20,073

We have considered other options, and would be happy to review this and other options in more detail with your committee at any time. Also, as was mentioned during our hearing, MN has preliminarily approached us about other fundamental changes to the overall reciprocity agreement. These discussions are in the very early stages.

In closing while we support added funding for this program, our first priority continues to be those items originally submitted as part of the SBHE's original budget request. Please feel free to contact me at any time at 328-2963.

xc: Representative Ken Svedjan

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ND/MN Reciprocity Agreement-Dentistry Program
February 2009 for House Appropriations

The State of Minnesota recently approached ND about the possibility of removing dentistry from the MN/ND reciprocity agreement. Due to the significant budget shortfall that MN is facing and increasing professional program costs, the School of Dentistry is looking for new revenue sources.

Currently, under the reciprocity agreement, MN will take up to ten ND students at 75% of the non-resident rate in dentistry. Due to limited funding, ND has typically placed about six new freshmen in MN each year, plus funded the continuation of these students through their four year program. The cost share between the state and student in 2008-09 is as follows:

MN Non-Resident rate	$39,598
@ 75%	$29,700
Less: Student Tuition at Resident Rate	$22,228
Equal: State Share	$ 7,471

The NDUS has developed several options, some of which would shift some, all or none of the added cost to the student (the added difference between the 75% rate and the non-resident rate $39,598-29,700=$9,898), each impacting the state cost differently. Depending on the options selected, additional state funding may be needed in 2009-11and beyond to sustain the same numbers of slots in the dentistry program. We would be happy to review these in more detail, whenever appropriate.

It should also be noted that ND has a similar arrangement for the placement of veterinary medicine students in MN. They have not yet approached us about a change to that professional program. Due to Minnesota's budget shortfall, Minnesota may be seeking other changes to the agreement.

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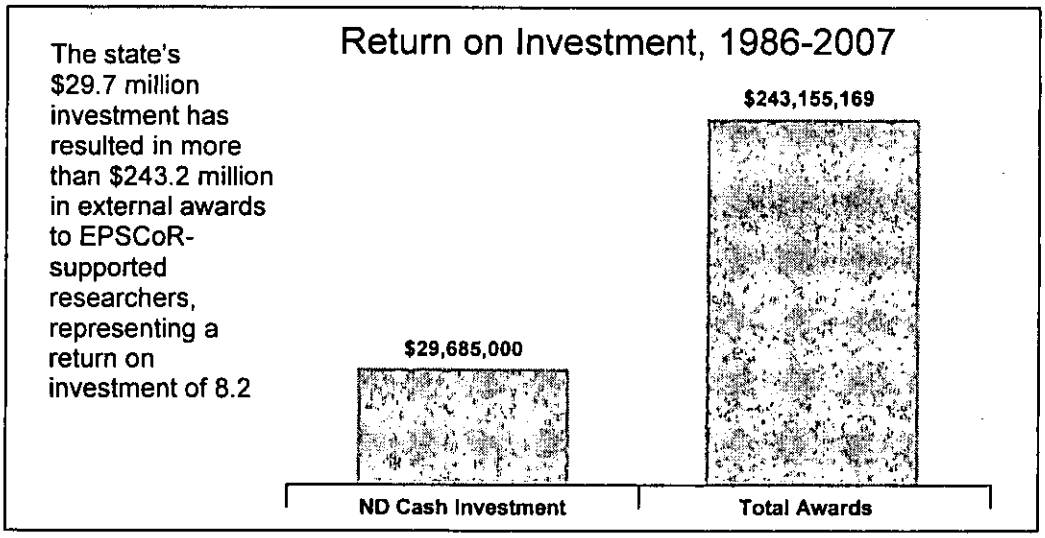
December 2008

North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR)

With state support, the North Dakota Experimental Program to Stimulate Competitive Research (ND EPSCoR) enables NDUS researchers to compete for merit-based research grants in science, engineering and mathematics. The state's $29.6 million investment between 1986 and 2007 has resulted in more than $243 million in external cash awards from federal, state and private sources.



ND EPSCoR programs have increased the state's capacity for science, engineering and mathematics research, contributing to the education and training of students, as well as the transfer of technology from the NDUS to the private sector.

The research universities have built the capacity to engage in the 21st century world economy. For example, UND has superb research infrastructure in aerospace, medical, biological and energy-related areas. As a result, UND has made seminal advances in coal and renewable energy research.

Similarly, NDSU has outstanding capabilities in microelectronics, robotics, and material and computational sciences, which has resulted in national leadership in material coatings and electronics miniaturization.

Together, the two universities are major contributors to science and technology in the state, leading North Dakota to some of the highest national rankings **in the rate of change** in the following four key categories:

FOR MORE INFORMATION, PLEASE CONTACT THE ND EPSCoR CO-PROJECT DIRECTORS:
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Dr. Mark Hoffmann, *University of North Dakota* *701.777.2492 Mark.Hoffmann@mail.und.nodak.edu*

ND-EPSCoR (cont.)

ND National Rankings, Percentage Improvement (2001-2005 the most recent data)

	2001	2005	Percentage Increase	National Rank
Federal R&D Obligations *per Capita* to Universities & Colleges (http://www.nsf.gov/statistics/nsf07333/)	$55	$115	107.2%	1
Academic Research Expenditures from 2001-05 (http://www.nsf.gov/statistics/nsf07318/content.cfm?pub_id=3767&id=2)	$85M	$150M	77.4%	4
Science and Engineering Graduate Students by State (http://www.nsf.gov/statistics/gradpostdoc/)	$1078	$1512	40.3%	2
Industry-financed R&D Expenditures at Universities & Colleges (http://www.nsf.gov/statistics/nsf07318/)	$6.2M	$6.9M	10.6%	18

Highlights include:

- North Dakota rose from 52nd in per capita NSF funding in 1986, our first year in EPSCoR, to 29th in 2005.
- From 1986 to 2005, North Dakota NSF research funds increased by 160 percent, ranking North Dakota second in the nation in percentage of increase.
- Since 2005, North Dakota has placed in the top five states funded by USDA, DoE and EPA, on a per capita basis.

March 2, 2009
SB 2003
attachment # 3

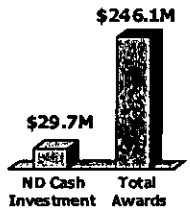
ND EPSCoR Advancing Science Excellence in North Dakota
Experimental Program to Stimulate Competitive Research

North Dakota EPSCoR

North Dakota's Best Return on Investment

The state's $29.7 million investment has resulted in more than $246.1 million in external awards to EPSCoR- supported researchers from federal, state, and private sources, representing a **8.2** ROI.

Return on Investment 1986-2008



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Investment in ND EPSCoR has resulted in nationally competitive research and the benefits that accrue to the State of North Dakota. Focused investments in sustainable infrastructure frameworks (e.g. enhanced research administration staff and technology transfer units, internally funded faculty start-up programs, SEED grant competitions, appropriate travel allowances, and matching grant guarantees for large equipment purchases) are playing a critical role in the state's transformation and increased federal research agencies awards in the State.

Research plays a critical role in changing the economic landscape by adding more than $2 billion a year to the State's economy. The academic research and development (R&D) enterprise in North Dakota (ND) has experienced strong growth in the last five years (Tables 1 and 2).

The State's two research intensive universities have built capabilities that facilitate and implement North Dakota's ability to engage in the 21st century world economy. For example, UND has superb research infrastructure in aerospace, medical, biological and energy-related areas. As a result, UND has made important advances in coal research and medical technology. Similarly, NDSU has outstanding capabilities in materials, microelectronics, computational sciences, and robotics, which has led the institution to national stature in coatings and electronics miniaturization. Both universities conduct cutting edge renewable energy research. Together, they are major contributors to Science and Technology growth in the State, leading North Dakota to some of the highest national rankings **in percentage change** in four key categories:

Table 1: ND National Rankings, Percentage Improvement (2001-2005)

	2001	2005	Percent Increase	National Rank
Federal R&D Obligations *per Capita* to Universities & Colleges (http://www.nsf.gov/statistics/nsf07333/)	$55	$115	107.2%	1
Academic Research Expenditures from 2001-05 (http://www.nsf.gov/statistics/nsf07318/content.cfm?pub_id=3767&id=2)	$85M	$150M	77.4%	4
Science and Engineering Graduate Students by State (http://www.nsf.gov/statistics/gradpostdoc/)	1078	1512	40.3%	2
Industry-financed R&D Expenditures at Universities & Colleges (http://www.nsf.gov/statistics/nsf07318/)	$6.2M	$6.9M	10.6%	18

Research and Development (R&D) expenditures are becoming increasingly important to diversifying the State's economy. Table 2 shows R&D expenditures growing markedly as a component of the State's economy.

Table 2: ND Ratio of Total R&D Expenditures to Gross State Product FY 2000–2004

State	2000	2001	2002	2003	2004	2004 rank	% change 2000-2004	% change rank
North Dakota	0.80	2.43	1.49	1.77	2.46	16	208.75	1

Source: State Science and Technology Institute www.ssti.org/Digest/Tables/021308t.htm

NSF Funding

North Dakota has also made advances with respect to NSF funding. In 2005, NSF-sponsored research totaled $7.8M. Significantly, we rose from 52nd in per capita NSF funding in 1986, our first year in EPSCoR, to 29th in 2005. ND also consistently places in the top five states funded by USDA, DoE, and EPA, on a per capita basis since 2005.

The Plus Experience Initiative

The Plus Experience (TPE), a private sector-driven program in the pilot stages, is designed to fill "training gaps" identified by our regional industrial partners. While satisfied with the education supplied by our institutions, several partners have identified training gaps, which if filled, would add value to our graduates. These gaps are costly for companies, especially small ones, to cover. The private sector is committed to supporting TPE with funding, curricula, and instructional staff. Knowing that this program improves North Dakota's ability to attract companies, the ND Legislature added $150K to the ND EPSCoR budget to launch TPE.

The offerings executed during the 2007-2008 academic year included Business Soft Skills, Product Life Cycle Management and World Class Customer Service. The pilot included 24 students (12 each semester). The classes addressed specific "hands-on" knowledge, as well as mentoring and coaching pertaining to the knowledge base that private sector companies find attractive in a potential candidate.

The basis for the additional ND EPSCoR budget request:

The $800K recommended by the Governor would be used to cover the increased opportunities for ND EPSCoR to compete for expanded EPSCoR programs at the Department of Energy, Department of Defense, Environmental Protection Agency and the National Institutes of Health.

In September of 2008, NSF announced that North Dakota and some other states will have the opportunity to apply for supplements of $1M/yr for four years beginning in 2009. This requires a $500K/yr match. Thus, for the 09-10 biennium, ND EPSCoR needs $1M to compete for the supplement of $2M over that period. This would need to be continued for 2010 and 2012. This additional funding would enhance opportunities for emergent research groups and will better position ND to remain competitive for renewal proposals.

Also in September of 2008, NSF offered a new program that ND EPSCoR wishes to compete for: 'Cyberinfrastructure Programs in Research and Education' that would support interstate collaborative research and education team based projects. This NSF grant requires a $1M state match to obtain $4M over the 2009-2010 period. This program will extend through 2011 requiring $500K to obtain $2M from NSF for that year. The additional funding would increase access to critical equipment, including high performance computers, to researchers and students

New NSF Award
New Directions —

September 1, 2008
NSF $15 million/5 years
EPSCoR and EPSCoR-like activities

Development Directive Footprints —
Renewable energy SUNRISE and *flexible electronics and materials FlexEM*
Agriculture is our top industry. SUNRISE develops and capitalizes on advances in renewable energy.
North Dakota's emerging electronics sector — FlexEM is discovering new technologies for printed flexible materials employing nanoscale research; partnering with National labs.

Private Sector Partnerships —
Product Design Center (PDC). bridge gap between basic discoveries and commercialization
The Plus Experience (TPE) fill "training gaps" identified by our regional industrial partners
Faculty In Technology Transfer (FITT) and Students in Technology Transfer And Research (STTAR) Using university intellectual capital to advance ND's companies

Leveraging Human Resources —
Tapping the resources of major underrepresented groups, specifically, women and Native Americans, to fill our needs for a larger STEM-trained workforce
Women in Science and Engineering (WISE), a new ND EPSCoR initiative, will provide supplemental funding to women faculty, both new hires and current, for upgraded lab equipment, additional graduate students and post-doctoral researchers
Nurturing American Tribal Undergraduate Research and Education (NATURE) provides a STEM education pathway for American Indian high school and tribal college students

Competitive Enhancements —
New Faculty Start-Up, Collaborative Seed Grants, Graduate and Undergraduate Research Assistantships

Cyberinfrastructure — New connectivity to researcher desktops, training and development of collaborations via cyberinfrastructure

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ND EPSCoR Advancing Science Excellence in North Dakota
Experimental Program to Stimulate Competitive Research

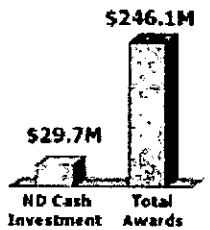
ND EPSCoR Advancing Science Excellence in North Dakota
Experimental Program to Stimulate Competitive Research

March 2, 2009
SB 2003
attachment #4

North Dakota EPSCoR

North Dakota's Best Return on Investment

Return on Investment
1986-2008



*The state's $29.7 million investment has resulted in more than $242.7 million in external awards to EPSCoR-supported researchers from federal, state, and private sources, representing an **8.2** ROI.*

New NSF Award
New Directions —

Investment in ND EPSCoR has resulted in nationally competitive research and the benefits that accrue to the State of North Dakota. Focused investments in sustainable infrastructure frameworks (e.g. enhanced research administration staff and technology transfer units, internally funded faculty start-up programs, SEED grant competitions, appropriate travel allowances, and matching grant guarantees for large equipment purchases) are playing a critical role in the state's transformation and increased federal research agencies awards in the State.

Research plays a critical role in changing the economic landscape by adding more than $2 billion a year to the State's economy. The academic research and development (R&D) enterprise in North Dakota (ND) has experienced strong growth in the last five years (Tables 1 and 2).

The State's two research intensive universities have built capabilities that facilitate and implement North Dakota's ability to engage in the 21st century world economy. For example, UND has superb research infrastructure in aerospace, medical, biological and energy-related areas. As a result, UND has made important advances in coal research and medical technology. Similarly, NDSU has outstanding capabilities in materials, microelectronics, computational sciences, and robotics, which has led the institution to national stature in coatings and electronics miniaturization. Both universities conduct cutting edge renewable energy research. Together, they are major contributors to Science and Technology growth in the State, leading North Dakota to some of the highest national rankings **in percentage change** in four key categories:

Table 1: ND National Rankings, Percentage Improvement (2001-2005)

	2001	2005	Percent Increase	National Rank
Federal R&D Obligations *per Capita* to Universities & Colleges (http://www.nsf.gov/statistics/nsf07333/)	$55	$115	107.2%	1
Academic Research Expenditures from 2001-05 (http://www.nsf.gov/statistics/nsf07318/content.cfm?pub_id=3767&id=2)	$85M	$150M	77.4%	4
Science and Engineering Graduate Students by State (http://www.nsf.gov/statistics/gradpostdoc/)	1078	1512	40.3%	2
Industry-financed R&D Expenditures at Universities & Colleges (http://www.nsf.gov/statistics/nsf07318/)	$6.2M	$6.9M	10.6%	18

Research and Development (R&D) expenditures are becoming increasingly important to diversifying the State's economy. Table 2 shows R&D expenditures growing markedly as a component of the State's economy.

Table 2: ND Ratio of Total R&D Expenditures to Gross State Product FY 2000–2004

State	2000	2001	2002	2003	2004	2004 rank	% change 2000-2004	% change rank
North Dakota	0.80	2.43	1.49	1.77	2.46	16	208.75	1

Source: State Science and Technology Institute www.ssti.org/Digest/Tables/021308t.htm

NSF Funding

North Dakota has also made advances with respect to NSF funding. In 2005, NSF-sponsored research totaled $7.8M. Significantly, we rose from 52nd in per capita NSF funding in 1986, our first year in EPSCoR, to 29th in 2005. ND also consistently places in the top five states funded by USDA, DoE, and EPA, on a per capita basis since 2005.

The Plus Experience Initiative

The Plus Experience (TPE), a private sector-driven program in the pilot stages, is designed to fill "training gaps" identified by our regional industrial partners. While satisfied with the education supplied by our institutions, several partners have identified training gaps, which if filled, would add value to our graduates. These gaps are costly for companies, especially small ones, to cover. The private sector is committed to supporting TPE with funding, curricula, and instructional staff. Knowing that this program improves North Dakota's ability to attract companies, the ND Legislature added $150K to the ND EPSCoR budget to launch TPE.

The offerings executed during the 2007-2008 academic year included Business Soft Skills, Product Life Cycle Management and World Class Customer Service. The pilot included 24 students (12 each semester). The classes addressed specific "hands-on" knowledge, as well as mentoring and coaching pertaining to the knowledge base that private sector companies find attractive in a potential candidate.

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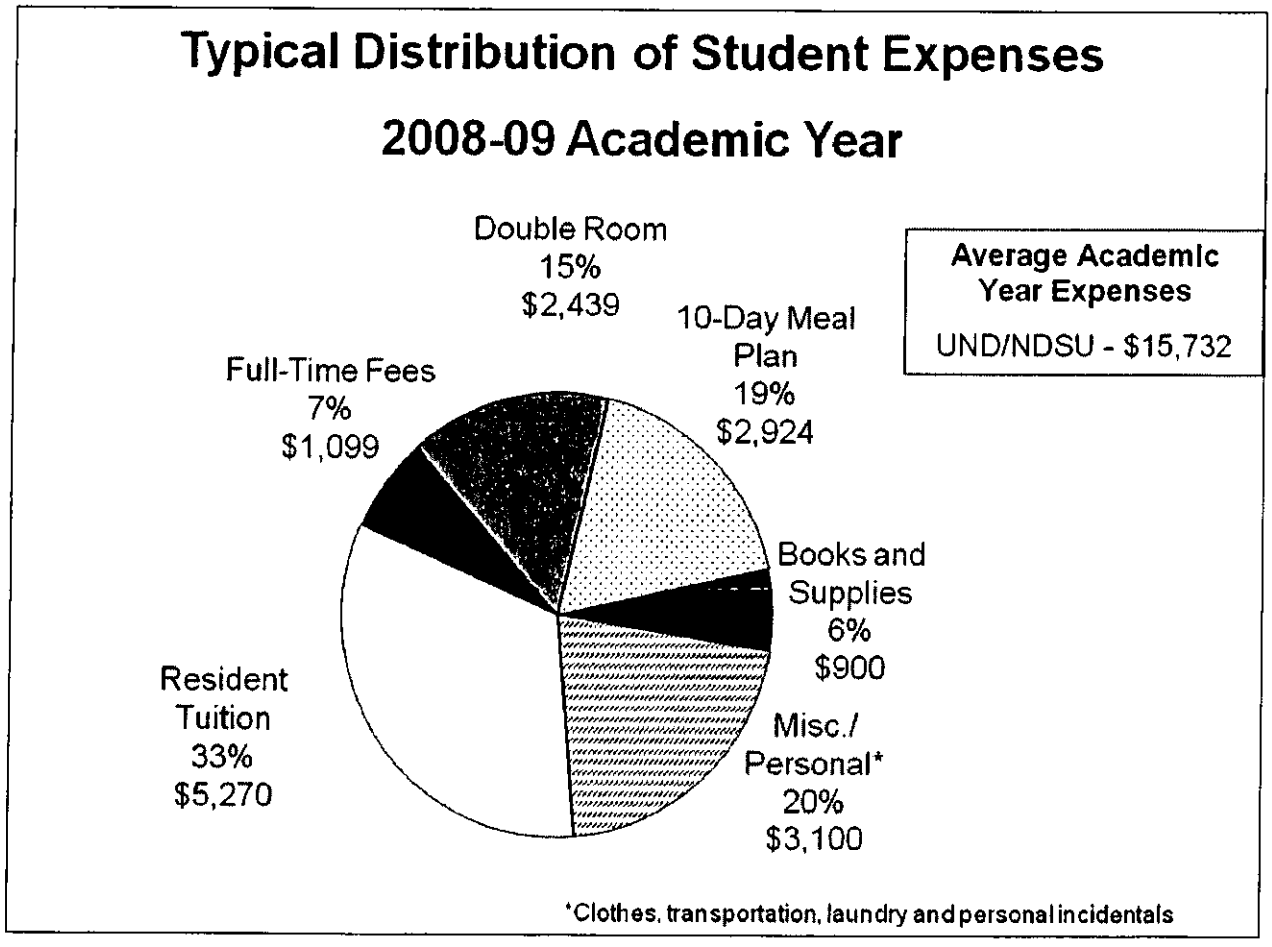
Student Cost of Education

Student expenses include tuition and fees, room and board, books and supplies, and miscellaneous expenses.

For academic year 2008-09, the breakdown of educational costs for a typical North Dakota resident student living on the UND/NDSU campuses includes 40 percent for tuition and fees, 34 percent for room and board, and 26 percent for books, supplies and miscellaneous expenses.



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Types of Financial Aid

The two primary categories of financial aid are merit-based and need-based aid.

Merit-based aid is generally given to students in recognition of special skills or academic ability. Most financial aid available for postsecondary education is need-based aid. Within this category there are two types of financial aid:

- Grant aid, which does not have to be repaid
- Self-help aid, which includes loans and/or part-time employment through work-study programs

More than 75 percent of North Dakota students apply for financial aid. While the majority receive some assistance, an increasingly larger portion comes in the form of loans, rather than grants. This contributes to a typical four-year university student federally insured debt of $15,000 to $22,000 and a two-year college student debt of $5,000 to $6,500. Students also take on substantial amounts of non-federally insured debt. As a result, the NDUS budget request includes increased funding for needs-based financial aid and to limit tuition rate increases.

Federal financial aid dollars (Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans and Work Study) available to North Dakota students pursuing undergraduate degrees decreased 21 percent between AY 2003-04 and AY 2007-08. This includes Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans and Work Study. A breakdown of AY 2007-08 federal financial aid dollars awarded per North Dakota recipient follows:

- Pell Grants averaging $2,625 were provided to about 10,977 students.
- Supplemental Educational Opportunity Grants averaging $850 were provided to about 4,043 students.
- Perkins Loans averaging $1,849 were provided to about 3,908 students.
- Work Study Grants averaging $1,177 were provided to about 2,501 students.

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Appendix 3

NDUS Two-Year Campus Average Student Loan Indebtedness by Year

(BSC, LRSC, MiSU-BC, NDSCS and WSC)

Year	*Loan Amount Borrowed*	*Number of Borrowers by Year*	Number of Borrowers/Total Headcount Enrollment	Average Annual Loan
1989-90	*$ 5.3 million*	*2,821*	*42%*	*$1,878*
1992-93	*$ 8.4 million*	*3,598*	*55%*	*$2,334*
1993-94	*$ 8.9 million*	*4,053*	*62%*	*$2,195*
1997-98	*$11.9 million*	*4,987*	*72%*	*$2,386*
1998-99	*$12.8 million*	5,386	77%	$2,376
1999-00	*$12.9 million*	5,505	77%	$2,343
2000-01	*$13.9 million*	5,924	82%	$2,346
2001-02	$15.6 million	6,626	84%	$2,354
2002-03	*$17.2 million*	7,190	86%	$2,392
2003-04	$19.8 million	7,744	87%	$2,556
2004-05	*$20.0 million*	6,475	72%	$3,089
2005-06	*$19.3 million*	6,213	71%	$3,106
2006-07	*$24.7 million* 28.0% (increase)	6,822 9.8% (increase)	77%	$3,621 16.6%
Increase from 1989-90 to 2006-07	*$19.4 million 366%*	4,001 *142%*		$1,743 *92.8%*

NDUS Four-Year Campus Average Student Loan Indebtedness by Year

(DSU, MaSU, MiSU and VCSU)

Year	Loan Amount Borrowed	Number of Borrowers by Year	*Number of Borrowers/Total Headcount Enrollment*	*Average Annual Loan*
1989-90	$ 7.6 million	3,897	56%	$1,950
1992-93	$12.2 million	4,572	64%	$2,668
1993-94	$12.3 million	4,716	63%	$2,608
1997-98	$13.9 million	5,100	75%	$2,725
1998-99	$15.9 million	5,579	82%	$2,849
1999-00	$16.1 million	5,724	82%	$2,812
2000-01	$16.4 million	5,877	84%	$2,790
2001-02	$17.3 million	6,111	83%	$2,830
2002-03	$17.7 million	5,968	77%	$2,966
2003-04	$21.2 million	6,803	84%	$3,116
2004-05	$23.4 million	6,130	74%	$3,817
2005-06	$23.1 million	5,906	72%	$3,911
2006-07	$25.5 million 10.4% (increase)	6,047 2.4% (increase)	77%	$4,217 7.8%
Increase from 1989-90 to 2006-07	$17.9 million *236%*	2,150 *55.2%*		$2,267 *116%*

NDUS Doctoral Campus Average Student Loan Indebtedness by Year

(NDSU and UND)

Year	Loan Amount Borrowed	Number of Borrowers by Year	Number of Borrowers/Total Headcount Enrollment	Average Annual Loan
1989-90	$19.3 million	8,392	39%	$2,299
1992-93	$33.0 million	11,398	53%	$2,895
1993-94	$37.4 million	11,495	54%	$3,253
1997-98	$46.0 million	13,603	69%	$3,381
1998-99	$52.1 million	14,850	75%	$3,508
1999-00	$56.4 million	15,707	78%	$3,590
2000-01	$63.1 million	18,060	86%	$3,493
2001-02	$69.4 million	19,080	86%	$3,637
2002-03	$77.1 million	20,275	86%	$3,803
2003-04	$86.2 million	20,839	86%	$4,136
2004-05	$89.9 million	19,727	78%	$4,557
2005-06	$86.5 million	18,753	75%	$4,613
2006-07	$97.4 12.6% (increase)	19,198 2.4% (increase)	77%	$5,073 10.0% increase
Increase from 1989-90 to 2006-07	$78.1 million *405%*	10,806 *129%*		$2,774 *121%*

The majority of information used in Appendices 2-3 was gathered from the following sources: (1) a federal campus reporting form entitled, "Fiscal Operations Report and Application to Participate," (2) Student Loans of North Dakota (SLND), and (3) the Education Assistance Corporation (EAC) for academic years 1989-90, 1992-93, 1993-94, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, and 2006-07. SLND and EAC guarantee over 90 percent of all student loan volume for University System students.

NORTH DAKOTA
UNIVERSITY SYSTEM

Access - General

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Tuition Waiver Summary

The North Dakota Legislature has mandated tuition waivers for National Guard members, State Industrial School residents, dependents of POW/MIAs and veterans, and dependents of firefighters and peace officers. The State Board of Higher Education authorized tuition waivers for select other students, including some graduate assistants, employees, foreign and culturally diverse students, and senior citizens.

Academic Year 2007-08 Tuition Waiver Summary

(As of October 24, 2008)

	Board Authority						Statutory/ Board	Statutory			
	Grad Assistant	Staff Waiver	Foreign Student	WICHE	Sr Citizen	Other Cult. Diver.	Misc[2]	National Guard	Instit. Waiver	POW/MIA Vets Dep Waiver	Instit. Total
BSC # of Students	0	43	2	0	0	44	0	45	0	22	156
Dollars	$0	$18,241	$9,124	$0	$0	$46,376	$0	$15,790	$0	$36,578	$126,109
DSU # of Students	0	109[1]	436	0	0	171	0	36	25	10	787
Dollars	$0	$199,866	$2,114,295	$0	$0	$510,615	$0	$18,420	$24,263	$21,693	$2,889,152
LRSC # of Students	0	37[1]	33	0	0	27	1	33	9[3]	13	153
Dollars	$0	$25,188	$127,045	$0	$0	$26,072	$365	$11,607	$14,596	$21,833	$226,706
MaSU # of Students	0	48[1]	4	0	1	9	2	6	78[3]	2	150
Dollars	$0	$22,766	$19,008	$0	$158	$12,414	$553	$4,786	$84,459	$5,060	$149,204
MiSU # of Students	21	84	2	0	2	131	495	37	79[3]	25	876
Dollars	$34,217	$90,864	$10,622	$0	$498	$202,034	$748,544	$19,881	$108,460	$59,931	$1,275,051
MiSU-BC # of Students	0	3	2	0	0	15	0	3	18	1	42
Dollars	$0	$1,424	$4,458	$0	$0	$18,885	$0	$1,427	$19,981	$2,972	$49,147
NDSCS # of Students	0	59[1]	1	0	0	15	166	44	332	18	635
Dollars	$0	$49,191	$9,133	$0	$0	$7,600	$329,094	$19,883	$164,504	$28,413	$607,818
NDSU # of Students	1,236	600[1]	389	0	4	260	309	201	267	60	3,326
Dollars	$6,240,257	$936,099	$2,102,534	$0	$1,880	$908,386	$230,936	$162,250	$439,851	$157,429	$11,179,622
UND # of Students	1,038	297	37	13	5	338	251	128	140	28	2,275
Dollars	$3,568,524	$386,836	$256,098	$134,703	$5,762	$1,214,108	$577,082	$84,938	$811,514	$93,835	$7,133,400
VSCU # of Students	0	49[1]	29	0	0	47	0	12	51	2	190
Dollars	$0	$41,630	$72,111	$0	$0	$115,653	$0	$4,268	$173,951	$3,941	$411,554
WSC # of Students	0	30[1]	11	0	0	17	0	2	26	5	91
Dollars	$0	$16,972	$24,213	$0	$0	$38,045	$0	$370	$13,322	$6,329	$99,251
Total # of Students	2,295	1359	946	13	12	1,074	1,224	547	1,025	186	8,681
Dollars	$9,842,998	$1,789,077	$4,748,641	$134,703	$8,298	3,100,188	$1,886,574	$343,620	$1,854,901	$438,014	$24,147,014

[1] LRSC, of the 37 students and $25,188 reported, 19 were for employee spouse/dependent waivers for a total of $15,579.
WSC, of the 30 students and $16,972 reported, 12 were for employee spouse/dependent waivers for a total of $10,356.
NDSCS, of the 59 students and $49,191 reported, 37 were for employee spouse/dependent waivers for a total of $32,811.
DSU, of the 109 students and $199,866 reported, 69 were for employee spouse/dependent waivers for a total of $168,163.
NDSU, of the 600 students and $936,099 reported, 311 were for employee spouse/dependent waivers for a total of $536,811.
VCSU, of the 49 students and $41,630 reported, 21 were for employee spouse/dependent waivers for a total of $26,469.
MiSU, of the 84 students and $90,864 reported, 45 were for employee spouse/dependent waivers for a total of $62,671.

[2] Misc. includes waivers for Board of Higher Ed student member, dependents of firefighters and peace officers, MN reciprocity waiver, room and board waivers at NDSCS, and other institutional waivers.

[3] Athletic waivers.

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December 2008

NDUS Tuition, Fee, Room and Board Schedule

2008-09 Academic Year

		TUITION								FEES*		ROOM[2]		BOARD	
		Resident		Nonresident		SD, MT, Saskatchewan, and Manitoba		Minnesota							
Institution	Key**	Full Time	Part Time[1]	Full Time	Part Time[1]	Full Time	Part Time[1]	Full Time	Part Time[1]	Full Time	Part Time[1]	Double	Single	5 Day	7 Day
BSC*	a	(6)	112.14	(6)	299.41	(6)	140.18	(6)	135.83	568.84	22.40	1,825[3]	2,400[3]		2,715-12 meals 2,825-14 meals 2,875-17 meals 3,000-19 meals
DSU*	a	4,019	167.46	10,731	447.11	5,024	209.32	4,197	174.88	1,064.72	44.36	1,533	2,175	2,526-10 meals (inc. $200 flex cash) 2,526-15 meals	2,747-19 meals
LRSC	a	3,065	127.71	3,065	127.71	3,065	127.71	4,075	169.79	842.72	28.03[4]	1,774	2,300		2,336-12 meals 2,834-17 meals 3,266 Premium Plus
		International Students→		7,662	319.27										
MaSU	a	[5] 3,985	166.03	5,977	249.05	4,981	207.54	4,162	173.42	1,669.22[5]	69.55	1,730	2,310	N/A	1,196- 5 meals 2,392-10 meals 2,542-14 meals
				All Canadian Provinces except Saskatchewan & Manitoba→		5,977	249.05								
		International Students→		10,639	443.30										
MiSU*	a	4,179	174.13	11,158	464.91	5,224	217.66	4,365	181.88	864.60	36.03	1,604[3]	2,807[3]	2,548-10 meals	2,684-10 meals
	b	5,527	230.30	14,758	614.90	8,291	345.45	6,745	281.05	Same as undergraduate fees				2,800-15 meals	2,940-14 meals 2,970-19 meals
						SD&MT									
MiSU-BC	a	3,120	130.00	4,680	195.00	3,901	162.50	4,075	169.79	681.72	28.41	1,624	2,284	2,498-15 meals	N/A
				All Canadian Provinces →		3,120	130.00								
NDSCS*	a	(7)	112.25	(7)	299.69	(7)	140.31	(7)	135.83	507.24	21.14	1,652	2,301		2,264-10 meals
	g	(7)	112.25	(7)	112.25	(7)	112.25	(7)	135.83	Same as undergraduate fees					2,354-14 meals
	h	(7)	112.25	(7)	112.25	(7)	112.25	(7)	135.83	Same as undergraduate fees					2,946-19 meals
NDSU*	a	5,264	219.33	14,053	585.54	7,895	328.96	5,504	229.35	962.12	40.09	2,656	3,056	N/A	2,780-10 meals
	b	5,645	235.21	15,072	628.00	8,467	352.79	6,745	281.05	Same as undergraduate fees					3,120-15 meals
						(8) Newly enrolled Mn pharmacy Students - Fall 2006→									
	l							5,504	229.35	Same as undergraduate fees					3,564-20 meals
UND*	a	5,276	219.84	14,088	586.98	7,914	329.77	5,504	229.33	1,237.12	51.55	2,222	2,818	N/A	3,068-10 meals
	b	5,675	236.47	15,153	631.37	8,513	354.70	6,745	281.05	Same as undergraduate fees					3,182-14 meals
	c	(9)	212.42	(9)	567.15	(9)	318.62	(9)	318.62	Same as undergraduate fees					3,250-19 meals
	d	22,515	938.13	41,675	1,736.44			23,515	979.79	Same as undergraduate fees					3,513-21 meals
				(10) Newly enrolled Mn Med Students-Fall 2006 & beyond→											
	d							24,767	1,031.93	Same as undergraduate fees					
	e	10,406		14,397		14,397		10,406		Same as undergraduate fees					
	f	9,497	395.72	13,296	554.01	11,777	490.70	9,497	395.72	Same as undergraduate fees					
VCSU	a	(11)	137.93	(11)	368.27	(11)	172.41	(11)	144.05	1,642.56[12]	68.44	1,582	2,230	2,195-10 meals	N/A
	b		229.37		612.42		286.72		281.04	Same as undergraduate fees				2,489-15 meals	
WSC	a	(13)	100.68	(13)	151.03	(13)	100.68	(13)	135.83	760.20	29.76	1,324	2,084	1,564 or 1,894 meal ticket plan	N/A

* Additional fees are charged for a number of specific programs at BSC, DSU, MiSU, NDSCS, NDSU and UND. These program fees are not included in the tuition and/or fee amounts this schedule.

** Key: a=Undergraduate, b=Graduate, c=Law, d=Medicine, e=Physical Therapy (schedule reflects full-time flat rate. Summer students pay 50%) , f=Occupational Therapy, g=Special rates given to NDSCS nonresident and contiguous state/province students who live on campus with a meal plan, h=NDSCS business & industry ptsp programs (with formal signed contracts) which serve multi-state areas, l=NDSU newly enrolled MN pharmacy students, Fall 2006 and beyond

In addition to the rates listed in this table, other special rates exist for other student categories such as WICHE/WUE students and non-resident dependents and spouses of NDUS campus graduates.

(Note: This schedule does not include tuition rates for all programs, but covers the major programs offered.)

(1) Per credit hour for less than 12 hours per semester, except at BSC, LRSC, NDSCS, VCSU and WSC (see footnotes 4, 5, 6, 7, 10 & 12).

(2) Other living arrangements such as married and family housing, hi-rises, suites, mobile home parks, and 3-4 person apartments are also available on the campuses.

(3) The rates listed for BSC and MiSU represents the average single and double room rates of the dormitories. These campuses charge different rates for different dormitories.

(4) The part-time rate for fees at LRSC is based on 16 credit hours per semester, except the "Connect ND" & "NDSA" fees, which are capped at 12 credit hours per semester.

(5) MaSU charges the per credit (part-time) rate for 1-11 credit hours and for additional credits over 18, and the full-time rate for 12-18 credit hours. MaSU's fees include TabletPC computer and technology fees ($950/year) for guaranteed continuous access to a TabletPC, backpack, up-to-date software, integrated technology in classrooms, network and printer access and enhanced, high-speed wireless Internet access throughout campus.

(6) BSC charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 13 credit hours per semester, except the "Connect ND" & "NDSA" fees which are capped at 12 credit hours per semester.

(7) NDSCS charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 12 credit hours per semester.

(8) Newly enrolled Mn pharmacy students, Fall 2006

(9) UND charges the per credit (part-time) tuition rate for all credit hours for Law. Mandatory fees are capped at 12 credit hours per semester.

(10) Newly enrolled Minnesota students in Law and Medicine (professional) are no longer eligible for ND/Mn reciprocity rates.

(11) VCSU charges the per credit (part-time) tuition rate for all credit hours. Fees are capped at 12 credit hours per semester.

(12) Includes notebook computer ($901.75) and technology ($96) fees for guaranteed continuous access to a notebook computer, case, software license fees, insurance for damage or loss, integrated technology in classrooms, network bond payments and enhanced, high-speed wireless network and Internet access throughout campus.

(13) WSC charges the per credit (part-time) tuition and fee rate for all credit hours except for the 14th, 15th and 16th credits, which are at no charge. "Connect ND" & "NDSA" fees are capped at 12 credit hours per semester.

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December 2008

Enrollment

The NDUS Fall 2008 headcount enrollment of 43,442 is an increase of 3.9 percent compared to Fall 2007. The total system FTE (full-time equivalent) enrollment of 36,096 is a 2.9 percent increase compared to Fall 2007. Both the two-year and four-year institutions had combined net enrollment gains. 22 percent of the students were enrolled at two-year colleges, and 78 percent were enrolled at four-year universities. Of the 43,442 enrollments, 59.5 percent are North Dakota residents.

Number of Headcount and Full-time Equivalency Enrollments Fall 2008

Institution	Headcount[1]	Full-Time Equivalency[2]
BSC	3,788	2,937
DSU	2,730	2,294
LRSC	1,657	784
MaSU	789	563
MiSU	3,432	2,720
MiSU-BC	655	440
NDSCS	2,545	2,041
NDSU	13,229	11,794
UND	12,748	11,137
VCSU	1,019	823
WSC	850	562
TOTAL	**43,442**	**36,096**

[1] Number of students enrolled, regardless of the number of credits taken.
[2] The equivalent to full-time status based upon a formula using total student credit hours enrolled.

FOR MORE INFORMATION CONTACT:
***Julie Schepp**, Academic Affairs Associate & Director of Research*
701.328.4136 Julie.Schepp@ndus.edu

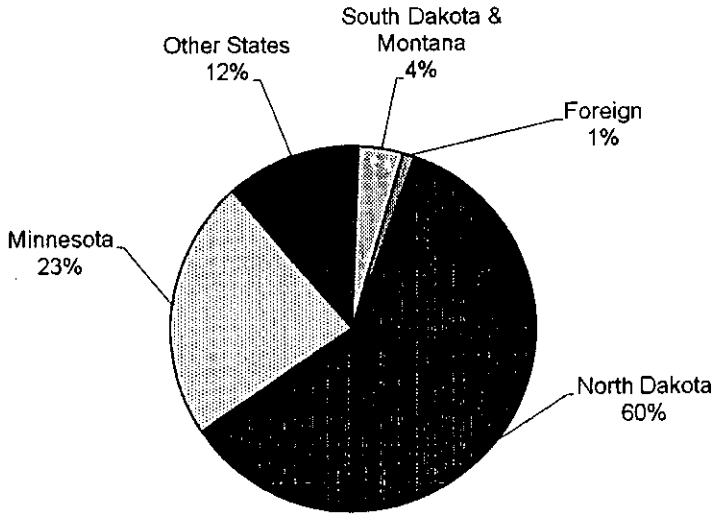
Enrollment (cont.)

Headcount Enrollment by Tuition Residency Status
Fall 2008

	BSC	DSU	LRSC	MaSU	MiSU	MiSU-BC	NDSCS	NDSU	UND	VCSU	WSC	TOTALS	% of TOTAL
RESIDENT													
North Dakota	3,144	1,697	1,355	536	2,779	587	1,848	6,329	6,234	687	694	25,890	60%
NON-RESIDENT													
Manitoba	0	10	1	15	58	18	0	10	81	19	4	216	0%
Minnesota	89	17	91	97	41	5	460	5,129	4053	113	8	10,103	23%
Other MHEC States	129	25	24	16	30	11	19	246	475	27	6	1,008	2%
Montana	37	221	1	3	107	8	62	75	136	8	81	739	2%
Saskatchewan	0	16	1	2	166	3	1	3	11	5	9	217	0%
South Dakota	43	76	12	8	12	2	91	276	210	15	5	750	2%
Other WICHE States	110	222	53	70	86	3	21	106	672	66	21	1,430	3%
Other	236	446	119	42	153	18	43	1,055	876	79	22	3,089	7%
Subtotal	644	1,033	302	253	653	68	697	6,900	6,514	332	156	17,552	40%
TOTALS	3,788	2,730	1,657	789	3,432	655	2,545	13,229	12,748	1,019	850	43,442	100%

Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.

Enrollment by Tuition Residency
Fall 2008



Note: Percentages are rounded

FOR MORE INFORMATION CONTACT:
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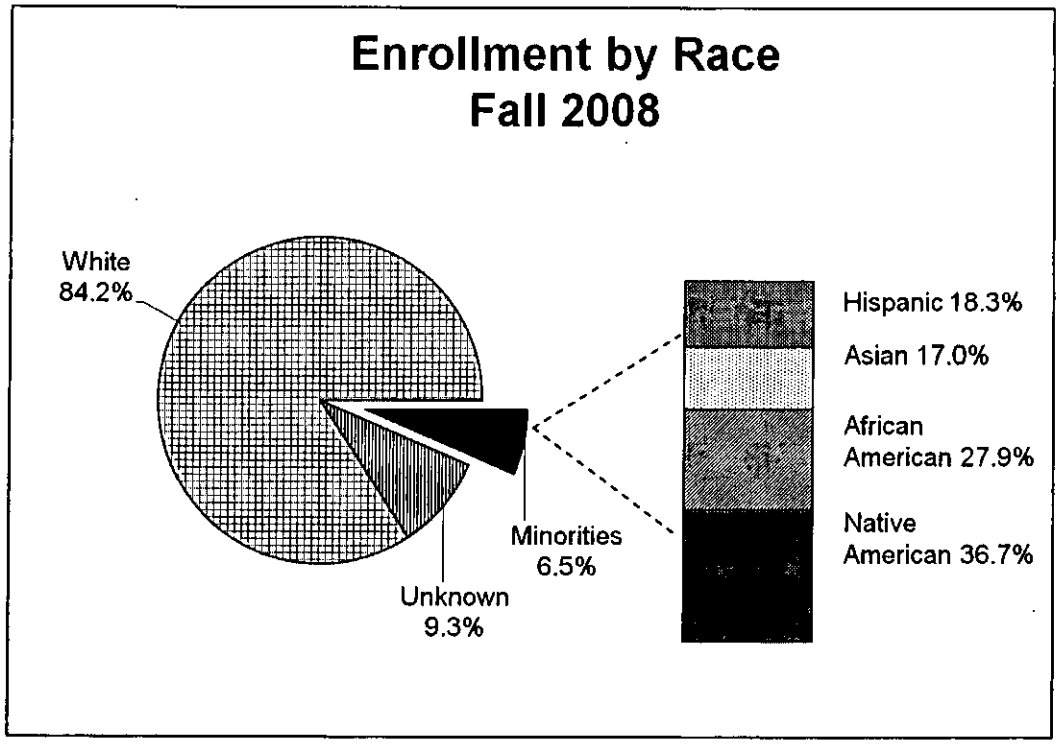
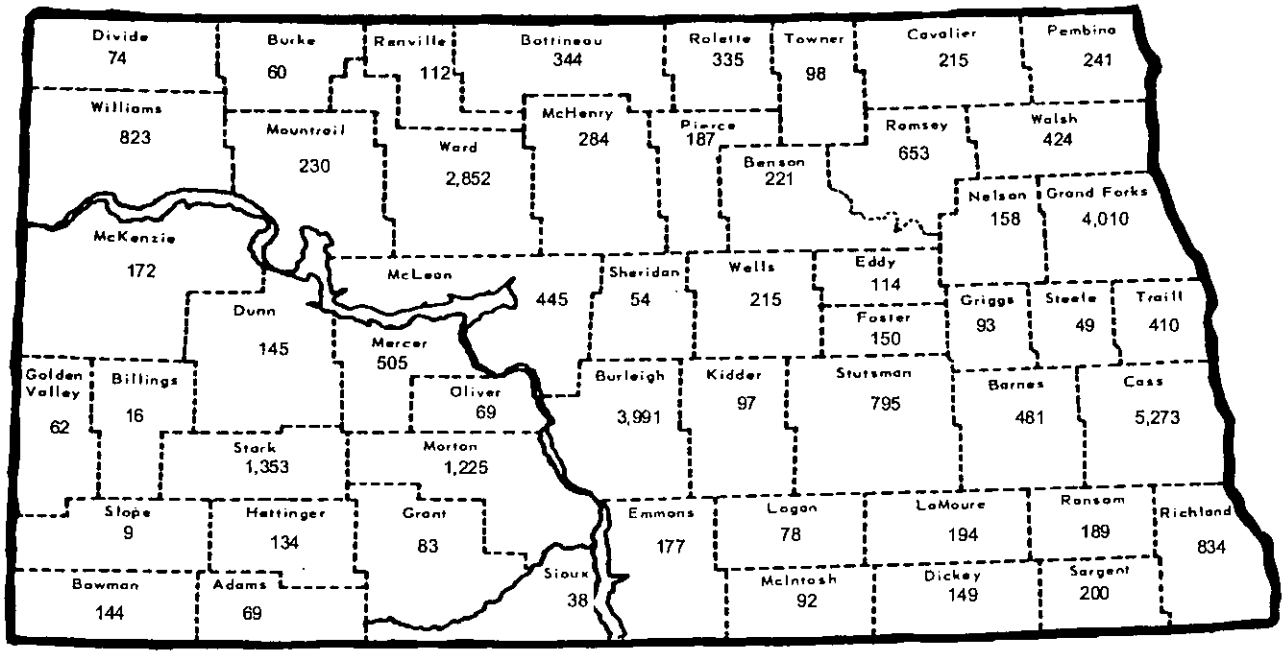
Enrollment (cont.)



IN-STATE ENROLLMENT BY COUNTY OF ORGIN

Fall 2008



Total headcount = 29,441
The county of residency is unknown for 16 North Dakota students.
Total in-state enrollment includes students who attend Jamestown College and the University of Mary.

FOR MORE INFORMATION CONTACT:
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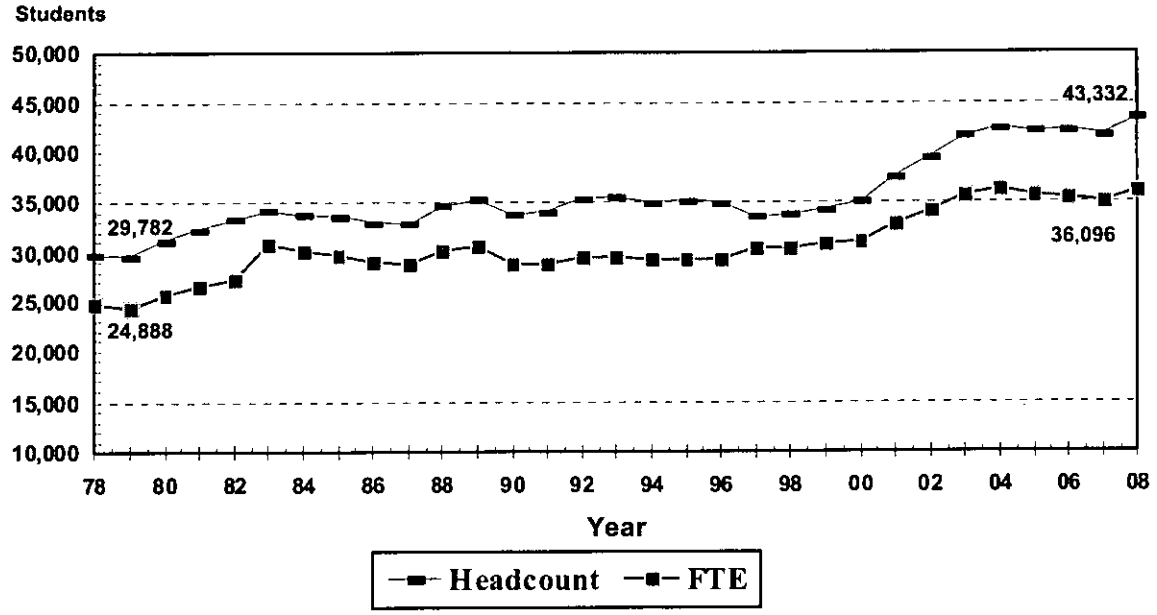
Enrollment (cont.)

Headcount Enrollment by Age – Fall 2008 Traditional and Non-Traditional		
Institution	Traditional Age 24 and under	Non-Traditional Age 25 and above
BSC	65%	35%
DSU	76%	24%
LRSC	71%	29%
MaSU	76%	24%
MiSU	67%	33%
MiSU-BC	64%	36%
NDSCS	79%	21%
NDSU	82%	18%
UND	75%	25%
VCSU	69%	31%
WSC	70%	30%
System Overall	75%	25%
Note: Information includes students in extended degree programs and students jointly enrolled through collaborative program arrangements.		

North Dakota University System
Headcount Enrollment
1978 through 2008



Beginning with the 1997 full-time equivalent (FTE) number, the formula for calculating the FTE's changed. Prior to the 1997 data the total student credit hours were divided by 16 to get the FTE number. With 1997 FTE and later, the divisor was changed to 15 .

FOR MORE INFORMATION CONTACT:
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Enrollment (cont.)

Degree Credit Headcount by All Distance Delivery Methods Fall 2008

Institution	Face-to-Face Off Campus	Correspondence	E-Learning[1]	Duplicated DE Total[2]	Unduplicated DE Total[3]
BSC	121	0	3,452	3,573	3,088
DSU	221	68	777	1,066	817
LRSC	886	0	891	1,777	1,596
MaSU	42	0	349	391	336
MiSU	404	48	1,210	1,662	1,533
MiSU-BC	144	0	278	422	398
NDSCS	525	0	691	1,216	1,171
NDSU	11	125	2,867	3,003	2,858
UND	563	105	2,311	2,979	2,805
VCSU	82	0	883	965	832
WSC	197	0	431	628	549
Total	**3,196**	**346**	**14,140**	**17,682**	**15,983**

[1] E-learning categories are listed in more detail on Table 9A in the *Fall 2008 Enrollment Report*.
[2] Reflects enrollment in each distance education delivery method. If, for example, a student is taking both a correspondence course and an e-learning course, this student would be reported twice in the duplicated enrollment total.
[3] Reflects unduplicated headcount enrollment for total distance education. If, for example, a student is taking both a correspondence and an e-learning course, this student would be counted only once in the unduplicated distance education total.

FOR MORE INFORMATION CONTACT:
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Enrollment (cont.)

Breakdown of Degree Credit Headcount by E-Learning Delivery Method Fall 2008

	Video		TV Broadcast		Prerecorded		Audio		Internet					
Institution	1-Way	2-Way	Live	Pre-recorded	Video	Audio	1-Way	2-Way	Synch	A-Synch	CD ROM	Combo <50%	E-Learning Duplicated Total	E-Learning Unduplicated Campus Total
BSC	0	95	0	0	0	0	0	0	0	1,615	0	1,742	3,452	3,010
DSU	0	0	0	0	0	0	0	0	0	0	0	0	777	0
LRSC	0	69	0	0	0	0	0	0	0	362	0	460	891	792
MaSU	0	162	0	0	0	0	0	0	0	187	0	0	349	314
MiSU	0	37	0	0	0	0	0	0	0	1,173	0	0	1,210	1,200
MiSU-BC	0	100	0	0	0	0	0	0	0	178	0	0	278	265
NDSCS	0	95	0	0	0	0	0	0	0	596	0	0	691	680
NDSU	35	57	0	0	0	0	0	0	80	2,175	0	520	2,867	2,753
[illegible]D	0	96	0	0	0	0	0	0	330	1,872	0	13	2,311	2,223
VCSU	0	42	0	0	0	0	0	0	0	462	0	379	883	762
WSC	0	99	0	0	0	0	0	0	0	332	0	0	431	410
Total	**35**	**852**	**0**	**0**	**0**	**0**	**0**	**0**	**410**	**8,952**	**0**	**3,114**	**14,140**	**12,409***

* Reflects unduplicated headcount enrollment for e-learning delivery methods. For example, if a student is taking a video course and an Internet course, the student is counted once in the unduplicated e-learning total.

FOR MORE INFORMATION CONTACT:
***Julie Schepp**, Academic Affairs Associate & Director of Research*
701.328.4136 Julie.Schepp@ndus.edu

North Dakota University System

Creating a University System for the 21st Century

Contact University System for a copy

2007-2008 Annual Enrollment Report

Summer 2007, Fall 2007 and Spring 2008

NDUS Institutions of Higher Education

November 2008

NORTH DAKOTA UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

December 2008

Dual Credit

Dual-credit college courses, through which students receive both high school and college credit, are authorized by the North Dakota Century Code. Any North Dakota student enrolled in grade 11 or 12 who has received permission from his or her high school administration is eligible for enrollment in an NDUS dual-credit course. Dual-credit students pay the university or college application fees when they apply to take dual-credit courses. Students also pay the current tuition rate along with pro-rated fees similar to those charged to other part-time students.

The college course section taught in the high school must meet the content and academic standards of the course sections taught on campus. In other words, from the NDUS perspective, the dual-credit course taught in the high school is a college course that also offers high school credit.

Full-time college faculty or adjunct instructors may teach dual-credit courses. High school instructors who teach dual-credit courses in the high schools are considered adjunct instructors of the sponsoring NDUS college or university and must meet the same criteria used to hire on-campus instructors.

Dual-credit students registered for college credit are categorized according to the way they are enrolled. Most students enroll in college courses taught by adjunct college faculty face-to-face, off-campus. Dual-credit students are included in the official semester enrollment counts.

DUAL-CREDIT HEADCOUNT ENROLLMENTS*
FALL 2002 – FALL 2007

Institutions	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
BSC	93	87	103	87	139	123
DSU	287	319	314	276	335	330
LRSC	475	416	416	437	548	543
MaSU	34	85	93	77	145	127
MiSU	23	42	43	82	112	91
MiSU-BC	26	41	46	39	98	117
NDSCS	52	154	143	185	283	328
NDSU	2	0	2	4	11	4
UND	3	2	0	2	12	12
VCSU	18	17	0	0	0	0
WSC	76	67	91	74	64	0
Totals	**1,089**	**1,230**	**1,251**	**1,263**	**1,747**	**1,675**

* This number includes students enrolled at more than one college during the fall semester; as a result, one student may be counted more than once.

FOR MORE INFORMATION CONTACT:
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Access - General

December 2008

Access – Other

Correspondence study, in which course materials are exchanged through the mail, and the extended campus, which includes face-to-face and off-campus instruction, are identified as distance education initiatives, but they are not delivered via electronic technologies. These two delivery models continue to meet the needs of the life-long learner and the place-bound student.

With 5,963 students in Spring 2008 and Fall 2008, the extended campus model continues to thrive as a mechanism for increasing student access. Correspondence study also continues to be a vital component of distance education with 820 enrollments during the same period.

FOR MORE INFORMATION CONTACT:
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December 2008

Technology Occupations Student Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated $400,000 for the North Dakota University System (NDUS) to administer a technology occupations student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for individuals who have: (1) graduated in technology-related fields and (2) been employed in technology occupations in the state for one year.

Recipients are eligible to receive $1,000 in loan forgiveness each year they are employed in approved technology occupations in North Dakota, up to a maximum of three years or $3,000. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments. To be eligible, a recipient must have a student loan from the Bank of North Dakota or other participating lender. Individuals must apply annually for new or continued funding.
$1M increase (SB2062) - $2,000/yr for 5yrs - Focus on STEM & primary sector employment.

- For academic year 2007-08, 342 new and continued-funding applications were received. Of the 342 applicants, 291 were funded. (#grants would be reduced with revised program)
- The average student loan indebtedness of funded applicants, as reported on their applications, was $10,391.
- A breakdown of funded 2007-08 applicants by program area follows:

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Agricultural/Biological Engineering and Bioengineering	9
Animal Sciences, General	1
Architectural Engineering Technology/Technician	4
Atmospheric Sciences and Meteorology, General	2
Biology/Biological Sciences, General	2
Chemical Engineering	1
Civil Engineering Technology/Technician	4
Civil Engineering, General	11
Clinical Laboratory Science/Medical Technology/Technologist	8
Computer and Information Sciences and Support Services, Other	1
Computer and Information Sciences, General	57
Computer Engineering, General	2
Computer Programming/Programmer, General	1
Computer Science	10
Computer Systems Analysis/Analyst	5
Computer Systems Networking and Telecommunications	10
Construction Engineering	1

FOR MORE INFORMATION CONTACT:
Peggy Wipf, *Director of Financial Aid and Federal Relations Coordinator*
701.328.4114 Peggy.Wipf@ndus.edu

Technology Occupations (cont.)

Program Areas of Funded Applications for 2007-08	# of Applicants Funded
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	3
Diesel Mechanics Technology/Technician	5
Electrical and Electronic Engineering Technologies/Technicians	8
Electrical, Electronic and Communications Engineering Technology/Technician	7
Electrical, Electronics and Communications Engineering	13
Emergency Medical Technology/ Technician (EMT Paramedic)	3
Engineering, General	1
Industrial Engineering	7
Industrial Production Technologies/ Technicians, Other	1
Industrial Technology/Technician	5
Lineworker	1
Machine Tool Technology/Machinist	1
Management Information Systems and Services, Other (some qualify)	2
Management Information Systems, General	28
Manufacturing Engineering	1
Mathematics Teacher Education	2
Mathematics, General	2
Mechanical Engineering	35
Medical Radiologic Technology/Science - Radiation Therapist	15
Radiologic Technology/Science-Radiographer	1
Respiratory Care Therapy/Therapist	8
Small Engine Mechanics and Repair Technology/Technician	1
Surgical Technology/Technologist	2
System, Networking, and LAN/WAN Management/Manger	4
Technology Teacher Education/ Industrial Arts Teacher Education	4
Web Page, Digital/Multimedia and Information Resources Design	1
Welding Technology/Welder	1
TOTAL	**291**

- A breakdown of funded 2007-08 applicants by technology job occupations follows:

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Agricultural Engineers	4
Bus and Truck Mechanics and Diesel Engine Specialists	2
Civil Engineering Technicians	4
Civil Engineers	11
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	1
Computer and Information Systems Managers	2
Computer and Mathematical Science Occupations	1
Computer Operators	2
Computer Programmers/Computer Science Teachers, Postsecondary	24
Computer Software Engineers, Applications	17
Computer Specialists, All Other	10

FOR MORE INFORMATION CONTACT:
***Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator*
701.328.4114 Peggy.Wipf@ndus.edu

Technology Occupations (cont.)

Technology Job Occupations of Funded Applicants for 2007-08	# of Applicants Funded
Computer Support Specialists	28
Computer Systems Analysts	17
Conservation Scientists, Park Naturalists, Range Managers, Soil & Water Conservationists	1
Cost Estimators	1
Database Administrators	1
Diagnostic Medical Sonographers	5
Education, Training, and Library Workers, All Other	2
Electrical and Electronics Engineering Technicians	3
Electrical and Electronics Installers and Repairers, Transportation Equipment	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	5
Electrical Engineers	7
Electrical Power-Line Installers and Repairers	1
Electro-Mechanical Technicians	1
Electronics Engineers, Except Computer	5
Emergency Medical Technicians and Paramedics	3
Engineering Managers	2
Engineering Technicians, Except Drafters, All Other	2
Engineers, All Other	11
Farm Equipment Mechanics	2
Hydrologists	1
Industrial Engineers	3
Industrial Machinery Mechanics	1
Mathematical Science Occupations, All Other	1
Mathematical Science Teachers, Postsecondary	1
Mechanical Engineers	38
Medical and Clinical Laboratory Technologists	8
Middle School Teachers, Except Special and Vocational Education	1
Mixing and Blending Machine Setters, Operators, and Tenders	1
Network and Computer Systems Administrators/Computer Security Specialists	20
Network Systems and Data Communications Analysts	1
Outdoor Power Equipment and Other Small Engine Mechanics	1
Radiologic Technologists and Technicians	14
Respiratory Therapists	6
Respiratory Therapy Technicians	2
Secondary School Teachers, Except Special and Vocational Education	1
Surgical Technologists	2
Telecommunications Equipment Installers and Repairers, Except Line Installers	8
Vocational Education Teachers, Middle School	1
Vocational Education Teachers, Postsecondary	2
Vocational Education Teachers, Secondary School	1
Welders, Cutters, and Welder Fitters/Solderers & Brazers	1
TOTAL	**291**

FOR MORE INFORMATION CONTACT:
***Peggy Wipf**, Director of Financial Aid and Federal Relations Coordinator*
701.328.4114 Peggy.Wipf@ndus.edu

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

Application for Technology Occupations Student Loan Forgiveness Program

Application year: May 1 - June 30, 2008

- **Follow instructions carefully** • **Print or type**
- **Disclosure of your Social Security number is voluntary. Social Security numbers are used as an individual ID number for record keeping and administrative purposes. If you do not disclose your Social Security number, an individual ID number will be assigned. Failure to provide a social security number may cause delays in administrative services such as financial aid processing.**
- **Questions about the program or procedures for making application should be directed to Peggy Wipf at 701.328.4114.**

General Information

Name (Last, First, Middle Initial)	Social Security No.	Daytime Phone No.
Present Mailing Address	City	State/Zip Code
Permanent Mailing Address (if different)	City	State/Zip Code

Education

Did you graduate from a campus technology related major as defined in **Table 1**? ☐ Yes ☐ No

- **If yes, the Program CIP Code for that major is:** __ __ . __ __ __ __

List Technology Job Occupation Code **(Reference Table 2)**: ____ - ____
A degree from Table 1 is required for Table 2 occupations to qualify.

Did you have a cumulative grade point average of at least 2.5 on a 4.0 scale in your college studies?
☐ Yes ☐ No **(Attach copy of final college transcript)**

Loan Information

Do you have an outstanding student loan obtained through the Bank of North Dakota as a lender or other participating lender? ☐ Yes ☐ No

- **If yes**, indicate which loan you wish to have reduced under this program: **(check only one)**

☐ FFEL Stafford (subsidized)	☐ William D. Ford Federal Direct Loan (subsidized)
☐ FFEL Stafford (unsubsidized)	☐ William D. Ford Federal Direct Loan (unsubsidized)
☐ FFEL Consolidated Loan	☐ William D. Ford Federal Direct Consolidated Loan
☐ Dakota Educational Alternative Loan (DEAL)	☐ Federal Perkins Loan

Amount owed on this loan:	as of : (Date)

If approved, I wish to have my loan forgiveness payment sent to the following holder of my student loan:

Name of Financial Institution		Phone No.
Address	City	State/Zip Code

Statement of Certification an Authorization to be Completed by Applicant

I hereby certify that the information contained on this application is true and correct. I understand that I have the specific responsibility for applying for the Technology Occupations Student Loan Program **each year**. I also give my employer permission to release to the North Dakota University System any information that may be needed to verify the contents of my application, and for the North Dakota University System to share this information with the Bank of North Dakota or other participating lender to process payment of my outstanding loan.

_____

Signature of Applicant **Date**

Statement of Certification by Personnel Director and/or CEO of Company

I hereby certify that _____ (name of applicant) with social security number of _____ was employed full time with _____ _____(name and location of company in North Dakota) during the period of _____ (list complete dates of employment, e.g. June 1, 2006 - May 30, 2007) in an occupation which can be classified as a technology job occupation SOC code number __ __ - __ __ __ __ as defined in Table 2.

_____

Printed **name and title** of authorized official Daytime Phone Number

_____

Signature of authorized official **Date**

Return application, certifications, and transcript to:

Technology Occupations Loan Forgiveness
North Dakota University System
600 E Boulevard Ave Dept 215
Bismarck ND 58505-0230

(Derived from 2000 Draft CIP's, United States Department of Education)

CIP	Program Areas
01.0201	Agricultural Mechanization, General • Agricultural Systems Management – NDSU
01.0401	Agricultural and Food Products Processing • Cereal Science – NDSU
01.0901	Animal Sciences, General • Animal and Range Sciences – NDSU
01.1001	Food Science • Food Protection – NDSU • Food Science – NDSU
01.1102	Agronomy and Crop Science • Plant Sciences – NDSU
01.1103	Horticultural Science • Horticulture – NDSU
01.1105	Plant Protection and Integrated Pest Management • Plant Protection – NDSU
01.1201	Soil Science and Agronomy, General • Soil Science – NDSU
03.0101	Natural Resources/Conservation, General • Environmental Technology-Natural Resource Management – MiSU-B
03.0103	Environmental Studies • Earth System Science and Policy – UND
03.0201	Natural Resources Management and Policy • Natural Resources Management – CCCC, NDSU
03.0508	Urban Forestry • Urban Forestry Technology – MiSU-B
03.0601	Wildlife and Wildlands Science and Management • Fisheries and Wildlife Sciences – VCSU
03.0601	Wildlife and Wildlands Science and Management • Fisheries and Wildlife Sciences – VCSU • Wildlife and Fisheries Technology – MiSU-B
11.0101	Computer and Information Sciences, General • Computer Information Systems – MaSU, NDSCS, UM, VCSU • Computer Science – DSU, JC, MiSU, UND
11.0103	Information Technology • Enterprise Application – VCSU • Information Technology – SBC
11.0199	Computer and Information Sciences, Other • Computer Systems Technology – MiSU-B
11.0201	Computer Programming/Programmer, General • Computer Science Basic Programming – MiSU
11.0301	Data Processing and Data Processing Technology/ Technician • Computer Technology Management – DSU • Information Processing Technician – WSC • Information Technology – MaSU
11.0401	Information Science/Studies • Information Science – UM • Virtual Business – MiSU
11.0501	Computer Systems Analysis/Analyst • Information Systems – UND
11.0701	Computer Science • Computer Science – NDSU
11.0801	Web Page, Digital/Multimedia and Information Resources Design • Desktop & Web publishing – MiSU • Web Page Development and Design – BSC
11.0901	Computer Systems Networking and Telecommunications • Computer Applications – CCCC • Computer Support Specialist – BSC • Information Technology - Network Engineering – MiSU-B
11.1002	System, Networking, and LAN/WAN Management/Manger • Computer Systems Specialist – WSC
11.1004	Web/Multimedia Management and Webmaster • Information Technology - Web Master – MiSU-B
11.9999	Computer and Information Sciences and Support Services, Other • Computer Information System (BAS) – MaSU • Information Technology - Web Design – MiSU-B
13.0501	Educational/Instructional Media Design • Instructional Design & Technology – UND
13.1309	Technology Teacher Education/ Industrial Arts Teacher Education • Education – VCSU • Technology Education – DSU, UND, VCSU
13.1311	Mathematics Teacher Education • Elementary Education/Mathematics – UND • Math Teacher Education – UM • Mathematics Education – DSU, JC, MaSU, MiSU, NDSU, VCSU
13.1316	Science Teacher Education/General Science Teacher Education • Composite Science Education – VCSU • Comprehensive Science Education – NDSU • Earth Science Education – MiSU, NDSU • Physical Science Education – MiSU • Science Education – MiSU, UND • Science Teacher Education – DSU
13.1322	Biology Teacher Education • Biological Education – NDSU • Biology Education – DSU, MiSU • Biology Teacher Education – JC, UM • Composite Biology Education – MaSU, VCSU
13.1323	Chemistry Teacher Education • Chemistry Education – DSU, JC, MiSU, NDSU • Composite Chemistry Education – MaSU, VCSU
13.1329	Physics Teacher Education • Composite Physical Science – MaSU • Physical Science Education – MaSU • Physics Education – MiSU, NDSU
14.0101	Engineering, General • Engineering – NDSU
14.0301	Agricultural/Biological Engineering and Bioengineering • Agricultural & Biosystems Engineering – NDSU
14.0701	Chemical Engineering • Chemical Engineering – UND
14.0801	Civil Engineering, General • Civil Engineering – NDSU, UND
14.0899	Civil Engineering, Other • Materials & Nanotechnology – NDSU

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

Acronyms: BSC = Bismarck State College, DSU = Dickinson State University, FBCC = Fort Berthold Community College, JC = Jamestown College, LRSC = Lake Region State College, MaSU = Mayville State University, MiSU = Minot State University, MiSU-BC = Minot State University-Bottineau Campus, NDSCS = North Dakota State College of Science, NDSU = North Dakota State University, TMCC = Turtle Mountain Community College, UM = University of Mary, UTTC = United Tribes Technical College, UND = University of North Dakota, VCSU = Valley City State University, WSC = Williston State College

g:\anna\access\technology.mdb 07-08 CIP code listing:Report

CIP	Program Areas
14.0901	Computer Engineering, General • Computer Engineering – NDSU
14.0903	Computer Software Engineering • Software Engr – NDSU
14.1001	Electrical, Electronics and Communications Engineering • Electrical & Comp Engr – NDSU • Electrical Engineering – NDSU, UND
14.1401	Environmental/Environmental Health Engineering • Environmental Engineering – NDSU • Environmental Geoscience – UND
14.1901	Mechanical Engineering • Mechanical Engineering – NDSU,UND
14.3301	Construction Engineering • Construction Engineering – NDSU
14.3501	Industrial Engineering • Industrial & Manufacturing Engr – NDSU • Industrial Engineering & Management – NDSU
14.3601	Manufacturing Engineering • Manufacturing Engineering – NDSU
14.3801	Surveying Engineering • Environmental Technology-Geographic Information Systems – MiSU-B
14.3901	Geological/Geophysical Engineering • Geological Engineering – UND
14.9999	Engineering, Other • Engineering – UND
15.0000	Engineering Technology/General • Engineering Technician – BSC
15.0101	Architectural Engineering Technology/Technician • Architectural Drafting & Estimating Technology – NDSCS
15.0201	Civil Engineering Technology/Technician • Civil Engineering & Surveying Technology – NDSCS
15.0303	Electrical, Electronic and Communications Engineering Technology/Technician • Electric Power Technology – BSC • Electrical Transmission Systems Technology – BSC • Electronics/Telecommunications Technology – BSC
15.0399	Electrical and Electronic Engineering Technologies/Technicians • Electrical Technology – NDSCS • Electronic Technology – NDSCS
15.0501	Heating, Air Conditioning and Refrigeration Technology/Technician (ACH/ACR/ACHR/HRAC/HVAC/AC Technology • Heating, Ventilating, Air Conditioning & Refrigeration Technology – NDSCS • Refrigeration & Air Conditioning Technology – NDSCS
15.0506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician • Environmental Technology - Water Management – MiSU-B • Water Quality Technology – MiSU-B
15.0507	Environmental Engineering Technology/Environmental Technology • Environmental Technology-Laboratory & Field Technician – MiSU-B
15.0612	Industrial Technology/Technician • Industrial Technology – UND • Process Plant Technology – BSC
15.0613	Manufacturing Technology/Technician • Automated Manufacturing Technician – NDSCS
15.0699	Industrial Production Technologies/ Technicians, Other • Power Plant Technology – BSC
15.0701	Occupational Safety and Health Technology/Technician • Occupational Safety & Environmental Health – UND
15.1001	Construction Engineering Technology/Technician • Construction Mgmt Tech – NDSCS
15.1102	Surveying Technology/Surveying • Geographic Information System Technician – BSC
15.1401	Nuclear Engineering Technology/Technician • Nuclear Power Technology – BSC
15.9999	Engineering Technologies/Technicians, Other • Energy Technology – FBCC • Nanoscience Technology – NDSCS
26.0101	Biology/Biological Sciences, General • Biological Sciences – NDSU • Biology – DSU, JC, MaSU, MiSU, NDSU, UM, VCSU • Biology/Pre-Health – UND
26.0202	Biochemistry • Biochemistry – JC, NDSU, UND
26.0210	Biochemistry/Biophysics and Molecular Biology • Biochemistry & Molecular Biology – NDSU
26.0301	Botany/Plant Biology • Botany – NDSU
26.0305	Plant Pathology/Phytopathology • Plant Pathology – NDSU
26.0403	Anatomy • Anatomy – UND
26.0406	Cell/Cellular and Molecular Biology • Cellular & Molecular Biology – NDSU
26.0502	Microbiology, General • Microbiology – NDSU
26.0503	Medical Microbiology and Bacteriology • Microbiology – UND
26.0701	Zoology/Animal Biology • Zoology – NDSU
26.0702	Entomology • Entomology – NDSU
26.0709	Wildlife Biology • Fisheries & Wildlife Biology – UND
26.0801	Genetics, General • Genomics and Bioinformatics – NDSU
26.0910	Pathology/Experimental Pathology • Molecular Pathogenesis – NDSU
26.1001	Pharmacology • Pharmacology, Physiology and Therapeutics – UND
26.1201	Biotechnology • Biotechnology – NDSU
26.1305	Environmental Biology • Environmental & Conservation Sciences – NDSU
26.9999	Biological and Biomedical Sciences, Other • Science – FBCC • Tribal Environmental Science – UTTC
27.0101	Mathematics, General • Mathematics – DSU, FBCC, JC, MaSU, MiSU, NDSU, UM, UND, VCSU
27.0301	Applied Mathematics • Applied Math, General – JC
27.0501	Statistics, General • Applied Statistics – NDSU • Statistics – NDSU
30.0101	Biological and Physical Sciences • Math/Science Composite – UM
30.1101	Multi/Interdisciplinary Studies • Gerontology – NDSU
40.0101	Physical Sciences • Physical Science – MiSU, UND
40.0401	Atmospheric Sciences and Meteorology, General • Atmospheric Sciences – UND • Atmospheric Studies – UND
40.0501	Chemistry, General • Chemistry – DSU, JC, MaSU, MiSU, NDSU, UND, VCSU
40.0507	Polymer Chemistry • Coatings & Polymeric Materials – NDSU

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

Acronyms: BSC = Bismarck State College, DSU = Dickinson State University, FBCC = Fort Berthold Community College, JC = Jamestown College, LRSC = Lake Region State College, MaSU = Mayville State University, MiSU = Minot State University, MiSU-BC = Minot State University-Bottineau Campus, NDSCS = North Dakota State College of Science, NDSU = North Dakota State University, TMCC = Turtle Mountain Community College, UM = University of Mary, UTTC = United Tribes Technical College, UND = University of North Dakota, VCSU = Valley City State University, WSC = Williston State College

40.0801 Physics, General
- Physics – MiSU, NDSU, UND

41.9999 Science Technologies/Technicians, Other
- Bio-fuels Technology – NDSCS
- Nanoscience Technology – NDSCS

46.0303 Lineworker
- Lineworker, Electrical – BSC

47.0104 Computer Installation and Repair Technology/Technician
- Simulator Maintenance Technician – LRSC

47.0303 Industrial Mechanics and Maintenance Technology
- Mechanical Maintenance Technology – BSC

47.0604 Automobile/Automotive Mechanics Technology/Technician
- Automotive Service Technology – UTTC
- Automotive Technology – BSC, CCCC, LRSC, NDSCS, WSC

47.0605 Diesel Mechanics Technology/Technician
- Caterpillar Dealer Service Technician – NDSCS
- Diesel Technology – LRSC, NDSCS, WSC

47.0606 Small Engine Mechanics and Repair Technology/Technician
- Recreational Engines Technology – NDSCS

47.0699 Vehicle Maintenance and Repair Technologies, Other (some qualify)
- Automotive & Diesel Master Technician – NDSCS

48.0501 Machine Tool Technology/Machinist
- Machinist and Toolmaker – NDSCS

48.0508 Welding Technology/Welder
- Welding – BSC
- Welding & Basic Machining – LRSC
- Welding Technology – NDSCS

[illegible] Science and Technology, General
- Aeronautical Studies – UND
- Aviation – UND

49.0102 Airline/Commercial/Professional Pilot and Flight Crew
- Commercial Aviation – UND

49.0104 Aviation/Airway Management and Operations
- Airport Management – UND
- Aviation Management – UND
- Aviation Systems Management – UND

49.0105 Air Traffic Controller
- Air Traffic Control – UND

49.0108 Flight Instructor
- Flight Education – UND

49.0199 Air Transportation, Other (some qualify)
- Space Studies – UND

51.0904 Emergency Medical Technology/ Technician (EMT Paramedic)
- EMT Paramedic Technology – BSC

51.0907 Medical Radiologic Technology/Science - Radiation Therapist
- Radiologic Technology – JC, MiSU, UM

51.0908 Respiratory Care Therapy/Therapist
- Respiratory Care – NDSU, UM

51.0909 Surgical Technology/Technologist
- Surgical Technology – BSC

51.0910 Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
- –

51.0911 Radiologic Technology/Science-Radiographer
- Radiologic Sciences – NDSU

51.1002 Cytotechnology/Cytotechnologist
- Cytotechnology – UND

51.1004 Clinical/Medical Laboratory Technician
- Clinical Laboratory Technician – BSC

Technology/Technologist
- Clinical Laboratory Science – JC, MiSU, NDSU, UM, UND
- Clinical Laboratory Science Management – UND
- CLS Clinical Chemistry/Urinalysis – UND
- CLS Hematology/Homeostasis – UND
- CLS Immunohematology – UND
- CLS Microbiology – UND
- Medical Technology – JC

51.1099 Clinical/Medical Laboratory Science and Allied Professions, Other
- Phlebotomy Technician – BSC

52.0209 Transportation/Transportation Management
- Transportation & Logistics – NDSU
- Transportation and Supply Chain Mgmt – BSC

52.1201 Management Information Systems, General
- Information Systems – MiSU
- Information Technologies – LRSC
- Management Information Science – JC
- Management Information Systems – MiSU, NDSU

52.1299 Management Information Systems and Services, Other (some qualify)
- Applied Business Information Technology – MiSU
- Knowledge Management – MiSU

• Indicates programs known to exist in North Dakota. Students graduating from comparable programs in other states are eligible when students meet North Dakota residency and other requirements.

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North Dakota University System - Table 2. [redacted]nology Job Occupations and Codes

A degree from Table 1 is required for Table 2 occupations to qualify

(Derived from http://online.onetcenter.org/crosswalk/)

SOC	Occupation
11-3011	Administrative Services Managers
11-3021	Computer and Information Systems Managers
11-3071	Transportation Managers
11-3071	Storage and Distribution Managers
11-9011	Nursery and Greenhouse Managers
11-9011	Crop and Livestock Managers
11-9012	Farmers and Ranchers
11-9021	Construction Managers
11-9041	Engineering Managers
11-9121	Natural Sciences Managers
11-9199	Managers, All Other
13-1051	Cost Estimators
13-1081	Logisticians
15-0000	Computer and Mathematical Science Occupations
15-1011	Computer and Information Scientists, Research
15-1021	Computer Programmers
15-1021	Computer Science Teachers, Postsecondary
15-1031	Computer Software Engineers, Applications
15-1032	Computer Software Engineers, Systems Software
15-1041	Computer Support Specialists
15-1051	Computer Systems Analysts
15-1061	Database Administrators
15-1071	Computer Security Specialists
15-1071	Network and Computer Systems Administrators
15-1081	Network Systems and Data Communications Analysts
15-1099	Computer Specialists, All Other
15-2011	Actuaries
15-2021	Mathematicians
15-2031	Operations Research Analysts
15-2041	Statisticians
15-2091	Mathematical Technicians
15-2099	Mathematical Science Occupations, All Other
17-1021	Cartographers and Photogrammetrists
17-1022	Surveyors
17-2011	Aerospace Engineers
17-2021	Agricultural Engineers
17-2041	Chemical Engineers
17-2051	Civil Engineers
17-2061	Computer Hardware Engineers
17-2071	Electrical Engineers
17-2072	Electronics Engineers, Except Computer
17-2081	Environmental Engineers
17-2111	Fire-Prevention and Protection Engineers
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
17-2111	Industrial Safety and Health Engineers
17-2111	Product Safety Engineers
17-2112	Industrial Engineers
17-2121	Marine Engineers and Naval Architects
17-2131	Materials Engineers
17-2141	Mechanical Engineers
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers
17-2161	Nuclear Engineers
17-2171	Petroleum Engineers
17-2199	Engineers, All Other
17-3021	Aerospace Engineering and Operations Technicians
17-3022	Civil Engineering Technicians
17-3023	Electrical and Electronic Engineering Technicians
17-3023	Electrical Engineering Technicians
17-3023	Electronics Engineering Technicians
17-3024	Electro-Mechanical Technicians
17-3025	Environmental Engineering Technicians
17-3026	Industrial Engineering Technicians
17-3027	Mechanical Engineering Technicians
17-3029	Engineering Technicians, Except Drafters, All Other
17-3031	Mapping Technicians
17-3031	Surveying Technicians
19-1011	Animal Scientists
19-1012	Food Scientists and Technologists
19-1013	Soil and Plant Scientists
19-1020	Biologists
19-1021	Biochemists and Biophysicists
19-1022	Microbiologists
19-1023	Zoologists and Wildlife Biologists
19-1029	Biological Scientists, All Other
19-1030	Conservation Scientists and Foresters
19-1031	Range Managers
19-1031	Soil and Water Conservationists
19-1031	Conservation Scientists
19-1031	Park Naturalists
19-1032	Foresters
19-1041	Epidemiologists
19-1042	Medical Scientists, Except Epidemiologists
19-1099	Life Scientists, All Other
19-2011	Astronomers
19-2012	Physicists
19-2021	Atmospheric and Space Scientists
19-2031	Chemists
19-2032	Material Scientists
19-2041	Environmental Scientists and Specialists, Including Health
19-2042	Geoscientists, Except Hydrologists and Geographers
19-2043	Hydrologists
19-2099	Physical Scientists, All Other
19-3099	Social Scientists and Related Workers, All Other
19-4011	Agricultural Technicians
19-4011	Food Science Technicians
19-4011	Agricultural and Food Science Technicians
19-4031	Chemical Technicians
19-4041	Geological and Petroleum Technicians
19-4051	Nuclear Equipment Operation Technicians
19-4051	Nuclear Monitoring Technicians
19-4051	Nuclear Technicians
19-4091	Environmental Science and Protection Technicians, Including Health
19-4093	Forest and Conservation Technicians
19-4099	Life, Physical, and Social Science Technicians, All Other
25-1021	Computer Science Teachers, Postsecondary
25-1022	Mathematical Science Teachers, Postsecondary
25-1032	Engineering Teachers, Postsecondary
25-1041	Agricultural Sciences Teachers, Postsecondary
25-1042	Biological Science Teachers, Postsecondary
25-1043	Forestry and Conservation Science Teachers, Postsecondary
25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
25-1052	Chemistry Teachers, Postsecondary
25-1053	Environmental Science Teachers, Postsecondary
25-1054	Physics Teachers, Postsecondary
25-1071	Health Specialties Teachers, Postsecondary
25-1081	Education Teachers, Postsecondary
25-1194	Vocational Education Teachers, Postsecondary
25-2022	Middle School Teachers, Except Special and Vocational Education
25-2023	Vocational Education Teachers, Middle School
25-2031	Secondary School Teachers, Except Special and Vocational Education
25-2032	Vocational Education Teachers, Secondary School
25-9011	Audio-Visual Collections Specialists
25-9031	Instructional Coordinators
25-9099	Education, Training, and Library Workers, All Other
27-1014	Multi-Media Artists and Animators
27-1024	Graphic Designers
29-1124	Radiation Therapists
29-1126	Respiratory Therapists
29-2011	Medical and Clinical Laboratory Technologists
29-2012	Medical and Clinical Laboratory Technicians
29-2031	Cardiovascular Technologists and Technicians
29-2032	Diagnostic Medical Sonographers
29-2033	Nuclear Medicine Technologists
29-2034	Radiologic Technologists
29-2034	Radiologic Technologists and Technicians
29-2034	Radiologic Technicians
29-2041	Emergency Medical Technicians and Paramedics
29-2052	Pharmacy Technicians

29-2055 Surgical Technologists

29-9011 Occupational Health and Safety Specialists

29-9012 Occupational Health and Safety Technicians

33-3031 Fish and Game Wardens

43-9011 Computer Operators

43-9031 Desktop Publishers

45-1011 First-Line Supervisors/Managers of Agricultural Crop and Horticultural Workers

45-1011 First-Line Supervisors/Managers of Animal Husbandry and Animal Care Workers

45-2011 Agricultural Inspectors

45-2021 Animal Breeders

45-4011 Forest and Conservation Workers

47-1011 First-Line Supervisors/Managers of Construction Trades and Extraction Workers

47-4011 Construction and Building Inspectors

47-4021 Elevator Installers and Repairers

49-2011 Computer, Automated Teller, and Office Machine Repairers

49-2022 Telecommunications Equipment Installers and Repairers, Except Line Installers

49-2091 Avionics Technicians

49-2093 Electrical and Electronics Installers and Repairers, Transportation Equipment

49-2094 Electrical and Electronics Repairers, Commercial and Industrial Equipment

49-2095 Electrical and Electronics Repairers, Powerhouse, Substation, and Relay

49-2096 Electronic Equipment Installers and Repairers, Motor Vehicles

49-3011 Aircraft Mechanics and Service Technicians

49-3023 Automotive Master Mechanics

49-3031 Bus and Truck Mechanics and Diesel Engine Specialists

49-3041 Farm Equipment Mechanics

49-3051 Motorboat Mechanics

49-3053 Outdoor Power Equipment and Other Small Engine Mechanics

49-3092 Recreational Vehicle Service Technicians

49-9011 Mechanical Door Repairers

49-9021 Heating, Air Conditioning, and Refrigeration Mechanics and Installers

49-9041 Industrial Machinery Mechanics

49-9043 Maintenance Workers, Machinery

49-9045 Refractory Materials Repairers, Except Brickmasons

49-9051 Electrical Power-Line Installers and Repairers

49-9062 Medical Equipment Repairers

49-9091 Coin, Vending, and Amusement Machine Servicers and Repairers

49-9098 Helpers--Installation, Maintenance, and Repair Workers

51-2011 Aircraft Structure, Surfaces, Rigging, and Systems Assemblers

51-2022 Electrical and Electronic Equipment Assemblers

51-2023 Electromechanical Equipment Assemblers

51-2031 Engine and Other Machine Assemblers

51-3091 Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders

51-3092 Food Batchmakers

51-3093 Food Cooking Machine Operators and Tenders

51-4011 Computer-Controlled Machine Tool Operators, Metal and Plastic

51-4012 Numerical Tool and Process Control Programmers

51-4021 Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic

51-4022 Forging Machine Setters, Operators, and Tenders, Metal and Plastic

51-4023 Rolling Machine Setters, Operators, and Tenders, Metal and Plastic

51-4031 Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic

51-4032 Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic

51-4033 Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic

51-4034 Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic

51-4035 Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic

51-4041 Machinists

51-4111 Tool and Die Makers

51-4121 Solderers and Brazers

51-4121 Welders, Cutters, and Welder Fitters

51-4122 Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders

Operators, and Tenders, Metal and Plastic

51-4192 Lay-Out Workers, Metal and Plastic

51-4199 Metal Workers and Plastic Workers, All Other

51-6062 Textile Cutting Machine Setters, Operators, and Tenders

51-6063 Textile Knitting and Weaving Machine Setters, Operators, and Tenders

51-6064 Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders

51-7041 Sawing Machine Setters, Operators, and Tenders, Wood

51-7042 Woodworking Machine Setters, Operators, and Tenders, Except Sawing

51-8011 Nuclear Power Reactor Operators

51-8012 Power Distributors and Dispatchers

51-8013 Power Plant Operators

51-8031 Water and Liquid Waste Treatment Plant and System Operators

51-8093 Petroleum Pump System Operators, Refinery Operators, and Gaugers

51-9011 Chemical Equipment Operators and Tenders

51-9012 Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders

51-9021 Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders

51-9023 Mixing and Blending Machine Setters, Operators, and Tenders

51-9032 Cutting and Slicing Machine Setters, Operators, and Tenders

51-9041 Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders

51-9121 Coating, Painting, and Spraying Machine Setters, Operators, and Tenders

51-9141 Semiconductor Processors

51-9196 Paper Goods Machine Setters, Operators, and Tenders

53-1011 Aircraft Cargo Handling Supervisors

53-2011 Airline Pilots, Copilots, and Flight Engineers

53-2012 Commercial Pilots

53-2021 Air Traffic Controllers

53-2022 Airfield Operations Specialists

53-3011 Ambulance Drivers and Attendants, Except Emergency Medical Technicians

December 2008

Teacher Shortage Loan Forgiveness Program

The 2001 North Dakota Legislature appropriated $250,000 for the North Dakota University System (NDUS) to administer a student loan forgiveness program. The intent of this program is to reduce student loan indebtedness for teaching in North Dakota at grade levels and/or in content areas identified by the Department of Public Instruction as having teacher shortages.

Recipients are eligible to receive $1,000 in loan forgiveness each year up to a maximum of three years or $3,000 for teaching in teacher-shortage areas as defined by the Department of Public Instruction. The Bank of North Dakota is responsible for applying and/or forwarding loan forgiveness payments for funded recipients.

- For academic year 2007-08, 390 new and continued-funding applications were received. Of the 390 applicants, 379 were funded.
- The average student loan indebtedness of funded applicants, as reported on their applications, was $14,619.
- A breakdown of funded 2007-08 applicants by defined shortage areas follows:

Defined Shortage Areas of Funded Applicants for 2007-08	# of Applicants Funded
Agriculture Education	14
Art	5
Business and Office Technology/Business Education	23
Career Clusters	1
Driver and Traffic Safety Education	1
English as a Second Language	9
English Language Arts/English as a Second Language	52
Family and Consumer Sciences	4
Health Careers	1
Information Technology	2
Languages/Native American Languages	10
Marketing Education	2
Mathematics	51
Music	15
Science	47
Social Studies	49
Special Education Programming	82
Technology Education - Industrial Arts	10
Trade and Industrial Education	1
TOTAL	**379**

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December 2008

Doctoral Programs

Since the 2001-03 biennia, the North Dakota Legislature has appropriated funding to the North Dakota University System to provide incentives for more students to obtain doctoral degrees. In June 2007, the State Board of Higher Education (SBHE) approved allocation of $130,000 each in funding to UND and NDSU from the 2007-09 Education Incentive Program in support of doctoral students. The SBHE also allocated an additional $250,000 ($125,000 each) in one time funding in fiscal year 2008 to UND and NDSU in support of doctoral programs. The intent of this program is to provide incentives to encourage additional doctoral graduates in North Dakota.

At UND, the funds have/will be used as follows:

- To enhance doctoral dissertation grants: These awards are available on a competitive basis to students in the final stages of writing their dissertations. Students must have completed all coursework and research and be within one semester of graduating from the program
- To provide more professional development for doctoral students: One of the biggest challenges facing doctoral students as they complete degree programs is the ability to function in a highly competitive environment
- To market doctoral programs and recruit new students: Continued success of UND doctoral programs is highly dependent on the ability to attract students from outside of North Dakota

At NDSU, the funds have/will be used as follows:

- To form stronger relationships with baccalaureate degree-granting institutions in North Dakota
- To provide funding for doctoral student dissertation awards: The Graduate School has funded doctoral dissertation fellowships the past few years. These fellowships provide one year of support for doctoral students nearing the completion of their programs. The fellowships allow students to focus exclusively on dissertation work, thus enhancing completion rates.
- To form stronger relationships with other baccalaureate degree-granting institutions in the region
- To create new promotional materials to attract doctoral applicants, bringing prospective doctoral students to NDSU for campus visits

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NORTH DAKOTA
UNIVERSITY SYSTEM

Economic Development Connection

December 2008

Centers of Excellence for Economic Development

A Center of Excellence for Economic Development is a hub of research and development around which related businesses expand, and dynamic new businesses cluster. A center of excellence provides access to new technologies, specialized knowledge and an educated workforce.

The first two Centers of Excellence for Economic Development were designated by the 2003 Legislative Assembly. They are the North Dakota State University Center for Technology and the University of North Dakota Center for Innovation.

In 2005, Gov. John Hoeven proposed and the Legislative Assembly approved the concept of Centers of Excellence for Economic Development linked to North Dakota University System colleges and universities and provided up to $20 million for the 2005 – 07 biennium. The Legislature directly appropriated $15 million in new centers of excellence funding for the 2007-09 biennium, and in September of 2008, the Budget Section approved the request to borrow from the Bank of North Dakota an additional $5 million for Centers of Excellence grants. Every state dollar of support must be leveraged with two dollars in private and federal matching funds.

NDUS colleges and universities submit proposals to the Centers of Excellence Commission as provided in NDCC 15-69. The commission includes three members of the State Board of Higher Education and three members of the Economic Development Foundation Board. Upon approval by the commission, the EDFB, the SBHE and the Emergency Commission must approve each proposal before it is sent to the Budget Section for final approval.

The legislatively determined criteria for funding a Center of Excellence for Economic Development are:

1. Use university or college research to promote private sector job growth
2. Create high-value private sector employment opportunities in the state
3. Provide for public-private partnerships
4. Leverage other funding (use funds to enhance capacity, enhance infrastructure and leverage state, federal and private sources of funding)
5. Increase research and development activities that may involve federal funding from the National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR)
6. Foster and practice entrepreneurship

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Centers of Excellence for Economic Development (cont.)

7. Promote the commercialization of new products and services in industry clusters
8. Become financially self-sustaining
9. Establish and meet a deadline for acquiring and expending all public and private funds specified in the application

Expected outcomes of Centers of Excellence for Economic Development are:

1. Create more jobs and higher-paying jobs in the private sector
2. Assist existing businesses to innovate and expand through the creation of new products and services resulting from academic or applied research and development or the application of new technology
3. Commercialize these new products and services by supporting entrepreneurship
4. Promote additional new businesses resulting from the knowledge and expertise in the center
5. Contribute to the growth of North Dakota's economy through innovation
6. Leverage resources through collaboration among state, private and federal resources
7. Bring the academic and/or service programs associated with the center to a level of performance and productivity consistent with recognized national standards for that specific type of institution

Centers of Excellence for Economic Development approved during the 2005 – 07 biennium, including the general fund expenditures of $20 million and the projected leveraged funding of $92.8 million, are:

1. The BSC National Energy Center of Excellence: $3 million, projected to leverage $7.3 million
2. The LRSC Dakota Center of Optimized Agriculture: $450,000, projected to leverage $900,000
3. The UND National Center for Hydrogen Technology: $2.5 million, projected to leverage $36.5 million
4. The NDSU Center for Advanced Electronics Design and Manufacturing: $3 million, projected to leverage $8 million
5. The NDSU Center of Excellence for Agbiotechnology: $2 million, projected to leverage $11 million
6. The NDSU Center of Excellence for Surface Protection: $2 million, projected to leverage $4 million
7. The UND Research Foundation Center of Excellence in Life Science and Advanced Technologies: $3.5 million, projected to leverage $10.5 million

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Centers of Excellence for Economic Development (cont.)

8. The UND Center of Excellence for UAV and Simulation Applications: $1 million, projected to leverage $4.2 million
9. The VCSU Institute for Customized Business Solutions: $1 million, projected to leverage $5 million
10. The WSC Petroleum Safety and Technology Center: $400,000, projected to leverage $918,000
11. The DSU Institute for Technology and Business Center for Entrepreneurship and Rural Revitalization: $1.15 million, projected to leverage $4.5 million

Centers of Excellence for Economic Development approved during the 2007-09 biennium, including the general fund expenditures of $19.45 million and the projected leveraged funding of nearly $53.4 million are:

1. NDSU – Center of Excellence for Agbiotechnology: Oilseed Development II: $1.5 million, projected to leverage $5.58 million
2. NDSU – Center for Surface Protection: $2 million, projected to leverage $4 million
3. UND – Unmanned Aircraft System Center of Excellence: $1.5 million, projected to leverage $3 million
4. LRSC – The Dakota Center for Technology – Optimized Agriculture (DCTOA): $400,000, projected to leverage $843,400
5. NDSU – Center for Biopharmaceutical Research and Production: $2,000,000, projected to leverage $4,742,000
6. MiSU-B – Entrepreneurial Center for Horticulture: $400,000, projected to leverage $830,854
7. NDSU – Center for Integrated Electronic Systems: $2,050,000, projected to leverage $4,100,000
8. UND Research Foundation – Center of Excellence for Passive Therapeutics: $2,650,000, projected to leverage $8,400,000
9. UND – Petroleum Research, Education, and Entrepreneurship Center of Excellence: $3,000,000, projected to leverage $7,958,373
10. UND – Center of Excellence in Space Technology and Operations: $1,000,000, projected to leverage $4,776,391
11. UND – SUNRISE BioProducts: A Center of Excellence for Chemicals, Polymers, and Composites from Crop Oils: $2,950,000, projected to leverage $9,165,132

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NORTH DAKOTA
UNIVERSITY SYSTEM

Economic Development Connection

December 2008

Workforce Training System: trainND

I. **Mission:** The mission of trainND is to provide training for business and industry designed to support North Dakota businesses in their efforts to capitalize on their potential and to compete on a global level.

II. **Results:** The number of businesses that received training through the North Dakota's workforce training system has grown from 518 in FY 2000 to 1,345 in FY 2008, a 160 percent increase. The number of employees who received training rose from 7,463 in FY 2000 to 11,990 in FY 2008, a 61 percent increase.

Direct training revenue paid by businesses that contracted for training through the workforce training system totaled $3,260,004 in FY 2008. Fifty-three percent of the businesses that contracted for training in FY 2008 requested repeat or additional training.

In 2008, the level of satisfaction with training events by businesses that contracted for training was 98.7 percent. Satisfaction by employees who received training was 98 percent. These and additional accomplishments are included in the performance measures outlined below.

Number of businesses in the region receiving training:	1,345
Percent of businesses in the region receiving training:	5.2%
Number of employees receiving training (unduplicated):	11,990
Number of businesses requesting repeat or additional training:	743
Percent of businesses requesting repeat or additional training:	53%
Level of satisfaction based on results provided by employers:	98.7%
Level of satisfaction based on results provided by employees receiving training:	98%
Level of satisfaction of companies with responsiveness of training provided:	99.5%
Number of referrals for training made to another resource:	31
Number of referrals received:	29
Revenue generated from training fees:	$3,260,004
Source: Workforce Training Quadrants, Year-End Reports, September 2008	

III. **Background:** In 1998, a task force of 31 state leaders representing business, education and government examined North Dakota's workforce training system. The group concluded that major changes were urgently needed for business and industry in all regions of the state, as well as individual communities, to remain viable and competitive. A workforce training plan was developed by the Workforce Training Task Force and enacted into law by the 1999 Legislature.

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Workforce Training System: trainND (cont.)

IV. **Origin and Purpose:** The purpose of the task force plan and the resulting legislation was to develop a responsive and effective system for the delivery of workforce training in North Dakota. At the core of the system is an infrastructure comprised of workforce training professionals (workforce training directors and managers) who contact business and industry, develop trusting and effective working relationships, conduct needs assessments and arrange training in the respective regions. The training directors and managers also work closely with other public and private higher education institutions, local development organizations, private sector trainers, vocational centers, high schools with training programs, tribal colleges, and other state and local agencies involved in workforce training in the community, region and state.

V. **Goal of Workforce Development and Training Task Force:**
To provide business and industry in North Dakota with the most competitive workforce in the nation.

VI. **Key Components of Workforce Training System:**

1. **Designated Service Regions** – Four workforce training regions were established and are defined by the boundaries of the state planning regions.

2. **Primary Responsibility** – The following two-year colleges were assigned primary responsibility for workforce training in each of the four regions:
   - NW Region (State Planning Regions 1 & 2) - Williston State College
   - SW Region (State Planning Regions 7 & 8) - Bismarck State College
   - NE Region (State Planning Regions 3 & 4) - Lake Region State College
   - SE Region (State Planning Regions 5 & 6) - North Dakota State College of Science

3. **Special Unit** – A workforce training division within each of these four colleges has been created specifically to serve the needs of business and industry. The training divisions have primary responsibility for assuring employers in all areas of North Dakota have access to high-quality training that meets or exceeds their needs and expectations.

4. **Local Advisory Boards**
   The workforce training divisions are locally driven through private-sector local advisory boards for each designated region.

5. **Financial Support**
   The funding mechanism for the workforce training system consists of: (1) fees from training, (2) state funds and (3) institution in-kind support.

6. **Collaborative Relationships**
   Partnerships with various local and state agencies involved in workforce training, with public and private education institution(s) and with private-sector training providers are an essential component of the workforce training system.

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NORTH DAKOTA
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Employment and Retention of Graduates

Some of the questions most frequently asked of the North Dakota University System relate to the status of graduates and program completers of system institutions. A consortium of state agencies known as FINDET – or Follow-up Information on North Dakota Education and Training – was formed to provide answers to those questions.

The 2007 NDUS (Follow-up) report describes the employment status of Academic Year 2006 graduates one year after graduation. A total of 63.2 percent of all 2006 graduates who were located by FINDET were either employed in North Dakota or re-enrolled in North Dakota institutions. Based on weighted data,[1] however, the total number of graduates remaining in the state one year after graduation increases to 70.2 percent. A high proportion (79.9%) of one and two year program graduates are retained by the state one year after graduation. In addition, 61.3 percent of bachelor's program graduates and 47.8 percent of graduates and professional program graduates remain in the state. This statistic dispels the myth that a majority of NDUS graduates leave the state after graduation.

[1] According to the North Dakota Department of Labor, at any time, between 6 and 15 percent of the state workforce is employed in jobs not reported in the state's employment databases. This group includes railroad employees and some people who are self-employed, including farmers. Job Service North Dakota estimates about 10 percent of the workforce is not currently reported. This report assumes the 63.2 percent of graduates located by FINDET represent only 90 percent of the graduates who stay in the state with the remaining 10 percent employed in jobs not included in the state's employment database.

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Technology-Based Access

Technology-based distance education is a formal learning activity in which the student and instructor are separated by space or time. The delivery of instruction is supported by software and hardware, such as learning management systems, computers and interactive videoconferencing networks.

Access provided by technology (IVN, satellite, Internet, etc.) provides learning opportunities for students unable to take residential classes because of jobs, family or other duties, making on-campus education difficult, if not impossible.

Traditional correspondence courses are a form of distance education, but, since they are not delivered electronically, they are not classified as technology-based distance education. Off-campus delivery of a course or program by a faculty member who travels to a classroom away from a specific campus also is not classified as technology-based distance education. Programs and courses delivered electronically off-site may use the following technologies:

- Internet
- Two-way video
- Satellite
- Video and audiotape
- Telephone
- Radio
- Television
- Desktop conferencing

The choice of a delivery mode is based on instructional effectiveness; cost of transmission and reception; and the resources to support its development, maintenance and growth. Currently, the principal electronic delivery technologies used in the North Dakota University System are IVN and the Internet. Technologies often provide multi-delivery learning environments. For example, programs and courses offered mainly by IVN or satellite also may use the Internet for increased interactivity.

NDUSO: The North Dakota University System Online is an Internet-based system-wide collaboration for the delivery of courses, certificates and programs. From the first associated degree delivered via NDUSO in 2001, there now are 41 undergraduate certificates, 55 two-year degrees, 33 four-year degrees, and 39 graduate certificates and programs. Enrollment has grown at the rate of more than 20 percent each year, up from 350 registrations in 1997 to more than 31,000 in 2007-08.

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Technology-Based Access (cont.)

Through this collaboration of the 11 NDUS campuses, a student can take courses from multiple campuses during the same semester, receive financial aid for all courses, have a single academic record and receive a single bill. NDUSO provides access to educational opportunities for North Dakota residents, as well as others around the world who have access to the Internet. The NDUSO Web site provides complete information for prospective students at *http://www.nduso.org*.

ACCESS: An Internet search engine, ACCESS finds distance education opportunities throughout the NDUS and links to campus-specific sites for more information. In a one-year period, there were hits on ACCESS from 19 countries. ACCESS is available at *http://www.access.ndus.edu*.

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Technology-Based Access (cont.)

Programs Delivered Using Distance Education Technologies		
Certificate and Diploma Programs	**Delivery**	**Institution**
Administrative Assistant/Information Processing	Online	Williston State College
Administrative Assistant/Medical Coding/Billing	Online	Williston State College
Advertising and Marketing	Online	Minot State University Bottineau
Application Software Specialist	Online	Minot State University
Basic Grounds Worker Skills	Online	Minot State University Bottineau
Bookkeeper	Online	Minot State University Bottineau
Business Administration and Management-eBusiness	Online	North Dakota State College of Science
Computer Information Systems - Web Design	Online	North Dakota State College of Science
Developmental Disabilities	Online	Minot State University
Diploma Advertising & Marketing	IVN	Minot State University Bottineau
Diploma Medical Assistant	IVN	Minot State University Bottineau
Diploma Reception Services	IVN	Minot State University Bottineau
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Front Office	Online	Williston State College
Greenhouse Technology	Online	Minot State University Bottineau
Health Information Technician - Medical Coding	Online	North Dakota State College of Science
Health Information Technician - Medical Transcription	Online	North Dakota State College of Science
Information Processing Specialist	Online	Bismarck State College
Landscape Technology	Online	Minot State University Bottineau
Legal Assistant	Online	Lake Region State College
Marketing and Management	Online	Williston State College
Marketing/Management	Online	Lake Region State College
Medical Assistant	Online	Minot State University Bottineau
Medical Coding	Online	Minot State University Bottineau
Medical Transcription	Online	Minot State University Bottineau
Medical Transcription	Online	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Paraeducation	Online	Bismarck State College
Paraeducation	Online	Lake Region State College
Paraeducation	Online	Minot State University Bottineau
Paraeducation	Online	North Dakota State College of Science
Paraeducation	Online	Williston State College
Pharmacy Technology	Online	North Dakota State College of Science
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Reception Services	Online	Minot State University Bottineau
Recreation Management	Online	Minot State University Bottineau
Technical Studies	Online	North Dakota State College of Science

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Technology-Based Access (cont.)

Urban Forestry Technology	Online	Minot State University Bottineau
Web and Desktop Publication	Online	Minot State University
Two-Year Programs	**Delivery**	**Institution**
Accounting	Online	Williston State College
Accounting Technician	Online	Minot State University Bottineau
Accounting/Business Administration	Online	Lake Region State College
Administrative Assistant	Online	Minot State University Bottineau
Administrative Assistant/Accounting	Online	Williston State College
Administrative Assistant/Health Information	Online	Williston State College
Administrative Assistant/Information Processing	Online	Williston State College
Administrative Office Management	Online	North Dakota State College of Science
Advertising & Marketing	IVN	Minot State University Bottineau
Advertising and Marketing	Online	Minot State University Bottineau
Agricultural Sales and Services, Equine Management	Online	Dickinson State University
Architectural Drafting and Estimating Technology	Online	North Dakota State College of Science
Associate in Arts	Online	Bismarck State College
Associate in Arts	Online	Dickinson State University
Associate in Arts	Online	Lake Region State College
Associate in Arts	Online	Minot State University Bottineau
Associate in Arts	Online	North Dakota State College of Science
Associate in Arts	Online	Williston State College
Associate in Early Childhood	IVN	Mayville State University
Business Administration and Management-eBusiness	Online	North Dakota State College of Science
Caregiver Services - Adult	Online	Minot State University Bottineau
Caregiver Services - Child	Online	Minot State University Bottineau
Civil Engineering and Surveying Technology	Online	North Dakota State College of Science
Computer Information Systems - Web Developer	Online	North Dakota State College of Science
Criminal Justice	Online	Bismarck State College
Developmental Disabilities	Online	Minot State University
Electric Power Technology	Online	Bismarck State College
Electric Transmission Systems Technology	Online	Bismarck State College
Entrepreneurship	Online	Williston State College
Geographic Information Systems Technician	Online	Bismarck State College
Health Information Technician	Online	North Dakota State College of Science
Health Information Technician - Medical Administrative Assistant	Online	North Dakota State College of Science
Human Services	Online	Bismarck State College
Information Management Admin. Asst.	IVN	Minot State University Bottineau
Information Management Medical Secretary	IVN	Minot State University Bottineau
Information Management-Accounting Tech	IVN	Minot State University Bottineau
Law Enforcement	Online	Lake Region State College
Legal Assistant	IVN	Lake Region State College
Legal Assistant	Online	Lake Region State College

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Technology-Based Access (cont.)

Management	Online	Williston State College
Marketing	Online	Williston State College
Marketing/Management	Online	Lake Region State College
Massage Therapy	IVN	Williston State College
Medical Assistant	IVN	Minot State University Bottineau
Medical Assistant	Online	Minot State University Bottineau
Medical Secretary	Online	Minot State University Bottineau
Medical Transcription	Online	Williston State College
Nuclear Power Technology	Online	Bismarck State College
Nursing Bridge	Online	North Dakota State College of Science
Office Administration - Administrative Assistant	Online	North Dakota State College of Science
Paraeducation	Online	Bismarck State College
Paraeducation	Online	Lake Region State College
Paraeducation	Online	Minot State University Bottineau
Paraeducation	Online	North Dakota State College of Science
Paraeducation	Online	Williston State College
Pharmacy Technology	Online	North Dakota State College of Science
Power Plant Technology	Online	Bismarck State College
Process Plant Technology	Online	Bismarck State College
Recreation Management	Online	Minot State University Bottineau
Speech Language Pathology Assistant	Online	Lake Region State College
Speech Language Pathology Assistant	Online	Williston State College
Technical Studies	Online	North Dakota State College of Science
Four-Year Programs	**Delivery**	**Institution**
Accounting	IVN and Other	Dickinson State University
Applied Business Information Technology	Online	Minot State University
Applied Management	Online	Minot State University
Applied Science in Technology	Online	Dickinson State University
Applied Science in Technology	IVN and Other	Dickinson State University
Business Administration	IVN	Mayville State University
Business Administration	IVN	Williston State College
Business Administration	Online	Dickinson State University
Business Administration	Online	Mayville State University
Business Administration	Online	University of North Dakota
Chemical Engineering	Blended	University of North Dakota
Child Development and Family Science: Child Development Option	Online	North Dakota State University
Civil Engineering	Blended	University of North Dakota
Composite Social Science	IVN and Other	Dickinson State University
Early Childhood	Blended	Mayville State University
Education	Online	Valley City State University

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Technology-Based Access (cont.)

Electrical Engineering	Blended	University of North Dakota
Elementary Education	IVN and Other	Dickinson State University
Elementary Education	IVN	Mayville State University
Elementary Education	Online	Mayville State University
Energy Management	Online	Bismarck State College
English	IVN and Other	Dickinson State University
ESL (minor)	Online	Valley City State University
Finance	Online	Dickinson State University
General Studies	Online	Minot State University
General Studies	Online	University of North Dakota
Human Resource Management	Online	Dickinson State University
Information Systems	Online	University of North Dakota
International Business	Online	Dickinson State University
Library and Information Science (minor)	Online	Valley City State University
LPN/RN to BSN	Blended	North Dakota State University
Management Information Systems	Online	Minot State University
Mechanical Engineering	Blended	University of North Dakota
Professional Communication	Online	Valley City State University
RN to BSN	Online	Minot State University
RN to BSN	Online	University of North Dakota
Social Science	Online	University of North Dakota
Sociology	Online	North Dakota State University
Technology Education	Online	Valley City State University
University Studies	IVN and Other	Dickinson State University
University Studies	Online	Dickinson State University
University Studies	Online	North Dakota State University
Virtual Business	Online	Minot State University
Graduate Certificates	**Delivery**	**Institution**
Autistic Spectrum Disorders	Online	University of North Dakota
English Language Learner Endorsement Coursework	Online	University of North Dakota
Environmental Engineering	Online	University of North Dakota
Family Financial Planning	Online	North Dakota State University
Food Protection	Online	North Dakota State University
Geographic Information Science	Online	University of North Dakota
Gerontology	Online	North Dakota State University
Health Administration	Online	University of North Dakota
Instruction Design and Technology	Online	University of North Dakota
Merchandising	Online	North Dakota State University
Nurse Education	Online	University of North Dakota
Policy Analysis	Online	University of North Dakota
Public Administration	Online	University of North Dakota

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Technology-Based Access (cont.)

Software Engineering	Online	North Dakota State University
Graduate Programs	**Delivery**	**Institution**
Child Development and Family Science: Family Financial Planning	Online	North Dakota State University
Child Development and Family Science: Gerontology	Online	North Dakota State University
Communication	Online	North Dakota State University
Community Development	Online	North Dakota State University
Construction Management	Online	North Dakota State University
Counseling	Blended	University of North Dakota
Counselor Education	IVN	North Dakota State University
Family and Consumer Science Education	Online	North Dakota State University
Forensic Psychology	Blended	University of North Dakota
Gerontology Nurse Specialization	Online	University of North Dakota
Health, Nutrition and Exercise Science: Dietetics Option	Online	North Dakota State University
Information Systems	Online	Minot State University
Instruction Design and Technology	Online	University of North Dakota
Management	Online	Minot State University
Merchandising	Online	North Dakota State University
Nurse Education Specialization	Online	University of North Dakota
Public Administration	Online	University of North Dakota
Public/Community health Clinical Nurse Specialization	Online	University of North Dakota
RN to MS in Nursing	Online	University of North Dakota
Social Work (MSW for BSW)	Blended	University of North Dakota
Social Work (MSW for non-BSW)	Blended	University of North Dakota
Space Studies	Blended	University of North Dakota
Special Education	Blended	University of North Dakota

Projections

The NDUS action plan to increase access to technology-based educational opportunities includes:

- Expanding collaborative course and program offerings through the NDUSO
- Enhancing online-delivered workforce training opportunities
- Developing partnerships with K-12 to expand online offerings in advanced placement and dual-credit courses
- Continuing discussions with surrounding states and regions on collaborative efforts
- Sponsoring faculty and staff development activities on the use of technology-enhanced instruction
- Exploring cost-effective measures for the delivery of instruction through commercial learning management systems and open-source options

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December 2008

Advanced Learning Technologies (ALT)

In 2008, the role of the North Dakota Interactive Video Network was expanded, and its name changed to Advanced Learning Technologies. The new name more clearly defines the broadened services now provide to the North Dakota University System and is part of a shift in focus that occurred in the past 18 months. A unit within North Dakota University System Information Technology Services, ALT now is positioned to provide system-level technology services for the NDUS. While ALT is focused on academic technologies, these services also can be used for a variety of related purposes.

Collectively, ALT provides the NDUS an assortment of rich, technological options:

- **IVN Services** – ALT continues to provide the same, robust video and audio conferencing services provided for nearly 20 years. From July 2007 to June 2008, the network supported more than 13,500 NDUS videoconferences totaling about 21,000 hours of connection time. Also during this time, 850 telephone conferences were supported, and numerous videoconferences were streamed over the Internet.

  Nearly 90 percent of events were for credit classes, and a third of those involved outreach to non-campus locations. In addition, the network supported an average of 125 video meetings per month involving more than 300 hours of activity, greatly reducing travel costs and time spent behind the wheel.

  There are more than 100 NDUS IVN rooms, 30 of which are owned and managed by ALT. Specific services include scheduling, bridging, technical support, consulting, training and communication. Future development will focus concurrently on high-definition room systems and desktop video.

- **Web Conferencing Services** – In the spring of 2007, ALT began working with campuses to research collaborative Web conferencing platforms. The need for students and faculty to communicate in real time from desktop computers was apparent throughout the NDUS. Ultimately, the Wimba Collaborative Suite was chosen for its collaboration capabilities. Since then, the use of this service has evolved steadily. In the fall of 2008, more than 200 live, virtual classrooms were in use across the University System and many other Wimba tools were being used on a regular basis.

  Components of the Wimba Collaborative Suite include Wimba Classroom, an interactive Web conferencing tool that provides a live, virtual classroom environment; Wimba Voice, a variety of Web-based voice tools that facilitate the use of audio in instruction; Wimba Pronto, an instant messaging and voice chat tool; and Wimba Create, a tool that converts MS Word documents into content for online courses.

  Wimba hosts all the technologies and provides 24x7 help desk services. ALT manages the relationship with Wimba and coordinates activities among the campuses. During the past 12 months, ALT has provided extensive orientation and training to the campuses.

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Advanced Learning Technologies (cont.)

- Learning Management System – In May 2008, ALT and Williston State College cooperated in the initial rollout of a learning management system called Moodle. This arrangement solved a specific need at WSC while providing ALT the leverage to begin offering a system-level learning management system. As a result of this cooperation, WSC successfully offered more than 50 courses with on-line content during the 2008 summer semester. Since then, six of the 11 institutions have begun evaluating Moodle, while another three are closely monitoring the progress.

  Moodle is open-source software, which means it is free to use, modify and redistribute to other users in a public, collaborative manner. Open-source software continues to gain momentum as an alternative to the cost, control, and performance issues associated with commercially licensed products. Moodle is the most widely adopted open-source learning management system. As of October 2008, Moodle had more than 52,000 registered sites, 2.4 million courses, and nearly 25 million users. Adoptions range from smaller colleges to large research-based institutions like Louisiana State University and Idaho State University.

  An RFP for Moodle hosting and help desk services currently is being reviewed. A complete solution that may be expanded as required to meet the needs of the NDUS is scheduled to be operational by the end of 2008.

Success Stories

While return on investment is often simplified to numbers, overall value isn't complete without examples that demonstrate how a technology truly makes a difference. Whether it is the ability to connect with a place-bound student for the first time or the ability to communicate with a learner in a completely new way, the following examples are just a few of the extensive capabilities provided by ALT services:

- Dr. Kathy Enger, NDSU professor, used Wimba Classroom to bring the face of diversity to her classroom. She recorded five guest speakers from various countries around the world.
- The Business Administration Department at Minot State University is using IVN to interview prospective graduate students from China. This is part of a cohort agreement with SIAS International University in Xinzheng, China.
- A NDSCS department chair will telecommute from her home in Idaho, relying heavily on Wimba to communicate with other faculty and students on the Wahpeton campus.
- On-Line Dakota Information Network (ODIN) is exploring how Moodle could be used as a central repository for training curriculum, library links and related materials.
- A NDSU professor used Wimba Classroom to teach class when she was confined to bed rest during pregnancy.
- The Dakota Nursing Program continues to add new video locations to deliver its program. This past year, Valley City and Minot were added to the list of sites that already includes Rugby, Bismarck, Williston, and Devils Lake.
- Dr. Cheryl Wachenheim, NDSU professor, hopes Wimba Classroom will allow her to remain in contact with her online economics students while she is deployed to Iraq.
- With Moodle, two instructors used the same assignments, tests and content to teach separate classes at WSC and LRSC. Moreover, this system provides the instructors the option of keeping WSC and LRSC students in separate classrooms or combining them into a single environment.

December 2008

On-line Dakota Information Network (ODIN)

The On-line Dakota Information Network (ODIN) provides a computer-based library catalog system for North Dakota University System libraries and other libraries in the state, including K-12 and public libraries. A unit within System Information Technology Services, ODIN has been on-line since 1989. ODIN supports more than 100 libraries and branch libraries. ODIN is part of a regional network linking North Dakota libraries with libraries in Minnesota and South Dakota.

In the summer of 2008, the ODIN library management system software was upgraded. Significant improvements were made to interlibrary loan capabilities, inventory functionality, record loading processes, staff interfaces and other functionality. The upgrade has made possible enhancements such as links to Google Books and book jacket images, as the services become available.

ODIN continues to evaluate ongoing enhancements to library systems and services to improve functionality that supports the evolving needs of students. This includes expanding the functionality of the ODIN Library System by updating the user interface for public access, implementing web 2.0 social networking functionality, investigating open source library software and exploring enhanced search software to better tie together separate library catalogs and databases.

Other major features and services provided by ODIN include:

- **Expanded Services:** Access to more than five million items in the ODIN database provides an important service to students and others throughout the state. Using the ODIN system, library users can directly search the holdings of multiple regional library systems and the Library of Congress. In cooperation with the North Dakota State Library, all North Dakota libraries also have direct search access to the 110,291,437 records in WorldCat, a global database that contains the holdings of 69,000 libraries worldwide.

- **Collection Sharing:** ODIN's single database can be accessed in one efficient search, which greatly enhances loaning of books between NDUS libraries and other participating libraries. Books can be ordered electronically without re-typing any information.

- **Enhanced Library Hours:** Library collections can be searched even when libraries are closed. On-line databases, often containing the complete text of magazine and journal articles, also can be used even when libraries are closed. This greatly extends library services and hours.

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ODIN (cont.)

- **Ease of Searches:** All ODIN library materials can be discovered in a single search. Library personnel can see what other libraries own, and, in many cases, what other libraries have ordered. Library users also can search multiple library systems in one search, making effective use of their research time. The Web browser interface makes searching easy for the novice library user.

- **Electronic Library Reserves:** ODIN provides a single point of management for an electronic reserve system that serves multiple NDUS libraries.

- **EBooks:** Since the summer of 2000, North Dakota, South Dakota and Minnesota have cooperatively purchased and made available electronic books (eBooks) to the three-state region.

- **Single Site:** ODIN provides the administration and operation of a single resource site to serve NDUS campuses, which is more cost effective than each campus purchasing and operating its own software and hardware. However, the system also allows each library to make its own rules regarding the loaning of library material, library hours and other library functions.

- **Shared Database Licensing:** Since 1992, ODIN libraries have jointly licensed databases of magazine and journal articles. These databases include articles about the arts, business, education, general interest, humanities, psychology, social sciences and health. ODIN libraries continuously have updated and expanded these subscriptions.

- **Electric Library:** ODIN has negotiated a license to provide all North Dakota libraries, including all K-12 school libraries, access to a collection called Electric Library. This collection has a large number of magazines, newspapers, maps, television and radio transcripts, photograph collections and other similar materials. The subscription for this service was provided by funding from the North Dakota Legislative Assembly.

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December 2008

Higher Education Computer Network (HECN)

A collaborative service consortium of System Information Technology Services (SITS), the Higher Education Computer Network provides information technology services to the 11 North Dakota University System institutions. North Dakota is one of very few states where all public higher education institutions share an IT service infrastructure. This has proven to be a very successful model because it holds down costs and it provides a level of computing and networking capabilities and support for NDUS students, faculty and staff. HECN also coordinates with the state Information Technology Department (ITD) on use of the state network. Among other joint initiatives, HECN continues working collaboratively with the NDUS and state government on ConnectND, *an administrative system.*

HECN services and support are provided through service level agreements between SITS and the HECN host sites located at North Dakota State University and the University of North Dakota. Several committees involving NDUS staff and users meet regularly to guide HECN services and support.

Services and support areas include:

- Directory and e-mail service for more than 25,000 user accounts
- Infrastructure support for ConnectND applications
- Domain name service for nodak.edu and other NDUS domains
- Help desk services for *ConnectND* support and general questions, problem tracking and resolutions; this is a cooperative effort between NDSU and UND to provide services to all NDUS campuses.
- High-performance computing for research and instructional use
- Hosting and maintenance of servers for research and instructional use
- Internet2 high-bandwidth network access for research and education network use on NDUS campuses and at K-12 schools.
- Internet2 collaboration with EduTech to identify K-20 projects, North Dakota content providers and potential grant opportunities
- Legislative Bill Tracking System (LBTS) development and support
- LISTSERV™ e-mail list management services
- Site license software program coordination for all campuses
- Staff resources for special academic and/or administrative projects

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Higher Education Computer Network (cont.)

- Training for faculty and staff on existing and new software applications
- Hosting on-line training and documentation for *ConnectND* applications
- Virus protection software for all NDUS faculty, staff and students
- Wide-area network service coordination and planning in cooperation with ITD
- Web server for *www.nodak.edu.*

In addition to the services and support provided by HECN host sites, system-wide IT security services are provided centrally through SITS. These include:

- Administration of information system security policy
- Coordination of incident response with institutions
- Registered agent for DMCA (copyright) violation complaints
- Coordination of campus security assessments and planning

FOR MORE INFORMATION CONTACT:
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December 2008

System Information Technology Services (SITS)

System Information Technology Services provides a portfolio of activities in support of the North Dakota University System. During the 2007-09 biennium efforts have been made to better align that portfolio with the goals of the State Board of Higher Education and the needs of the institutions and to prepare SITS to address future directions, opportunities and challenges.

The SITS office is led by the NDUS chief information officer who is responsible for providing overall leadership, vision, strategy, management and accountability for systemwide information technology services. Working with the institutions, the CIO is responsible for carrying out the following NDUS information technology goals:

- Improve information technology-enabled business processes and services while providing and managing resources to align with University System Goals;
- Support system infrastructure needs;
- Improve and enhance collaborative efforts;
- Improve and enhance student learning and
- Increase customer focus

SITS departments include:

- ConnectND: The NDUS implementation of Oracle's Peoplesoft administration software system including student administration, finance, human resources, the NDUS student portal and other ancillary systems;
- Advanced Learning Technologies: Provides support for the Interactive Video Network, Wimba collaborative software, and Moodle Learning Management Software;
- On-line Dakota Information Network, provides library automation services to the NDUS, the State Library, K-12 and the public libraries.
- Higher Education Computer Network: Coordinates systemwide support and infrastructure services, including help-desk, wide-area networking in conjunction with the State ITD, and other academic and research support services.

The responsibilities and activities of each SITS department are explained more fully on separate pages of the Resource Guide.

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December 2008

ConnectND

ConnectND *is a joint implementation of Oracle's PeopleSoft enterprise resource planning (ERP) software by the North Dakota University System and state government. It supports the administrative computer functions of student records on the campuses, as well as finance and human resources management throughout the NDUS and state government. Within the University System, ConnectND is a unit of System Information Technology Services and includes a number of other ancillary administrative systems, such as housing, parking and facilities management.*

Current Status: ConnectND has matured and stabilized, and in general, is providing acceptable levels of service. A number of initiatives to stabilize and enhance Connect ND were funded during the 2007 Legislative session. The status of those initiatives follows:

- *Upgrade the finance system and improve the grants and contracts module:*
  This upgrade, in conjunction with the state Office of Management and Budget and Information Technology Division, was completed in May 2008. Planning for changes and improvements to grant and contract effort reporting has begun.
- *Upgrade the hardware, software, electrical, and backup generator systems at the University of North Dakota data center:*
  The upgrade was completed prior to the start of Fall 2007.
- *Upgrade the student administration software from Version 8 to Version 9:*
  This upgrade was completed in June 2008, about one month earlier than originally planned.
- *Perform a student administration system security risk assessment:*
  The initial activity of identifying the general make-up of the assessment was completed during summer 2007. Now that the student administration system upgrade is complete, planning for and work on the first action steps for the full assessment is underway and is expected to be complete by June 2009.
- *Develop a comprehensive student administration data center disaster recovery plan:*
  Work on this project began after completion of the student administration system upgrade. The plan will be complete in December 2008.
- *Implement a consistent toolset for manageability:*
  Microsoft's Windows Server software was selected for the operating system, and Oracle's data base software and related tools were selected for data base use. This transition was completed in June 2008.

FOR MORE INFORMATION CONTACT:
***Mick Pytlik**, Exec. Director, ConnectND*
701.231.8119 Mick.Pytlik@ndus.edu

ConnectND (cont.)

- *Implement a NDUS data warehouse solution:*
  Large-scale planning was put on-hold during the financial and student administration system upgrades, because of staff commitment to those projects. Planning is once again underway. SITS is discussing possible solutions with vendors and participating in the state government evaluation process of a data warehouse. The NDUS is working with the Statewide Longitudinal Data System Committee to ensure a smooth flow of data between the NDUS data warehouse and the state longitudinal data system. It is anticipated that the NDUS will have a comprehensive plan in place by March 2009 at which time implementation will begin.
- *Implement a student administration admissions customer relationship management solution:*
  Customer relationship management software has been purchased. The University System is in the early stages of implementation. The software will be implemented by two pilot campuses, then rolled out to the remaining campuses. Pilot campus roll-out began October in 2008.
- *Implement Oracle's user productivity kit solution to support the development of documentation during upgrades:*
  The software has been installed and is available in conjunction with the implementation of upgrades to the finance and student administration systems.
- *Increase investment in human resources by 11.5 new full-time equivalent positions:*
  As of October 2008, 8.5 of the 11.5 positions are filled. SITS continues to have difficulty filling and retaining staff for the remaining three programmer/analyst positions. Availability of qualified candidates and the established low salary level have been challenges, but searches continue.

A number of other projects also have been completed, including implementation of TouchNet software for on-line credit card and ACH payments, upgrades to the parking and housing systems, and hardware upgrades for the housing and facilities management systems.

Next Steps:

1. ConnectND will complete the initiatives begun in the 2007-09 biennium.
2. A number of smaller projects that are underway or will begin in the next few months include:
   a. Implementation of self-service human resource functionality for employees,
   b. Implementation of recruiting solutions,
   c. An upgrade of the facilities management system, and
   d. Providing additional TouchNet functionality.
3. During the 2011-13 biennium major ConnectND upgrades will require some level of funding from the Legislature. During the 2009-11 biennium the NDUS will evaluate software offerings from Oracle and its competitors. An upgrade plan will be established prior to the 2011-13 Legislative Session.

FOR MORE INFORMATION CONTACT:
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NORTH DAKOTA
UNIVERSITY SYSTEM

Sustaining the Vision

December 2008

FINDET

Follow-up Information On North Dakota Education and Training

Follow-up Information on North Dakota Education and Training is a consortium of state agencies established to conduct and report research regarding the outcomes of education and training programs in North Dakota. FINDET reduces duplication of research efforts by state agencies and produces reports used to support data-driven decision making for the improvement of program planning, job training, educational assessment and accountability.

FINDET analyzes the percentage of North Dakota residents who graduate from college and remain in the state and the percentage of non-resident students who remain after graduating from a North Dakota college or university. FINDET also provides data for accountability reporting for the Department of Commerce, the Department of Public Instruction, Job Service North Dakota, North Dakota Vocational Rehabilitation, Career and Technical Education, the North Dakota Workforce Development Council and the North Dakota University System.

FINDET uses a relational database to link data collected by cooperating agencies. Data linking uses existing State and federal data sources while maintaining the highest level of data security required by the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), the Confidential Information Protection and Statistical Efficiency Act (CIPSEA) and other applicable federal and state laws and regulations. To protect the confidentiality of individually identifiable information, FINDET and cooperating agencies operate under data sharing agreements and FINDET staff operate under a personnel agreement which specifies data privacy to security standards.

Administered by the NDUS, FINDET is staffed by two state employees and guided by a steering committee that includes representatives of each cooperating agency. Consortium members include the Department of Public Instruction, Job Service North Dakota, the Department of Commerce, North Dakota Career and Technical Education, North Dakota Vocational Rehabilitation, the North Dakota Workforce Development Council and the NDUS.

FOR MORE INFORMATION CONTACT:
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North Dakota Legislative Council
Senate Appropriations Committee

Presentation Regarding Technology Related Items

Reported By: Randall Thursby, Interim CIO
North Dakota University System
January 12, 2009

Mr. Chairman: I have been asked to provide information regarding technology related items in the North Dakota University System funding request and report on one-time funding in the current biennium. Funding for these items is included in the Common Information Services line item in the NDUS Office budget, but is used to support systemwide services to all campuses. It should also be noted that in the current biennium, we have changed the name of our unit from Common Information Services to System Information Technology Services (SITS). SITS provides services for the Higher Education Computer Network (HECN); ConnectND; Online Dakota Information Network Library Services (ODIN), not only the NDUS but the State Library, K-12 and public libraries; Advanced Learning Technologies, including the Interactive Video Network (IVN); and, links to on-line courses through the NDUS Online.

First, I will cover the one-time funding requests for the current biennium. Those requests were:

$2,300,000 for ConnectND system support;
$2,772,800 from the permanent oil trust fund for the Northern Tier Network; and
$ 420,000 for the Common Information Services parity funding

The $2.3 million in ConnectND funding was used to help address the 10 improvement recommendations we presented to the legislature last session. I am also pleased to report that we are on schedule to have all ten recommendations completed or in implementation as scheduled and within budget. As a result of your investment, we have seen a marked improvement in user satisfaction. Thank you! There will likely be a major upgrade to the system in the 2011-13 biennium. It is anticipated additional support will be requested in that budget.

The Northern Tier Network (NTN) is scheduled to become operational in the current quarter. The funding provided was used to cover the initial contract awards for access rights to the dark fiber and equipment. It is anticipated that about $1.0 million of the 2007-09 funding will be carried over to help cover part of the 2009-11 operational costs. The SBHE requested an additional $1.0 million in new state funding for subsequent operational costs starting in the second year of the next biennium; however, it was not included in the executive budget recommendation. The NTN supports economic development by enabling research and education that grows business and provides a high quality work force. It is being used in the recruitment of scientists to our research institutions and is essential in the competition of those institutions for research grants from agencies such as the National Science Foundation, Department of Defense, and Department of Energy.

The $420,000 provided as part of the Common Information Services parity funding was used almost exclusively to pay the current growth of data network bandwidth in 2007-09. The 2009-

11 executive recommendation includes $420,000 in base funding to replace the 07-09 one-time funding in order to sustain the current level of bandwidth. It also includes $800,000 to address increasing bandwidth demand in 2009-11.

Another item included in the executive budget for the first time is a little over $1.0 million in funding support from the student loan trust fund for existing ConnectND positions, previously funded by Student Loans of the Bank of North Dakota. Due to reductions in student loan revenues, the Bank is no longer able to fund these positions beyond the current biennium.

My final item is the request by the State Board of Higher Education for a joint information technology facility to serve both the University of North Dakota and the University System's Information Technology Services in the amount of $11,200,000. This project was second on the SBHE's priority list, but was not included in the executive budget.

In your materials are the business case for the facility, a map that highlights the current locations of staff scattered around the University of North Dakota campus, and a few pictures from the data center to help illustrate some of the issues with the existing site.

There are two primary issues driving the need for the shared facility. We need to remedy the problems with the location and condition of the current data center and we need to co-locate staff.

Currently, the North Dakota University System's Information Technology Services staff and the University of North Dakota's Information Technology Systems and Services staff are located in six different buildings. This creates problems in communications, management of staff, collaboration on projects and efficiency of operations. During the major upgrade to the ConnectND student system this past year, I experienced first-hand the difficulties the current disparity of locations had on the project. Issues that should have been resolved with a simple gathering of a few people in a conference room took hours or days to resolve. The separate physical locations feed into the retention of "silo" rather than a collaborative working environment due to the time and scheduling effort to connect with colleagues in other buildings. The lost productivity was significant. In addition, there are few work or conference rooms, limited training space, and what is available has little capacity for ADA access.

The space is inefficient for faculty, staff or students who may come to one location but then need to be directed to another for the service they need. The physical constraints in the buildings result in some spaces that are too large to be efficiently used while other spaces are too small and inadequate for service.

While the co-locating of staff is important, the most critical issue is the data center itself. The current data center at UND, which supports the ConnectND and ODIN systems for all eleven institutions and libraries across the state, was not designed for its current role. It restricts the NDUS capabilities in providing services to campuses and is highly vulnerable to failure:

- The electrical capacity is insufficient to power additional necessary equipment. Currently, some equipment must be removed before other equipment can be installed and $350,000 will need to be spent on electrical work this biennium just to maintain current status.

- The physical space is limited to 3,000 square feet with no possibility of growth in the current location. The next major upgrade to the ConnectND student system is expected in 2011-12 and will necessitate running the existing and future systems in parallel. The current space is insufficient for that requirement.
- The data center was designed around the old mainframe technology. Low underfloor space and low ceilings do not allow effective cooling for today's multi-server dense rack environment. This causes inefficient energy use and can overheat equipment reducing the life of the equipment and increasing costs to the state.
- The room is below grade location (basement) which is no longer a data center building practice. The lowest spots in the building are in the subfloor of the data center equipment room where water will pool and where cables for equipment are located. The main sewer pipe for the building is in the ceiling over equipment creating additional risk of water threats. The building is shared with chemical engineering labs in which there have been spills that required evacuation of the basement as gases went to lowest level.
- Physical security is of concern. The walls to the equipment room are glass and sheet rock, both of which are easily vulnerable to breaking and entering. Access to the area just outside the equipment room cannot readily be limited for security. The data center is in an Engineering classroom and laboratory building and there are students and others in the building around-the-clock.
- Machine room and operator personnel share the equipment room because of limited space. Chemical fire suppression is common in machine rooms but cannot be used because of the danger to humans. The use of water as a fire suppressant increases the amount of damage sustained even if the release was due to a malfunction and not a fire.
- NDUS institutions are looking at ways to have a backup site for their institution's data center and have asked for assistance in procuring such a site. This functionality could be planned into the new building's machine room capacity and would benefit all the NDUS institutions needing this service capability.

Sufficient space with built in physical security, abundant electrical power, energy efficiency and appropriately sized collaborative work spaces in an above-ground location would decrease risk and increase staff productivity. It is difficult to assess the cost to the NDUS and the state if we have a major failure of the data center. Administrative services to students, faculty and staff would stop, idling much of the work in the administrative offices that depends on the student, library, parking, housing, and facilities systems. Should this occur near a registration or end of a semester, the entire operation of the institutions and higher education services to the state would be affected.

Those are the reasons we believe this facility is necessary.

Mr. Chairman, that concludes my testimony.

March 2, 2009
SB 2003
attachment #5

North Dakota Legislative Council
House Appropriations Education Subcommittee

Presentation Regarding Technology Related Items

Reported By: Randall Thursby, Interim CIO
North Dakota University System

Mr. Chairman: Members of the Committee: My name is Randall Thursby, CIO for the North Dakota University System. I have been asked to provide information regarding technology related items in the NDUS funding request and to report on the one-time funding items in the current biennium. The funding request for these items is included in the Common Information Services line item in the NDUS Office budget, but this funding is used to support system-wide services to all campuses. It should also be noted that in the current biennium, the name of our unit has changed from Common Information Services to System Information Technology Services (SITS). We provide support to the institutions through the Higher Education Computer Network (HECN); ConnectND; Online Dakota Information Network Library Services (ODIN), this service is not only for the NDUS but the State Library, K-12 and public libraries as well; Advanced Learning Technologies, including the Interactive Video Network (IVN); and, links to on-line courses through the NDUS Online.

First, I will cover the one-time funding requests for the current biennium. Those requests were:

$2,300,000 for ConnectND system support;
$ 420,000 for the Common Information Services parity funding; and
$2,773,800 from the permanent oil trust fund for the Northern Tier Network.

The $2.3 million in ConnectND funding you supported, along with ongoing funding from ConnectND fees and the Common Information Services Pool funding, was used to help address the ten improvement recommendations presented to the legislature last session. Those recommendations were:

1. Student Data Center Technical Upgrade (Hardware & Operating System)
2. Consistent Toolset for Software Management (Database & Monitoring Software)
3. Training & Documentation Software (UPK)
4. 11.5 EFT Positions (Analysts, Developers, Database Administrators, Systems)
5. Finance System Upgrade in conjunction with ITD
6. Student Administration System Upgrade from Version 8.0 to Version 9.0
7. Security Risk Assessment – Student Administration
8. Acquire Customer Relationship Management Software – Admissions, others
9. Develop a Student Data Center Disaster Recovery Plan
10. Implement a NDUS Data Warehouse

I am pleased to report that we are on schedule to have all ten recommendations completed or in implementation, as scheduled and within budget. As a result of your investment, we have seen a marked improvement in user satisfaction. Thank You! In the 2011-13 biennium there will likely be a major upgrade to the system. It is anticipated additional support will be requested in that

budget. I am also pleased to report that in the coming biennium it will not be necessary to increase the system-wide student fee for ConnectND.

The ten recommendations were significant but we did not stop there. The NDUS contracted with TouchNet, a PCI (Processing Card Industry) compliant vendor, to handle credit card processing forwarded from ConnectND. Previously, credit card information was being stored within ConnectND and the information would have been vulnerable in the event of a security breach. This change allowed us to not only eliminate storing the credit card information but also to provide credit card payments outside the normal hours of operation. This means students and/or their parents can pay for tuition and fees without coming to campus or standing in lines. In addition, web capabilities are being implemented for the Housing and Parking systems and students were provided the capability through the portal to update emergency contact information for use in the Notifind emergency notification system.

The $420,000 provided as part of the Common Information Services parity funding was used almost exclusively to pay for the growth of data network bandwidth in 2007-09. The 2009-11 executive recommendation and the engrossed Senate bill includes $420,000 in base funding to replace the 07-09 one-time funding in order to sustain the current level of bandwidth. They also include $800,000 to address increasing network bandwidth to the institutions in 2009-11. The data network is critical because it is the foundation on which services, both academic and administrative, are built.

The Northern Tier Network (NTN) is scheduled to become operational in the current quarter. The funding provided was used to cover the initial contract awards for access rights to the dark fiber and equipment. It is anticipated that about $1.0 million of the 2007-09 funding will be carried over to help cover part of the 2009-11 operational costs. The SBHE requested an additional $1.0 million in new state funding for subsequent operational costs starting in the second year of the next biennium; however, it was not included in the executive budget recommendation. The NTN supports economic development by enabling research and education that grows business and provides a high quality work force. It is being used in the recruitment of scientists to our research institutions and is essential to those institutions in the competition for research grants from agencies such as the National Science Foundation, Department of Defense, National Institutes of Health and Department of Energy.

The funding for two positions in the amount of ($300,110) is being transferred to ITD for support of the video network for K-12 and state agencies. I should note the SBHE requested one-time funding in the amount of $350,000 to upgrade or replace the video equipment in its classrooms. That equipment will be seven years old by the end of the next biennium. But the funding was not in the executive recommendation. Funding was provided for upgrades or replacement for K-12. My understanding is that in the past both K-12 and higher education equipment was replaced or upgraded concurrently.

An item included in the executive budget for the first time is a little over $1.0 million in funding support from the student loan trust fund for existing ConnectND positions. Student Loans of the Bank of North Dakota previously funded these positions. Due to reductions in student loan revenues, the Bank is no longer able to fund the positions beyond the current biennium.

The parity increase of $2,306,255 is to cover the increased costs associated with the 5 percent salary recommendation and ongoing operational expenses.

My final item is the request by the State Board of Higher Education for a joint information technology facility to serve both the University of North Dakota and the University System's Information Technology Services in the amount of $11,200,000. This project was second on the SBHE's priority list, but was not included in the executive budget.

In your materials are the business case for the facility, a map that highlights the six current locations of staff scattered around the University of North Dakota campus, and a few pictures from the data center to help illustrate some of the issues with the existing site.

There are two primary issues driving the need for the shared facility. We need to remedy the problems with the location and condition of the current data center and we need to co-locate staff.

Currently, the North Dakota University System's Information Technology Services staff and the University of North Dakota's Information Technology Systems and Services staff are located in six different buildings. This creates problems in communications, management of staff, collaboration on projects and efficiency of operations. During the major upgrade to the ConnectND student system this past year, I experienced first-hand the difficulties the current disparity of locations had on the project. Issues that should have been resolved with a simple gathering of a few people in a conference room took days to resolve. The separate physical locations feed into a "silo" rather than a collaborative working environment due to the time and scheduling effort to connect with colleagues in other buildings. The lost productivity was significant. In addition, there are few work or conference rooms, limited training space, and what is available has little capacity for ADA access.

The current space is inefficient for faculty, staff or students who may come to one location but then need to be directed to another for the service they need. The physical constraints in the buildings result in some spaces that are too large to be efficiently used while other spaces are too small and inadequate for service.

While the co-locating of staff is important, the most critical issue is the data center itself. The current data center at UND, which supports the ConnectND and ODIN systems for all eleven institutions and libraries across the state, was not designed for its current role. It restricts the NDUS capabilities in providing services to campuses and is highly vulnerable to failure.

Some examples of the issues include:

- The electrical capacity is insufficient to power additional necessary equipment. Currently, some equipment must be removed before other equipment can be installed and $350,000 will need to be spent on electrical work this biennium just to maintain current status.
- The physical space is limited to 3,000 square feet with no possibility of growth in the current location. The next major upgrade to the ConnectND student system is expected

in 2011-12 and will necessitate running the existing and future systems in parallel. The current space is insufficient for that requirement.

- The data center was designed around the old mainframe technology. Low underfloor space and low ceilings do not allow effective cooling for today's multi-server dense rack environment. (Think of stacking 20 laptops one on top of the other) This causes inefficient energy use and can overheat equipment reducing the life of the equipment and increasing costs to the state.
- The room is below grade location (in a basement), which is no longer, a data center building practice. The lowest spots in the building are in the sub floor of the data center equipment room where water will pool and where cables for equipment are located. The main sewer pipe for the building is in the ceiling over equipment creating additional risk of water threats. The building is shared with chemical engineering labs, in which there have been spills that required evacuation of the basement as gases went to lowest level.
- Physical security is of concern. The walls to the equipment room are glass and sheetrock, both of which are easily vulnerable to breaking and entering. Access to the area just outside the equipment room cannot readily be limited for security. The data center is in an Engineering classroom and laboratory building and there are students and others in the building around-the-clock.
- Machine room and operator personnel share the equipment room because of limited space. Chemical fire suppression is common in machine rooms but cannot be used because of the danger to the personnel. The use of water as a fire suppressant increases the amount of damage sustained even if the release was due to a malfunction and not a fire.
- In addition, our institutions are looking at ways to have a backup site for their institution's data center and have asked for assistance in procuring such a site. This functionality could be planned into the new building's machine room capacity and would benefit all the NDUS institutions needing this service capability.

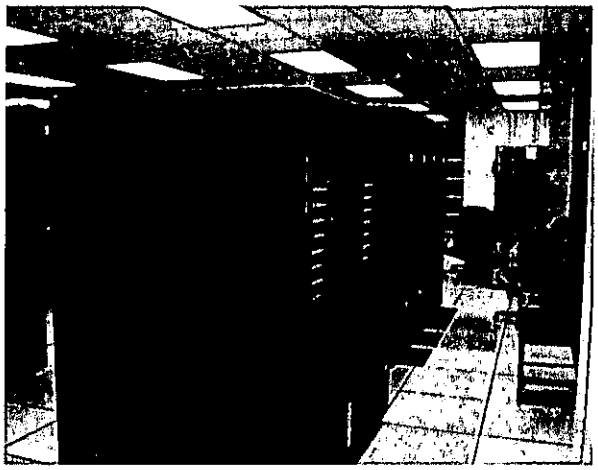
Sufficient space with built-in physical security, abundant electrical power, energy efficiency and appropriately sized collaborative work spaces in an above-ground location would decrease risk and increase staff productivity. It is difficult to assess the cost to the NDUS and the state if we have a major failure of the data center. Administrative services to students, faculty and staff would stop, idling much of the work in the administrative offices that depends on the student, library, parking, housing, and facilities systems. Should this occur near a registration or end of a semester, the entire operation of the institutions and higher education services to the state would be affected.

Those are the reasons we believe this facility is necessary.

Mr. Chairman, members of the committee that concludes my testimony.

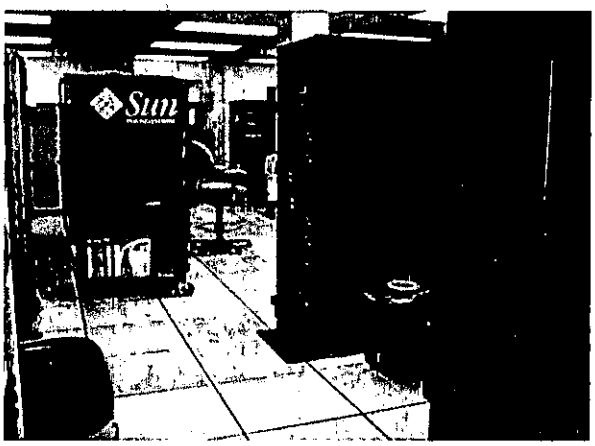
March 2, 2009
SB 2003
attachment # 5a

Photos from UND Data Center

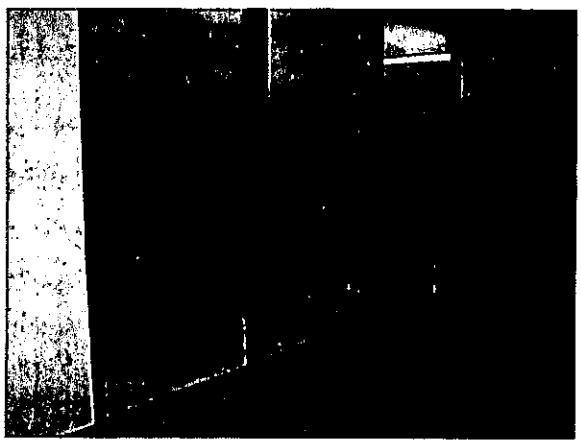


Crowded, with no use of new airflow methods to dissipate heat

Crowded conference room supporting 13 employees

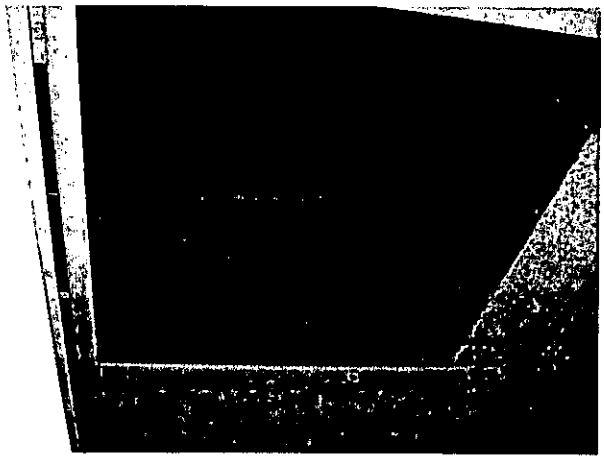


Materials and equipment interspersed, as no separate work area apart from equipment



Windows were state of the art when facility built, now a security risk

Crowded and small workspace without close work rooms for collaboration and troubleshooting

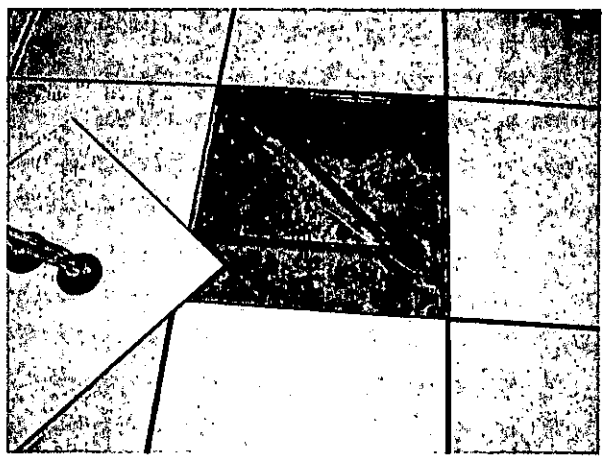


Sewer pipes running through ceiling of basement rooms

Crowded space, with no work rooms for collaboration and troubleshooting

Electrical power is a limiting factor of current facility

Staff in machine room, limiting fire suppression options



Sewer drain in floor of machine room – women's bathroom plug-ups cause problems

attachment H 6

NORTH DAKOTA
UNIVERSITY SYSTEM
The Vital Link to a Brighter Future

OFFICE OF THE CIO

BUSINESS CASE

Relocation of NDUS System Information Technology Services (SITS) and UND Information Technology Systems and Services (ITSS) into One Joint Facility

Presented by:

Rich Lehn
Assistant to the CIO
North Dakota University System

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BUSINESS CASE

Project Title:

Relocation of NDUS System Information Technology Services (SITS) and UND Information Technology Systems and Services (ITSS) into One Joint Facility

Short Name:

NDUS-SITS/UND-ITSS Joint Facility – Grand Forks Site

Agency:

North Dakota University System and the University of North Dakota

Business Unit/Program Area:

NDUS System Information Technology Services (SITS) and UND Information Technology Systems and Services (ITSS)

Type of Project:

New Initiative

Date:

May 15, 2008

Version:

1.0

EXECUTIVE SUMMARY

There are two primary reasons driving the need for a shared North Dakota University System, System Information Technology Services (SITS) and the University of North Dakota, Information Technology Systems and Services (ITSS) facility. The first is collocation of staffs and the second is to remedy problems with the location of the current UND Data Center.

Staffs for the NDUS SITS and UND ITSS are located in six different buildings spread across the UND campus and off campus making it difficult to readily coordinate, cooperate, and share resources. Buildings are spread as much as a mile apart making it inefficient and ineffective for "spur of the moment" communications to take place. There is a need for ongoing discussion, planning troubleshooting, and interaction with each other on a daily basis. At present, staffs need to schedule times to meet for discussion of projects, do planning, and discuss resolutions to problems. By having

staffs collocated, a short walk to the other's cubical or office would be all that is required and the ability to bring others into the conversation can be quickly accomplished.

The UND Data Center which hosts critical NDUS, SITS, and UND services is faced with a number of problems. Since it is located in the basement, it is vulnerable to water flooding/seeping events. All data servers, data storage systems, backup systems, and network management systems are located in this location. There have been recent water incidents during remodeling/construction projects in and around the building. Being located in the basement of an Engineering academic building with research laboratories, a recent event exposed a major risk. A chemical spill caused the fumes to migrate to the lower level and caused the facility to be evacuated. While this type of event is not a normal occurrence, it does point out the risk of having a data center located in this type of facility. Additionally, the data center is limited in size, electrical power, energy efficient HVAC features and enhanced security features for growth and other requirements of NDUS, SITS, and UND services. Currently, there is no capacity to add additional systems because of electrical power constraints so something must be removed from service before another is added. While electrical power could be added in the existing location, long term projected space constraints will limit usefulness.

Constructing a building designed for use by NDUS SITS and UND ITSS would eliminate the issues impacting the data center and by bringing all NDUS SITS and UND ITSS staff under the same roof, eliminates the "silo" effect and enhances communications, collaboration, efficiency, and management of staff.

PROJECT DESCRIPTION

The purpose of this project is to bring North Dakota University System, System Information Technology Services (SITS) and the University of North Dakota, Information Technology System and Services (ITSS) staffs that are located at Grand Forks and in several buildings on and off the University of North Dakota (UND) campus under one roof and within one facility. Additionally, critical issues with the data center would be resolved.

BUSINESS NEED/PROBLEM

NDUS SITS Business Need/Problem

Currently, the North Dakota University System, SITS staff are located in two different buildings on the University of North Dakota Campus and other members of the SITS are located within the North Dakota Vision Services/School for the Blind building at Grand Forks.

ConnectND Administrative Systems Development staff in Grand Forks and their Director are located at Leonard Hall on the UND campus along with ConnectND security staff who report to the same Director. The Online Dakota Information Network (ODIN) Director and staff are in the same campus building. The Grand Forks Offices for the Director and staff of the North Dakota Interactive Video Network (IVN) are located in a UND building at 314 Cambridge. Office space in these two buildings are at or nearing capacity.

Grand Forks staffs for the ConnectND Finance system along with the Director and staff for the ConnectND Student Administration system (also known as Campus Solutions) and the Assistant to the CIO are located in the North Dakota Vision Services/School for the Blind building which is off the UND campus but has communication services through UND. Leased space within the North Dakota Vision Services/School for the Blind is nearing capacity. The use of information technology has grown in every industry over the past twenty years and there's no reason to believe it will stop now. As NDUS seeks to gain efficiencies and allow campuses to focus on their primary missions, it could reasonably be the case that additional services, and staff to support services, will be needed.

These buildings are all many blocks from each other making it difficult to readily coordinate, cooperate and share resources. An additional concern is a potential building lock-down situation. At times the North Dakota Vision Services/School for the Blind has students on-site, plus there is the Community High School which occupies part of the building. At any time there is some type of dangerous situation (bomb threat, irate parent threat, weapons, illegal drugs, etc.) the building may go into a soft or hard lock-down. A soft lock-down had been experienced last year. In a soft lock-down, the building's outside doors are locked and no one is supposed to enter or exit the building although normal operations can continue inside the building. For a hard lock-down, the outside doors are locked so no one can enter or exit, individuals inside are required to move to the nearest classroom where the classroom door is locked, lights are turned off, and individuals are to take cover under desks or some protection away from windows or the door. Since students may be on-site over night or on weekends, we could be impacted at any time, day or night. There isn't a separate entrance to the space leased, thus the potential exists that at a future time, the lease might not be renewed due to security issues.

Other shortfalls for the space leased by Campus Solutions are the training room lacks sufficient space to conduct training and is not ADA accessible. A properly designed training room would allow for sufficient space for the instructor conducting the training, sufficient space for the students to spread out their handbooks while still allowing room for their computer, sufficient space between rows of workstations, sufficient whiteboard space viewable by all the students, and a multimedia projector mounted at ceiling level to not block the pathways as currently happens. Heating and cooling is difficult to control depending on how the space is being utilized. Because space is limited in other areas of the leased facility, when campuses are asked to send their personnel over for system testing or for business process evaluations, personnel are often "packed" into rooms. Parking at the facility can also be impacted depending on how many individuals are brought on-site for different meetings or testing and this is compounded when either the Community High School or the North Dakota Vision Services/School for the Blind has activities that also bring additional traffic into the parking lot.

There are 52 individuals in the Grand Forks staff of ConnectND, ODIN, and IVN with needed space for additional staff that work at the Grand Forks site weekly from Fargo. There is a real need to bring the individuals who are involved with ConnectND (Student Administration, Administrative System Developers, and Security staff) together in the same area to increase efficiency and communications between these individuals. For example, at a time when customers report a performance problem the business analysts, database administrators, server administrators and programmers can walk down the hall or two and quickly meet in a team room to gather data, analyze the problem, find and test solutions. Currently, each area often looks at its own area of responsibility to see where the problem may be, then if they do not find resolution, e-mail, then call others singly or through a conference call and if that doesn't work, schedule a meeting sometimes hours later. They have a need for ongoing discussion, planning, troubleshooting, and interaction with each other on a daily basis. Bringing the remaining SITS staff under the same "roof" enhances the communications, efficiency, and

management of System Information Technology Services staffs. By doing so, UND would gain space back on their campus for other uses.

UND ITSS Business Need/Problem

Currently ITSS staffs are spread over 3 campus buildings (Upson II, Carnegie, and Robertson-Sayre) and 4 floors (Upson II basement and third floor). Business needs and problems with current space include:

- The Upson II basement data center location hosts critical NDUS, SITS and UND services including ConnectND, ODIN, and UND servers, storage and related network, HVAC and UPS equipment. While basements of buildings designed for other purposes (Upson II is an Engineering academic building) were often used for computing centers decades ago, this is no longer the case. Basements are vulnerable to water flooding and seeping from rain events, flooding, or from activities in which liquids flow to the lowest point. There have been recent water incidents during remodeling/construction projects in and around the building.
- Since this building is an Engineering academic building with research laboratories, the potential exists that a toxic chemical spill could occur, fumes would either sink to the lowest level of the building or travel throughout the building and force evacuation of the building. This type event has happened and the potential exists for it to happen again.
- Data center is limited in size, electrical power, energy efficient HVAC features and enhanced security features for growth and other requirements for SITS and UND services. Currently, there is no capacity to add additional systems because of electrical power constraints so something must be removed before others added. While electrical power could be added in the existing location, long term projected space constraints will limit usefulness.
- Separate physical locations feed into the retention of "silo" rather than a "collaborative" working environment due to the time and scheduling effort to connect with colleagues in other buildings, in one case a mile separates the sites.
- Current office/working space doesn't provide staff with sufficient space and sound barriers to concentrate and minimize conflicts. In some cases there are 2 staff members in a 10X10 area, in other cases there are many small staff cubicles with no associated sound controlled meeting space so ad hoc meetings cause work interruptions for others in the area.
- Space is inefficient for customers who may come to one location but need to be directed to another for the service they need.
- Physical constraints in older Carnegie and Robertson Sayre buildings result in some spaces that are too large to be efficiently used while other spaces are too small and inadequate for the service.
- The UND campus has alternate plans for Carnegie space and possible expansion of academic and research components in Robertson Sayre and Upson II.
- Existing computer training space is not ADA compliant and, because of retrofitting of existing space, is not well-designed or effective as a learning space.
- Discussions of providing a data center site to back up SITS services at other locations break down because of limited data center space. Due to the lack of power capacity, HVAC, and physical space, it would be difficult to add the necessary hardware and associated equipment to provide backup for other services that are hosted on other NDUS campuses.

However, even with the new building, ITSS needs to retain a central location for some campus services that they may be readily available to prevent delays in instruction and effective use of technology and

staff time. Approximately 2,000 square feet of space for twelve UND ITSS staff and a learning lab would be needed for a central satellite space.

The following table is a recap of the current building locations, number of assigned staff to the space, and the square footage of space assigned. Figures for space assigned were provided by UND Facilities.

It should be noted that space is leased from the North Dakota Vision Services/School for the Blind at a rate of $42,089 for FY'08 and FY'09 whereas all other space is provided by UND at no additional cost to the NDUS.

Organization	Location	FTE Count	Sq Ft Assigned
NDUS – Admin Sys Dev	Leonard Hall	19.5	3,881 See Note 1
NDUS – ODIN	Leonard Hall	7.5 plus 2 to be hired	2,667 See Note 2
NDUS – IVN	314 Cambridge	6 w/ 2 on site part time	2,523 See Note 3
NDUS – Campus Solutions	ND Vision Services/School for the Blind	17 w/ 1 temp plus 3 on-site part time. Also space needed for Fargo located staff when on-site.	4,431 See Note 4 Lease for FY'08 and FY'09 $42,089 per year
UND – Data Center	Upson II	53.5 plus 3 student helpers	11,579
UND – Machine Room	Upson II		2,916 included in above figure
UND – Instructional Support	Robertson/Sayre Hall	7 plus 6 student helpers	6,315 See Note 5
UND – Telecommunications	Carnegie	11	4,527 See Note 6

NOTES:
1. Includes a conference room but not other space such as bathroom or break room, etc.
2. Includes a meeting room but not other space such as bathroom or break room, etc.
3. Includes common space of conference room, break room, bathroom, and some storage space.
4. Includes conference room and a small training room.
5. Includes training room, lab/workshop, and AV equipment storage for campus distribution.
6. Includes training room (1,085 sq ft) and break room.

SOLUTION

Locate all Grand Forks NDUS SITS and UND ITSS staffs under the same roof of one facility. With the assistance of Bob Gallager, Vice President for Finance and Operations at UND, and staff from UND Facilities, discussion had taken place with the City to see whether there would be an option for leasing space within the City of Grand Forks. Upon investigation, it was concluded that space available through the City would be more expensive then having a building suited to our needs constructed on the UND Bronson property. The Bronson property is the northern most part of the UND campus, retaining university-owned utilities that include steam and electric. ITSS could not relocate to a location far from the campus because of the need for close proximity to provide UND services and because of the cost of the extensive network capacity the data center requires.

Having a building built on the Bronson property is the most cost effective solution. A preliminary sizing estimate for a 43,000 square foot building to accommodate sixty NDUS SITS and another sixty UND ITSS staff along with common areas (conference/collaboration rooms, lunch room, rest rooms,

media rooms, work/staging rooms, etc.) and minimal space for growth is being proposed. Space would be on two floors to allow secured areas separated from areas where the general public might have access (such as training rooms, receptionist, or Director level offices).

There is a need to retain approximately 2,000 square feet of space for about twelve UND ITSS staff and a learning lab in the central core of the campus. These staff would be the instructional service, desktop support and other direct services staff who need close proximity to serve classrooms, provide faculty workshops and consultation, and provide desktop support to central campus; and to offer software purchases, a pickup and drop off location for exams, etc.

One of the major cost factors with a possible building leased through the City was the on-going cost for a communications link between the City owned building and the UND campus. Estimated costs for a communications link between the building owned by the City and UND amounted to approximately $80,000 per year for just the NDUS staff. This cost would be reduced for a building on the Bronson property as the communications link could be provided by UND. While there would be an initial cost for a communication link between a new building on the Bronson property and UND, the on-going cost that would be incurred from a telecommunications vendor like Qwest would be eliminated. Updating network switches and other UND telecommunications costs would be included as an on-going operating cost; however, costs for services have not yet been negotiated, but typically maintenance and utility services provided by UND are much less than any commercial counterpart.

In addition to the cost reduction for a communications link, UND may be able to provide other services. Examples might include steam heat from the UND Steam Plant, electrical service from the UND power grid, trash removal, and possibly custodial services to name a few.

CONSISTENCY/FIT with ORGANIZATION'S MISSION

The IT goals and strategy for the NDUS System Information Technology Services are:

1. Improve NDUS information technology-enabled business processes and services while providing and managing resources to align with strategic goals.
    - This goal is the core that supports business processes of the institutions and the University System. We strive to deliver the most cost effective technology within available resources.

2. Support NDUS infrastructure needs.
    - This goal is the foundation for information technology in support of NDUS business processes. Infrastructure holds information technology systems together and allows systems to communicate with each other over a network such as StageNet. It includes such things as security and access control which is called "middleware."

3. Improve and enhance NDUS collaborative efforts.
    - Working with the state, K-12, and other constituents we are able to bring and support new and existing technologies to the state of North Dakota. Communications with stakeholders is an important factor and we must work together in making necessary information available to every administrator, faculty, staff and student across the NDUS campuses.

4. Improve and enhance North Dakota University System student learning.
    - Empower student learning and development through the use of technology. Provide a near seamless environment for learning through boundless access to information, educational, and research resources both inside and outside the classroom for all types of students from undergraduates to the life-long learners.

5. Increase North Dakota University System customer focus.
    - The North Dakota University System encourages and supports an operational environment in which characteristics of its customers – student, faculty, staff, affiliates and the residents of North Dakota – are identified, their needs are understood, relationships and expectations are effectively managed, and quality assurance is fostered for high-quality services and support.

By bringing NDUS SITS and UND ITSS staffs located in Grand Forks together in the same facility, communications between members will be greatly increased, efficiency in providing services to constituents will be enhanced, and economy of scale can be achieved through effective shared use of available resources.

COST BENEFIT ANALYSIS ANTICIPATED BENEFITS

The following are benefits that will be realized by bringing the NDUS SITS and UND ITSS staffs into one facility on the Bronson property.

- Benefits for NDUS SITS at Grand Forks
    - NDUS and UND Information Technology identity.
        - Proposed building site located on commercial portion of UND property but yet contiguous property allowing for certain services to be provided by UND.
        - Proposed building site is located near major highway and adjacent to the Ralph Engelstad Arena making it easy for guests to locate.
        - Proposed building site is located almost directly across the street from a proposed hotel making it easy for guests to come in for training or for instructors to stay when on-site to conduct training.
        - Reduced issues with parking as would not be located on the main campus where there is a need to contend with student or staff vying for limited parking.
    - Improved working conditions.
        - Having a new facility where all can work together and having a NDUS identity will increase the chances of success in hiring and retaining staff.
        - Directors will have capability to collaborate and/or bounce ideas off of each other more readily.
        - Elimination of the potential lock-down concern.
    - Data center capacity, efficiency and security improvements.
        - The new facility would provide sufficient space for future SITS and campus service growth.
        - Building design could prevent water seepage and leakage and could incorporate response to other potential threats.
        - Progressive security and energy efficiency design would be incorporated to improve both over the current data center.

- Efficiency for SITS Staff
  - Improved morale by having a new facility where all can work together.
  - Close proximity to each other allowing for daily dialog.
  - Spur-of-the-moment communications capability.
  - No need to travel between buildings for meetings with each other.
  - Reduction in lost time finding parking on campus when meeting with campus constituents or other staff on the UND campus.
  - Eliminate need for on-campus staff parking.

- Shared Resources
  - Conference rooms.
  - IVN type video conference room(s).
    - Fewer systems usable for all of SITS staff at Grand Forks.
  - Training Rooms.
    - Training room with laptop computers shared by all for training purposes.
    - Instructor presentation system per room vs one for each entity.
    - Ability to have two training rooms side-by-side with a movable wall so it can be opened into one large room when necessary.
    - Ability to have rooms configurable for different training functions.
  - Office equipment and supplies.
    - Two or three larger, multimedia printer systems could be used instead of a larger number of small printers.
    - Copier supplies could be reduced with fewer multimedia printers.

- Benefits for UND
  - Regain on-campus space within buildings that could be used for academic departments or other departments experiencing limited space for staff. Up to 29,500 sq ft freed up.
  - Regain on-campus parking spaces used currently by staff.
  - Improve collaboration and creativity and minimize "silos" and conflicts.
  - Gain efficiencies in "right sizing" space.
  - Customers have one location to seek services rather than being directed from building to building.
  - Many of the benefits listed for NDUS above would apply to UND, especially
    - Data center capacity, efficiency and security improvements.
    - Shared resources.
    - Efficiency for staff and breaking down "silos."

IMPACT of NOT IMPLEMENTING the PROJECT

The impacts of not implementing this project are many and affect constituents differently. A major impact on ConnectND will be not having the functional Campus Solutions (student administration) system staff and the technical development staff located together where they can troubleshoot and diagnose trouble tickets sent by campuses quickly. Not only will delays continue with submitted trouble tickets, modifications/customizations/enhancements to existing functionality will continue to take longer since there wouldn't be the daily, on-going discussions.

As the administrative applications change, the ability to share state ITD resources to run systems may change and NDUS would have fewer options to handle its administrative needs without sufficient capacity. Security threats grow and change but there are limitations in what security changes can be incorporated in the existing location. Water events could disrupt services and interrupt business for an unreasonable length of time.

Directors and staffs would not have the ability to collaborate with each other as readily as they would by being in the same facility. Overall efficiencies would not be gained from staff working together. The Fargo office location for NDUS SITS staff are located all under one roof and it quickly became apparent how effective this was in team building and how staff were able to work together. The "water cooler" communications effect resulted in problems being resolved without the lost time having to schedule meetings with other staff. The effectiveness of building a SITS and or SITS/ITSS team would not be realized without this facility as each area would remain separated from the other. This can have an impact on staff morale and impact efforts for recruitment of new staff or retention of existing staff.

Office space currently is at or nearing capacity for all SITS staff at Grand Forks and the potential exists that we would be asked to leave, these problems will not go away without moving to a new or different facility. The same holds true for the UND ITSS staff.

Additionally, UND would not gain back the use of up to 29,500 sq ft of space for academic or other departmental use in the core of the campus that would be vacated, nor would they gain back limited parking spaces in the heart of the campus.

The UND Data Center would continue to experience problems with having sufficient power and HVAC capacities along with the limited space constraints of the machine room. Being susceptible to toxic chemical spills from the Engineering research labs would not be eliminated. Having separate locations would continue the "silo" effect instead of a "collaborative" environment. Training room ADA compliance would not be eliminated. And, staff would need to continue working in space that was not designed for the type of work that is being done today.

When the UND Data Center was asked, what would you like to see in a new data center that you do not have today (in addition to those things already identified) the following items were mentioned.

- The machine room should be two rooms. Most equipment would be in one room (lights out) and a few machines that actually need human intervention and the operators would be in another.
- The room should be built so that the electricity is "modular." Conduits and circuits are positioned around the room from the power panels so that each time a new piece of gear is installed, only need to determine the plug type and won't have to wait for an electrician to string wire, etc.
- Research/get advice on making the data center more energy efficient.
- Research feasibility of a different fire suppression system as the current one is a water-based sprinkler system that adds to the risk should a leak occur. Having a separated "lights out" machine room would allow for different fire suppression method to be installed for it as personnel would not normally be in the room.
- A loading dock so that equipment being delivered wouldn't require lift gate trucks.

COST ESTIMATE

Based on the Revised Opinion of Probable Costs (Revised 04/08/08) prepared by UND Facilities, below are the estimated costs.

Construction Costs		
42,831 SF @ $162 per SF	$6,938,704.11	
Site work and parking	$595,000.00	
Steam Line (1450 LF)	$529,250.00	
Single Mode Fiber	$132,000.00	
100% capacity generator	$625,000.00	
TOTAL CONSTRUCTION		$8,819,954.11
Furniture, Fixtures, Equipment		
NDUS Office Furniture	$400,000.00	
ITSS Office Furniture	$400,000.00	
Miscellaneous Network Equipment	$225,000.00	
Miscellaneous Common Equipment	$45,000	
TOTAL FFE		$1,070,000.00
Moving and Relocation		
NDUS – Various locations	$12,600.00	
ITSS	$137,600.00	
TOTAL MOVING EXPENSES		$150,200.00
Cooling Upgrade		145,000.00
Subtotal		$10,185,154.11
10% Contingency		1,018,515.41
TOTAL PROJECT COST		**$11,203,669.52**

COST BENEFIT ANALYSIS

The cost/benefit for this project is difficult to identify as much is considered intangible benefits. The cost/benefits will be realized in increased performance and efficiency of staff, better management of resources, reduced personnel time in resolving issues, improved communications, improved morale, and an identity as NDUS.

Tangible benefits would be gained by UND in regaining office space and parking spaces in the core of the UND campus. Increased capabilities and reduction of risks for the data center and its operations.

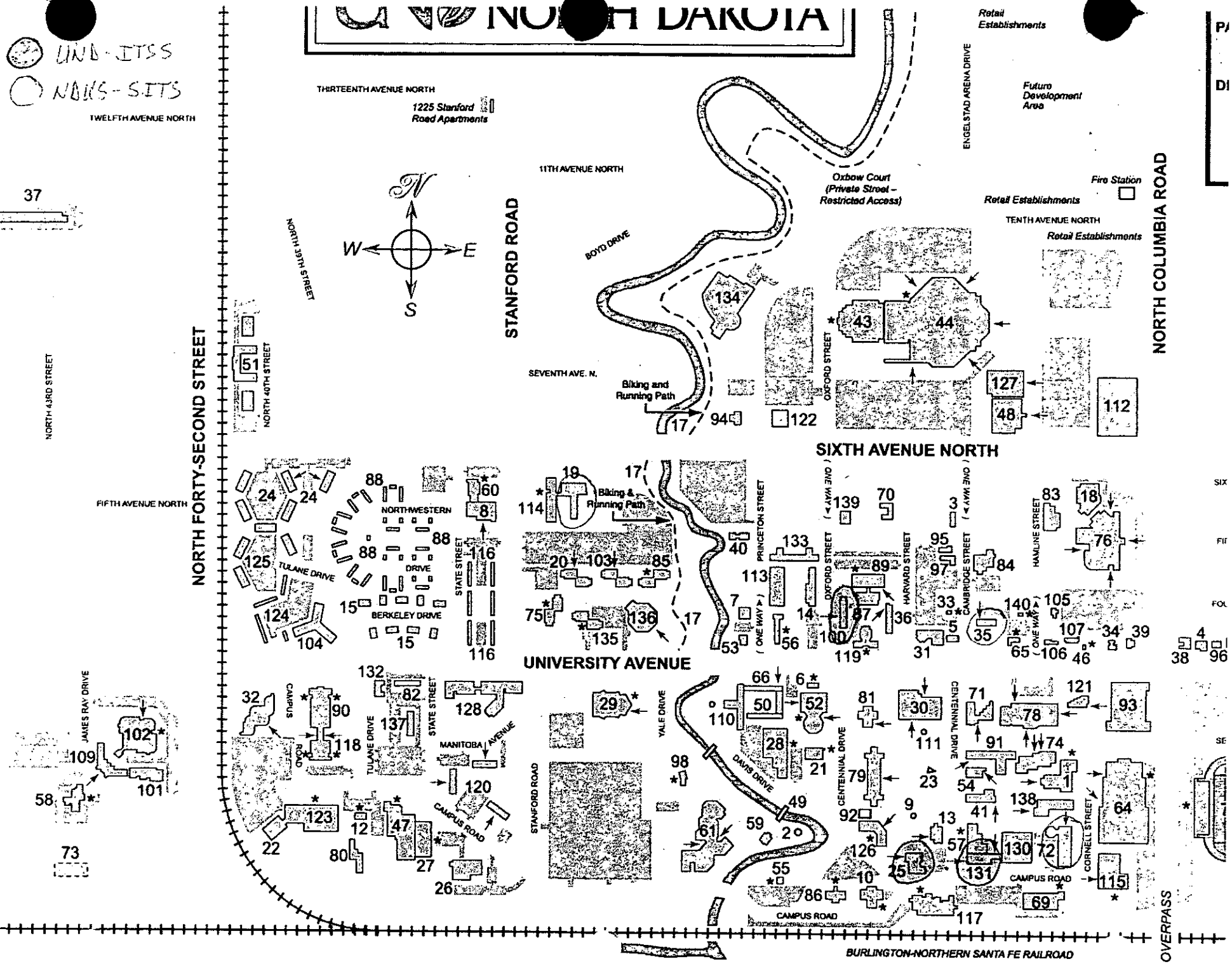
PROJECT RISKS

1. Value of intangible benefits not being recognized by approval authorities.
2. Insufficient funding to proceed.
    a. Need to be mindful of existing costs that are being absorbed by UND for existing space including common space used by staff.
3. Timing of project construction.
    a. Need to be mindful of time necessary for developer to get into the ground for the building season.
    b. If not able to proceed soon, could end up losing the site proposed for a building for NDUS SITS and UND ITSS use to some other development.
4. At any time NDUS SITS staff may be asked to vacate leased office space and no backup plan is in place.

attachment #7

UND - ITSS

NDUS - SITS



System Information Technology Services

	General Fund	Other Funds	Total
2007-09 Original Appropriation	$ 28,703,293	$ 2,773,800	$ 31,477,093
2007-09 One-time funding:			
Connect ND System Support	(2,300,000)		(2,300,000)
Parity funding	(420,000)		(420,000)
Northern Tier Network (Permanent Oil Trust Fund)		(2,773,800)	(2,773,800)
2007-09 Appropriation, Less One-time Funding	25,983,293	-	25,983,293
2009-11 Changes:			
Transfer base funding of IVN positions to ITD	(300,110)		(300,110)
Parity	2,306,255		2,306,255
Network Bandwidth	1,220,000		1,220,000
Funding for existing positions, previously funded by the Bank of ND (Student Loan Trust Fund)		1,020,600	1,020,600
	3,226,145	1,020,600	4,246,745
2009-11 Engrossed SB2003	$ 29,209,438	$ 1,020,600	$ 30,230,038

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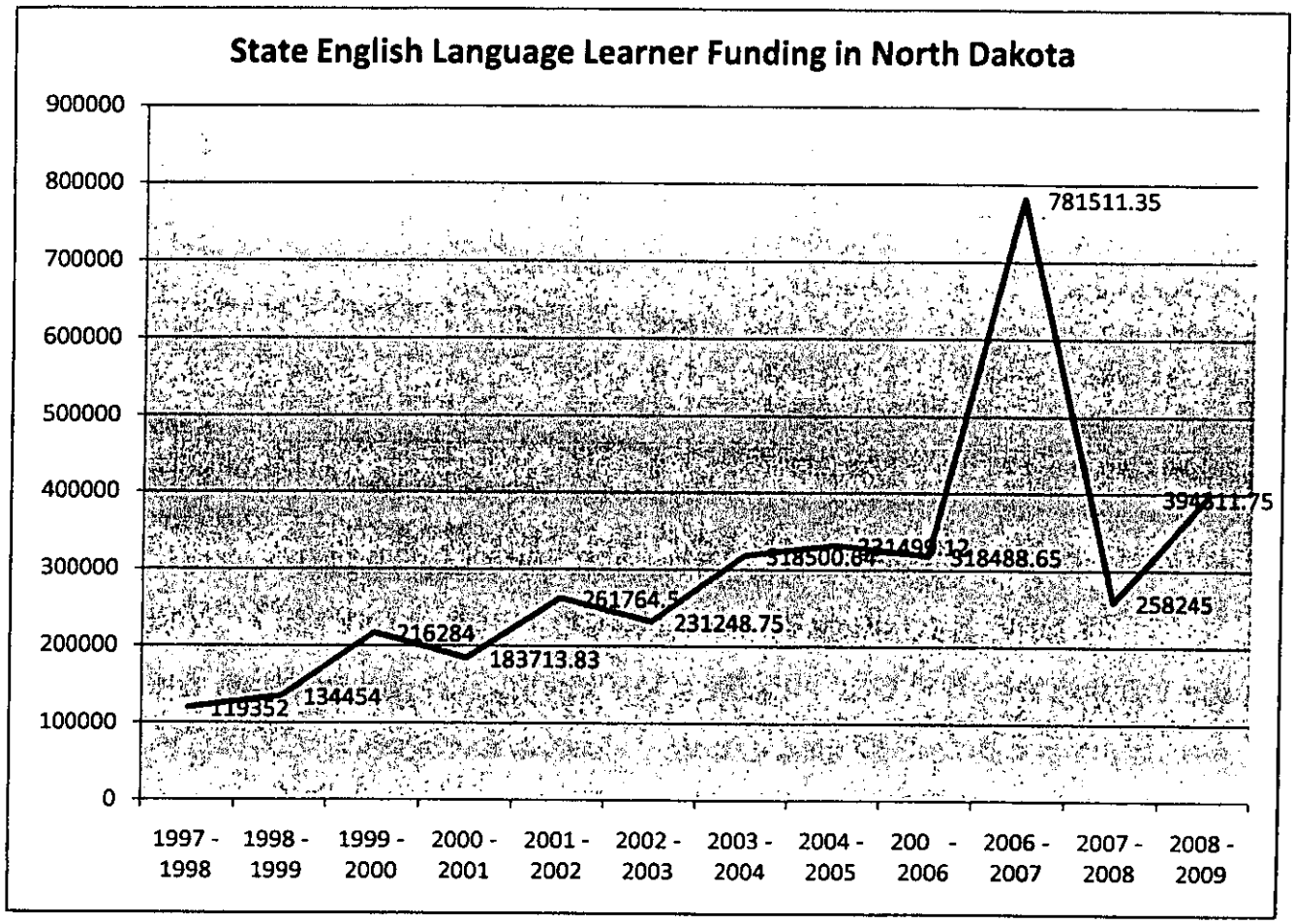
2003 ~~HB1013~~

English Language Learner Funding and Numbers in North Dakota

Department of Public Instruction
February 2009



English Language Learners in North Dakota have benefited from three distinct funding sources other than the education funds available to all students. These funds include:

- State English Language Learner Funding
- Federal Title III English Language Acquisition Funding
- Refugee School Impact Grant Funding.

English Language Learner Funding in North Dakota			
Year	State Funding	Federal Title III	Federal Refugee School Impact Grant
1997 - 1998	$ 119,352.00	$ -	
1998 - 1999	$ 134,454.00	$ -	
1999 - 2000	$ 216,284.00	$ -	$170,000.00
2000 - 2001	$ 183,713.83	$ -	$170,000.00
2001 - 2002	$ 261,764.50	$ -	$170,000.00
2002 - 2003	$ 231,248.75	$ 350,000.00	$200,000.00
2003 - 2004	$ 318,500.64	$ 350,000.00	$200,000.00
2004 - 2005	$ 331,499.12	$ 350,000.00	$144,799.00
2005 - 2006	$ 318,488.65	$ 350,000.00	$110,000.00
2006 - 2007	$ 781,511.35	$ 350,000.00	$137,500.00
2007 - 2008	$ 258,245.00	$ 350,000.00	$137,500.00
2008 - 2009	$ 394,311.75	$ 366,551.00	$137,500.00

State English Language Learner Funding

The state legislature allocated funding for ELLs in 1997. Whereas the funding was first available for only beginning levels of ELLs, it was eventually expanded to all students. There is a spike in funding in 2007 which reflects$450,000 of contingency funding that was distributed at the end of the biennium.

Federal Title III English Language Acquisition Funding

North Dakota has received Title III English Language Acquisition funding from the United States Department of Education since 2003. This funding is for all students who qualify as English Language Learners or as the federal legislation defines them – "Limited English Proficient".

Federal Refugee School Impact Grant Funding

North Dakota has received funding for students who qualify as refugee students since 1999. Most refugee students are English Language

North Dakota Levels of English Language

Level I - Entering

Learner does not speak English and has little or no literacy skills in English. Success in the mainstream classroom curriculum would be impossible.

Level II - Beginning

Learner has some basic social language skills in English. He/she may have literacy and academic skills in a language other than English, but has negligible to very limited academic skills in reading, writing, speaking, and comprehending English. Succeeding in the mainstream classroom curriculum would be extremely difficult to impossible.

Level III - Developing

Learner has intermediate to basic social English language skills in English and is developing cognitive academic English, but is significantly below grade level in reading and writing English. Succeeding in the mainstream classroom curriculum would be extremely difficult.

Level IV - Expanding

Learner has nearly mastered basic social English language skills. He/she can interact fairly well in a variety of social situations. The learner is expanding skills cognitive academic language skills in reading, writing, speaking and listening and may exhibit success in some areas and frustration in others. He/she is able to manage some areas of the mainstream curriculum without support, but not all.

Level V - Bridging

Learner has mastered basic social English language skills and is nearly proficient in cognitive, academic language skills in all areas, including listening speaking, reading, and writing. Learner can function in most areas of the mainstream curriculum and needs support on limited occasions, such when the language demands are complex, extensive use of idioms or other areas that would demand accommodations or support.

Learners and the funding can be used for English language development. Only Fargo and West Fargo school districts qualify for grants since they have enough students.

The definition of Limited English proficient follows:

The term "limited English proficient", which is defined in section 9101 of Title IX when used with respect to an individual, means an individual -

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

(i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

No Child Left Behind Act, 2001

STEM (Science, Technology, Engineering, Math) Funding
2009-11 NDUS Budget Request

The 09-11 NDUS budget request included $4 million to be allocated on a competitive basis to address the following goals:

1.) Increase student participation and graduation in STEM programs, at both the undergraduate and graduate levels.
2.) Enhance student preparation.
3.) Deliver programs closely linked to ND's economic and workforce needs.
4.) Enhance current programs or services to meet changing needs or requirements.
5.) Create enhanced real world learning opportunities and employment opportunities.
6.) Stimulate added public/private partnerships to leverage resources and/or create business spin-off opportunities.
7.) Encourage and support collaboration among and between K-12 and post-secondary education.
8.) Enhance research and development in alignment with state needs.

Several programs were considered, with the SBHE approving the following proposals for specific inclusion in the SBHE's budget request, none of which are funded in the executive recommendation:

Primary Institution	Requested Amount	Brief Description
BSC	$249,000	Raise interest and awareness in STEM careers by targeting students in grades 4-6 and sophomores and juniors in high school
DSU	$646,600	This partnership would align P-16 science and math for a comprehensive curriculum; and , strengthen teacher's content knowledge through STEM curriculum enhancements
MiSU	$400,400	Provide students with stronger technology-based real-world STEM foundation, including outreach to K-12
NDSCS	$386,300	Create two fabrication labs, one on campus and one mobile to further incorporate STEM into programs and workforce training
NDSU	$500,000	Funds to update teaching and research laboratory

		infrastructure
UND	$1,115,800	Create a large classroom to support new pedagogical paradigm for better prepared STEM disciplines; and, renovation of STEM teaching labs
VCSU	$490,200	Create STEM certificates as part of the teacher education curriculum

Engrossed SB2003 includes a $1.5 million pool in the NDUS Office budget to "enhance teacher education programs in STEM. Additional legislative intent states: "Funding allocations are to be used to enhance the use of science, technology, engineering, and mathematics in existing teacher education program curriculums and may not be used for infrastructure projects."

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Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 2009

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS INITIATIVE AND VIRTUAL EDUCATION

This memorandum provides information regarding he science, technology, engineering, and nathematics (STEM) initiative and legislation under :onsideration by the 2009 Legislative Assembly egarding virtual education in elementary, secondary, ınd higher education.

STATE BOARD OF HIGHER EDUCATION SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS INITIATIVE

The State Board of Higher Education requested :4 million from the general fund for a STEM initiative ɔ be implemented in the 2009-11 biennium. The ıitiative would provide campuses with funding to ıllow for the development of specific STEM ıbjectives. The following initiative goals were ıutlined:

1. Increase student participation and graduation in STEM programs.
2. Enhance student preparation in STEM fields.
3. Deliver programs closely linked to North Dakota's economic and workforce needs.
4. Enhance current programs or services to meet changing needs or requirements.
5. Create enhanced learning and employment opportunities.
6. Stimulate added public/private partnerships to leverage resources and create business opportunities.
7. Encourage and support collaboration among and between elementary, secondary, and postsecondary education.
8. Enhance research and development in alignment with state needs.

Funding for the initiative was not included in the xecutive budget recommendation. Attached as ppendix A is a copy of the STEM proposal for each ampus involved in the initiative.

TECHNOLOGY OCCUPATIONS STUDENT LOAN FORGIVENESS PROGRAM

The North Dakota University System administers the technology occupations student loan forgiveness program that provides recipients with funding to repay students loans. The 2009-11 executive budget recommendation provides a funding increase of $2,000,000 to provide total program funding of $2,890,000 from the general fund. The increase in program funding is to expand the program to include all STEM fields of study and occupations. Eligible students can receive up to $10,000 over five years to repay student loans if they graduate in a STEM field, remain in the state, and work in a STEM-related occupation. Attached as Appendix B is the program application form, which includes a list of approved educational courses and related occupations.

VIRTUAL EDUCATION LEGISLATION

Legislation under consideration by the 2009 Legislative Assembly relating to virtual education includes:

- House Bill No. 1013 - This bill provides a one-time general fund appropriation of $25,000 to the School for the Deaf for the development of a virtual services business plan.
- House Bill No. 1034 - This bill provides for a study of services to deaf and hearing-impaired persons, including the use of virtual technology at the School for the Deaf to provide education to students.
- House Bill No. 1230 - This bill provides an appropriation of $6 million from the permanent oil tax trust fund to Williston State College for the purpose of constructing a virtual center for career and technical education.
- Senate Bill No. 2407 - This bill provides for the creation of a virtual university.

ATTACH:2

SUMMARY AND RECOMMENDATION
2009-11 STEM INITIATIVE FUNDING PROPOSALS

Summary

The 2009-11 budget request approved by the State Board of Higher Education in April included the amount of $4 million to be used to support initiatives targeted to the enhancement of facilities and instruction in the fields of science, technology, engineering and mathematics (STEM). This initiative was structured as a competitive grant process, and each NDUS institution was invited to submit a detailed proposal for a STEM project that would advance the following goals:

1. Increase student participation and graduation in STEM programs, at both the undergraduate and graduate levels;
2. Enhance student preparation in STEM fields;
3. Deliver programs closely linked to North Dakota's economic and workforce needs;
4. Enhance current programs or services to meet changing needs or requirements;
5. Create enhanced real world learning opportunities and employment opportunities;
6. Stimulate added public/private partnerships to leverage resources and/or create business spin-off opportunities;
7. Encourage and support collaboration among and between K-12 and postsecondary education; and
8. Enhance research and development in alignment with state needs.

After careful review and evaluation of all proposals received, the seven STEM initiatives summarized on the following pages are recommended for funding consideration in the 2009-11 budget.

Recommendation

I recommend the following motion be adopted by the Board:

"The SBHE approves the designated STEM initiatives to be submitted to OMB for Governor's Executive Budget consideration."

William Goetz, Chancellor

Date of Meeting: September 18, 2008
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STEM INITIATIVE PROPOSALS
SUMMARY AND RECOMMENDATIONS

Bismarck State College

Recommend: $249,000

Summary

The proposed project will increase interest in STEM programs and awareness of STEM careers through targeting elementary students in grades 4 to 6 and entering sophomores and juniors in high school. Gaining the interest and attention of students in grades 4 to 6 through the STEM Challenge held in conjunction with Marketplace for Kids will pique student interest in science careers. The STEM Academy for high school students will help students explore basic science skills and gain insight into STEM careers in the area. Classroom activities will focus on components designed to build insight into STEM skills and knowledge. This summer academy will be modeled after BSC's successful Telecommunications Academy.

Outcomes

- By the spring of 2010, a STEM component will be developed for Marketplace for Kids Region 7 Education Day that includes a teaching guide, and a STEM Challenge track for schools that are part of the MREC and expanded to include all Marketplace fore Kids' Region Education Days by 2011. Effectiveness will be measured by tracking participation in the STEM Classes at Marketplace and the number of STEM Challenges showcased.
- 48 (24 students each year) entering sophomores and juniors will participate in summer STEM Academies for one week during June 2010 and June 2011. Effectiveness will be measured by administering pre- and post-tests to participants that will answer the following questions: Is there an increase in students' interest in STEM careers? Is there an increase in students' confidence that they would succeed in a STEM career?

Dickinson State University

Recommend: $646,600

Summary

This partnership, comprised of 16 public school districts, one private school system, the Early Childhood Center, and Dickinson State University, proposes to: 1) Articulate, align, and enhance P-16 science and mathematics curriculum thereby developing a comprehensive curriculum which builds sequentially without gaps and redundancies so that students have a sound preparation for further study and/or careers in STEM; 2) Strengthen teachers' content knowledge through STEM curriculum enhancements and extensions for P-16 teachers, pre-service teachers, classroom aides and university content leader students; and 3) excite and engage students in the study of STEM areas through curriculum enhancements and extensions for K-16 students.

Outcomes

- Mathematics and science curricular exit and entrance expectations will be closely articulated and aligned between high school exit and university entrance.
- Mathematics and science/critical thinking curriculums will be more closely aligned P-16.
- DSU faculty and students will offer at least ten STEM learning activities for P-12 teachers and students during the year.
- Increase the number of students moving into STEM course of study from other disciplines.
- Increase the potential pool of science and math teachers in DSU Teacher Education programs.
- Increase students going into science and math-related fields of study.
- DSU will revise two basic introductory courses in math and science to align with the revised upgraded courses at the high school level.
- The number of P-12 teachers participating in STEM professional development will increase by at least 100.
- Participating educators will strengthen their content knowledge as measured by self-evaluation instrument.
- Increase the number of students from participating school districts who declare mathematics, science and/or engineering as major areas of study when they attend college in North Dakota.
- Decrease the number of students from participating school districts who enroll in remedial courses MATH 101 and 102 at Dickinson State University.
- Increase the number of high school students taking upper level courses in mathematics and science within the participating school districts.
- Student participation in STEM classes will increase.
- Seventy-five sixth through ninth grade students will attend the energy camp.

Minot State University

Recommend: $400,400

Funding from this grant will enable Minot State University to provide students with a stronger technology-based, real-world STEM foundation, allowing MiSU's graduates to better meet ND employer needs. Further, this improved technology will enhance teaching activities as well as student and faculty research. MiSU will also be able to reach out to ND K-12 mathematics and science teachers and students using Web servers and virtual classrooms.

MiSU plans to increase its computing technology capabilities to meet the needs and goals of the grant project. Various computational, data, and Web servers, plus supporting equipment, will be purchased and used to engage university students, faculty, and the ND K-12 community in STEM disciplines.

This grant will allow MiSU to foster and improve student learning in STEM disciplines, increase and enhance student and faculty STEM research, and support and engage the ND K-12 mathematics and science community. In this way, Minot State University will meet the project's goals and objectives.

Outcomes

- Provide additional student research experiences with faculty
- Increase student enrollment in STEM programs by 10%
- Increase graduation rates in STEM programs by 10%
- Provide greater opportunities for MiSU's undergraduate and graduate students to use current technology in classroom laboratories
- Provide greater opportunities for MiSU's undergraduate and graduate students to use current technology in research
- Increase ND K-12 math and science teacher resources through web sites of resources created for them
- Continue to increase the number of STEM graduates entering the workforce in ND
- Enhance training of STEM-field ND K-12 teachers
- Increase computing power for student and faculty researchers in the areas of mathematics, computer science, and science
- Increase ND K-12 student and teacher access and experiences with mathematical programs through virtual classrooms
- Provide greater community support for research needs
- Provide opportunities to apply for national STEM and other grants
- Provide access to materials that will enhance ND K-12 teaching and learning

Surveys have been developed to assess the integration of coursework across discipline areas (both teacher and student surveys); outcome attainment for MiSU students and faculty and ND K-12 teachers and students; and the quality of technology training being provided to ND's workforce (employers).

North Dakota State College of Science

Recommend: $386,300

Summary

North Dakota State College of Science proposes to create two fabrication laboratories (Fab Labs), one on-campus and one mobile, to further incorporate STEM related emerging technologies into our academic programs and workforce training efforts. This will enhance the educational experience for NDSCS students and serve the economic development needs of the state. The College also aims to create a culture of research and entrepreneurship by providing technical resources for regional businesses, entrepreneurs and inventors, and by designing a capstone project in which students from all academic disciplines will collaborate to design, create and market new inventions. The presence of the mobile Fab Lab will allow NDSCS to expand its STEM outreach program by transporting the Fab Lab to secondary schools and community events, and to cultivate relationships with regional businesses, entrepreneurs and inventors who require temporary fabrication facilities.

Outcomes

- Students
  - Increase participation and graduation of students in STEM programs.
  - Projected total of 115 NDSCS students will participate in the Fab Lab activities per year.
  - Track increase in retention of students in the programs.
- Outreach activities
  - Projected outreach schedule of 1-2 school visits per month, starting in the Fall of Year 2 (15-20 students/visit)
  - Projected total of 15 students per year will participate in summer Nanoscience Academy which will contain a fabrication module.
  - Track college enrollment and projected majors of all outreach students to determine increased interest in STEM majors.
- Programs linked to economic needs
  - Projected total of 115 NDSCS students will participate in Fab Lab activities per year. (These programs are identified as high-priority employment areas for ND.)
  - Projected total of 5 participants are expected to participate in workforce training.
- Partnerships
  - Projected total of 5-10 professional and business outreach visits are expected by end of year 2.
  - Projected total of 2-4 new business partners will be recruited by the end of Year 2.
- Enhanced research and development
  - Projected total of 2-4 external users of Fab Lab facilities are expected by end of Year 2.

North Dakota State University

Recommend: $500,000

Summary

National, regional, and local demands for college graduates in science, technology, math, and engineering (STEM) fields are outpacing the system's production of such individuals. NDSU requests infrastructure funding to help address this issue. Given the need for up-to-date facilities in STEM fields, NDSU has made a conscious effort to remodel teaching and research laboratories so that individual labs provide the resources necessary for superior instruction and scholarship. This process is ongoing, and many laboratories across the campus have not been remodeled. NDSU requests funds to renovate labs for student and faculty use in the biological sciences, chemistry, computer science, engineering, geosciences, and physics.

Outcomes

- Students in the courses in these fields will have the opportunity to apply knowledge learned in these areas in laboratories that provide the most up-to-date equipment.
- Students will be better prepared for professional positions when they graduate.
- The new equipment will provide new incentives and interest in these STEM areas.
- Faculty will have added capacity to pursue cutting-edge research and additional opportunities to involve students in this research.

University of North Dakota

Recommend: $1,115,800

Summary

UND requests facilities infrastructure improvements to support undergraduate training in STEM areas. These include the following: (1) A large interactive STEM classroom to serve a high volume of students, support a new pedagogical paradigm and yield better prepared students in STEM disciplines and (2) Renovation of STEM teaching labs to support integrated, problem-based learning and the creation of new undergraduate and graduate degree programs that directly address critical needs for workforce and economic development. These enhancements build on the interactive classroom project and also move students from NDUS 2- and 4-year colleges through the pipeline, resulting in professional graduate education in high need areas.

Outcomes

- Add to the campus' STEM instructional space
- Students seek out other inquiry-based learning opportunities
- Greater faculty use of inquiry-based learning
- Greater participation of undergraduates in research experiences
- Increased course capacities and efficiency
- Enhanced student preparation for undertaking research experiences
- Partner employers note better graduate preparation for independent and team problem-solving tasks
- Greater overall student participation and research in externally-funded STEM training programs

These outcomes will be assessed through annual reports on recruitment, retention, graduation, course enrollments, and classroom scheduling loads; student retention to second course in 2-course sequences; faculty satisfaction with student preparation and performance in student research experiences; the number of students pursuing research experiences; post-graduation surveys documenting student placement and employer satisfaction with student performance; and research productivity in STEM areas.

Valley City State University

Recommend: $490,200

Summary

Materials and resources from the National Center for Technological Literacy (NCTL) at the Museum of Science in Boston will be compiled into four to five (12-15 credits) undergraduate STEM courses at each of three academic levels (elementary, middle school, high school). These courses will be developed in a hybrid format with both traditional classroom experiences and online preparation. The courses will be packaged into "STEM Certificates" for undergraduate students. Education students from every discipline will be encouraged to complete the STEM Certificate as part of their teacher education curriculum. The grant will provide incentives for education students to acquire the STEM Certificate.

Graduate courses based on STEM materials and research practice will be developed for graduate students in VCSU's Master of Education program. The completion of four to five courses at elementary, middle school, or secondary levels will allow in-service teachers in the program to complete a "STEM Certificate" and/or include the courses as electives within the Master's degree. The grant will provide incentives for graduate students to acquire the STEM Certificate.

VCSU will continue to create, host, and instruct in-service teacher workshops based on the NCTL materials. These STEM workshops will be scheduled on a regular basis throughout the school year. In addition, STEM modules will be presented to VCSU faculty through Brown Bag seminars. STEM seminars will be scheduled regularly throughout the academic year and offer faculty in Science, Technology, Mathematics, and other disciplines access to STEM materials that may be incorporated into existing VCSU courses.

Outcomes

- Number of graduate and undergraduate students enrolled in the new STEM coursework
- Course evaluations completed by students/teachers enrolled in STEM courses and workshops
- Number of VCSU faculty attending workshops and seminars on STEM methodology
- Pre- and post-surveys completed by teachers and graduate students. Surveys will record integration of STEM materials by the teachers and changes in teaching methodology based on the new learning from the workshops and courses. Surveys will be completed at the beginning of each graduate course and teacher workshop. Follow-up surveys will be sent out nine months after course/workshop completion
- STEM curriculum materials will be provided to 700-1000 pre-service and in-service teachers over the two years
- Resulting changes from the new STEM curriculum will impact as many as 35,000 ND students
- Coursework will lead to State STEM endorsements for undergraduate and graduate students
- Specific deliverables are outlined for each goal

PRINT

Science, Math Focus of New STARBASE Academy

Minot Air Force Base - Math, science and technology will be the focus of a new Defense Department-sponsored education program at Minot Air Force Base. At today's ribbon cutting ceremony for what is being called Starbase Academy, Senator Kent Conrad said the new initiative will help America train a new generation of scientists and engineers.

"For our nation to compete in the 21st century and beyond, today's students must develop an aptitude for math and science, "Senator Conrad said. "Programs like the Starbase Academies provide valuable opportunities for the students here in Minot and all across the country. Hopefully this non-traditional learning experience will spark an interest in sciences and help prepare the next generation to compete and excel in the global economy."

Students in the United States continue to lag behind their peers from many industrialized countries in math and sciences. According to the Department of Defense, students from the US ranked 18th in math and 14th in science in a survey of 15 year olds in 27 countries.

"Starbase North Dakota is committed to finding new and innovative ways to help our students excel in math and science. It's a belief we know Senator Conrad shares," said Matthew Balas, Director of Starbase North Dakota. "Senator Conrad has been a strong advocate for bringing Starbase to Minot from day one. Hundreds of our students will now benefit from this unique opportunity thanks in part to Senator Conrad's dedication."

Senator Conrad first urged Air Force leaders to consider North Dakota as a future home to an academy more than a year ago. Senator Conrad and Senator Byron Dorgan were instrumental in securing funding in the FY08 Defense Appropriations bill to expand the program to Minot Air Force Base.

The academy is a premier educational program in which students participate in challenging "hands-on, mind-on" activities in aviation, science, technology, engineering, math, and space exploration. In its first year of operation in North Dakota, the Starbase academy at the air bases's North Plains Elementary School will offer 31 one-week classes serving roughly 650 students from nine area school districts.

Senator Conrad said the program will also teach life-long skills including goal setting, teamwork, cooperation and problem-solving. Students are also able to interact with military personnel to explore careers and make connections with the "real world."

Senator Dorgan, Congressman Earl Pomeroy and Governor John Hoeven also helped open the first Starbase academy in North Dakota, which represents the 60th such academy across 34 states and Washington DC and Puerto Rico.

Close Window

NORTH DAKOTA UNIVERSITY SYSTEM
Summary of Emergency Preparedness/Security 2009-11 Biennial Budget Request and Executive Recommendation

Student safety is one of the NDUS biggest concerns. Open campuses and increasing crime and mental health challenges in the general population make safety an increasing campus challenge also. Some think the increased need for security is a reaction to the recent national armed intruder incidents. It is in part as North Dakota is not isolated from this potential violence as was demonstrated by two recent events at the NDSU Downtown campus; however, there are other forms of crime including: theft, sexual assault, bullying, fights and more. Each of our NDUS campuses is like a small community with the same safety risks and issues.

Current federal law, including the recent Higher Education Reauthorization Act, place strict requirements on campuses for reporting and responding to crimes. For example, federal law requires "immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff occurring on the campus, as defined in paragraph (6), unless issuing a notification will compromise efforts to contain the emergency;" A multi-faceted approach is required to ensure compliance with the federal regulations.

In addition, Governor Hoeven issued a directive to all State entities to develop a business continuity/disaster recovery plan to ensure the continuity of State government in the event of a manmade or natural disaster. A multi-faceted approach is required to ensure compliance with the state requirements and federal regulations, and to ensure the safety of our students. Therefore, the SBHE placed a high priority, as did the Governor in his budget, on providing additional resources for increased security and emergency planning for the following items:

Base Funding $1,334,865, built into individual campus budgets
Emergency Preparedness /Security: Provides funding for additional campus security at a ratio of 1 FTE to 900 students for increased student and employee safety. Also, adds public safety officers to assist with campus planning and implementation of the emergency notification system, emergency response plans, continuum of government (COG) and other activities as follows: (1.0) FTE position shared by BSC, DSU and NDUS-Office; (1.0 FTE) position shared by MiSU, MiSU-BC, (2.0) FTE positions shared by UND, LRSC, and MaSU; and, (2.0) FTE shared by NDSU, NDSCS, and VCSU. Also includes funding to cover the annual fee for the NotiFind emergency notification system for students.
Engrossed SB2003: $750,000 pool in System Office budget, with SBHE to determine allocation

One-Time Funding $4,000,000
Emergency Preparedness/Security: Funding to assist with updating facilities with safety upgrades, including: keyless card entry, fire alarms, public announcement systems, cameras, building alarms, improved lighting, phone system upgrades to include a phone in each room, emergency power upgrades, etc.
Engrossed SB2003: $0

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Senate Appropriations Hearing

NDUS Budget Overview

January 12, 2009

Mr. Chairman and members of the committee thank you for this opportunity to speak. My name is Frank Michael and I am the President of the North Dakota Student Association. Today you will be hearing from myself, and three other students, we have Tara Mertz from the University of North Dakota, Ken Story from Minot State University, and Brad Henke from Bismarck State College. We are vastly different students with one thing in common. We have all had the privilege to take part in the North Dakota University System. In the last legislative session, the legislature took the position that North Dakota would invest in Higher Education, and what a great investment that has been. We are setting record enrollment numbers. Students from not just North Dakota, but the entire region are flocking to North Dakota to enroll in our higher education system. Because it is they know it is affordable, and also because they know they will have access to a high quality education experience. As students attain their education they are able to immerse themselves in the unique career opportunities available in North Dakota, and after they graduate more young bright individuals are choosing to stay.

This session you have the opportunity to continue to invest in Higher Education. For many Americans money is getting tight, and Higher Education is not on the forefront of most people's minds, and while many states are looking at tuition and fee hikes, we can keep tuition at a reasonable rate here in North Dakota. I find myself using my financial aid to by ramen noodles instead of my Industrial Organization 480 book (As a side note I have not been able to afford my books for the past 2 years.) The stereotypical image of a college student holding 3 part time jobs and taking 18 credits is not far from the truth, and when a student goes through college this way I think they miss a huge part of the experience. In my college career I have not just attended North Dakota State University; I have become an active member in the Fargo/Moorhead community. I lead a youth group at a local church, I've served at the community homeless shelter, retirement communities, I even skipped class to help sandbag one year.

I know there are going to be tough decisions to make this session, but as you listen to us students today I hope we will be able to give some insight into what it like being a college student today. It was the support of this legislature that has allowed me the privilege of pursuing a degree. It may have taken me 2 years to choose what I wanted it to be in, but that is an opportunity that many don't get to fulfill.

Frank Michael

North Dakota Student Association President

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Bismarck State College
North Dakota Senate Bill No. 2003
Testimony to the Senate Appropriations Committee

Kirsten Baesler
Mandan School Board President and BSC Graduate
January 12, 2009

Good afternoon, Chairman Holmberg and members of the Senate Appropriations Committee. Thank you for allowing me to speak to you today. I am Kirsten Baesler, a former student who benefited from the collaborative education programs offered through BSC.

I am here today to simply say, "It would have been **impossible** for me to get my higher ed degree without the collaborative programs offered through Bismarck State College. I returned to school as an older than average student to earn my degree in education after I was firmly rooted in the Bismarck/Mandan community. My husband and I both had full-time employment in the community, but more importantly we were committed to raising our three sons in western North Dakota.

My journey to obtain a bachelor's degree began because I needed an education degree and a library minor to obtain my school library media credential from the state. At the time I began pursuing this degree (Fall 1998); I was told that BSC had begun preliminary conversations with Dickinson to consider the possibility of offering an education degree from DSU on BSC's campus. I completed as many courses at BSC as were available and then began investigating my options. Unfortunately, the official collaborative efforts with DSU did not move along quickly enough for my needs. A fellow student was faced with this same dilemma and she and her family chose to move to St. Cloud to continue her education. They have not returned to North Dakota. But as I mentioned, moving was not an option for us. So I had two choices, find a way to make this happen in Bismarck or face the fact that I would not be able to earn a higher ed degree. Bismarck State College was my life preserver that kept my dream alive. The instructors helped me compare programs and determine which university would best meet my needs. In the end Minot provided the best option. BSC and Minot State faculty found ways to minimize my commute time and when all was said and done, I received my education degree from Minot in May 2001.

I know that I have benefited from my higher education degree, but I believe my community has benefited also. Because of the leadership skills I learned and the credibility that a higher education degree provides, I have been able to participate in and help lead many positive initiatives in my community and state. I am serving my third term as President of the Mandan School Board and have been President of the Morton Mandan Public Library Board of Trustees since 2004. I was recently elected to the State Board of the North Dakota School Board's Association and have been a member of the Executive Board for the ND Library Association for 6 years. None of this would have been possible if BSC hadn't been able to provide the programs necessary for me to obtain my higher ed degree.

Even though it was after my time, I was very pleased when the DSU programs were finally approved for delivery at BSC. I know 3 students who are/have already taken advantage of the programs. My sister is a benefactor of the collaborative program BSC has with Minot for the business degree. She received her bachelor's degree through Minot on BSC's campus in the 1990's, went on to receive her Master's degree from UND and consequently advanced within the US Federal District Court system. My nephew is patiently waiting to hear if BSC might soon be able to offer him the 4 year degree in engineering he is pursuing, so he can continue to live in the Bismarck area. My oldest son will be graduating from BSC in May, and will then explore his options for continuing his education. I predict his two younger brothers will follow his lead to BSC in a few years.

The need for BSC to continue offering collaborative programs is strong. Bismarck/Mandan has the potential to become a major hub of educational offerings for a great variety of students. Students in this area of our state deserve an affordable option to earn their higher ed degree. For this reason, I ask this committee to support the State Board of Higher Education request for the Higher Education Center on the campus of Bismarck State College.

In conclusion, I must say that I have the greatest respect for Bismarck State College. It is my opinion that BSC provided me the best learning experiences I have ever had. It is my hope that BSC will continue to prosper and make a difference for many students in the future. Students of all ages would benefit from the same dedicated BSC staff that put my dream into motion.

Thank you for your time.

Respectfully submitted,

Kirsten Baesler
Mandan School Board President and BSC Graduate

Senate Appropriations Committee Testimony
Ken Story
Student Body President - Minot State University

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I am a first of a lot of things in my family. In the Story family there is a tradition on firefighters dating from my dad Jeffery Story to my Great Grandfather Herman Story and many more before my lifetime, in May 2004 I broke that tradition by being the first Story to enroll in college. I was born in Angeles City in the Philippines on the Air Force Base and raised at Minot Air Force base for 16 years until after I graduated from Minot High School, it was then that I followed my dad with his retirement to Tennessee where I attended East Tennessee State University. It was there that I learned that funding for my education would be a lot harder than I had imagined it to be, with that being said I transferred back to the North Dakota University System to Minot State University.

When I step foot onto my universities campus I see a lot of things. I see many students; some in military fatigues trying to further their education while serving their country, those same individuals who have the opportunity to access classes not only on our campus but on the base. I see single parents or family students who take minimum class loads in order to balance a family life, a job, and education in order to better and enrich their quality of life. And lastly, I see students like me work on top of being engaged in our campus and community and our 12 plus hours of course work.

During my time at Minot State University I've seen plenty of things that can be improved on our campus which relates to deferred maintenance. Our football field where throngs of students come out to show support for the Red and the Green is literally falling apart and our proposed methods of funding such improvement which would have been the community bowl efforts this summer were defeated. Additionally, from my understanding our boiler is also starting to shut down on us and estimates to fix it have increased drastically from the first estimate to what it is not. It's not only education methods that make a campus environment thrive it is the also the physical and small things that we often take for granted such as the instances I just mentioned.

I know that in May when I walk across that stage, I will be breaking a lot of family traditions when I receive my degree, but I hope that it will be the beginning and prescient in which my family can grow from. It just won't be a degree, it will be a pathway for new opportunities and expectations for life, and I am extremely proud that it came from Minot State University.

Testimony provided to the North Dakota Senate Appropriations Committee
January 12, 2008
Tara R. Mertz

Good morning! First of all, thank you very much for the opportunity to speak this morning. As a student, it is encouraging to know there are countless faculty, administrators, members of the university system, and especially legislators who are willing to listen and be concerned with students of higher education in this great state. Along with being grateful for this opportunity, I would also like to share some other reasons why I am quite grateful.

Born and raised in the town of Ellendale, I am grateful to be able to call myself a lifelong North Dakotan. North Dakota may be known for its beautiful Badlands, for its agricultural industry, and for being the safest place in the country, but the reason I am so grateful to be able to call myself a North Dakotan is the people. Whether it was a local farmer who went out of his way to help me feed my family's horses when my parents were out of town or an elderly member of the community helping in my elementary school, I learned the importance of community from an early age. This has carried with me through my 21 years and will continue to shape my actions for the rest of my life. I not only credit my sense of community to growing up in North Dakota, but also my work ethic. As the daughter of small business owners, I learned the value of working to make a living and was exposed to commerce and industry through which I learned quite a bit about the state and rural communities in general.

As I entered my high school years and continued to be actively involved in my community and school, I realized that I had to decide what I was going to do after high school. Some of my classmates knew where they were going to pursue post-secondary education or where they were going to work, but I wasn't sure. With countless dreams and aspirations, I quite honestly was a little overwhelmed. After narrowing my list of higher education possibilities down to three – one in North Dakota, one in Nebraska, and one in California – I finally made a decision. Looking back now, I could not be more grateful that I chose the University of North Dakota, a North Dakota University System institution, to further my education.

My decision to attend a North Dakota University System institution was heavily influenced by the financial support that was provided. Especially in times of economic downturn and rising costs, higher education is becoming out of reach for too many people. Middle class families are being forced to finance higher education through debt and low-income students are becoming less able to afford higher education at all. To help curb the number of people leaving the state and to ensure a viable workforce, affordability of higher education is critical. Affordability for low-income students can be made possible through need based financial aid. Providing people with the means to further their education will ensure that the North Dakota workforce is ready to meet the future needs of the state.

Now that I am in my last semester of undergraduate studies at the University of North Dakota, I look back on the last three-and-a-half years and am overwhelmingly grateful for the opportunities I have been provided by being a student of the North Dakota University System. Graduating with a communication degree in May, I am hopeful that I will be able to be a student in the system for another four years by entering medical school in the fall. By attending the University of North Dakota, I have affirmed my fondness of the state and I have been able to meet numerous students from across the world who have come to love the state as well. I am optimistic that many more will be able to attend a North Dakota University System institution and feel the same way.

I am grateful to be a North Dakotan, grateful to have chosen the University of North Dakota for my education, and grateful for the opportunities I have been provided as a student of the North Dakota University System. My hope moving forward is that many more will have the opportunity to do the same in the future. By keeping higher education accessible and affordable, more students will be given the opportunity to give back to this great state. Let us work together to ensure that many more students can be afforded this opportunity. Thank you!

Senate Appropriations Committee Testimony

January 12, 2009

Brad Henke

Good morning, and thank you for allowing me to speak here today, it is an honor and a privilege. My name is Brad Henke and I am a student in my second year at BSC. As you can probably tell, I am just slightly older than your average college student. As a matter of fact, I celebrated my 35th birthday a week ago today; therefore I have had experiences in life unique to most college students. First, I will give you a little background on myself. I grew up here in ND in the little town of New Salem, just west of here. I graduated in 1992, and went into the army where I served 3 years. I got out, and after staying a few months in Washington state, I moved back home. I stayed here, worked in Mandan, and then helped my brother raise cattle. I then drove truck over the road, seeing much of the country. After 3 years of that, I got into the construction industry, where I did much traveling, living in about 7 different states. Most recently I lived in Mississippi where I spent about 4 years. I moved back home 2 and a half years ago and am here to stay.

There were several factors which brought me back home, our low crime rate is something I took for granted until I lived in a couple big cities and experienced the massive problems they have. I also missed the peace and tranquility of our outdoors, being able to get out and fish, hunt and go camping is something not available in many places. Furthermore, there are many opportunities here; our economy is very strong which has brought many opportunities that weren't available a generation ago. We have

one of the best states in America, and I hope we can help our young people to realize that so we can keep our best and brightest in the state.

I had grown weary of the construction field; the long days and bodily abuse take their toll. God blessed me with a brain, and last year I finally decided it was time to use it. I realized that my future in construction was limited, and in order to reach my potential, I needed an education. I had always been very interested in finance, especially in investments, and have read many books on the subject. Therefore, I decided to enroll at BSC to fulfill my general education requirements and give me time to decide on a university to transfer to where I can pursue my degree in finance/investments. College has been a tremendous experience and my only regret is that I didn't go sooner. It is not easy, as I have worked two jobs both as a fitness trainer at a gym, and also as an economics tutor at the college, but it is well worth the effort and will pay off in the long run. The faculty and staff at BSC have been very helpful, both in helping me get started and in helping me plan my educational future. The staff in the admissions department helped me to ensure all the proper paperwork was completed and that I had everything in order so that my entrance would go smoothly. The faculty have been excellent people to work with, especially my advisor Mr. Tschider, and all have been willing to talk with me in order to help me make my decision on both the right classes to take, as well as helping me decide on a university to transfer to once I have done all I can at BSC.

The role of the community college is integral in the higher educational process, both in helping with lower costs of tuition and in helping some students to be able to live closer to home and defray added costs of living. I'm sure we've all heard of the problems of students getting out of college with astronomical student loans, which do add up quite

quickly. In some cases, a student may graduate with a student loan payment which is as high as a house payment would be. The community college helps keep these burdens at a tolerable level, and give students the tools and knowledge they need to make a decision on a career path.

Strong leadership and responsible decision making at all levels of our state government have given North Dakota a budget surplus. I am glad that higher education is a priority, as education is necessary to ensure that our young people reach their full potential. Continued responsible decision making in our government will ensure the proper allotment of funds, and I hope that our testimonials will help with those decisions. Again, I thank you for allowing me to speak here today

2003 2

Testimony for Senate Appropriations 1.14.09

Joe Heilman
NDSU Student Body President

International Students and Study Abroad	• Currently, 1,120 students from 81 countries • Last year, 183 students studied abroad • Currently, we have 20 exchange programs in 16 countries

Student Leadership	• 250+ student lead organizations
	• 1100+ student leadership positions
	• Student Government
	  • Responsible for the allocation and distribution of the entire Student Activity Fee ($2.8 Million for 2008-2009)
	  • 38 senators elected by residential or academic districts
	  • 11 member executive team
	  • 7 member Student Court

Students Involved in Research	• Center for Nanoscale Science and Engineering (last four years)
	  • 70-75 Undergraduates per year
	  • 20-25 Graduates per year
	• Technology Incubator (last two years)
	  • 25-30 Undergraduates per year
	  • 1-5 Graduates per year
	  • Many with internship or scholarship support
	• Many more opportunities

Students Employed	• Currently, 2,638 students employed (includes work study)
	  • 1,891 Undergraduates
	  • 747 Graduate

Internships and Co-Ops	• Data from the NDSU Career Center only (last five years)
	  • 465 Internships/Co-ops per year
	  • 194 companies (52 in ND) per year
	  • Average wage of $13.61 per hour
	  • Highest wage of $35 per hour

Personal Development and Volunteer Community Service	• Over a dozen dozen leadership and development programs organized by the NDSU Memorial Union
	  • These programs have impacted nearly 1,900 students since 2004
	• 4,500 hours of service from the Volunteer Network
	• 5,500 hours of service from the Greek Community
	• Students Today Leaders Forever (STLF)
	  • Founder is from West Fargo
	  • Pay it Forward Tours (spring break service trip)
	  ▪ Since 2003, 99 tours with 3,800 students and 46,000 hours of service
	  ▪ 2008-2009, about 70 tours have been planned (20 from North Dakota)

STUDENTS ARE PARAMOUNT

SB 2003 UND
March 3, 2009
attachment #3

Mr. Chair, Committee Members,

For the record, my name is Ben Axtman, and I am a senior Biology major at the University of North Dakota. I am here today to show my support for the University's budget request.

In my four years at UND, I have come to appreciate the University as much more than a place to sit in a classroom. UND has been a great place for me to learn both in and out of the classroom. My teachers constantly find ways to engage me in the course material and take learning out of the textbook and into practice.

Outside of the classroom, I have taken advantage of many opportunities to get involved on campus. I am currently the President of our Mortar Board, the Governmental Affairs Commissioner for UND Student Government, and a Student Ambassador Team Leader. These experiences have given me a chance to serve the less fortunate in the Grand Forks community, work with my fellow students and city officials in Grand Forks, and welcome visitors and a new generation of UND students to our campus. One of them has even brought me to Bismarck to testify before a legislative committee.

I have learned so much about service and leadership through my extracurricular involvement, but my involvement has been contingent upon my ability to afford to go to school. The average student in the past hasn't been able to take advantage of all the great involvement opportunities UND has to offer because they're too busy working so they can pay their way through school without taking on crushing amounts of student debt. I want to thank you for funding higher education the way you did in 2007. I am here to tell you, it has made a difference. The students continue to need your help though.

I have no doubt that when I graduate from UND I will have had the best possible academic opportunities, due in large part to the funding the Legislature has provided to UND. My concern has now become whether or not my younger sister will have the same opportunities. Will she be taught from the best faculty, study in the most up-to-date facilities, and learn besides the best and brightest students as I did. As I look to the future of higher education in North Dakota, I share the concerns of my fellow students in terms of adequate funding. Students are a vital part of this state, exclusive of their contributions in terms of tuition. One sign of this is the joint resolution that was passed by the Grand Forks City Council and UND Student Senate. It asks the Legislature to fund higher education at an adequate level.

Next, I'll ask you take a look at the economic impact report I have provided. Students in the Grand Forks area alone have a 183 million dollar economic impact. Students at UND currently hold 5,212 jobs within the community and are working an average of 25 hrs week. For the benefit of the state and its students, I challenge you to continue to fund the University of North Dakota and all North Dakota Universities and Colleges. Thank You

RESOLUTION
IN SUPPORT OF AFFORDABLE HIGHER EDUCATION
UNIVERSITY OF NORTH DAKOTA STUDENT SENATE & GRAND FORKS CITY COUNCIL

WHEREAS, It has been discussed at City-Senate subcommittee meetings that both the Student Senate and City of Grand Forks support affordable higher education; and

WHEREAS, keeping higher education affordable allows more students to take advantage of a college education, and

WHEREAS, increasing enrollment in our Colleges and Universities aids in the economic growth of the City.

NOW, THEREFORE, BE IT RESOLVED that the UND Student Senate and City of Grand Forks support all efforts made at keeping the cost of higher education affordable.

UND Student Senate

Tyrone Grandstrand, President
UND Student Body

City of Grand Forks

Hal Gershman, President
Grand Forks City Council

Economic & Workforce Impact Of the UND Student Body on the Greater Grand Forks Area

Assumptions Used for the Economic Data

1 All data is based on a 9 month academic year, versus a 12 month year.

2 Only UND students attending classes on campus are considered part of the base enrollments.

3 Economic impact is based on 1.8% of costs.

4 Student expenses for tuition, fees, and on campus housing are not included in the study.

Economic Findings of the Study

The UND Student Body has an annual economic impact of $182,999,579 on the Greater Grand Forks area.

Annual (9 Month) Student Body Expenditures

A. Childcare	$839,689
B. Auto Payments	$2,559,604
C. Electronic Communications	$3,612,628
D. Clothing	$3,790,183
E. Entertainment	$4,904,943
F. Restaurants	$5,241,646
G. Gasoline	$7,630,417
H. Groceries	$10,271,508
I. Rent & Utilities	$26,777,430
J. Textbooks and Supplies	$36,038,385
Total (9 Month) Student Body Expenditures	**$101,666,433**

Workforce Findings of the Study

1 Sixty eight percent of the UND Student Body who attend classes on campus work while enrolled in school.

2 The average UND student holds 1.4 jobs during the typical academic year.

The UND Student Body annually holds 5,212 job in the community, and another 4,335 job on campus.

4 The typical UND student working in the community works 25 hours per week.

5 The typical UND student working on campus works 16 hours per week.

6 Collectively the UND Student Body working in the community, equate to the equivalent of 2,141 fulltime members of the local workforce.

7 The UND Student Body working on campus equates to the equivalent of 1,247 fulltime members of the campus workforce.

Cariveau June 2008

SB 2003
March 6, 2009
attachment #2

Bismarck State College
North Dakota Senate Bill No. 2003
Testimony to the House Appropriations, Education and Environment Division

Kirsten Baesler
Mandan School Board President and BSC Graduate
March 6, 2009

Good afternoon, Committee Chairman Skarphol and members of the House Appropriations, Education and Environment Division. Thank you for allowing me to speak to you today. I am Kirsten Baesler, a former student who benefited from the collaborative education programs offered through BSC.

I am here today to simply say, "It would have been **impossible** for me to get my higher ed degree without the collaborative programs offered through Bismarck State College. I returned to school as an older than average student to earn my degree in education after I was firmly rooted in the Bismarck/Mandan community. My husband and I both had full-time employment in the community, but more importantly we were committed to raising our three sons in western North Dakota.

My journey to obtain a bachelor's degree began because I needed an education degree and a library minor to obtain my school library media credential from the state. At the time I began pursuing this degree (Fall 1998); I was told that BSC had begun preliminary conversations with Dickinson to consider the possibility of offering an education degree from DSU on BSC's campus. I completed as many 100 and 200 level pre-requisite courses at BSC as were available and then began investigating my options. Unfortunately, the official collaborative efforts with DSU did not move along quickly enough for my needs and I needed to look elsewhere for my education degree. A fellow student was faced with this same dilemma and she and her family chose to move to St. Cloud to continue her education. They have not returned to North Dakota. But as I mentioned, moving was not an option for us. So I had two choices, find a way to make this happen in Bismarck or face the fact that I would not be able to earn a higher ed degree. Bismarck State College was my life preserver that kept my dream alive. The instructors in the math, science, and psych departments all helped me compare programs and determine which university would best meet my needs. In the end, it seemed Minot provided the best option. BSC worked tirelessly with Dr. Neil Nordstrom and his faculty at Minot to minimize my commute time to Minot as much as possible. They cross-approved courses, created correspondence classes, suggested CLEP tests, and arranged for supervision of practical experiences. It was a beautiful cooperative experience. When all was said and done, I received my education degree from Minot in May 2001.

I know that I have benefited from my higher education degree, but I believe my community has benefited also. Because of the leadership skills I learned and the credibility that a higher education degree provides, I have been able to participate in and help lead many positive initiatives in my community and state. I am serving my third term as President of the Mandan School Board and have been President of the Morton Mandan Public Library Board of Trustees since 2004. I was recently elected to the State Board of the North Dakota School Board's

Association and have been a member of the Executive Board for the ND Library Association for 6 years. None of this would have been possible if BSC hadn't been able to provide the programs necessary for me to obtain my higher ed degree.

Even though it was after my time, I was very pleased when the DSU programs were finally approved for delivery at BSC. I know 3 students who are/have already taken advantage of the programs. My sister is a benefactor of the collaborative program BSC has with Minot for the business degree. She received her bachelor's degree through Minot on BSC's campus in the 1990's, went on to receive her Master's degree from UND and consequently advanced within the US Federal District Court system. My nephew is patiently waiting to hear if BSC might soon be able to offer him the 4 year degree in engineering he is pursuing, so he can continue to live in the Bismarck area. My oldest son will be graduating from BSC in May, and will then explore his options for continuing his education. I predict his two younger brothers will follow his lead to BSC in a few years.
The need for BSC to continue offering collaborative programs is there. Bismarck/Mandan has the potential to become a major hub of educational offerings for a great variety of students. Students in this area of our state deserve an affordable option to earn their higher ed degree.

In conclusion, I must say that I have the greatest respect for Bismarck State College. It is my opinion that BSC provided me the best learning experiences I have ever had. It is my hope that BSC will continue to prosper and make a difference for many students in the future. Students of all ages would benefit from the same dedicated BSC staff that put my dream into motion.

Thank you for your time.

Respectfully submitted,

Kirsten Baesler
Mandan School Board President and BSC Graduate

SB 2003
March 6, 2009
attachment #3

Bismarck State College
North Dakota Senate Bill No. 2003
Testimony to the House Appropriations, Education and Environment

same given to Senate

Kristine Weippert
Board of Governors, President
Bismarck State College
March 6, 2009

Good morning,
Chairman and members of the House Appropriations Committee.

My name is Kristine Weippert. First, I would like to say I am delighted to be here and to be given the opportunity to speak with you today. As you are aware, I am originally from Tappen, ND, a sophomore at Bismarck State College majoring in Business, and the Board of Governors President. On campus, I am also a Resident Assistant at Lidstrom Hall and a tutor of accounting and math. When I began looking at colleges two years ago when I was about to graduate from high school, my major concern was the cost of tuition. I didn't have money saved for attending college and I certainly wasn't going to be able to make as much as I needed in a few short months. Luckily, my first year I received enough financial aid to cover the majority of my expenses of attending BSC. It wasn't easy though. I had to budget for books, class, and activities. I also lived on campus in order to save money.

The year, however, has been quite different. I didn't receive the financial aid I had hoped for and now had to take out a loan. Even with strict budgeting, the loan amount was not enough to cover the expenses of attending college. Luckily, I received a scholarship for being the Board of Governors President and a dorm waiver for being a Resident Assistant. I was also lucky enough to find a job on campus tutoring which allowed me to have flexible hours which I wouldn't have seen at an off campus job. If it had not been for the scholarship, dorm waiver, and on campus job, I don't' know if I would be standing before you today.

I cannot speak for every student wanting to attend college. Each student has their own story. However, for me, attending college would have been virtually impossible if the cost of tuition had been even higher.

Please support the student affordability initiative requested by the State Board of Higher Education and added by the Senate, so students like me can attend college without increasing our debt.

SB2003
March 6, 2009
attachment 5

NORTH DAKOTA
UNIVERSITY SYSTEM

The Vital Link to a Brighter Future

March 6, 2009

The Honorable Bob Skarphol
Chair, House Appropriations Education and Environment Division
North Dakota House of Representatives
PO Box 725
Tioga, ND 58852

Dear Representative Skarphol:

Thank you for your question regarding the need to raise awareness of the excellent career opportunities available to students who complete a certificate or associate's degree in a technical field at one of North Dakota's five community colleges. Attached is a copy of the Request for Proposals for a Community College Awareness Initiative that I referenced during yesterday's hearing. The mission and purpose of this proposed campaign are outlined on page 3: To increase understanding of the value of a community college education and respond to North Dakota's workforce needs.

The State Board of Higher Education did address this initiative system wide as a budget request. This was not funded in the Executive Budget.

Please let me know if you have further questions concerning this initiative.

Sincerely,

William G. Goetz
Chancellor

g:\terry\goetz\letters\skarphol, bob 3-6-09.docx

State Capitol - 600 E. Boulevard Ave., Dept. 215, Bismarck, ND 58505-0230
Phone: 701.328.2960 • Fax: 701.328.2961
E-mail: NDUS.office@ndus.nodak.edu • Web: www.ndus.nodak.edu

The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dickinson State University • Lake Region State College • Mayville State University • Minot State University • Minot State University-Bottineau Campus • North Dakota State College of Science • North Dakota State University • University of North Dakota • Valley City State University • Williston State College.

North Dakota University System

Community College Awareness Initiative

Request for Proposal

North Dakota University System
State Capitol
600 E. Boulevard Ave., Dept. 215
Bismarck, N.D. 58505-0230

Date of Issue: 9.22.08

Proposal Deadline: 5 p.m., 10.22.08

Background

The North Dakota University System includes 11 public higher education institutions, including six four-year universities and five community colleges. This campaign will focus on the five community colleges:

- Bismarck State College
- Lake Region State College
- Minot State University – Bottineau
- North Dakota State College of Science
- Williston State College

Community colleges offer career and technical education programs that prepare students for direct entry into the workforce and associate degrees tailored to lead to specific bachelor's degrees.

A student in a career or technical track studies one of the specific programs and earns a certificate, a diploma, or an associate in applied science (AAS) degree, any of which enables the student to directly enter the workforce in his or her particular field of study.

A student can earn an associate in arts (AA) degree or an associate in science (AS) degree. For some, these degrees meet their educational goals; however, most students who earn AA and AS degrees transfer to four-year universities for bachelor's degrees.

Two-year colleges have open-enrollment policies; they accept all high school graduates and/or GED recipients.

The Challenge

According to many sources, all areas of the state and nearly every industry are reporting workforce or skill shortages, thereby limiting business attraction and expansion. At the same time, NDUS community colleges have the capacity to educate the workers to fill many of these positions.

One factor impacting community college enrollment is the decreasing number of high school students in the state, but a number of myths and misconceptions also stand in the way of connecting more students with educational opportunities that lead to careers in North Dakota. For example, many adults believe that, to get a college education, a student must attend a four-year university. Likewise, many believe the only way to get a high-paying job is to get a four-year degree. Also, there are some who believe a community college education is no more than "grade 13." Another commonly held belief is that graduates must leave the state to make a good living.

In reality, students who attend community colleges can choose from many careers, get good jobs and earn high incomes – without leaving North Dakota. Community college students receive equal academic quality as four-year university students. Community colleges are accredited and must meet the rigorous academic standards required for transfer of courses and programs to four-year universities. Classes are smaller, and more one-on-one attention is possible.

Taking all of this into consideration, the challenge is to improve the image of community college education and raise awareness of career opportunities that will lead to good lives and strong futures here in North Dakota.

A Collaborative Response

To address this challenge collaboratively, in May 2008, public affairs officers from the five community colleges and the NDUS Office formed a workgroup to discuss the development of a community college image and awareness campaign. Group members concurred that this campaign should be targeted at all North Dakotans, especially prospective students and their parents, employers and legislators.

They agreed the best way to fund this campaign would be to develop a proposal to seek funding designated for collaborative initiatives in the 2009-11 NDUS budget request. Through a series of meetings, the group reached consensus on the mission, purpose and campaign expectations outlined in the document that follows.

Mission

The mission of the Community College Awareness Initiative is to increase understanding of the value of a community college education and respond to North Dakota's workforce needs. The Community College Awareness Initiative will enhance the perception of University System community colleges to better connect with stakeholders, including traditional-age students, their parents, teachers, counselors and high school administrators, adult learners, incumbent workers, legislators, employers, economic developers and all North Dakotans.

Purpose

The Community College Awareness Initiative will build awareness and enhance the image of North Dakota University System community colleges*; this will benefit residents of North Dakota, all North Dakota University System institutions and the state economy by:

- Showcasing education, training and job opportunities in North Dakota so students choose to stay, study and work in the state
- Highlighting unique programs to new audiences (east to west, west to east), opening career and educational doors to new student populations

- Improving responsiveness to workforce training needs of regional employers and lifelong learners
- Creating an awareness of career opportunities that will address the shortage of workers in certain fields; creating an awareness of career and technical education programs that will prepare students to enter high-demand careers with certification, licensure, associate degrees or higher
- Highlighting the community college role in serving as an entry point for students who desire four-year degrees; providing an environment in which students enhance academic skills before transferring to universities

* Bismarck State College, Lake Region State College, Minot State University – Bottineau, North Dakota State College of Science and Williston State College

Timeline

RFP date of issue: 9.22.08
RFP response deadline: 10.22.08
RFP discussion and selection by the committee: 11.5.08
Proposal recommendation to Chancellor Goetz: 11.19.08
Begin implementation, if funded: 7.1.09

Campaign Proposals

For planning purposes, agencies should assume a six to nine-month campaign timeline with an estimated budget of $200,000 to $300,000. Proposals should specify:

- The approach for communicating the message(s)
- The media mix to reach an audience of diverse age groups and income levels, including both traditional and non-traditional media
- An approximate percentage of the budget to be dedicated to each type of media
- A description of the target audience(s)
- Other key campaign components as determined by the agency

No spec creative is requested, and the NDUS is not responsible for costs incurred in the preparation of RFPs. The NDUS reserves the right to reject any and all proposals. A contract would not be awarded solely on cost. Other factors to be considered include:

- Agency background
- Related experience
- Campaign strategy
- Key personnel
- Agency assessment
- Use of subcontractors

The following agency questionnaire should be used to provide responses to both sets of bullet points on Page 5. In addition to responding to these questions as presented, please include additional information, if appropriate, at the end of the questionnaire responses.

1. Agency Background

- Provide a brief summary of your agency's history, structure and ownership
- List some of your most recent image and/or awareness campaign clients and activities
- Provide three client references, preferably clients for whom your agency has conducted image and/or awareness campaigns (include contact names and phone numbers)

2. Related Experience

- Provide examples of your agency's experience in:
  - Working with higher education clients
  - Simplifying complex messages, making them memorable and compelling to the general public
  - Influencing public and private sector decision makers

3. Campaign Strategy

- Outline the process your agency would use to execute this campaign, including internal actions and client meetings
- Provide an overview of how your agency would allocate the budget, including research, creative development, media placement, etc.
- Evaluate whether or not a six-to-nine month timeframe and a $200,000 to $300,000 budget are realistic for this campaign
- Provide an overview of your agency's approach to this campaign; describe your vision for the campaign and how you would go about increasing awareness and enhancing the image of NDUS community colleges

4. Key Personnel

- Provide resumes of the key personnel who will be involved in execution of this campaign

5. Agency Assessment

- Describe how your agency measures/evaluates campaign success
- List the media research services to which your agency subscribes

6. **Use of Subcontractors**

   - List the services included in your agency's campaign proposal for which external vendors will be used and provide the percentage of mark-up your agency applies to subcontractor work

7. **Cost**

   - Describe how billing for this campaign will be determined, including whether your agency will charge a flat rate for the entire campaign and/or an hourly rate
   - Provide your agency's policy on media commissions and whether or not you forfeit them in some situations

Key Contacts

Questions about this campaign should be directed to:

Name: Debra A. Anderson

Phone: 701. 328.2962

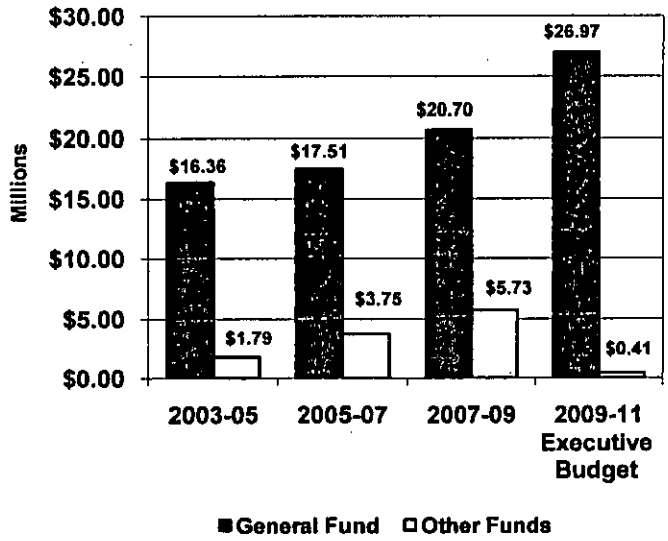
E-mail: debra.a.anderson@ndus.nodak.edu

Department 227 - Bismarck State College
Senate Bill No. 2003

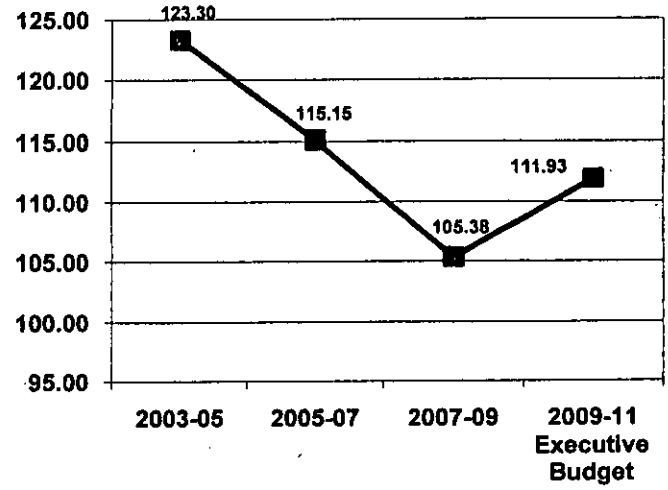
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	111.93	$26,965,129	$409,500	$27,374,629
2007-09 Legislative Appropriations	105.38	20,695,572	5,734,050	26,429,622[1]
Increase (Decrease)	6.55	$6,269,557	($5,324,550)	$945,007

[1]The 2007-09 appropriation amounts do not include an adjustment to special funds appropriation authority of $447,485.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$23,624,492	$3,340,637	$26,965,129
2007-09 Legislative Appropriations	19,977,161	718,411	20,695,572
Increase (Decrease)	$3,647,331	$2,622,226	$6,269,557

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $2,922,316 for the following:			
Costs to continue fiscal year 2009 salary increases	$406,416		$406,416
5 percent per year salary increases	1,301,548		1,301,548
Health insurance increases	652,070		652,070
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	298,576		298,576
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	125,706		125,706
Utilities for new facilities (National Energy Center of Excellence) becoming operational in the 2009-11 biennium	138,000		138,000
Total	$2,922,316		$2,922,316
2. Provides equity funding of $416,578 (The executive recommendation includes a $10 million increase for equity distributed among the 11 higher education institutions.)	$416,578		$416,578

3. Provides funding for emergency preparedness and security, including $84,000 for 1 FTE public safety officer position to be shared by Bismarck State College, Dickinson State University, and the North Dakota University System office; $216,752 for security personnel costs; and $7,685 for NotiFind emergency notification system fees. **The Senate removed this funding and related FTE position.**	$308,437		$308,437
4. Provides ongoing funding for extraordinary repairs of $243,481, the same as the 2007-09 base funding			
5. Provides **one-time funding** for repairs, maintenance, and security	$340,637		$340,637
6. Provides **one-time funding** for a major capital project--Technical Center renovation--for the 2009-11 biennium	$3,000,000	$409,500	$3,409,500
7. Removes one-time extraordinary repair funding provided in the 2007-09 biennium	($229,711)		($229,711)
8. Removes one-time major capital project funding provided in the 2007-09 biennium	($488,700)	($5,734,050)	($6,222,750)
9. Adjusts the number of FTE positions by 5.55 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority fc higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) woul continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' spe revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the bier unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota Unive System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bi provides for a Legislative Council study of higher education and provides performance and accountability measures to be included i the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

With the following
exceptions
some testimony
given to House

Bismarck State College

BISMARCK STATE COLLEGE

North Dakota
Senate
Appropriations
Committee

January 12, 2009

Overview of BSC

Dr. Larry C. Skogen
President
Bismarck State College
Larry.Skogen@bsc.nodak.edu
224-5431

Ongoing Challenges
Funding Sources

- BSC's general fund appropriation per student in FY07 - $3,015
- Other NDUS campuses in FY07 range from $3,631-$6,910
- Current model does not address needs of a growing campus
- Continue to develop external funding sources

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Ongoing Challenges
Funding Needs

- New program development
- Limited resources/Competing campus needs
- Future physical facilities

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2009-11 Budget Executive Recommendation

- Parity (state share of cost to continue) - $2,922,316
  - Salary increases vital to sustaining BSC's mission
  - Inflation funding important to cover rising operating costs
  - Cost of utilities is volatile
  - Fuel cost increases across nation affect all areas of campus operations

2009-11 Budget Executive Recommendation

- Emergency Preparedness/Security - $308,437
  - Safety and security measures needed to address rising risks to students and employees
  - Funding includes additional 24/7 security and Public Safety Officer
    - Share with DSU/NDUS

2009-11 Budget Executive Recommendation

- Equity Adjustment - $416,578
  - Equity funding vital to continue growing and to meet demands of students and industry
  - Potential uses of equity funding
    - Hire additional staff/faculty to reduce workloads/improve retention
    - Create academic advising center to improve student retention and success
    - Provide operational and instructional support for existing and new programs

2009-11 Budget Executive Recommendation

- Tuition revenue
  - 3% increase per year, based on Executive Recommendation
  - 0% increase per year if funding of Two-Year College Affordability plan is approved

2009-11 Budget Executive Recommendation

- Extraordinary Repairs - $243,481 base funding
- Deferred Maintenance - $340,637 one time
  - BSC has $3.4 million of outstanding plant improvement projects greater than $100,000
  - Roof replacement needed on several buildings
  - Steam lines at end of life expectancy and need replacement

2009-11 Budget Executive Recommendation

- Deferred Maintenance (continued)
  - Potential uses of funding
    - Building exterior - $100,000
    - Mechanical and Electrical upgrades - $100,000
    - Utilities/Infrastructure - $100,000
    - Miscellaneous projects of less than $50,000 - $40,637

2009-11 Budget Executive Recommendation

- Major Capital Projects
  - Technical Center Renovation - $3,409,500
    - Providing technical training and competency based skills is one of North Dakota's greatest needs
    - Funding for renovation of Technical Center after Bismarck Public Schools completes new Career and Technical Center
    - Renovation will allow expansion of program capacity to meet student and industry demand
      - Specifically in Welding

30

2009-11 Budget Executive Recommendation

- Major Capital Projects (continued)
  - Bismarck Public Schools will provide $409,500 toward renovation costs
    - Technical Center will continue as shared facility with Bismarck Public Schools

2009-11 Budget Executive Recommendation

- Other System Initiatives
  - BSC supports other system priorities
    - Needs-based aid/student financial assistance
    - Disabled student services
    - Technology funding
- $4 million Emergency Preparedness pool in system office
  - One-time funding includes emergency notification system, alarms, lighting, security cameras, etc.

2009-11 Budget Executive Recommendation

- Other Important Bills
  - SB 2018 – Department of Commerce
    - Workforce Enhancement Grants - $2,000,000
  - SB 2019 – State Board for Career and Technical Education
    - Workforce Training - $3,305,000

Requested Amendments to Executive Recommendation

- Two-Year College Affordability - $974,105
  - Funding would cover student's share of parity
    - 100% would then be funded by state
  - Crucial that tuition be frozen only if affordability funding is provided

Other Budget Request Items Not Included in Executive Recommendation

- Bismarck Higher Education Center - $4.5 million one time; $630,000 base funding
  - BSC does not have space to accommodate growth of collaborative programs
    - $3.8 million to purchase Horizon Building directly north of campus
    - $100,000 to equip IVN studios
    - $600,000 to renovate and furnish the building

SB 2003
March 6, 2009
attachment # 1

Bismarck State College

BISMARCK STATE COLLEGE

BSC

North Dakota
House Appropriations,
Education and
Environment
Division

March 6, 2009

Overview of BSC

Dr. Larry C. Skogen
President
Bismarck State College
Larry.Skogen@bsc.nodak.edu
224-5431

BSC Mission

- Bismarck State College, an innovative community college, offers high quality education, workforce training, and enrichment programs reaching local and global communities.

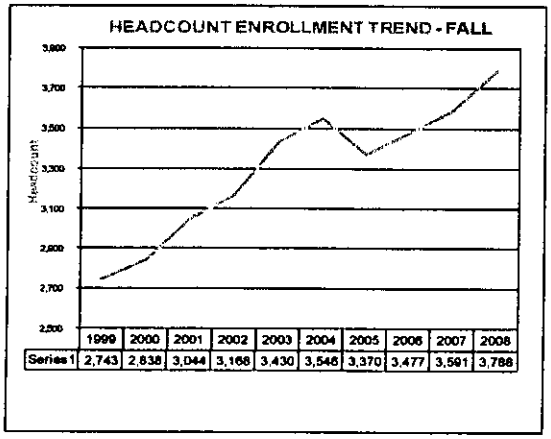
BSC Vision Statement

- BSC, a national model for innovative education and workforce training

Programs

- Transfer
  - Courses of study for first and second year leading to bachelor's degree
- Technical
  - Career training in more than 35 programs
- Bachelor of Applied Science in Energy Mgmt.
- Continuing Education, Training and Innovation
  - Workforce training, enrichment, conference planning, speakers bureau

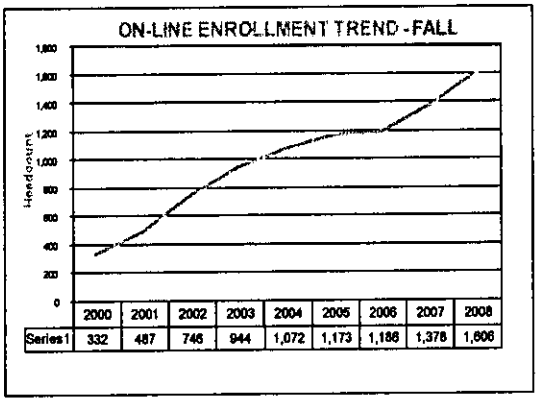
Headcount Enrollment



38% increase in enrollments in the last ten years

3rd largest enrollment in North Dakota University System

Online Enrollment



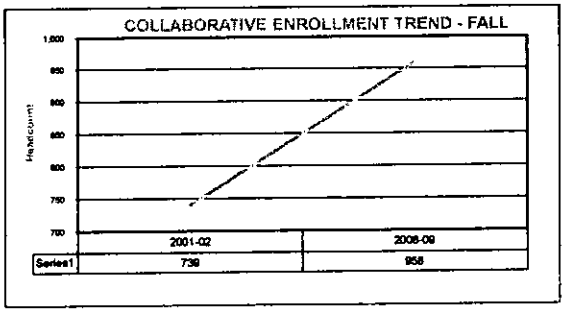
BSC leads NDUS in online enrollments

Significant increases are expected with new partnerships

Provide primary sector economic development

Collaborative Programs Enrollment

	Fall Semester				
Academic Year	DSU/MiSU	BPS	UND/WSC	Total	% Incr.
2001-02	157	410	172	739	
2008-09	477	435	46	958	2%



DSU and MiSU students on BSC campus have nearly tripled since 2001

More than 20 bachelor's degree programs and several graduate programs

Continuing Education, Training and Innovation

- 14,000 people attended non-credit educational programs in 2007-08
- Conducted training for 281 businesses in Southwest Workforce Training Region

Source: TrainND.com

Enrollment Projections

- Goal is 4,660 headcount by 2012
- About 5% increase per year
- Continued population growth in Burleigh and Morton counties
- Anticipate growth in online learning
  - Military partnerships
  - International markets
- Develop new programs based on industry need

Unique Opportunities
Industry and Government Partnerships

- Basin Electric and MDU (Grow Your Own)
- Air Force General Education Mobile (GEM)
- Navy Distance Learning Partnership
- Army Prime Power School
- EPCE (Energy Providers Coalition for Education)

Unique Opportunities

- National Recognition
  - BSC designated National Power Plant Operations Technology and Education Center
    - Designation by U.S. Secretary of Energy Samuel Bodman in 2007

Unique Opportunities

- Area demand for bachelor's degree and graduate programs
  - More than 20 programs available through collaborative agreements
    - Dickinson State University
    - Minot State University
    - University of North Dakota
    - Williston State College
  - Other campuses interested

Former Collaborative Student

Kirsten Baesler

- Graduate of BSC and Minot State University
- Received bachelor's degree from Minot State in May 2001
- Employed by Bismarck Public Schools
- Current president of Mandan School Board

Accomplishments - Buildings

- New buildings occupied since January 2007
  - BSC-Mandan Campus houses Mechanical Maintenance Technology program
  - Lidstrom Hall (residence hall)
  - National Energy Center of Excellence
- Joint powers agreements
  - BSC Aquatic and Wellness Center - Bismarck Park Board
  - Career and Technical Center - Bismarck Public Schools

Accomplishments New Programs

- Technical programs
  - Mechanical Maintenance Technology
  - Bachelor of Applied Science (BAS) in Energy Management
  - Instrumentation & Control Technology
- Business operations
  - Textbook rental program

Accomplishments
External Funding Successes

- $5.1 million - Federal Dept of Energy appropriation for National Energy Center of Excellence (NECE)
- $8.2 million - Business, industry, cities of Bismarck and Mandan, BSC Foundation, private gifts and employee donations for NECE
- $1 million - Federal Dept of Labor appropriation for Instrumentation & Control program

Accomplishments
External Funding Successes

- $250,000 - Federal SBA appropriation for Great Plains Energy Corridor Office
- $400,000 - Federal Dept of Defense appropriation for military education initiative
- $597,500 - Federal NSF grant for STEM scholarships
  - STEM - Science, Technology, Engineering, Math

Ongoing Challenges
Funding Sources

- BSC's general fund appropriation per student in FY08 - $3,322
- Other NDUS campuses in FY08 range from $3,671-$8,031
- Current model does not address needs of a growing campus
- Continue to develop external funding sources

House Testimony

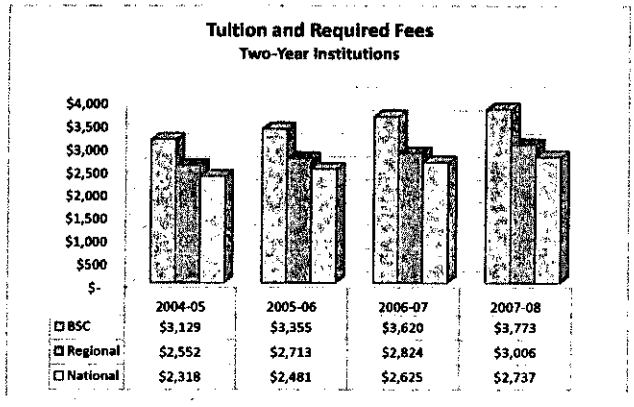
Ongoing Challenges
Collaborative 4-Year Programs

- Growth continues based on local demand
- Nearly 1,000 collaborative students use BSC campus
- Concerns are limited space and facilities usage
- BSC's limited staff provides student services and information technology support with no revenue offset

Ongoing Challenges
Maintain Enrollment Growth

- In climate of decreasing ND high school graduates, BSC plans to:
  - Expand distance education delivery
    - Online Energy Technology programs
    - Other online programs and general education courses
  - Promote and expand military partnerships
    - Potential for dramatic increase in enrollment
    - Primary impact on support staff, faculty and curriculum development

BSC Tuition and Fees - Regional and National Comparison

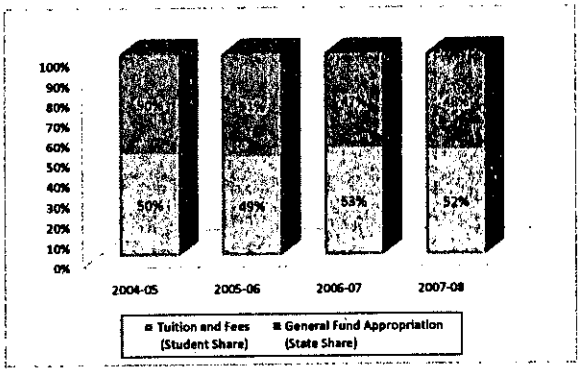


	2004-05	2005-06	2006-07	2007-08
BSC	$3,129	$3,355	$3,620	$3,773
Regional	$2,552	$2,713	$2,824	$3,006
National	$2,318	$2,481	$2,625	$2,737

Source: 2008 Accountability Measures Report

BSC tuition and fees are well above the regional and national two-year college rates

State/Student Share of Education



Source: NDUS Annual Financial Reports

NDUS Finance Plan target for two-year campuses is 75% state, 25% student

Ongoing Challenges
Maintain Competitive Tuition

- Student loan debt is rising
  - Average annual federal loan aid for NDUS 2-year campus students
    - Increased 51% from 2002-03 to 2006-07
  - 76% of total aid was in form of loans in 2006-07
  - For BSC students, average federal loan debt over two-year period is $8,000 (2007-08 data)

Student Perspective on Affordability

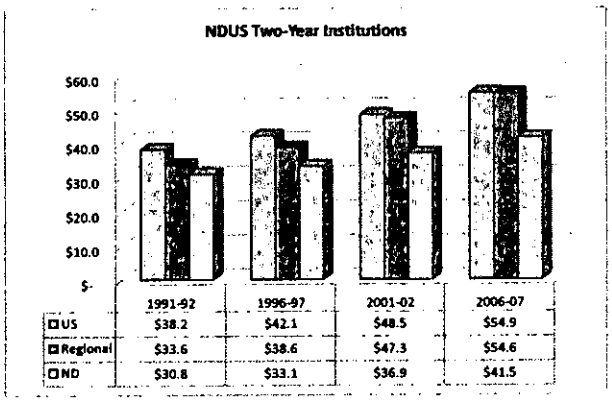
Kristine Weippert

- President, BSC Board of Governors
- Sophomore from Tappen

Ongoing Challenges
Employee Recruitment and Retention

- Average faculty salaries at 2-year institutions rank last in the nation and region

Average Faculty Salaries – Regional and National Comparison



	1991-92	1996-97	2001-02	2006-07
US	$38.2	$42.1	$48.5	$54.9
Regional	$33.6	$38.6	$47.3	$54.6
ND	$30.8	$33.1	$36.9	$41.5

Source: Report of the State Board of Higher Education's Committee on Employee Compensation, March 2008

Average NDUS faculty salaries rank last in the nation and region

Ongoing Challenges
Employee Recruitment and Retention

- Average staff salaries are 9.4% below regional job market
- BSC has market driven programs that require competitive salaries
  - Energy, Allied Health, Engineering/Sciences
- Employees rated low salaries #1 reason they leave
  - BSC experiencing increasing turnover rates
  - In FY08 turnover rate was 13%

Budget Overview

Dave Clark
Executive Vice President
David.Clark@bsc.nodak.edu
224-5434

Estimated 07-09 Appropriation Expenditures

- Operations - $19.7 million
- Extraordinary repairs - $243,481
- One-time funding for deferred maintenance - $229,711
  - Interior finishes - $198,878
  - Mechanical/Electrical upgrades - $30,833

Estimated 07-09 Appropriation Expenditures

- Major Capital Projects - $6,470,750
  - Lidstrom Hall - $4.4 million revenue bond, $1.2 million reserves
  - Schafer Hall remodel - $488,700 general funds, $311,300 excess tuition
  - Both completed fall 2008

2009-11 Budget Senate Bill 2003

- Parity (state share of cost to continue) - $2,922,316
  - Salary increases vital to sustaining BSC's mission
  - Inflation funding important to cover rising operating costs
  - Cost of utilities is volatile
  - Fuel cost increases across nation affect all areas of campus operations
- Senate fully funded executive recommendation

2009-11 Budget
Senate Bill 2003

- Emergency Preparedness/Security
  - Safety and security measures needed to address rising risks to students and employees
  - Funding includes additional 24/7 security and Public Safety Officer
    - Share with DSU/NDUS
  - Senate removed the $308,437 executive recommendation
  - Funded approx. 56% ($173,300) in NDUS pool

2009-11 Budget
Senate Bill 2003

- Equity Adjustment - $416,578
  - Equity funding vital to continue growing and to meet demands of students and industry
  - Potential uses of equity funding
    - Hire additional staff/faculty to reduce workloads/improve retention
    - Create academic advising center to improve student retention and success
    - Provide operational and instructional support for existing and new programs
- Senate fully funded executive recommendation

2009-11 Budget
Senate Bill 2003

- Tuition revenue
  - 3% increase per year, based on Executive Recommendation
  - 0% increase per year if funding of Two-Year College Affordability plan is approved
  - Senate fully funded college affordability initiative - $974,105

2009-11 Budget
Senate Bill 2003

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  - Steam lines at end of life expectancy and need replacement

2009-11 Budget
Senate Bill 2003

- Deferred Maintenance (continued)
  - Potential uses of funding
    - Building exterior - $100,000
    - Mechanical and Electrical upgrades - $100,000
    - Utilities/Infrastructure - $100,000
    - Miscellaneous projects of less than $50,000 - $40,637
- Senate fully funded executive recommendation

2009-11 Budget
Senate Bill 2003

- Major Capital Projects
  - Technical Center Renovation - $3,409,500
    - Providing technical training and competency based skills is one of North Dakota's greatest needs
    - Funding for renovation of Technical Center after Bismarck Public Schools completes new Career and Technical Center
    - Renovation will allow expansion of program capacity to meet student and industry demand
      - Specifically in Welding

2009-11 Budget
Senate Bill 2003

- Major Capital Projects (continued)
  - Bismarck Public Schools will provide $409,500 toward renovation costs
    - Technical Center will continue as shared facility with Bismarck Public Schools
- Senate fully funded executive recommendation

2009-11 Budget
Senate Bill 2003

- Executive recommendation included $4 million Emergency Preparedness pool in system office
  - One-time funding includes emergency notification system, alarms, lighting, security cameras, etc.
  - Senate removed the $4 million executive recommendation

2009-11 Budget
Other Important Bills

- Other Important Bills
  - SB 2018 – Department of Commerce
    - Workforce Enhancement Grants - $2,000,000
  - SB 2019 – State Board for Career and Technical Education
    - Workforce Training - $3,000,000

Other Budget Request Items Not Included in Senate Bill 2003

- Bismarck Higher Education Center - $4.5 million one time; $630,000 base funding
  - BSC does not have space to accommodate growth of collaborative programs
    - $3.8 million to purchase Horizon Building directly north of campus
    - $100,000 to equip IVN studios
    - $600,000 to renovate and furnish the building

Other Budget Request Items Not Included in Senate Bill 2003

- Bismarck Higher Education Center (cont.)
  - Base funding is vital to support the Center concept
    - Funding will replace the 20% of tuition BSC receives from provider partners
    - Costs to be covered include facility space, utilities, IT support and other staff support for collaborative partners and their students

Other Budget Request Items Not Included in Senate Bill 2003

- Pay off special assessments - $349,229 one time
  - Over half of BSC's extraordinary repair appropriation in this biennium is paid for special assessments
  - Inadequate funds remain for facility repairs and maintenance

Other Budget Issues

- Potential Deficiency Appropriation - $163,414
  - Water damage to Jack Science Center

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BISMARCK STATE COLLEGE

BSC

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SOUTHWEST WORKFORCE TRAINING REGION

Making PLACE

ACCOMPLISHMENTS
FOR 2007-2008 FISCAL YEAR

mission statement

Providing training for North Dakota Businesses in their efforts to capitalize on their potential and compete at a global level.

...competitive world, ...AIN for it.

BISMARCK STATE COLLEGE
BSC

annual report

- Direct training revenue generated was $917,311 based on a FY budget of 789,000.
- Served 281 businesses representing 4% of the region's 7,099 businesses.
- Additional training was requested by 98 of the businesses served, resulting in 35% repeat business for the '08 fiscal year.
- Training events consisted of 5,551 attendees, with several attending multiple events, for a total of 3,569 individual people who received training, which is 3.9% of the region's 88,060 employees, exceeding the goal of serving 2,000 employees.
- Across the region, 701 training events were held.
- Of the clients served, 99% were satisfied with training and the responsiveness of BSC in meeting their needs.
- 99% of training participants were satisfied with the training provided, exceeding the goal of maintaining the satisfaction rate at or above 98%.
- Contacted a total of 452 businesses in the region, with a goal of 400.

fy comparisons

	2007	2008
number of businesses	**273**	**281**
people (unduplicated)	**3,434**	**3,569**
people (duplicated)	**5,369**	**5,551**
companies served with < 50 employees	**48%**	**49%**
total revenue	**$935,751**	**$1,301,359**
direct training revenue	**$720,187**	**$917,311**
events	**648**	**701**
contact hours	**72,731**	**82,482**

clients trained

Companies Served by North American Industry Classification System Code

NAICS	*Description*	*#of Companies*
22	Utilities	62
23	Construction	6
31	Manufacturing	5
44	Retail Trade	7
48	Transportation	2
51	Information	2
52	Finance and Insurance	2
54	Professional, Scientific & Technical	7
55	Management	2
56	Administration Support	3
61	Educational Services	37
62	Healthcare & Social Assistance	43
72	Accommodation & Food Services	1
81	Other Services	4
92	Government Public Administration	95
	TOTAL	**281**

training delivered

Computer Training	226
Misc.	*70*
Internet	*33*
Word	*17*
PowerPoint	*20*
Excel	*29*
Desktop Publishing	*20*
Access	*8*
Computer Concepts	*11*
Quickbooks	*7*
Outlook	*4*
Visual Basics	*2*
SQL	*5*

Organizational Development	12
Mentorship/Leadership	*8*
Strategic Planning	*4*

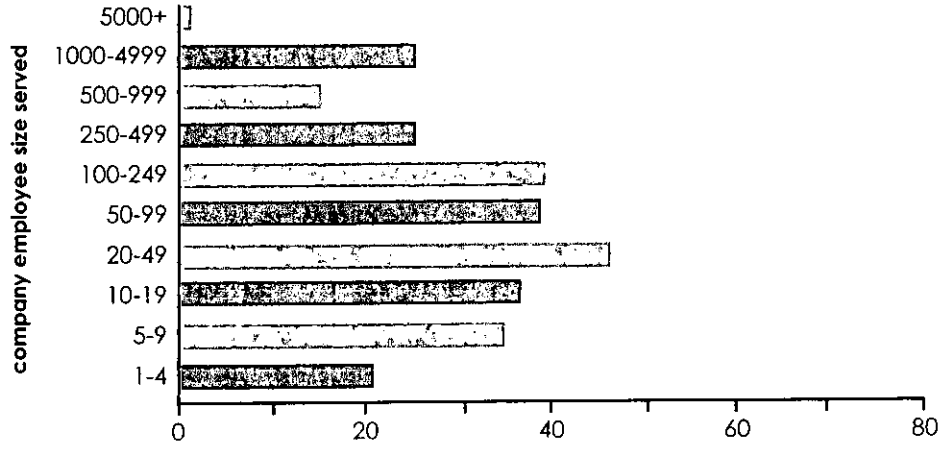
Technical Training	63
Energy Tech	*30*
Welding	*9*
Asbestos	*10*
Heating/Refrigeration	*8*
Truck Driving	*4*
Mechanics	*2*

Employee Development	222
Attitude/Motivation	*41*
Misc.	*33*
Supervisory/Managerial	*26*
Financial Education	*36*
Workplace Communication	*16*
Healthcare	*38*
Online	*8*
Customer Service	*11*
Team Development	*13*

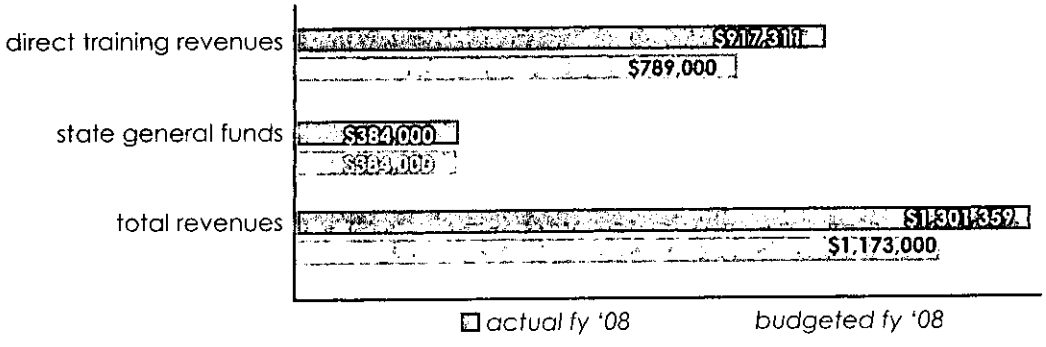
Apprenticeships	178

Total Events	701

our customers



budget *july 2007 through june 2008*



advisory board

United Tribes Technical College

Job Service, ND

Boilermakers Lodge 647

Aetna

NISC

St. Alexius Medical Center

Baker Boy

Basin Electric

Bismarck/Mandan Dev. Assoc.

MDU Resources, Inc.

Great River Energy

American Bancor LTD

BISMARCK STATE COLLEGE

BSC

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dickinson
701.483.21[illegible]
1.877.669.50[illegible]

SB 2003
March 6, 2009
attachment #4

Bismarck State College Higher Education Center

Business Plan
March 2009

Prepared by Bismarck State College
(In collaboration with ND University System)

Table of Contents

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Executive Summary

Over the past decade there have been organized efforts within the Bismarck-Mandan area to redefine the educational mission of Bismarck State College (BSC) from a comprehensive community college to a four-year degree granting institution. In 2006 the Bismarck-Mandan Chamber of Commerce developed a task force and spearheaded a study to make that transition. The movement is not without logic. The Bismarck-Mandan metropolitan area is populated by over 100,000 citizens. Many much smaller communities in North Dakota have four-year state institutions. And with business, industry, and government employees seeking educational advancement, there is little doubt that much of the demand for public higher education is not currently being met in this metro area. Most recently, in November 2008, the ND Legislative Council Higher Education Committee recommended the development of higher education centers in their final report.

In an attempt to meet some of this demand, BSC invited some of the four-year institutions to offer their programs on the BSC campus. In a rather ad hoc manner, Dickinson State University (DSU) and Minot State University (MiSU) have been offering undergraduate programs, and the University of North Dakota (UND) has been offering selected graduate programs. The administrative offices for these institutions have been housed in a converted residence hall. The demand for on-campus classes for these programs has stretched BSC's capability to schedule those classes in current classrooms, until the recent opening of the new National Energy Center of Excellence (NECE). And, IVN classrooms are consistently unavailable due to the demand.

In order to accommodate the metropolitan area's need for public higher education, BSC has invited sister institutions to offer more programs at BSC. BSC has just finalized an agreement with North Dakota State University (NDSU) that will bring an NDSU faculty member to support research and academic programs in the NECE. DSU, MiSU, and UND recently conducted a survey in the metropolitan area to determine the need for more program offerings in the community. UND expects to expand its offering to include undergraduate programs. Valley City State University has expressed an interest in participating in this market, too.

To upgrade the presence of these institutions on BSC's campus and to anticipate further growth, BSC is currently subleasing to DSU, MiSU, UND, and North Dakota University System (NDUS) space in the Horizon Building. BSC is leasing that facility from private individuals. BSC's plan now is to work with the State Legislature to purchase the Horizon Building for $3.8M, make renovations in the building to accommodate classrooms and an IVN classroom at a cost of $700,000, and to offer these spaces to tenant institutions without charge in anticipation of receiving $630,000 per biennium to cover the expense of hosting the collaborative programs. Currently, the tenant institutions charge Bismarck-Mandan students a 20% distant learning fee, which is paid to BSC. If BSC receives the $630,000, the tenant institutions will have the ability to charge Bismarck-Mandan students the same rate as if they were attending programs on their home campuses.

The purchase of the Horizon Building to convert it into the BSC Higher Education Center will meet the educational needs and demands of the growing Bismarck-Mandan metropolitan area.

Vision/Direction

The Roundtable report of May 2000 provided specific direction to the NDUS on serving state needs through collaborative delivery, including the establishment of higher education centers. Specific references include:

"The NDUS must permit programmatic duplication where it is necessary to serve a different target group and necessary to sustain an economically viable program; however, collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced." (page 42)

"The SBHE should designate or establish, where necessary, learner centers throughout the State to provide educational access to under-served areas. The SBHE should first fully utilize the existing NDUS resources and partner with other statewide educational entities in creating the centers. These centers would act as a conduit for: identifying the educational needs in the region; delivering or brokering the delivery of academic programs from multiple providers; providing on-site student services not offered through technology; and, following up on user satisfaction." (Page 42)

"The NDUS must proactively develop and offer programs responsive to the needs of the state and are consistent with the market trends of the future. Programs should be offered in those areas where demand is sufficient (i.e. critical mass of students)." (Page 43)

"The SBHE, and the executive and legislative branches, should modify funding practices to:

- *Encourage multi-campus collaboration by rewarding both the sending and receiving campuses;*
- *Recognize the multiple constituents served and the costs of delivery;*
- *Encourage new and innovative delivery methods; and*
- *Properly balance state and student funding so that student costs remain affordable to North Dakota citizens."* (Page 43)

"Develop a delivery system capable of making the capacities of the NDUS accessible to all of North Dakota.

- *Learning Centers.*
- *Distance delivery.*
- *Collaborative delivery.*
- *Duplicated programs where appropriate."* (Page 63)

Concept

To provide a Higher Education Center at one location in Bismarck, as part of the BSC campus, to host partner institution and multi-institution administrative offices and classroom/IVN space. Focusing these activities creates a "one stop shop" for students participating in the multiple campus program offerings currently available in Bismarck at a variety of locations, and a basis for a collaborative partnership response to evolving program needs. This proposed student-centered and collaborative partnership approach helps to establish the critical mass of students that is needed for viable program offerings. This approach also serves to minimize duplication in course and program offerings and, addresses the concerns of many in the Bismarck/Mandan community for NDUS delivered baccalaureate/graduate programs in the state's second largest community.

Several factors have converged to provide a unique opportunity to establish a higher education center in Bismarck. These factors include:

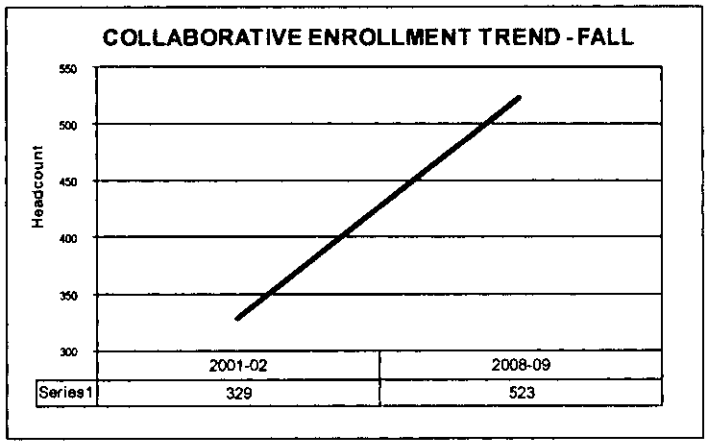
- The state's largest underserved market for public higher education opportunities
- The lack of available classroom facilities but the availability of an appropriate building on the BSC campus
- BSC's willingness to host sister institutions
- Other system institution interest in serving the Bismarck/Mandan area
- A track record of student interest, currently more than 500 students

BSC has been a very gracious partner by permitting and encouraging NDUS sister institutions to use BSC facilities as they are available, largely in the evenings and on weekends. This limited availability currently serves more than 500 Bismarck students enrolled at BSC's sister institutions. Access to baccalaureate and graduate programs during the regular school day is currently limited by the lack of access to facilities. Currently BSC classroom and faculty office space across the campus is being used at capacity. Thus, the second largest higher education market in the state is, arguably, the most underserved area in the state because students cannot regularly access NDUS baccalaureate and graduate programs. This proposal follows directly from the Roundtable direction to "*establish, where necessary, learner centers throughout the State to provide educational access to under-served areas.*"

Market Demand

Bismarck State College has been hosting collaborative programs on campus for more than thirty years. UND has offered graduate programs since 1976, MiSU and DSU have offered undergraduate programs since 1984 and 1999, respectively.

Due to the growth of the Bismarck-Mandan area, demand for these offerings has increased tremendously. Collaborative students have increased nearly 60 percent in the last 7 years.



Current collaborative programs/degree offerings in Bismarck that require physical space include:

Dickinson State University

- Bachelor of Applied Science in Technology
- Bachelor of Science in Accounting
- Bachelor of Science In Finance
- Bachelor of Science in International Business
- Bachelor of Science in Human Resource Management
- Bachelor of Science in Computer Science
- Bachelor of Arts in English
- Bachelor of Arts in Composite Social Science
- Bachelor of Science in Computer Technology Management
- Bachelor of Science in Education: Elementary Education
- Bachelor of Science in Secondary Education: English
- Bachelor of Science in Secondary Education: Math
- Bachelor of Science in Secondary Education: History
- Bachelor of Science in Secondary Education: Composite Social Science
- Bachelor of University Studies
- Certificate in Human Resource Management
- Certificate in Entrepreneurship

Minot State University

- Bachelor of Science in Criminal Justice.
- Bachelor of Social Work
- Bachelor of Arts in Psychology
- Bachelor of Science in Management
- Bachelor of Science in Addiction Studies

University of North Dakota

- Master of Science in Early Childhood Education
- Master of Science in Elementary Education
- Master of Science in Secondary Education
- PhD in Teaching and Learning with emphasis in Higher Education

There is a strong interest in the Bismarck/Mandan community to improve access to system baccalaureate and graduate programs. In recent years this interest has been commonly expressed in the form of converting BSC into a baccalaureate degree granting institution. Although such a conversion is possible, BSC opposes such a move. This solution would have unwanted effects including higher tuition and fees and the loss of important high quality certificate and associate degree programs at a time when state needs for career and technical programs are increasing dramatically. NDUS community college tuition and required fee rates are the only rates in the system that are significantly higher than the regional average. The market for baccalaureate faculty is such that their average salary is higher than community college faculty salaries. The conversion of BSC to a baccalaureate institution would require a significant infusion of additional state resources (including a change in the current funding model), a significant increase in tuition and required fees, or both. The proposed higher education center provides a better alternative to serving students, and is responsive to the Roundtable direction that *"collaborative delivery should be encouraged where the quality of the program can be maintained and the total cost of delivery can be reduced."*

To address the needs of the Bismarck/Mandan area for baccalaureate and graduate education, DSU, MiSU, UND and BSC collaborated on a community and student survey in summer 2008. As a result of the survey, NDUS campuses are expanding their offerings. For example UND is expanding to undergraduate degrees with a new communications degree offered through on-site faculty, and with four engineering programs currently awaiting on-site approval to be offered in the Bismarck/Mandan area. NDSU is also looking to add programs in the Bismarck/Mandan area. Other campuses have also expressed an interest in entering the Bismarck-Mandan market with four-year degrees, especially if the Higher Education Center would come to fruition.

Financial Considerations

BSC has supported the state purchase of the Horizon Building for use as a higher education center. A third party (Bismarck Industries) currently owns and manages the Horizon Building, which is contiguous to the Bismarck State College campus. Estimated cost of purchasing the building and its partial conversion for IVN and traditional classroom use include:

Building purchase	$3,800,000
IVN rooms	100,000
Classroom renovation and equipment	600,000
Total	$4,500,000

With state purchase, the building would remain a BSC facility, but would be used for NDUS collaborative programs. Initially the first floor would be primarily dedicated to NDUS collaborative activities and the north half of the second floor would be remodeled to become collaborative classrooms/IVN rooms. Currently, the 3rd floor is leased to an engineering firm, with a term to 2014, and BSC employees occupy the south half of the 2nd floor. As collaborative activities expand, the south half of the second floor and the entire third floor would be dedicated to collaborative activities.

The following is a projection of the costs of operating the Higher Education Center:

	Continue to Lease 1st & 2nd Floors		Purchase & Lease-out 3rd Floor		Purchase & Occupy 3rd Floor	
Funding Sources						
New General Fund Base $'s		-		315,000		315,000
Sublease revenue						
Campuses	141,472		-		-	
NDUSO	39,528		-		-	
3rd Flr	-		132,600	132,600		
		181,000				-
20% Revenue Sharing						
DSU	107,200		-		-	
MiSU	48,600		-		-	
WSC	23,800	179,600	-	-	-	-
Total Funding sources		360,600		447,600		315,000
Ongoing Expenses						
Direct:						
Lease		264,000		-		-
Operating Expenses		41,100		113,800		113,800
Special Assessments		-		1,700		1,700
Total direct		305,100		115,500		115,500
Indirect:						
Support Costs		70,000		70,000		70,000
Physical Plant		179,600		179,600		179,600
Total Indirect		249,600		249,600		249,600
Total Costs		554,700		365,100		365,100
Deficit (surplus)		(194,100)		82,500		(50,100)

Currently, the deficit amount in connection with the existing lease of the Horizon Building, less BSC's share of the lease, is about $111,000 ($194,100 less 83,100). This is the amount BSC is incurring, with no offsetting revenue generation, to offer 4-year degree programs in Bismarck.

Currently, under NDUS procedures, operating support for collaborative partnerships is generated through a revenue sharing mechanism. In summary, unless other arrangements are negotiated between system institutions, Procedure 805.3.1 distributes:

- 60% of tuition and 100% of course fee revenues to the instructional provider
- 20% to the home (degree providing) campus
- 20% to the receiving site campus (for physical plant expenses only)

(When a single institution serves more than one of the three roles it earns the revenue from both roles.) This revenue sharing typically results in the addition of significant fees to students involved in collaborative programs since basic tuition and fees are not based on revenue sharing. In addition, the revenue sharing arrangement is designed to reimburse the receiving site campus for physical plant costs only, not for costs related to direct instructional support (for example, fax machines and copying for IVN classes) or other costs such as faculty office space or special library services.

One way to implement the Roundtable recommendation to *"Encourage multi-campus collaboration by rewarding both the sending and receiving campuses"* would be to provide for the operating costs which would permit students to attend classes at the higher education center for the same cost as attending classes at the providing institutions. BSC currently estimates the need for $315,000 annually to compensate for the plant and support expenses it currently incurs. BSC expects to receive approximately $180,000 from collaborative partners as the 20% receiving site physical plant expense.

In addition to the physical plant costs, BSC provides significant IT support, student service and instructional support (computer lab, library etc.) at an estimated annual value of $70,000. Also in addition to the physical plant expense, BSC expects to expend approximately $115,000 for utility, custodial, maintenance supplies and repairs for the Higher Education Center itself. Under the current system procedure, BSC, as a partner in serving the Bismarck/Mandan community, has supported evening/weekend/space available collaborative course offerings on the basis of the 20% revenue sharing. BSC cannot, however, be expected to cover the additional costs described when the primary purpose (not just the "space available" use) is to serve students enrolled at sister institutions, including prime daytime classroom use when BSC is itself short of this space.

BSC's total annual expense of $315,000 is a real expense that needs to be addressed through either state support or additional student fees. Providing state base funding support for the $315,000 in annual expenses ($630,000 for the '09-'11 biennium) would allow collaborative campuses to not have to contribute the 20% revenue sharing (if the facility is purchased by the state) or the additional lease and other costs related to a dedicated collaborative facility. This would permit sister institutions access to faculty offices without an additional charge. From the Bismarck/Mandan student perspective this would mean that collaborative students would have access to system baccalaureate and graduate programs that could be at the same tuition and fee rates that are charged at those home institutions.

If state support is not provided for the operating expenses, students would not only be required to pay an additional 20% physical plant support fee, they would be expected to pay a higher "self-support" tuition rate to cover the needed computer lab, library, student services etc.

If the state were to provide funds to purchase and operate the building, BSC could re-direct resources to mission-specific program initiatives and Bismarck residents could obtain baccalaureate and graduate degrees without paying a surcharge.

Conclusion

The current collaborative partnership, which already exhibits very high levels of the kind of activities envisioned by the Roundtable, provides an ideal opportunity for state policy to reward the desired partnerships through ongoing financial support. This action appears to be a particularly effective and efficient response to a clear state need when compared to the cost of converting a community college to a baccalaureate and eventually graduate degree-granting institution and the potential loss of much needed community college programs.

While a unique situation currently exists for the development of a truly collaborative higher education center in Bismarck, based on more than 500 student enrollments, this model could be considered for use in other areas of the state with underserved populations, including those underserved by community college programs.

BISMARCK STATE COLLEGE
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BSC

Annual Report 2008

Letter from the President

Dear Friends and Colleagues,

Many high points and accomplishments filled the school year 2007-08. The following pages will provide but a glimpse of those accomplishments. Bismarck State College worked with urgency to fulfill our mission as an innovative community college. At the same time, construction crews labored on two new facilities for opening by the 2008 fall semester. Now, nearly 80 students are enjoying the wonderful living quarters in Lidstrom Hall, while students, employees and the community benefit from state-of-the-art spaces within BSC's National Energy Center of Excellence, as well as the newly renovated space in Schafer Hall.

Students enrolled in record numbers both semesters, again positioning BSC as the third largest institution in the N.D. University System. And students excelled in many areas, bringing credit to the college, their instructors, and themselves.

Employees devoted time to crafting BSC's Strategic Plan for 2007-09, setting goals and objectives and developing strategies under the overarching goals of Engage, Connect and Deliver. One of our goals is to foster a culture of innovation and much of this groundwork began during the year.

Thank you to everyone for your continued support of this great college. I'm thrilled to be the president, and to be surrounded by people who are excited about teaching and learning.

Sincerely,

Larry C. Skogen, Ph.D.
President, Bismarck State College

■ The Bachelor of Applied Science degree (BAS) in Energy Management began in January 2008. Nearly 40 students from 20 states enrolled in the online program designed for people seeking supervisory and management positions in the energy industry.

■ In March 2008, BSC launched a new Campus Emergency Notification System. The system is used to contact students and employees about emergencies regarding campus safety issues or severe weather emergencies.

■ Construction began in June 2008 on the BSC Aquatic and Wellness Center northwest of the BSC Library. The facility will have a 50-meter competition pool with bulkheads, diving and recreation pools, a fitness center, and floor space and pool seating for 1,000 spectators. Plans also provide future space for a gymnasium. The project is organized under a joint powers agreement between the Bismarck Park Board and BSC ugh the State Board of Higher Education.

■ President Larry C. Skogen signed a Five-Star Statement of Support of the Employer Support of the Guard & Reserve (ESGR) in September. It is the highest level of commitment to reserve component employees, confirming that BSC has adopted policies more liberal than those required by the Uniformed Services Employment and Re-Employment Rights Act.

Selected Employee Awards

■ Arlan Okerson, assistant professor of heating, ventilation and air conditioning, received the 2007 Imperial Award from the Refrigeration Service Engineers Society (RSES), an affiliate of the Heating, Ventilation, Air Conditioning, and Refrigeration Training Authority. Okerson achieved the highest score on the Domestic Specialist Examination and was honored at recognition ceremonies in San Antonio, Texas, in September at the RSES Conference.

■ The N.D. Library Association chose Marlene Anderson, director of library services, as 2007 Librarian of the Year during its annual conference in Jamestown in September. The award recognizes a member who has made notable contributions to the North Dakota library profession, has furthered significant development of libraries in North Dakota or has performed exemplary statewide service.

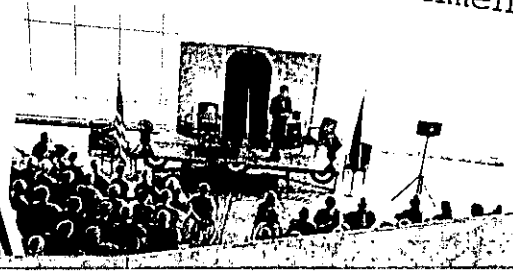
■ The American Composers Forum chose Dr. Thomas Porter, professor of music, for its Faith Partners program in January 2008. Porter will collaborate with Bethlehem Lutheran Church and the Church of St. Paul in St. Cloud, Minn., to create six pieces of sacred music for their performing groups and congregations.

■ Dr. Wayne Boekes, provost and vice president for academic affairs, was named recipient of a North Dakota Chamber of Commerce Leadership Award. One of the Chamber's highest honors, the award credits his spirit of service and support to the Bismarck community.

■ Dan Leingang, associate professor of mathematics, was among 24 Phi Theta Kappa advisors selected nationwide to participate in Faculty Scholars for 2008. The honor included 2008-10 Honors Study Topic instruction during the Faculty Scholar Conference at the Center for Excellence in Jackson, Miss., in January, PTK Leadership Development Course certification, and the opportunity to lead a seminar at the 2008 International Honors Institute.

Major College Accomplishments

Selected Awards and Accomplishments



Grants

Grants

■ BSC obtained a second major scholarship grant from the National Science Foundation to attract students into the science, technology, engineering and mathematics fields (STEM) and to address the critical national shortfall of workers in these disciplines. The $597,540 grant extends through 2013. Between 25 to 30 students a year will benefit with estimated annual awards of $4,330 over two semesters. BSC coordinates the "Engage, Connect, and Deliver STEM Scholars" project with a 10-member team of faculty and staff.

■ For the second consecutive year, Otter Tail Power Co. donated $32,000 through annual giving for scholarships to BSC students in Mechanical Maintenance Technology, Power Plant Technology, and Electrical Transmission Systems Technology. Each scholarship is valued at $2,000.

■ BSC received North Dakota's first Workforce Enhancement Grant during campus ceremonies with Gov. John Hoeven in May. The $496,826 grant will support BSC's efforts to bring new workers into the state's energy industry. Funds are a dollar for dollar match against money provided by 17 companies involved in energy generation and services. The $1 million of combined private and public funds will expand BSC's Power Plant Technology, Process Plant Technology, and Mechanical Maintenance programs and help establish the new Instrumentation and Control Technology program.

■ Qwest Foundation contributed $10,000 to the Teaching and Technology Conference coordinated by BSC's Continuing Education, Training and Innovation Division. Held in June 2008, the conference provided North Dakota K-12 and college educators, technology coordinators and administrators with information and training on the latest technology advances for teaching and learning.

■ BSC received $6.3 million in federal funds through efforts of U.S. Senator Byron Dorgan, who announced this funding in December 2007. The funding included $5.12 million to enhance the college's ability to build and equip state-of-the-art laboratories in the college's National Energy Center of Excellence, build capacity for internet-based technology for online energy programs, and provide skilled workers for the state's energy industry; $958,000 to develop the Instrumentation and Control Technology program; and $250,000 to establish the Great Plains Energy Corridor Office at BSC. The Great Plains Energy Corridor Office provides education and outreach services to the energy industry, and serves as a focal point for information on current activity and status of the North Dakota energy industry.

■ The Tom and Frances Leach Foundation provided a $3,500 grant to fund music scholarships.

Grants

Selected Major College Accomplishments

■ BSC announced that the new Instrumentation and Control Technology program would enroll students for fall of 2008. The only program of its kind in the North Dakota University System, it will prepare students for entry-level positions in energy and manufacturing industries. Students will earn an Associate in Applied Science or Diploma. I&C technicians install, repair, upgrade, maintain and troubleshoot automated systems. Representatives from North Dakota's energy industry requested the program to help meet the need for skilled technicians.

■ BSC added a fourth vice president to the college's organizational structure. The position of vice president of energy technology programs was created to enhance BSC's ability to provide a skilled workforce for the nation's energy industry, while also developing partnerships for economic growth. Kari L. Knudson was hired for the position in September 2007.

■ The College experienced record growth in enrollment both semesters. BSC's 2007 fall enrollment hit a record 3,591 students. Spring 2008 enrollment reached 3,531 students, the greatest number of students enrolled for any spring semester.

■ BSC's Continuing Education, Training and Innovation Division secured another successful year with new curriculum, clients, trainers and marketing ideas. Visits by the division with President Skogen and others to communities in the Southwest Region resulted in new programs in areas of enrichment and workforce training.

Major College Accomplishments

Bismarck State College is the third largest college in the North Dakota University System. A comprehensive community college, BSC provides high quality education in these areas: transfer courses, technical programs, online classes and programs, a bachelor of applied science degree in energy management, continuing education, and workforce training.

Transfer

BSC provides the first two years of education toward a bachelor's degree in nearly any field. Students earn an associate in arts or an associate in science degree.

Technical

Students can choose from more than 35 technical programs that prepare them for entry-level placement in specific careers. Completion leads to a program certificate, program diploma or associate in applied science degree.

Distance Learning

BSC is one of the state's leaders in online education, with 12 programs and more than 200 courses offered online. Distance learning is also provided through the North Dakota Interactive Video Network and Interactive Television.

Bachelor's (BAS) Degree

The college offers one bachelor's degree online – a bachelor of applied science degree in energy management. The BAS is designed to educate energy workers to move into supervisory and management positions.

Continuing Education, Training and Innovation (CETI)

CETI extends the resources of Bismarck State College by providing excellent service for lifelong learning and training opportunities through quality, needs-based educational programs for community and professional development, economic growth and personal enrichment. CETI also provides workforce training for the southwest region of North Dakota.

Bachelor's Degree and Graduate Programs

More than 20 bachelor's degree programs and several graduate programs are offered on campus in cooperation with other North Dakota University System institutions.

Fall 2007 Credit Enrollment

- 3,591 students
- Highest enrollment in college's history
- 2,345 full-time students
- 1,378 students enrolled in at least one online class
- 786 students enrolled in online courses only

2007-08 Non-credit Numbers

More than 14,000 people attended non-credit educational programs sponsored by the Division of Continuing Education, Training and Innovation. This included training for 281 businesses in the Southwest Workforce Training Region.

Programs & Enrollment

Selected Student Accomplishments

■ BSC theater students returned from the Kennedy Center American College Theater Festival Region V competition in Omaha, Neb., with a third Award of Merit for ensemble acting from festival judges, who saw the play "Picnic," in Bismarck. They selected Farren Gunderson, Mandan, and Justin Welton, Washburn, to do a scene from the play, chosen as one of six performances in the ACTF Showcase of Invited Scenes. Judges also selected Klarissa Pudwill and Emily Eslinger of Bismarck for individual competition in the Irene Ryan National Audition Contest.

■ Students in Agriculture, Technology and Natural Resources and Business Management programs earned awards at Marketplace for Entrepreneurs in Grand Forks in January. Three teams placed in the Be Your Own Boss business plan competition and its real-world process of soliciting start-up funds from investors and venture capital firms. Ryan ...tt of Bismarck and Doug Oe of Belfield won second place and $2,000 for presentation of Dakota Land & Livestock Service. Sommer Hunke, Lily, S.D., won third place and $750 for Dakota Healthy Wonders; and Haylee Wax, Regent; Brady Carlson, Rolla; and Branden Hoheisel, Bowbells, won fourth place for CHW Delivery.

■ For the second consecutive year, the women's volleyball team earned 2007-08 Academic Team of the Year honors from the National Junior College Athletic Association. The team's overall cumulative GPA was 3.25.

■ The Mystic women's basketball team earned NJCAA Academic Team of the Year Honors by carrying an overall cumulative GPA of 3.25.

■ The Mystic men's basketball team won the Region XIII Championship for the third consecutive year. Coach Buster Gilliss was named Region XIII Coach of the Year.

■ Seven BSC students returned from the National Postsecondary Agricultural Student Organization (PAS) convention in Dallas in March with two first place awards won by Doug Oe, Belfield, and Adam Balk, Velva. BSC also won four second place awards (Walker Sabin, Morristown, S.D.; Molly Backhaus, New Salem; Oe and Balk); a third place team award (Haylee Wax, Regent; Jessica Hauge, Elgin; and Sabin); and participation in a first place team award (Doug Oe).

■ BSC's chapter of Phi Theta Kappa received several awards at the regional convention in March in Minnesota. Phi Theta Kappa is the international honor society of two-year colleges. Receiving individual awards were Wade Shaver, Bismarck, Outstanding Chapter member; Alexandra Hartwig, Mandan, Outstanding Chapter Officer; and Kim Zins, Bismarck, honorable mention as Outstanding Chapter President. BSC achieved 5-Star Level indicating the highest level of activity, and was named a Distinguished Chapter, finishing fourth out of 60 chapters in the region.

■ BSC's chapter of Phi Beta Lambda won the Hollis and Kitty Guy Gold Seal Chapter Award of Merit at the National Leadership Conference and Competition in Atlanta in June. The Hollis and Kitty Guy Award recognizes outstanding local chapters that have actively participated in programs identified with goals of PBL, a business student organization for college students. LeAnne Gustafson, Devils Lake, and Mathias Gieser, Mandan, won fourth place in Web Development and Design. T.C. Cermack of Bismarck won eighth place in Human Resource Management.

Student Accomplishments

■ Michelle Lindblom, a Phi Theta Kappa chapter adviser, was presented with the Paragon Adviser Award at the PTK convention in Minnesota for being the region's top adviser with less than five years service. Lindblom is associate professor of art and chair of the Arts and Communications Department.

■ Professor of history Michael McCormack earned the 2008 Outstanding Teacher of the Year for Post-Secondary Education Award from the Bismarck-Mandan Area Chamber of Commerce in May. Nominators noted his passion for the subject and called him a "master" teacher who always brings history to life. McCormack also devotes vast amounts of time as a speaker, event photographer, and community volunteer.

■ For the second year, the Phi Beta Lambda Mountain-Plains Region recognized Lynette Borjeson Painter, associate professor of computer information systems, as Outstanding Local Adviser - North Dakota during the national PBL conference in June.

Selected Departmental Accomplishments

■ BSC's Web Page Development and Design program received a Director's Award of Excellence in information technology from the State Board for Career and Technical Education at its August conference. The award noted growth in the number of industry certifications students could earn, internships offered and promoted, and instructors with Master CIW Designer certification and proctor certification to administer national exams.

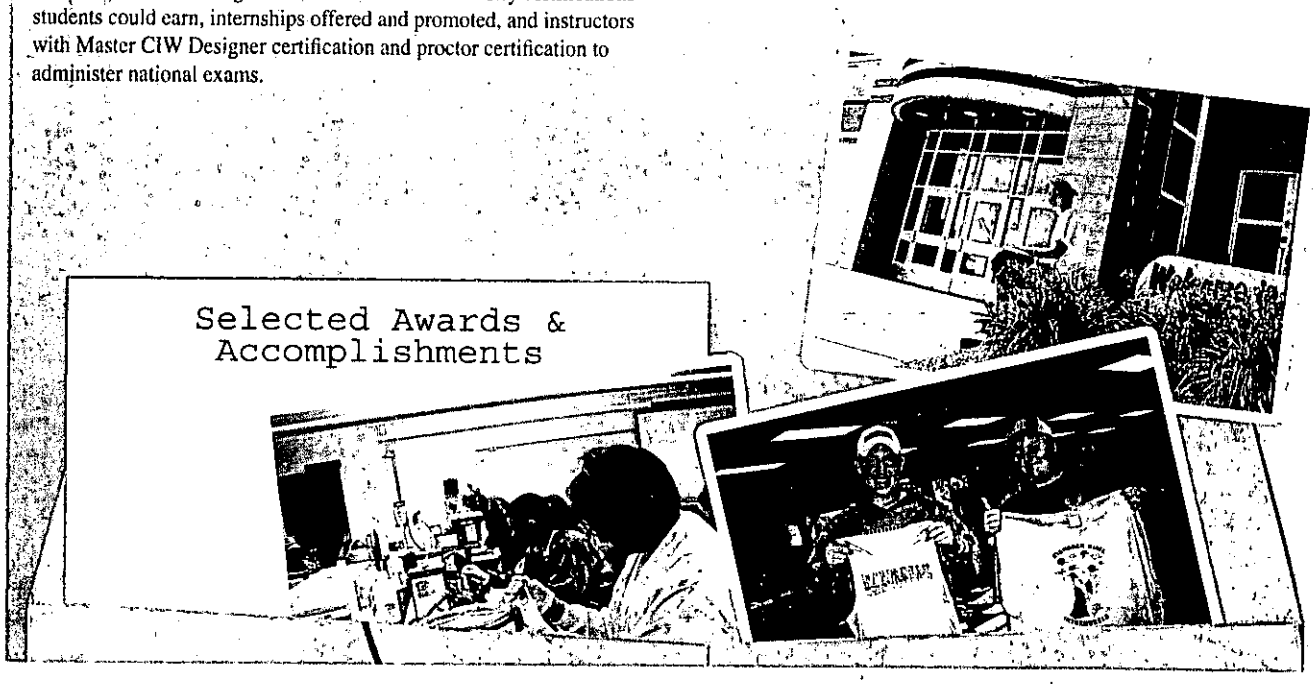
■ The Marketing and Communications Department won awards for its 2006 Explore BSC awareness campaign to engage traditional students at a campus open house. BSC received a Bronze Medallion Award for its brochure series in the National Council for Marketing and Public Relations District 5 communications contest. A radio advertisement won a "Teddy" Award from the N.D. Broadcasting Association.

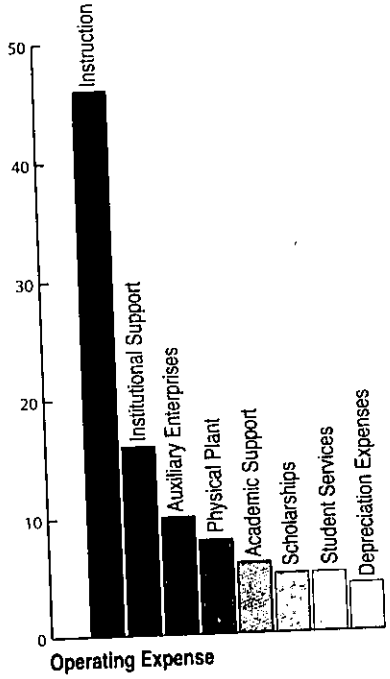
■ Career and Counseling Services sponsored its first Job Fair on campus for BSC students in March 2008. More than 200 students attended and 49 companies were on hand to speak with students. Employers expressed satisfaction with the professional approach of the students.

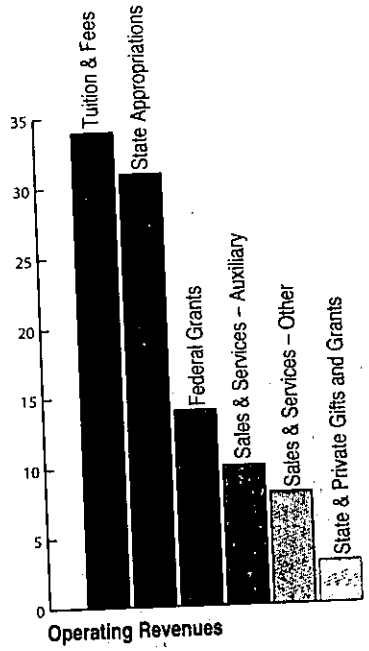
■ Innovation at the BSC Bookstore resulted in $51,500 in textbook savings for students during the fall semester. The textbook rental program gave students in three general education classes and the Mechanical Maintenance Technology program the option to rent textbooks at less than half to one-third the purchase price. The BSC Bookstore is only North Dakota college store with the rental program.

■ BSC's 4th annual Campus Read involved the campus and community in reading and discussion of Jon Krakauer's "Into the Wild," a true story about a young man who renounces wealth and drops out of society to match wits with the Alaskan wilderness. Events included presentations about others' expeditions, a panel discussion, showing of the film based on the book, and an essay contest for students.

Selected Awards & Accomplishments







Operating Expenses

Instruction	$ 14,240,354
Institutional Support	4,919,406
Auxiliary Enterprises	3,201,996
Physical Plant	2,631,730
Academic Support	1,749,281
Scholarships	1,505,730
Student Services	1,411,600
Depreciation Expenses	1,136,324
TOTAL	**$ 30,796,421**

Operating Revenues

Tuition and Fees	$ 10,577,080
State Appropriations	9,795,400
Federal Grants	4,482,615
Sales and Services – Auxiliary	3,040,911
Sales and Services – Other	2,536,679
State and Private Gifts and Grants	676,119
TOTAL	**$ 31,108,804**

Non Operating Revenues/Expenses

Gifts	$ 786,557
Investment Income	319,312
Interest on Capital Asset Debt	(568,202)
Other	(314,756)
TOTAL	**$ 222,911**

FY08 Financial Report

attachments same as given to Senate

Senate Appropriations Committee Hearings
SB2003

Lake Region State College
January 13, 2009

Good afternoon, Chairman Holmberg, Vice-chairmen Bowman and Grindberg, and members of the Senate Appropriations Committee. I am Dr. Mike Bower, President of Lake Region State College.

The College

As the new college president for Lake Region State College, I would like to thank you for your support in the last biennium to our college. One of many considerations that attracted me to North Dakota and Lake Region State College is the strong support by Governor Hoeven and the North Dakota legislators for the North Dakota University System and higher education.

The college has had a good year, and we are working to put some things in place that will benefit our students and community into the future. We have been able to build some positive relationships with our community leaders, businesses and economic development, the school systems in our service area, our local and regional legislators and have strengthened relationships with the North Dakota University System colleges and universities. Fostering these good relationships is important to the success of the college.

Our mission for Lake Region State College is to provide quality academic education, vocational/technical training, workforce training, outreach opportunities, and lifelong learning. As we look ahead to the next biennium, we have many challenges to our mission. Similar to other colleges in the North Dakota University System, we have the continuing challenge of the state's demographic shifts and the potential impact on enrollment and lack of funding required for personnel to meet the increasing workload at our institution.

I completely support and agree with my predecessor Dr. Sharon Etemad when she stated, "Lake Region State College provides academic education, workforce training, and support for economic development. Through cultural events and community education we create quality of place. With our focus on career and technical education, workforce training, and developing quality of place, we are uniquely positioned to meet one of the greatest challenges facing North Dakota–developing a competent, well trained, creative workforce. We hear of this labor shortage from business and industrial leaders at every economic development meeting. We are truly the best hope the region and state has for developing and sustaining human capital."

Lake Region State College is the educational hub of the central region of the northeast corner of North Dakota and is vital to addressing the needs for workforce development, to collaborating with economic development for retention of employers, developing entrepreneurs, and strengthening the sharing of resources with our P16 partners for student educational success.

Workforce Training

Prior to my educational career as an administrator and a teacher, I was afforded many opportunities to serve as a professional in business and industry that covered a period of over twenty years. Such opportunities required me to address training needs for employees within the organization to increase the skills and knowledge of the work occupation. The workforce training experiences I gained were valuable for my transition to a career in higher education to better serve business and industry.

Since arriving at Lake Region State College, I have gained a strong appreciation for the amount of time and effort that our workforce training team, known as *trainND-Northeast*, (see Exhibit 1, Appendix, page 8), has put forth to address the training needs for business and industry customers in the northeast region of North Dakota.

Exhibits 2, 3 and 4 (see Appendix, pages 9, 10 and 11) illustrate the workforce training offerings and efforts at Lake Region State College. In the fiscal year ending in 2008, we delivered more than 260 courses of instruction to more than 2,400 participants for a total of 17,695 training hours through contacts with 231 businesses, industry groups, and other work-related organizations. We have the commitment to address training needs in the northeast region of North Dakota.

At Lake Region State College we are training for the future through collaboration with our university system partners. These partnerships allow us to build strong, valuable, long-term relationships with our clients. Our involvement with the Division of Aging Services to provide In-Home Care Provider training reflected a successful relationship when the contract was increased to meet additional customer demands.

Another example is the initial training materials developed for LM Glasfiber by our Grand Forks workforce team (based at UND) which have been translated into five languages to meet training needs in the global market.

Along with traditional training methods, advancements in the areas of renewable energy will require customized and progressive training. Lake Region State College will be well-positioned to meet current and future demands of employers in our quadrant with on-going support from the State of North Dakota.

Academics

Over the last two years, Lake Region State College has focused its programming on the following areas: 1) collaborating with other NDUS institutions to develop and deliver new programs without additional resources, 2) meeting the workforce needs of the northeast quadrant of the state of North Dakota, and 3) revising curriculum and delivery methods for existing programs to meet changing needs of employers and students.

As previously stated, a segment of our college mission is to provide quality academic education. The Annual Enrollment Report Summary from the North Dakota University System for the 2007-2008 Academic Year (see Exhibit 5, Appendix, page 12) illustrates instructional degree credit and non-credit enrollments for Lake Region State College. The document is a key indicator providing positive numbers considering the challenges our college faces with limited personnel performing services for our students at Lake Region State College.

At Lake Region State College we currently have six degree programs available online, and our college enrollments have grown to over 1,700 (700 FTE students).

We are in the process of developing two or three more programs for online delivery. We continue to work with the United States Air Force to deliver educational services at the Grand Forks Air Force Base; Thule, Greenland; Baghdad, Iraq; and we are working on delivery to a site in Nevada.

In his "2007 State of the State" address, North Dakota Governor John Hoeven stated that, "we must set our sight higher (than merely a goal) to derive 25 percent of our energy from renewables by 2025....we can produce far more energy from all sources....we can lead the way forward in both energy and agriculture."

At Lake Region State College we have taken the challenge to address the need for a capable, highly specialized workforce to meet the demand for skilled technicians in the expanding growth of wind energy. Recognizing that each of the private sector energy firms designing, sitting, and erecting wind turbines within North Dakota requires technicians to maintain and repair this technology, Lake Region State College has requested and been approved by the North Dakota State Board of Higher Education to design a two-year Associate in Applied Science degree Wind Energy Technician program to address this workforce demand.

In 2007, approximately 3,200 wind turbines were erected and placed in service within the United States, expanding the nation's wind energy capacity by 45 percent in one year alone. In 2008, the increase was again very significant with a repeat of 2007*High Plains Journal,* March 17, 2008.

In 2008, approximately 642 wind turbines were in service, under construction or had letters of intent for location in North Dakota (see Exhibit 6, Appendix, page 13).

Wind Energy Project

In 2007, Dr. Sharon Etemad addressed the Senate Appropriations Committee concerning escalating energy costs and utility expenses at our college. She stated that, by replacing our gas-powered boilers with electric boilers, both heat and lights at the college could be powered by the use of a wind turbine.

Lake Region State College received expenditure authority for the 2007-09 biennium to erect a wind turbine to generate the majority of the electrical energy needed for the facility, including energy to be used by new electric boilers to replace the current gas boilers. The 2007 Legislature did not provide funding appropriation.

The Wind Energy Project is important for long-term savings in utility costs. The wind turbine is expected to significantly contribute to the intent of Lake Region State College to enhance its "green" energy footprint by using wind power to energize the entire campus and replace its dependence on natural gas to heat the campus boilers.

Connecting a wind turbine into the campus electrical grid will help save money on utilities and help the college become more environmentally friendly. It also will help stimulate the growth of North Dakota's wind industry as Lake Region State College will be able to provide the educational and training needs for these facilities.

Total estimated cost of the turbine, switch gear, and facility is projected at more than $6.2 million. With this project, LRSC would be able to cash flow third party financing over a period of 15 years through expected utility savings.

The wind turbine would be an integral component of a new Wind Energy Technician Program to be offered to our students in the 2009 fall semester. The proposed wind energy technical program will be difficult to implement without access to a wind turbine, its tower, transmission components, switching technology, and associated peripherals that are necessary as training tools for our students (see Exhibit 7, Appendix, page 14).

In his 2009-2011 Budget Address to the North Dakota Legislative Assembly on December 3, 2008, Governor Hoeven recommended in his Executive Budget $2.6 million from the general fund for Lake Region's wind energy project, which will provide a portion of the funding needed to replace the current natural gas boilers and provide a wind turbine to be used as a lab for students to train as wind energy technicians.

Tuition

A major concern for our college and all institutions of higher education in North Dakota is the cost to students and parents of attending college. The National Center for Public Policy and Higher Education published a Policy Alert (see Exhibit 8, Appendix, page 15) in August 2008 providing survey data concerning education access and affordability. The article states, "The number of Americans who believe that higher education is essential for a decent job and place in American society has jumped from 31 percent in 2000 to 50 percent in 2007." Another statement is that, "Seventy-eight percent of Americans believe that students have to borrow too much money to pay for college."

Exhibit 9 (see Appendix, Page 16) clearly illustrates that tuition as a percent of income at Lake Region State College is much higher than our peer groups. Also, the average student loan indebtedness information provided shows a tremendous increase over the last two decades.

College affordability is an issue for citizens at Lake Region State College. Our support for the budget funding would include covering 100 percent of the parity cost increases at the two-year campuses instead of the traditional allocation of 75 percent to the state and 25 percent to the student. This would allow two-year colleges to cap tuition rates in 2009-11 and, if done consistently over a period of years would ensure two-year college tuition rates remain affordable for those North Dakota students least able to afford a college education (see Exhibit 10, Appendix, page 17). At Lake Region State College, $260,572 of additional state funding would replace the need for an estimated tuition increase of 2.5 percent per year to fund the student share of parity.

The inclusion of equity funding is significantly important for human capital at Lake Region State College. I have served at four different two-year colleges prior to starting my position as president in July of this year. In the last decade or so, I have seen the budgets for community colleges in many states stagnate or shrink. This has caused an increase in tuition rates for students, the effect of which has been exacerbated by a shift away from needs-based financial aid. But the shrinking revenue per student has also made it difficult for colleges to maintain the teaching and services necessary for growing and increasingly diverse student bodies. Simply put, for too long we have been trying to do too much with too little with our human resources (see Exhibit 11, Appendix, page 18).

Biennial Budget Request

The college revenue and expenditure analysis for the 2007-2009 biennium (see Exhibit 12, Appendix, page 19) clearly indicates that Lake Region State College has been a good steward with the funds we have received in the past biennium due to college personnel working long hours with increased workloads and responsibilities.

As shown in Exhibit 12, our available budget carryover or deficit for fiscal year 2008 is less than 1percent, and our estimated Fiscal Year Variance for 2009 is under -0.1percent. Please note that our current indications are actual enrollments for FY09 and are close to projected enrollments with tuitions budgeted at $3,655,127 compared to our current estimate (as of 12/31/08) of $3,680,500.

Mr. Chairman and committee members, when I was a finalist for the president position at Lake Region State college approximately one year ago, I was asked to present to the college faculty, staff and Devils Lake community, "what is your vision of a successful rural community college and your vision for the future of Lake Region State College?"

Rural communities are the source of our natural resources and many of our values. Rural people deserve opportunities to participate in America's prosperity, but much of rural North Dakota is threatened by demographic changes including population decline. Job loss leads to population loss and young people leave home after high school or college for lack of job opportunities. Others fail to pursue an education because they do not see it leading to a job. Meanwhile, in other rural areas, rapid growth threatens to overwhelm traditional culture, while low-income residents fail to reap the benefits of the expanding economy. Rural North Dakota has few institutions other than community colleges that can help build a viable economy and educate people for a better life.

Lake Region State College stresses economic development and access to education because both are needed to have an impact on the growth and retention of population in the northeast region of North Dakota.

Economic development can create jobs, income, wealth, but economic development often fails to benefit poor people. Even in a growing economy, people who lack education and skills required by an increasingly demanding workplace will not get good jobs. Education and training are essential to help individuals gain access to good jobs, wherever they choose to live. But without a strong economy, rural people must leave their communities to find work.

The link between economic development and access to education is especially important, because in rural areas, low levels of educational attainment and high poverty are barriers to development that must be addressed simultaneously if the local economy is to thrive.

Lake Region State College is uniquely positioned to enhance economic and educational opportunities in the northeast region. Trusted by the public, private and nonprofit sectors and valued by all social classes, we provide a safe, neutral place for mobilizing community engagement. In communities such as ours, community colleges are the only institutions with the stature and flexibility to provide leadership for regional development. Working collaboratively with our state colleges and universities with the support of the North Dakota University System, we will address the needs for the northeast region of North Dakota.

Lake Region State College requests your support for the governor's recommendation for higher education to include the recommendation of 5- percent annual salary increases, the $2.6 million wind turbine project, and consideration to limit tuition rates as we focus our efforts on controlling students costs for higher education.

From the information and reports I have presented to you, it is clear that Lake Region State College is a good investment. Now, we request that Lake Region State College benefit from the current positive state budget. We appreciate your past support and look forward to our continued partnership so we may continue to grow the state's economy and develop the human capital it needs to create this growth.

Thank you for your time and consideration and for the opportunity to share with you the importance of our needed funding at Lake Region State College as we strive to provide student access to educational opportunities and addressing the economic needs of our region.

Exhibit 7

Description of Our Campus Wind Turbine Initiative

Our wind turbine initiative possesses three objectives: (1) direct energy conversion from wind energy to boiler heat, (2) integration of wind turbine technology into our campus power grid, and (3) provision of a real-life turbine laboratory for technician training and certification. The turbine selected for this initiative has an 80 m hub height, and an 82 m rotor diameter, necessitating a setback of 244 m (800 feet) which is easily obtainable at the proposed site. The 1.65MW turbine will provide power to the campus boilers, and additionally, power all campus functions when the wind speed equals 14 miles per hour at hub height...an almost daily phenomenon. Blade shadow flicker, blade icing, and blade noise have been assessed, and found within acceptable limits. The turbine site is parallel to and approximately 2,897 meters east of the primary Devils Lake Regional Airport runway, and 2,977 meters to the east south-east of the northeast end of the secondary cross-wind runway. The turbine location will be marked by red, simultaneously flashing lights positioned on four corners delineating the outer perimeter of the wind turbine site. The turbine will be painted bright white, with red strobe lighting (L-864) of 2000 candela flashing at night, and white strobe lighting (L-865) of 20,000 candelas flashing during the daytime. Additionally, a top-mounted obstruction light shall be placed 7 meters above the nacelle of the turbine.

The proposed wind turbine responds to the goals of North Dakota's Renewable Energy Council and Governor Hoeven's attempt to create a "Saudi Arabia of energy" on the high plains while also addressing the needs of an educational environment (Hoeven, 2007, Hoeven, 2008). It is a unique endeavor among the numerous wind energy developments within the continental U.S, in that wind energy will be directly converted to heat within our campus boilers, thereby overcoming a significant shortcoming of wind energy – the inability to store resultant energy across time (RRI, 2008; WGA, 2006; Leighty, 2002). There are no standard methods for integrating a wind turbine into a higher education campus environment located within 1.6 miles (2,607 meters) of a commercial airport (Johnson, 2006). To date, the most successful integration has been experienced by Carleton College, Northfield, Minnesota, and the University of Minnesota-Morris. Both turbines are sited some distance from restricted airspace; however both are similar in power generation and height and setback characteristics to the turbine proposed by Lake Region State College.

Since the LRSC shall own the turbine, its use can be integrated into an academic campus calendar for instructional purposes as well. This shall greatly benefit safety certification of private sector employees who must be certified annually, and our own turbine technology trainees who shall train on real-life equipment similar to that currently sited on North Dakota wind farms.

During its 2007 legislative session, the North Dakota Legislature authorized our request to erect a wind turbine. The request for an appropriation was not addressed during the waning hours of the 2007 session. We have now secured the first $500,000 toward construction of the wind turbine from the Industrial Commission of North Dakota's Renewable Energy Council. Additional activities are underway to fund the total effort, currently estimated to cost 4.25 million dollars.

March 2, 2009
attachment # 1

House Appropriations Committee Hearings
SB2003

Lake Region State College
March 2, 2009

Good afternoon, Mr. Chairman and members of the House Appropriations Committee. I am Dr. Mike Bower, President of Lake Region State College.

The College

As the new college president for Lake Region State College, I would like to thank you for your support in the last biennium to our college. One of many considerations that attracted me to North Dakota and Lake Region State College is the strong support by Governor Hoeven and the North Dakota legislators for the North Dakota University System and higher education. The establishment of the North Dakota Roundtable that provides collaboration with education and the private sector increased my attention to North Dakota as a state taking the lead and moving forward.

Lake Region State College has had a good year, and we are working to put some things in place that will benefit our students and community into the future. We have been able to build positive relationships with our community leaders, businesses and economic development, school systems in our service area, our local and regional legislators, and have strengthened relationships with North Dakota University System colleges and universities. Fostering these relationships is important to the success of the college.

Our mission at Lake Region State College is to provide quality academic education, vocational/technical training, workforce training, outreach opportunities, and lifelong learning. Looking ahead to the next biennium, we have many challenges to our mission. Similar to other colleges in the North Dakota University System, we have the continuing challenge of the state's demographic shifts and the potential impact on enrollment and lack of funding required for personnel to meet the increasing workload at our institution.

I completely support and agree with my predecessor Dr. Sharon Etemad when she stated, "Lake Region State College provides academic education, workforce training, and support for economic development. Through cultural events and community education we create quality of place. With our focus on career and technical education, workforce training, and developing quality of place, we are uniquely positioned to meet one of the greatest challenges facing North Dakota–developing a competent, well trained, creative workforce. We hear of this labor shortage from business and industrial leaders at every economic development meeting. We are truly the best hope the region and state has for developing and sustaining human capital."

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Academics

Over the last two years, Lake Region State College has focused its programming on the following areas: 1) collaborating with other NDUS institutions to develop and deliver new programs without additional resources, 2) meeting the workforce needs of the northeast quadrant of the state of North Dakota, and 3) revising curriculum and delivery methods for existing programs to meet changing needs of employers and students. We focus on our students' educational success to meet the demand for increased skill attainment for good paying jobs and working toward career goals.

As previously stated, a segment of our college mission is to provide quality academic education. The Annual Enrollment Report Summary from the North Dakota University System for the 2007-2008 Academic Year (See Exhibit 5, Appendix, page 12) illustrates instructional degree credit and non-credit enrollments for Lake Region State College. The document is a key indicator providing positive numbers considering the challenges our college faces with limited personnel performing services for our students at Lake Region State College.

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In his "2007 State of the State" address, North Dakota Governor John Hoeven stated that, "we must set our sight higher (than merely a goal) to derive 25 percent of our energy from renewables by 2025....we can produce far more energy from all sources....we can lead the way forward in both energy and agriculture."

At Lake Region State College we have taken the challenge to address the need for a capable, highly specialized workforce to meet the demand for skilled technicians in the expanding growth of wind energy. Recognizing that each of the private sector energy firms designing, sitting, and erecting wind turbines within North Dakota requires technicians to maintain and repair this technology, Lake Region State College has requested and submitted to the North Dakota State Board of Higher Education for approval of a two-year Associate in Applied Science degree Wind Energy Technician program to address this workforce demand. The program is projected for a fall start in 2009.

In 2007, approximately 3,200 wind turbines were erected and placed in service within the United States, expanding the nation's wind energy capacity by 45 percent in one year alone. In 2008, the increase was again very significant with a repeat of 2007 according to *High Plains Journal,* March 17, 2008.

In 2008, approximately 642 wind turbines were in service, under construction or had letters of intent for location in North Dakota (See Exhibit 6, Appendix, page 13).

Wind Energy Project

In 2007, Dr. Sharon Etemad addressed the House Appropriations Committee concerning escalating energy costs and utility expenses at our college. She stated that, by replacing our gas-powered boilers with electric boilers, both heat and lights at the college could be powered by the use of a wind turbine.

Lake Region State College received expenditure authority for the 2007-09 Biennium to erect a wind turbine to generate the majority of the electrical energy needed for the facility, including energy to be used by new electric boilers to replace the current gas boilers. The 2007 Legislature did not provide funding appropriation.

The Wind Energy Project is important for long-term savings in utility costs. The wind turbine is expected to significantly contribute to the intent of Lake Region State College to enhance its "green" energy footprint by using wind power to energize the entire campus and replace its dependence on natural gas to heat the campus boilers.

Our wind turbine possesses three objectives: (1) direct energy conversion from wind to boiler heat, (2) integration of wind turbine technology into our campus power grid, and (3) provision of a real-life turbine laboratory for technician training and certification.

The turbine selected for this initiative has an 80 meter hub height and an 82 meter rotor diameter requiring a setback location of 244 meters (approximately 800 feet) which is easily obtainable at the Lake Region State College campus. The proposed 1.65 Megawatt turbine will provide power to the campus replacement electric boilers and additionally power all campus functions when the wind speed equals 14 miles per hour at hub height....an almost daily phenomenon at Devils Lake.

In his 2009-2011 Budget Address to the North Dakota Legislative Assembly on December 3, 2008, Governor Hoeven recommended in his Executive Budget $2.6 million from the general fund for Lake Region's wind energy project, which will provide a portion of the funding needed to replace the current natural gas boilers and a wind turbine to be used as a lab for students to train as wind energy technicians. The North Dakota Senate supported the $2.6 million recommended in the governor's executive budget for the wind turbine with the approval of the higher education budget on February 20, 2009.

Mr. Chairman and members of the House Appropriations Committee, with your support for funding the $2.6 million, Lake Region State College would be able to cash flow third party financing for the remaining funds over a period of 15 years through expected utility savings. The projections for our utility savings were provided by Energy Services Group, Minneapolis, MN. (See Exhibit 7, Appendix, page 14).

Total estimated cost of the turbine, switch gear, and facility is projected at more than $6.1 million. We have secured the first $500,000 toward construction of the wind turbine from the Industrial Commission of North Dakota's Renewable Energy Council that was awarded in 2008. The wind energy project cost estimated in November, 2008 is provided for your review (see Exhibit 8, Appendix, page 15).

The wind turbine would be an integral component of a new Wind Energy Technician Program to be offered to our students in the 2009 fall semester. The proposed wind energy technical program will be difficult to implement without access to a wind turbine, its tower, transmission components, switching technology, and associated peripherals that are necessary as training tools for our students (See Exhibit 9, Appendix, page 16).

Tuition

A major concern for our college and all institutions of higher education in North Dakota is the cost to students and parents of attending college. The National Center for Public Policy and Higher Education published a Policy Alert (See Exhibit 10, Appendix, page 17) in August 2008 providing survey data concerning education access and affordability. The article states, "The number of Americans who believe that higher education is essential for a decent job and place in American society has jumped from 31 percent in 2000 to 50 percent in 2007." Another statement is that, "Seventy-eight percent of Americans believe that students have to borrow too much money to pay for college."

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College affordability is an issue for citizens at Lake Region State College. Our support for the budget funding includes covering 100 percent of the parity cost increases at the two-year campuses instead of the traditional allocation of 75 percent to the state and 25 percent to the student.

This would allow two-year colleges to cap tuition rates in 2009-11 and, if done consistently over a period of years would ensure two-year college tuition rates remain affordable for those North Dakota students least able to afford a college education (See Exhibit 12, Appendix, page 19). At Lake Region State College, $260,572 of additional state funding would replace the need for an estimated tuition increase of 2.5 percent per year to fund the student share of parity.

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Rural communities are the source of our natural resources and many of our values. Rural people deserve opportunities to participate in America's prosperity, but much of rural North Dakota is threatened by demographic changes including population decline. Job loss leads to population loss and young people leave home after high school or college for lack of job opportunities. Others fail to pursue an education because they do not see it leading to a job. Meanwhile, in other rural areas, rapid growth threatens to overwhelm traditional culture, while low-income residents fail to reap the benefits of the expanding economy. Rural North Dakota has few institutions other than community colleges that can help build a viable economy and educate people for a better life.

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Economic development can create jobs, income, wealth, but economic development often fails to benefit poor people. Even in a growing economy, people who lack education and skills required by an increasingly demanding workplace will not get good jobs. Education and training are essential to help individuals gain access to good jobs, wherever they choose to live. But without a strong economy, rural people must leave their communities to find work.

The link between economic development and access to education is especially important, because in rural areas, low levels of educational attainment and high poverty are barriers to development that must be addressed simultaneously if the local economy is to thrive.

Lake Region State College is uniquely positioned to enhance economic and educational opportunities in the northeast region. Trusted by the public, private and nonprofit sectors and valued by all social classes, we provide a safe, neutral place for mobilizing community engagement. In communities such as ours, community colleges are the only institutions with the stature and flexibility to provide leadership for regional development. Working collaboratively with our state colleges and universities with the support of the North Dakota University System, we will address the needs for the northeast region of North Dakota.

Lake Region State College requests your support for the governor's recommendation for higher education to include the recommendation of 5- percent annual salary increases, the $2.6 million wind turbine project, and consideration to limit tuition rates as we focus our efforts on controlling students' costs for higher education.

From the information and reports I have presented to you, it is clear that Lake Region State College is a good investment. Now, we request that Lake Region State College benefit from the current positive state budget. We appreciate your past support and look forward to our continued partnership so we may continue to grow the state's economy and develop the human capital it needs to create this growth.

Thank you for your time and consideration and for the opportunity to share with you the importance of our needed funding at Lake Region State College as we strive to provide student access to educational opportunities and addressing the economic needs of our region.

Appendix

Exhibit 1

trainND

"A Proven Track Record in Workforce Training"

Customized or tailored training to meet your specific needs.
www.trainND.com

"I'm grateful to Lois for the training experience. I learned a lot about myself and the elder I help."

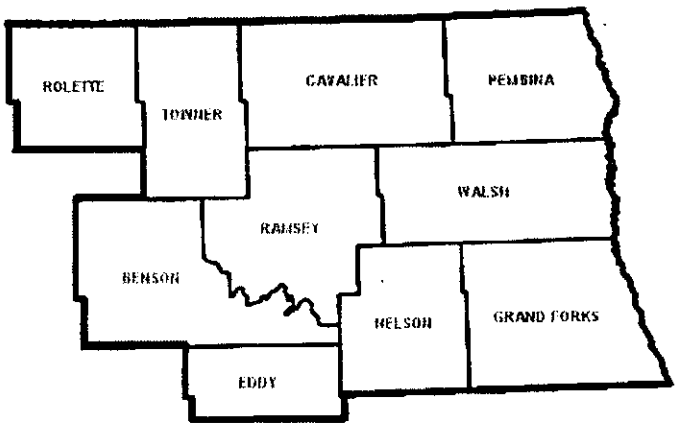
-Julie Belille
In-home care provider

TrainND Northeast with offices in Devils Lake, Langdon, and Grand Forks, is part of a statewide training network. Dedicated to meeting the workforce training needs of businesses in our region we deliver customized training—*what you want...when you want...where you want.*

"TrainND Northeast has provided coaching and communications training to our supervisors and team leads. The result of this training was improved employee relations and greater consistency in the application of rules and regulations in our Grand Forks, ND plant."

-Dan Gordon, HR Director
LM Glasfiber, Grand Forks, ND

trainND
NORTHEAST
Powered by Lake Region State College
www.lrsc.edu/workforce



Serving businesses across 10 counties in our region.

Lake Region State College
1801 College Drive N
Devils Lake, ND 58301-1598
Telephone: 701-662-1638
1-800-443-1313 ext. 1638
FAX: 701-662-1570
E-mail: irene.lafrance@lrsc.edu

University of North Dakota
PO Box 7131
Grand Forks ND 58202-9021
Telephone: 701-777-4260
1-800-342-8230
FAX: 701-777-2140
E-mail: karynhippen@mail.und.edu

Langdon Office
located at NDSU Research Center
9280 107th Ave. NE
Langdon, ND 58249
Telephone: 701-256-2582 ext. 112
FAX: 701-256-2580
E-mail: marlo.miller@lrsc.edu

It's a competitive world. TRAIN for it.

Exhibit 2

trainND
NORTHEAST

Topic Examples

Computer Training

- Basic Skills/Windows
- Email
- Internet
- Keyboarding
- MS Office 2003-2007
  - ⇒ Word
  - ⇒ Excel
  - ⇒ Outlook
  - ⇒ PowerPoint
  - ⇒ Publisher
  - ⇒ Access
- PhotoShop Basics
- Quark Layout
- QuickBooks
- Website Design

Technical Training

- Air Brake Adjustment
- Alcohol Server Responsibility
- Automotive Mechanics
- CDL
- Diesel Mechanics
- Law Enforcement
- Medical Transcription
- Nursing Skills
  - ⇒ Nurse Assistant
  - ⇒ In-Home Care Provider
  - ⇒ Certified Medication Assistant
  - ⇒ Continuing Education
- Video Production
- Welding
- More...

Essential Skills Training

- Board of Director Training
- Business and Technical Writing
- Communications
  - ⇒ Workplace Communications
  - ⇒ Telephone Etiquette
  - ⇒ Email Communications
- Customer Service
  - ⇒ FISH! & FISH! Sticks
  - ⇒ Welcome to Main Street
- Dealing with Difficult, Diverse, and Different People
  - ⇒ Conflict Resolution
  - ⇒ Generational Diversity
  - ⇒ Personality Types
  - ⇒ Multicultural Teams
  - ⇒ Communicating with Professionalism
  - ⇒ Negotiating Tips
  - ⇒ Dealing with Angry People
- Ergonomics
- Interview Methods
- Leadership and Management
- Managing Change
- Marketing
- Motivation
- Professional Image
- Strategic Planning
- Team Building
- Workplace Harassment Awareness
- Work Site Safety
- More...

Development Dimensions International (DDI)

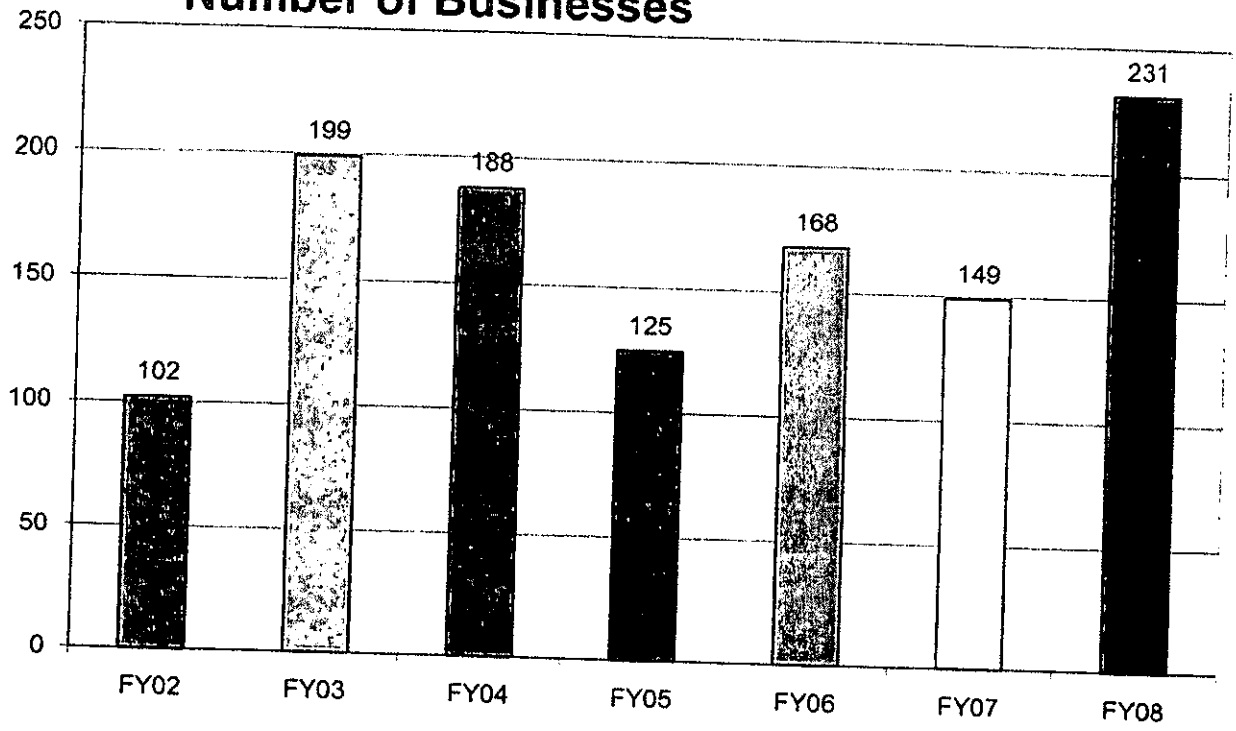
Realize your competitive advantage with Development Dimensions International. DDI delivers results in leadership and management training to help businesses succeed. Northeast Workforce Training has certified DDI trainers whose proven curriculum includes topics on developing leaders, executive coaching, maximizing performance, and executing business strategy.

It's a competitive world. TRAIN for it.

Exhibit 3

July-June of Each Fiscal Year: Comparative Data

Number of Businesses



July-June of Each Fiscal Year: Comparative Data

Number of Training Hours

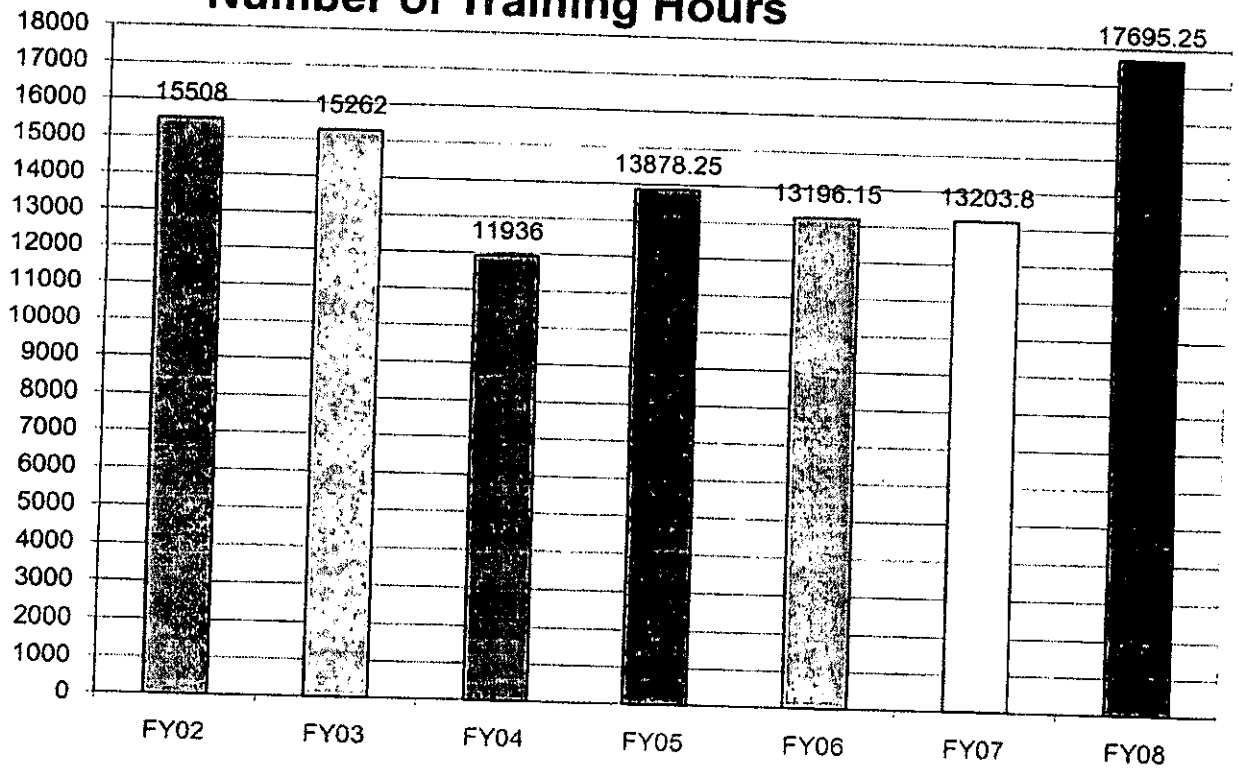
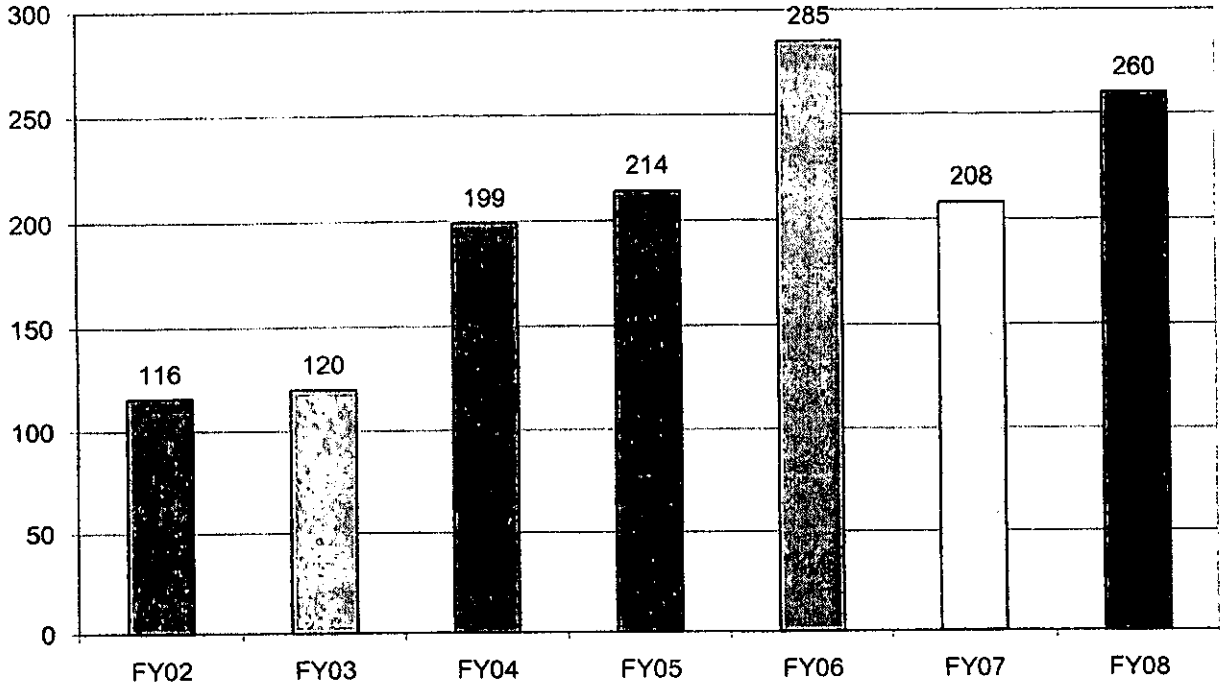


Exhibit 4

July-June of Each Fiscal Year: Comparative Data

Number of Courses



July-June of Each Fiscal Year: Comparative Data

Number of Participants

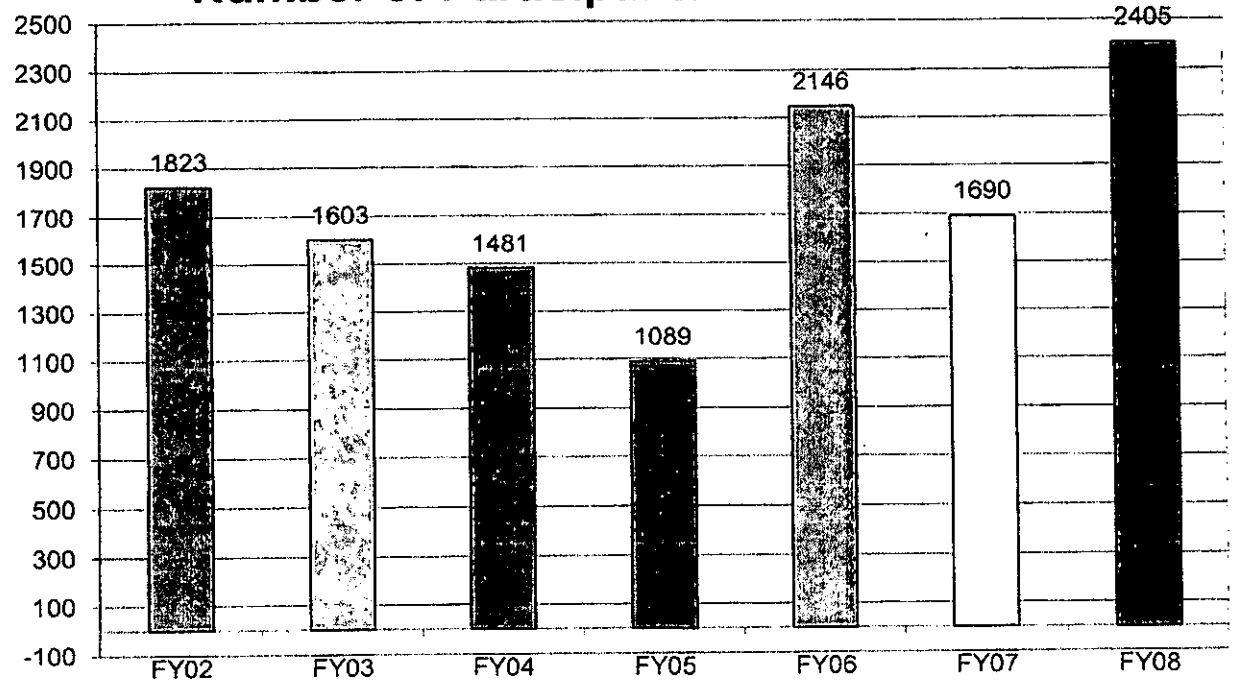


Exhibit 5

North Dakota University System

Annual Enrollment Report Summary

Academic Year 2007-2008

(End of terms-Summer 2007, Fall 2007 and Spring 2008)

INSTITUTION	INSTRUCTIONAL TYPE			
	DEGREE CREDIT [1]	NON-DEGREE CREDIT [2]	NON-CREDIT [3]	TOTAL
BSC	4,122	557	9,035	13,714
DSU	2,631	0	259	2,890
LRSC	2,499	38	1,712	4,249
MASU	916	43	0	959
MISU	3,808	2	311	4,121
MISU-BC	740	67	8	815
NDSCS	2,599	489	993	4,081
NDSU	12,702	950	132	13,784
UND	13,294	129	2,763	16,186
VCSU	1,079	11	0	1,090
WSC	941	42	2,816	3,799
Duplicated NDUS Total	45,331	2,328	18,029	65,688
NDUS Students taking classes at more than one campus	1,744	0	57	1,801
Unduplicated NDUS Total	43,587	2,328	17,972	63,887
Annual Unduplicated NDUS Total				61,191 [4]

[1] A total of 45,331 degree-credit students provided social security numbers when enrolling at NDUS institutions. An additional 2,369 registrants did not provide social security numbers and are not included in these calculations. Of the 45,331 enrollments, 1,744 students were simultaneously taking classes at more than one institution, resulting in a total of 43,587 sytem unduplicated headcount enrollments.

[2] A total of 2,328 non-degree credit students provided social security numbers when enrolling at NDUS institutions. An additional 117 registrants did not provide social security numbers and are not included in these calculations. Of the 2,328 enrollments, 0 students were simultaneously taking classes at more than one institution, resulting in a total of 2,328 system unduplicated headcount enrollments.

[3] A total of 18,029 non-credit students provided social security numbers when enrolling at NDUS institutions. An additional 9,173 registrants did not provide social security numbers and are not included in these calculations. Of the 18,029 enrollments, 57 students were simultaneously taking classes at more than one institution, resulting in a total of 17,972 system unduplicated headcount enrollments.

[4] Includes only students providing a social security number for definite identification. The actual number of unduplicated students served is between 61,191 and 72,850 (61,191 + 2,369[1] + 117[2] + 9,173[3]).

Data Source: ConnectND

North Dakota Active Wind Projects

Updated 12/16/2008

Project Name	Owner	Location	Turbines	Capacity (MW)	Manufacturer	Notes
Minot Wind Project	BEPC - PrairieWinds	S. of Minot	2	2.8	Nordex N60	In Service
Edgeley/Kulm Wind Project	FPLE / BEPC	Edgeley	27	40	GE 1.5 MW	In Service
Edgeley/Kulm Wind Project	FPLE / Otter Tail	Edgeley	14	21	GE 1.5 MW	In Service
Valley City Wind Project	Minnkota Power Cooperative	Valley City	1	0.9	NEG Micon NM52/900	In Service
Petersperg Wind Project	Minnkota Power Cooperative	Petersberg	1	0.9	NEG Micon NM52/901	In Service
	Sacred Heart Monastary	Richardton	2	0.13	Silver Eagle	In Service
Fort Totten Wind Project	Spirit Lake Sioux Nation	Fort Totten	1	0.1	Micon 108	In Service
Belcourt Wind Project	Turtle Mountain Chippewa Tribe	Belcourt	1	0.1	Micon 108	In Service
	Grafton Technical College	Grafton	1	0.065		In Service
	3 Affiliated Tribes	New Town	1	0.065		In Service
Velva Wind Project	EHN / Xcel Energy	Velva	18	12	Vestas V80	In Service
	Turtle Mountain Community College	Belcourt	1	0.66	Vestas V47	In Service
	FPL Burleigh County Wind LLC	Wilton	33	49.5	GE 1.5 MW	In Service
Oliver County Wind	FPL - Oliver County Wind LLC	Center	22	50.6	2.3 MW Turbines	In Service
Oliver County Wind II	FPL - Oliver County Wind LLC	Center	32	48	GE 1.5 MW	In Service
Langdon Project	FPL- Langdon Wind, LLC	Cavalier County	79	118.5	GE 1.5 MW	In Service
Langdon Project	Otter Tail Corporation	Cavalier County	27	40.5	GE 1.5 MW	In Service
Langdon Expansion	FPL- Langdon Wind, LLC	Cavalier County	26	40	GE 1.5 MW	In Service
	Tatanka Wind Power, LLC	Dickey/McIntosh County	60	90	Acciona AW 1500	In Service - Dedication Ceremony 9-24-2008
Ashtabula Wind Project	FPL - Ashtabula Wind, LLC	Barnes County	133	200	GE 1.5s	Under Construction
	Just Wind	Logan County	160	368	Siemens 93/2.3 MW	Hearing held October 21, 2008
Luverne Wind Farm	M-Power LLC	Griggs/Steele Counties	105	157	GE 1.5 MW	Phase I permit issued 10/30/08
	CROWNBUTTE WIND POWER LLC	Adams/Bowman Counties	133	200	GE 1.5 MW	Letter of Intent Filed February 2008
Prairie Winds Project	BEPC - PrairieWinds ND 1, Inc.	Ward County	77	115.5		Letter of Intent Filed February 2008
Rugby Wind Farm	Iberdrola, Inc. f/k/a PPM Energy	Rugby	71	149.1	Suzlon 2.1 MW S88	Under Construction
Dickey County Wind Farm	FPL Energy, LLC	15 miles NW of Ellendale	100	150		Letter of Intent Filed June 2008
Oliver County Expansion	FPL Energy, LLC	6 miles NW of Center	667	1,000		Letter of Intent Filed June 2008
Border Winds	Sequoia Energy U.S. Inc.	Rolette and Towner Ctys	66	150		Letter of Intent Filed September 25, 2008
Heartland Wind Farm	Heartland Wind Farm, LLC	Ward, Burke, Mountrail Ctys		2,000		Letter of Intent filed July 2008
Allete, Inc. (MN Power)	Bison 1 Wind Project	Oliver County		125		Letter of Intent Filed October, 2008
Merricourt Project	enXco	McIntosh/Dickey ctys		150 MW		Letter of Intent Filed Dec 2008
	Total		642	5,130.22		

Exhibit 6

Lake Region State College - Phase II

Cash Flow Analysis #3

Refinance Phase I and 43% Upfront Capital Contribution of $2,609,920

CAPITAL INVESTMENT		
	$	6,132,000
Rebates	$	-
GE Finance Payoff - July 1, 2008	$	652,682
Capital Buy-down	$	(2,609,920)
NET INVESTMENT FINANCED	$	4,174,762

43%

PROJECT FUNDING	YEAR 0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTALS
Utility Savings - M&V	21,518	245,000	254,808	264,992	275,592	286,615	298,080	310,003	322,403	335,299	348,711	362,660	377,166	392,253	407,943	424,261	4,927,297
Utility Savings - Engineering Calcs	-	5,000	5,200	5,408	5,624	5,849	6,083	6,327	6,580	6,843	7,117	7,401	7,697	8,005	8,325	8,658	100,118
Operational Savings	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Escrow Interest Earnings	93,932	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	93,932
Redirected Lease Payments	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	115,144	1,842,308
Redirected Technical Resource Payments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Contribution	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PROJECT FUNDING	230,594	365,144	375,144	385,544	396,360	407,609	419,307	431,474	444,127	457,287	470,972	485,205	500,008	515,402	531,413	548,063	6,963,655
EXPENSES																	
Third Party Financing	(226,000)	(325,000)	(333,400)	(342,200)	(351,200)	(387,200)	(398,000)	(409,400)	(421,208)	(433,400)	(446,200)	(459,400)	(473,200)	(487,600)	(502,400)	(435,479)	(5,431,279)
Technical Resource Services	-	(40,000)	(41,600)	(43,264)	(44,995)	(20,276)	(21,087)	(21,931)	(22,808)	(23,720)	(24,669)	(25,656)	(26,682)	(27,749)	(28,859)	(30,013)	(443,308)
TOTAL EXPENSES	(226,000)	(365,000)	(375,000)	(385,464)	(396,195)	(407,476)	(419,087)	(431,331)	(444,008)	(457,120)	(470,869)	(485,056)	(499,882)	(515,349)	(531,259)	(465,492)	(5,874,587)
ANNUAL CASH FLOW	4,594	144	144	80	166	133	220	144	119	166	103	150	126	53	154	82,571	89,069
CUMULATIVE CASH FLOW	4,594	4,739	4,883	4,963	5,129	5,262	5,482	5,626	5,745	5,912	6,015	6,165	6,291	6,344	6,498	89,069	89,069

Escalation	0.04
Estimated Construction Period (months)	18.00

Sources of Financing	Rate	Years	Amount
Third Party Financing	0.05	15	$ 4,174,762

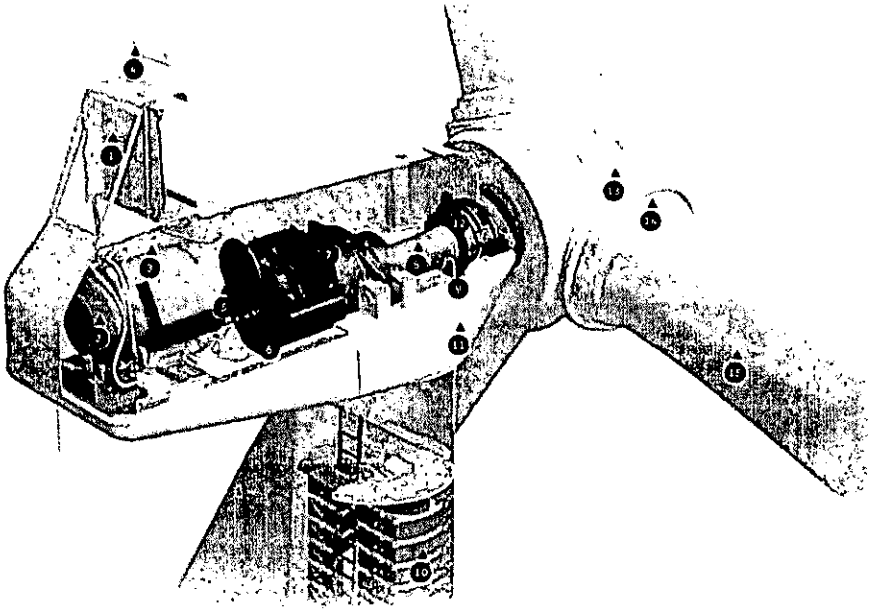
Exhibit 8

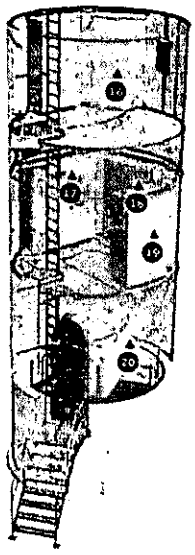
Lake Region State College
Wind Energy Project Cost Estimates
as of November 16, 2008

Item	Costs
1.65 MW wind turbine	
	$4,200,000
Deferred Maintenance Items	
Pumps & Piping	$66,000
Electrical Switchgear	$409,200
Transformer & Service Panels	$120,000
	$595,200
New Powerhouse/Maintenance Facility	**$900,000**
Electrical service for boiler plant	$90,000
New Electric Boilers	$186,000
Pumps, chemical feed, valves, etc.	$60,000
Piping connections to extg boiler plants	$100,800
	$436,800
Total Project Cost	**$6,132,000**

Exhibit 9

Technical specifications





1. Cooler
2. Generator
3. Nacelle computer
4. Anemometer windvanes
5. Coupling
6. Mechanical brake
7. Gearbox
8. Main shaft
9. Yaw gears
10. Tower damper
11. Machine foundation
12. Main bearing
13. Hub computer
14. Pitch system
15. Blade
16. Dynamic converter (option)
17. Main panel
18. Phase compensation (full load option)
19. CPU
20. Transformer and switchgear

Example of tower internal configuration.

Exhibit 10

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION

Policy Alert

August 2008

QUICK LOOK ...

- ★ The number of Americans who believe that higher education is essential for a decent job and place in American society has jumped from 31% in 2000 to 50% in 2007
- ★ The majority of Americans (59%) believe college prices are rising as fast or faster than prices for health care.
- ★ Seventy-eight percent of Americans believe that students have to borrow too much money to pay for college.
- ★ Although 86% say that someone willing to make enough sacrifices can go to college, most (62%) also believe that many qualified individuals don't have access to higher education.
- ★ Concern about access is much higher among minority parents. While 62% of them believe that a college degree is necessary, 74% think that many qualified and motivated students don't have the opportunity for a college education.
- ★ Higher education still gets good marks from the public: 51% give it a grade of good or excellent, compared to 37% for secondary schools.
- ★ Regardless of this generally positive view of higher education, more than half of people surveyed (52%) think colleges are like a business, focusing more on the bottom line than on education, and almost half (48%) say they want to overhaul public colleges.

IS COLLEGE OPPORTUNITY SLIPPING AWAY?

Parents and the Public Voice Concerns About Higher Education Access and Affordability

There is a growing perception among the public that they are caught in a bind when it comes to higher education. Polling from a recent report called *Squeeze Play: How Parents and the Public Look at Higher Education Today*, from the National Center for Public Policy and Higher Education, and Public Agenda, revealed a considerable unease, because, while ever larger numbers see a college education as an absolute necessity for success in today's world, many believe that opportunity for higher education is slipping out of reach for a growing number of individuals.

"In recent years, there has been a dramatic growth in the perception that college is not only important but is absolutely essential for success in today's economy."

Nevertheless, these concerns remain in the background, and tend not to be seen as a top priority. A number of factors have prevented the public from going into a panic about higher education availability, but people are increasingly nervous. Higher education leaders might be well advised to get out in front of this issue before the situation comes to a head.

Squeeze Play: How Parents and the Public Look at Higher Education Today, by John Immerwahr and Jean Johnson, was prepared by Public Agenda for the National Center for Public Policy and Higher Education, in collaboration with Making Opportunity Affordable, an initiative of Lumina Foundation for Education. The full report is available from the National Center at www.highereducation.org.

Exhibit 11

2006-07 Tuition as a Percent of Income
Comparison of NDUS Campuses to Long-Term Finance Plan Peer Groups

UnitId	Institution	State	HUD Very Low Family Income - Family of Four 2006	Per Capita Personal Income 2006	In-State Annual Tuition & Fees 2006-07	Tuition as % HUD Very Low Income for a Family of 4	Tuition as % of per Capita Personal Income
200192	**Lake Region State College**	ND	$28,500	$33,034	$3,563	12.5%	10.8%
198084	Brunswick Community College	NC	$26,900	$32,338	$948	3.5%	2.9%
162104	Cecil Community College	MD	$37,850	$43,774	$2,911	7.7%	6.7%
208415	Clatsop Community College	OR	$29,450	$33,252	$2,376	8.1%	7.1%
114433	Feather River Community College District	CA	$32,050	$39,358	$728	2.3%	1.8%
133960	Florida Keys Community College	FL	$27,400	$36,665	$2,250	8.2%	6.1%
224891	Frank Phillips College	TX	$27,150	$35,058	$2,272	8.4%	6.5%
151078	Ivy Tech Community College-Whitewater	IN	$29,400	$32,226	$2,713	9.2%	8.4%
170587	Kirtland Community College	MI	$31,050	$33,784	$2,376	7.7%	7.0%
154129	Northwest Iowa Community College	IA	$28,900	$33,017	$3,810	13.2%	11.5%
233037	Paul D Camp Community College	VA	$33,200	$39,564	$2,270	6.8%	5.7%
174570	Pine Technical College	MN	$34,100	$38,751	$3,257	9.6%	8.4%
199625	Sampson Community College	NC	$26,900	$32,338	$1,332	5.0%	4.1%
107974	South Arkansas Community College	AR	$22,650	$28,444	$1,720	7.6%	6.0%
141158	Southwest Georgia Technical College	GA	$29,200	$32,025	$1,359	4.7%	4.2%
172671	West Shore Community College	MI	$31,050	$33,784	$2,804	9.0%	8.3%
	Group Total		$447,250	$524,378	$33,126	7.4%	6.3%
	Group Average		$29,817	$34,959	$2,208	7.4%	6.3%
	Group Median		$29,400	$33,784	$2,272	7.7%	6.0%
	Group Trimmed Mean (20%)		$29,750	$34,782	$2,199	7.3%	6.3%

NDUS Two-Year Campus Average Student Loan Indebtedness by Year
(BSC, LRSC, MiSU-BC, NDSCS and WSC)

Year	Loan Amount Borrowed	Number of Borrowers by Year	Number of Borrowers/Total Headcount Enrollment	Average Annual Loan
1989-90	$ 5.3 million	2,821	42%	$1,878
1992-93	$ 8.4 million	3,598	55%	$2,334
1993-94	$ 8.9 million	4,053	62%	$2,195
1997-98	$11.9 million	4,987	72%	$2,386
1998-99	$12.8 million	5,386	77%	$2,376
1999-00	$12.9 million	5,505	77%	$2,343
2000-01	$13.9 million	5,924	82%	$2,346
2001-02	$15.6 million	6,626	84%	$2,354
2002-03	$17.2 million	7,190	86%	$2,392
2003-04	$19.8 million	7,744	87%	$2,556
2004-05	$20.0 million	6,475	72%	$3,089
2005-06	$19.3 million	6,213	71%	$3,106
2006-07	$24.7 million 28.0% (increase)	6,822 9.8% (increase)	77%	$3,621 16.6%
Increase from 1989-90 to 2006-07	$19.4 million *366%*	4,001 *142%*		$1,743 *92.8%*

Exhibit 12

LAKE REGION STATE COLLEGE
Regional and National Tuition and Fees Comparison

	LRSC	Regional Average	National Average	% Greater Than Region	% Greater Than National
2008-09	$3,908	Not Available	Not Available	Not Available	Not Available
2007-08	3,762	3,006	2,737	25%	27%
2006-07	3,563	2,824	2,625	26%	26%
2005-06	3,333	2,668	2,481	25%	26%
2004-05	3,065	2,552	2,318	20%	24%
2003-04	2,723	2,320	2,146	17%	21%
2002-03	2,476	2,134	1,972	16%	20%
2001-02	2,160	1,977	1,811	9%	16%
2000-01	2,078	1,872	1,726	11%	17%

LAKE REGION STATE COLLEGE
FACULTY and STAFF EMPLOYMENT TURNOVER
BENEFITTED POSITIONS
FY06, FY07 and FY08

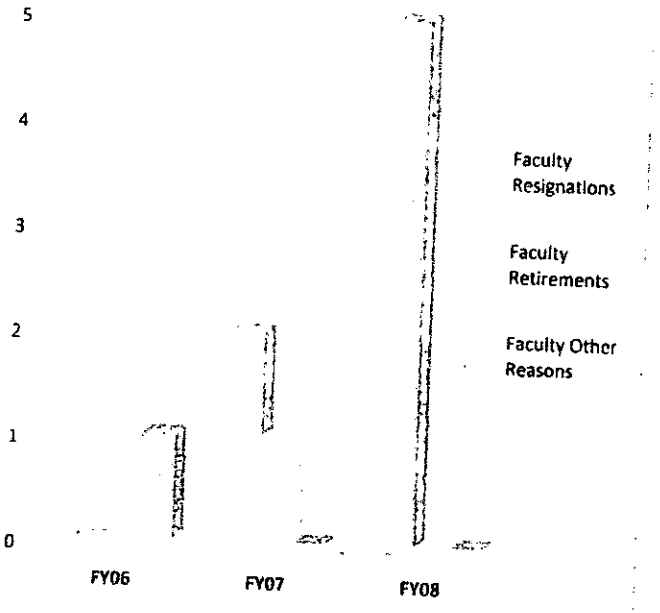
Note: LRSC employs approximately 100 benefitted positions. Therefore, each position terminated represents approximately 1% turnover.

Faculty

	Resignations	Retirements	Other Reasons	TOTALS
FY06	0	0	1	1
FY07	2	1	0	3
FY08	5	0	0	5

Staff

	Resignations	Retirements	Other Reasons	TOTALS
FY06	4	0	1	5
FY07	4	1	0	5
FY08	4	2	1	7



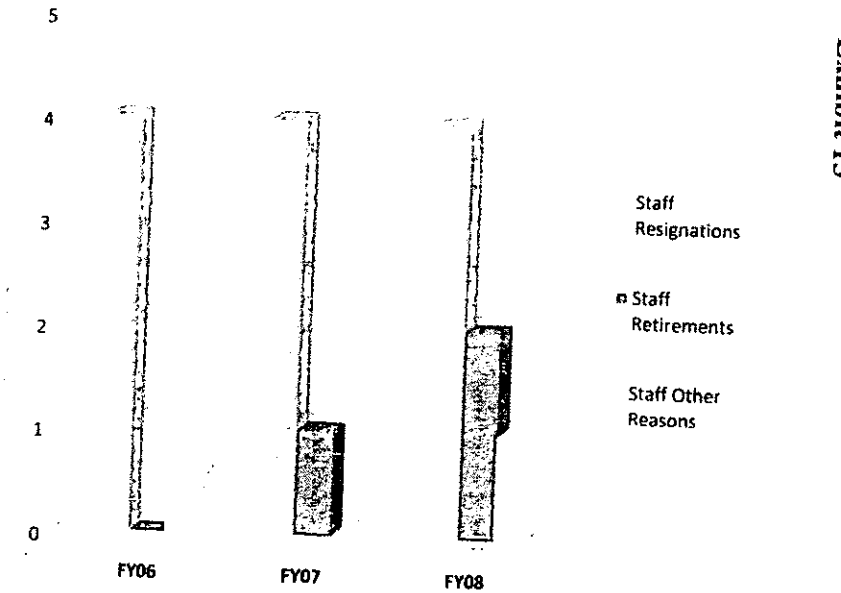


Exhibit 13

REVENUE and EXPENDITURE ANALYSIS for 2007-2009 BIENNIUM
FY08 ACTUAL vs. BUDGET and FY09 BUDGET vs. CURRENT ESTIMATE
As of 12/31/08

	FY08 Budgeted	FY08 Actual	FY08 Variance	FY09 Budgeted	FY09 Current Estimate	FY09 Estimated Variance
Institutional Collections Fund:						
Tuition (net of Waivers and Collection Costs)	3,418,773	3,447,034	28,261	3,655,127	3,680,500	25,373
Misc. Revenues	30,375	77,206	46,831	82,255	82,500	245
Sub-Totals	3,449,148	3,524,240	75,092	3,737,382	3,763,000	25,618
State Appropriations Operating Fund:						
OMB Drawdowns	3,280,000	3,280,000	-	3,231,348	3,231,348	-
(Total operating appropriation from State for biennium is $6,511,348.)						
Total General Fund Operating Revenues	6,729,148	6,804,240	75,092	6,968,730	6,994,348	25,618
General Fund Operating Expenditures	(6,729,148)	(6,703,344)	25,804	(6,968,730)	(6,956,348)	12,382
Less: Accounts Receivable net of Allowances			(87,956)			(48,000)
Available Carryover or (Deficit)			12,940 0.2%			(10,000) -0.1%

NOTE: Current indications are that actual enrollments for FY09 will be close to projected enrollments.

State Appropriations for Extraordinary Repairs:						
OMB Drawdowns	68,500	63,663	(4,837)	57,104	61,941	4,837
Extraordinary Repair Expenditures:						
Theater support and Workforce Training areas		63,663				
Windows and roof repairs					61,941	

NOTE: Amount considered one-time funding is $81,942.

Lake Region
STATE COLLEGE 1801 College Drive, Devils Lake ND 58301

(701) 662-1600 * 1-800-443-1313 * fax (701) 662-1570
www.lrsc.nodak.edu * TDD (701) 662-1572

March 3, 2009

N.D. House Appropriations Committee – Education and Environment Division
Attn: Vice-Chair Francis Wald
600 East Boulevard
Bismarck, ND 58505

Vice-Chair Wald:

During Lake Region State College's testimony to the House Appropriations Committee March 2nd, you requested some additional information regarding LRSC full-time students.

The fall 2008 official census at Lake Region State College reported a grand total of 421 full-time students. Of those students, 389 (92 percent) were U.S. citizens and 360 (86 percent) were from North Dakota. We had eight students from Minnesota; three each from California, Colorado, and Texas; two from Florida, Michigan, and Wisconsin; and one student each from the states of Iowa, Kansas, Montana, Ohio, South Dakota, and Virginia.

Lake Region State College had 33 international students fall 2008 of which 11 were from Mongolia; seven from Oman; three from Nepal; two from Canada, Germany and Bahamas; and one student each from Belarus, China, Colombia, Hong Kong, Croatia, and Israel.

Information also was requested on waivers used for students at Lake Region State College.

Waivers are utilized in a variety of ways at our institution. The college's international student waiver, which in fall 2008 applied to 20 students at LRSC, waives a portion international tuition rate only. LRSC waivers for International students reduce the tuition charges from the International rate (set at 2.5 times the U.S. rate) to $766 more than the rate North Dakota students pay.

To earn this tuition break, international students must live on campus, purchase our most expensive food plan and share their culture with the campus and community. By having our international students share their culture, we create a global climate at LRSC.

A recent campus climate survey showed that Lake Region State College is second only to UND in cultural awareness and appreciation for other cultures. The cross cultural experiences our students receive will give them a leg up in a tight job market that values global understanding.

The college has been working with the Royal Air Force of Oman to train their personnel in the field of simulator maintenance technology. In the fall of 2008, LRSC had seven students from Oman. These students are not on any waiver and pay the full International rate.

The athletic waiver is used for student athletes from North Dakota, other states, and international students. The college used 14 athletic waivers in fall 2008.

Other students may receive a partial or full waiver, such as cultural diversity waivers and veteran dependent waivers. These waivers were put in place by the state. In fall 2008, Lake Region State College had 15 students on cultural diversity waivers, and four students on veterans' dependent(s) tuition waiver.

Out of state and Manitoba and Saskatchewan students pay the same rate as ND students. We were the first to adopt this tuition strategy but other campuses have followed. When LRSC adopted this procedure we had few out-of-state students and almost no international students with the exception of a few athletes.

In addition LRSC provides waivers for other military situations, staff and faculty, dependents of employees, and students earning the highest academic achievements. The other 13 students on waiver fall 2008 included LRSC dependents waiver (seven), National Guard waiver (five), and a president's waiver for high academic achievement (one).

I've enclosed a print out of our fall 2008 waivers for you and am available to answer any additional questions you may have regarding this issue. Please contact me at 701.662.1501 or Mike.Bower@lrsc.edu.

Sincerely,

Mike Bower

Dr. Mike Bower, President
Lake Region State College

Draft

CULTURAL DIVERSITY TUITION WAIVER

2007-2008

10/1/2008

	Total Cultural Diversity Waivers Given	Part-time Native American Waiver	Full-time Native American Waiver
BSC			
# Of Students	44	12	14
Dollars	$46,376	$5,160	$17,395
DSU			
# Of Students	171	7	24
Dollars	$510,615	$5,982	$53,821
LRSC			
# Of Students	27	5	11
Dollars	$26,072	$2,311	$12,467
MaSU			
# Of Students	9	5	4
Dollars	$12,414	$4,271	$8,143
MiSU			
# Of Students	131	11	34
Dollars	$202,034	$8,084	$54,559
MiSU-Bottineau			
# Of Students	15	0	10
Dollars	$18,885	$0	$11,455
NDSU			
# Of Students	260	23	61
Dollars	$908,386	$53,680	$237,280
NDSCS			
# Of Students	15	1	7
Dollars	$7,600	$400	$3,200
UND			
# Of Students	406	40	124
Dollars	$1,678,849	$66,891	$502,172
VCSU			
# Of Students	47	0	4
Dollars	$115,653	$0	$5,250
WSC			
# Of Students	17	0	10
Dollars	$38,045	$0	$21,048
TOTAL			
# Of Students	**1,142**	**104**	**303**
Dollars	**$3,564,929**	**$146,779**	**$926,790**

"Draft"

2007-2008 TUITION WAIVER INFORMATION

10/1/2008

	Grad Assistant	Staff Waiver	National Guard	Foreign Student	POW/MIA/Vets/ Dep Waiver	Cultural Diversity	Misc.[2]	WICHE	Sr Citizen	Institutional Waiver	Institutional Total
BSC											
# Of Students	0	43	45	2	22	44	0	0	0	0	156
Dollars	$0	$18,241	$15,790	$9,124	$36,578	$46,376	$0	$0	$0	$0	126,109
DSU											
# Of Students	0	109 [1]	36	436	10	171	0	0	0	25	787
Dollars	$0	$199,866	$18,420	$2,114,295	$21,693	$510,615	$0	$0	$0	$24,263	$2,889,152
LRSC											
# Of Students	0	37 [1]	33	33	13	27	1	0	0	9 [3]	153
Dollars	$0	$25,188	$11,607	$127,045	$21,833	$26,072	$365	$0	$0	$14,596	$226,706
MaSU											
# Of Students	0	48 [1]	6	4	2	9	2	0	1	78 [3]	150
Dollars	$0	$22,766	$4,786	$19,008	$5,060	$12,414	$553	$0	$158	$84,459	$149,204
MiSU											
# Of Students	21	84	37	2	25	131	495	0	2	79 [3]	876
Dollars	$34,217	$90,864	$19,881	$10,622	$59,931	$202,034	$748,544	$0	$498	$108,460	$1,275,051
MiSU-Bottineau											
# Of Students	0	3	3	2	1	15	0	0	0	18	42
Dollars	$0	$1,424	$1,427	$4,458	$2,972	$18,885	$0	$0	$0	$19,981	$49,147
NDSCS											
# Of Students	0	59 [1]	44	1	18	15	166	0	0	332	635
Dollars	$0	$49,191	$19,883	$9,133	$28,413	$7,600	$329,094	$0	$0	$164,504	$607,818
NDSU											
# Of Students	1,236	600 [1]	201	389	60	260	309	0	4	267	3,326
Dollars	$6,240,257	$936,099	$162,250	$2,102,534	$157,429	$908,386	$230,936	$0	$1,880	$439,851	$11,179,622
UND											
# Of Students	1,038	297	128	37	28	406	251	13	5	72	2,275
Dollars	$3,568,524	$386,837	$84,938	$256,098	$93,835	$1,678,849	$577,083	$134,702	$5,762	$346,772	$7,133,400
VCSU											
# Of Students	0	49 [1]	12	29	2	47	0	0	0	51	190
Dollars	$0	$41,630	$4,268	$72,111	$3,941	$115,653	$0	$0	$0	$173,951	$411,554
WSC											
# Of Students	0	30 [1]	2	11	5	17	0	0	0	26	91
Dollars	$0	$16,972	$370	$24,213	$6,329	$38,045	$0	$0	$0	$13,322	$99,251
TOTAL											
# Of Students	**2,295**	**1,359**	**547**	**946**	**186**	**1,142**	**1,224**	**13**	**12**	**957**	**8,681**
Dollars	**$9,842,998**	**$1,789,078**	**$343,620**	**$4,748,641**	**$438,014**	**$3,564,929**	**$1,886,575**	**$134,702**	**$8,298**	**$1,390,159**	**$24,147,014**

[1] LRSC, of the 37 students and $25,188 reported, 19 were for employee spouse/dependent waivers for a total of $15,579.

WSC, of the 30 students and $16,972 reported, 12 were for employee spouse/dependent waivers for a total of $10,356.

NDSCS, of the 59 students and $49,191 reported, 37 were for employee spouse/dependent waivers for a total of $32,811.

DSU, of the 109 students and $199,866 reported, 69 were for employee spouse/dependent waivers for a total of $168,163.

NDSU, of the 600 students and $936,099 reported, 311 were for employee spouse/dependent waivers for a total of $536,811.

VCSU, of the 49 students and $41,630 reported, 21 were for employee spouse/dependent waivers for a total of $26,469.

MiSU, of the 84 students and $90,864 reported, 45 were for employee spouse/dependent waivers for a total of $62,671.

[2] Misc. includes waivers for Board of Higher Ed student member, dependents of firefighters and peace officers, MN reciprocity waiver, room and board waivers at NDSCS, and other institutional waivers.

[3] Athletic waivers.

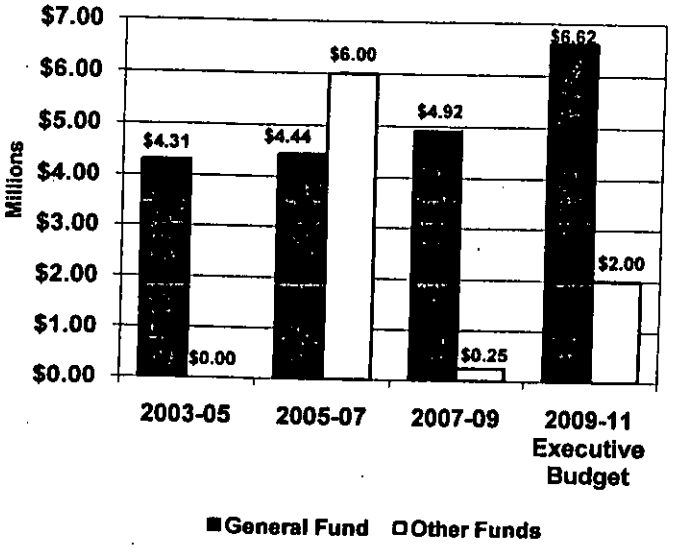
Prepared by the North Dakota Legislative Council staff for House Appropriations
February 24, 2009

Department 243 - Minot State University - Bottineau
Senate Bill No. 2003

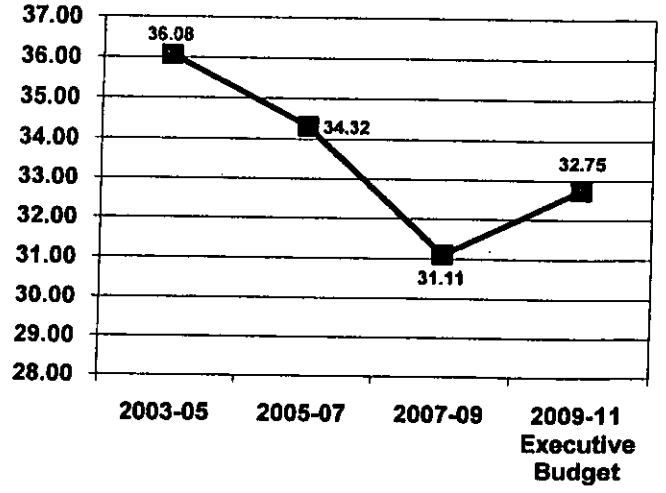
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	32.75	$6,624,391	$2,000,000	$8,624,391
2007-09 Legislative Appropriations	31.11	4,918,250	252,000	5,170,250[1]
Increase (Decrease)	1.64	$1,706,141	$1,748,000	$3,454,141

[1]The 2007-09 appropriation amount does not include a $98,500 general fund appropriation to the North Dakota University System office for a recruiting initiative for Minot State University - Bottineau.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$5,727,370	$897,021	$6,624,391
2007-09 Legislative Appropriations	4,869,273	48,977	4,918,250
Increase (Decrease)	$858,097	$848,044	$1,706,141

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $516,994 for the following:			
Costs to continue fiscal year 2009 salary increases	$72,305		$72,305
5 percent per year salary increases	231,556		231,556
Health insurance increases	144,766		144,766
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	18,590		18,590
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	49,777		49,777
Total	$516,994		$516,994
2. Provides equity funding of $135,135 (The executive recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$135,135		$135,135

3. Provides funding for emergency preparedness and security, including funding for 1 FTE security position. **The Senate removed this funding and related FTE position.**	$107,469		$107,469
4. Provides ongoing funding for extraordinary repairs of $109,725, the same amount of extraordinary repairs base funding for the 2007-09 biennium			
5. Provides **one-time funding** for repairs, maintenance, and security	$97,021		$97,021
6. Provides **one-time funding** for major capital projects, including a coal boiler replacement ($800,000) and the Entrepreneurial Center for Horticulture	$800,000	$2,000,000	$2,800,000
7. Removes one-time extraordinary repair funding provided in the 2007-09 biennium	($48,977)		($48,977)
8. Removes one-time major capital project funding provided in the 2007-09 biennium (steamline replacement project)		($252,000)	($252,000)
9. Adjusts the number of FTE positions by .64 FTE position pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office security and emergency preparedness line item be used for the benefit of institutions under its control.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

MSU BOTTINEAU

Nature, Technology, and Beyond

2009-11

Senate Appropriation Hearings

With the exception of these pages same testimony given to House + Senate

Sixty-first Legislative Assembly

Budget Number 243

January 13, 2009

MINOT STATE UNIVERSITY – BOTTINEAU
2009-11 Biennial Budget Request – SBHE Priorities

Priority	Budget Initiative	Request	Exec. Recommend	Change
A.	**BASE FUNDING INCREASES**			
1	Decreased capital bond payments ($3,427,564). SITS pool transfer to ITD for IVN ($300,110), and vet loan forgiveness transfer to Health Dept. ($100,000)			
2	100% of Parity or cost to continue--7%/7% salary and health insurance increases. utility cost increases and operating inflation	611,742	516,993	(94,749)
3	Emergency Preparedness/Security	107,469	107,469	-
4	Needs-based financial aid			
5	Equity adjustment to address funding differentials	250,000	135,135	(114,865)
6	Technology Maintenance- Network Bandwidth ($1,220,000), N. Tier Network ($1,000,000), ODIN Web Developer ($150,000)			
7	Two and Four-Year college affordability	194,882	-	(194,882)
8	EPSCoR research matching funds			
9	New Academic and Technical Program Start-up Revolving Fund			
10	Disabled Student Services Funding			
11	Bismarck HE Center			
12	Student Financial Asst. Programs (Scholar's, PSEP, Indian, Education Loan Forgiveness)			
13	Comprehensive Career Planning Initiative			
14	Access, Collaboration and Enhancement Fund (ACE)			
15	Shared recruitment initiatives			
16	NDUS Services - Continuation of FINDET ($155,320), NDUS Office Legal Assistant ($128,930)			
		1,164,093	**759,597**	**(404,496)**
B.	**ONE-TIME FUNDING INCREASES**			
1	Deferred Maintenance-facilites and infrastructure	242,551	97,021	(145,530)
2	Emergency Preparedness/Security	323,653	-	(323,653)
3	Technology Maintenance - IVN CODEC Replacement ($35,000), SITS Collaboration and Emergency Pool ($200,000)			
4	STEM Initiative			
5	Pay-off special assessments			
6	Bismarck HE Center			
	TOTAL ONE-TIME FUNDING INCREASE	**566,204**	**97,021**	**(469,183)**
	TOTAL FUNDING INCREASE (exclude capital assets)	**1,730,297**	**856,618**	**(873,679)**

MINOT STATE UNIVERSITY – BOTTINEAU
Comparison of General Fund Request And Executive Recommendation

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	$ 4,918,250	$ 4,918,250	$ -
Base Adjustments	49,523	49,523	-
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	4,967,773	4,967,773	-
Prioritized SBHE Needs Based Request:			
Parity	611,742	516,993	(94,749)
Emergency Preparedness/Security	107,469	107,469	-
Equity	250,000	135,135	(114,865)
Two and Four-Year College Affordability	194,882		(194,882)
Bismarck Higher Education Center			-
Total Requested Increase in GF Base Funding	1,164,093	759,597	(404,496)
Total Base General Fund Request & Recommendation	6,131,866	5,727,370	(404,496)
Deferred Maintenance	242,551	97,021	(145,530)
Emergency Preparedness/Security	323,653		(323,653)
STEM Initiative			-
Pay-off special assessments			-
Bismarck HE Center			-
Total One-time Budget Request & Recommendation	566,204	97,021	(469,183)
2009-11 State-funded Capital Projects	800,000	800,000	-
Total 2009-11 General Fund Request & Recommendation	$ 7,498,070	$ 6,624,391	$ (873,679)
Summary - Funding Request Increase			
Funding Request Increase (excluding capital projects)	1,730,297	856,618	(873,679)
2009-11 State-funded Capital Projects	800,000	800,000	-
Total 2009-11 General Fund Request Increase	$ 2,530,297	$ 1,656,618	$ (873,679)

MINOT STATE UNIVERSITY – BOTTINEAU
2009-11 Budget Detail

BASE BUDGET:	Operations	Capital Assets & Equip > $5K	Total	General Fund	Other Funds	Total Funds
2007-09 Base Budget						
Operations	7,355,839		7,355,839	4,858,048	2,497,791	7,355,839
Capital Assets	-	527,404	527,404	158,702	368,702	527,404
Total 2007-09 Base Budget			7,883,243	5,016,750	2,866,493	7,883,243
Less One-Time Allocations:						
Deferred Maintenance	-	(48,977)	(48,977)	(48,977)	-	(48,977)
Capital Projects	-	(368,702)	(368,702)	-	(368,702)	(368,702)
Total Adjusted 2007-09 Budget Base	7,355,839	109,725	7,465,564	4,967,773	2,497,791	7,465,564
Add: Parity Increases						
Continue 2008-09 Salary Increase	96,406	-	96,406	72,305	24,102	96,406
Adjusted Health Insurance Increases	193,021	-	193,021	144,766	48,255	193,021
Operating Inflation (2% for FY10 & 2.2% for FY11)	24,787	-	24,787	18,590	6,197	24,787
Salary Increases (7% & 7%)	435,072	-	435,072	326,304	108,768	435,072
Utilities Increase	66,369	-	66,369	49,777	16,592	66,369
Total Parity Increases	815,655	-	815,655	611,742	203,914	815,655
Add: Other Operating Increases						
Equity	250,000		250,000	250,000	-	250,000
Emergency Preparedness/Security	107,469		107,469	107,469		107,469
Two and Four-Year College Affordability	194,882		194,882	194,882		194,882
Emergency Preparedness/Security (One-Time)	323,653		323,653	323,653		323,653
Add: Capital Assets						
Capital Project 2009-11	-	2,800,000	2,800,000	800,000	2,000,000	2,800,000
Deferred Maintenance Increase	-	242,551	242,551	242,551		242,551
Total 2009-11 Budget Request	9,047,498	3,152,276	12,199,774	7,498,070	4,701,704	12,199,774
Executive Recommendation						
Salary Increases (5% & 5%)	(126,331)	-	(126,331)	(94,749)	(31,582)	(126,331)
Equity	(114,865)	-	(114,865)	(114,865)	-	(114,865)
Emergency Preparedness/Security (One-Time)	(323,653)	-	(323,653)	(323,653)	-	(323,653)
Two and Four-Year College Affordability	(194,882)	-	(194,882)	(194,882)	-	(194,882)
Deferred Maintenance Increase	-	(145,530)	(145,530)	(145,530)	-	(145,530)
Total 2009-11 Budget Executive Recommendation	8,806,302	3,006,746	11,813,048	6,624,391	4,670,122	11,813,048

MINOT STATE UNIVERSITY – BOTTINEAU
2009-11 Parity Increases

Cost to Continue FY 09 Legislatively Funded Salary Increases	Total Estimated Health Insurance,	Est Cost of Compensation Pkg	Est Operating Inflation, Excl Utilities at 2.0% for FY10 & 2.2% for FY11	Estimated Actual Utility Increases	Total Estimated Increases in Computation of Parity	Targeted State Portion Per Funding Model
TOTAL ESTIMATED COST - 7% per year compensation package						
96,406	193,021	435,072	24,787	66,369	815,655	75%
STATE'S SHARE (75%)						
72,305	144,766	326,304	18,590	49,777	611,742	
STUDENT'S SHARE (25%)						
24,102	48,255	108,768	6,197	16,592	203,914	
TOTAL ESTIMATED COST - 5% per year compensation package						
96,406	193,021	308,741	24,787	66,369	689,324	75%
STATE'S SHARE (75%)						
72,305	144,766	231,556	18,590	49,777	516,993	
STUDENT'S SHARE (25%)						
24,102	48,255	77,185	6,197	16,592	172,331	

MINOT STATE UNIVERSITY – BOTTINEAU
Estimated Tuition Increases
Needed to Fund Student Share of Parity

Assumes 5% annual salary increases

Student share, assuming 5% Salary Increase	State Increase Needed to limit 09-11 tuition Incr to 0%	Est Revenue 2% 2yr	State Increase Needed to limit 09-11 tuition Incr to 2%	Est Revenue 4%	State Increase Needed to limit 09-11 tuition Incr to 4%	Est Tuition Incr Needed to Fund Parity
172,331	172,331	73,050	99,281	146,100	26,231	4.7%

MINOT STATE UNIVERSITY – BOTTINEAU
2009-11 Equity Allocation

Current Percent of Peer Benchmark -Before 09-11 Budget Allocations	2009-11 Budget Request - LTF Plan Model, with minimum of $250,000 or 52% of peers	Percent of Peer Benchmark - After Allocation of 09-11 Parity and Equity
89%	$250,000	100%
Executive Recommendation	135,135	
Over (Under) Budget Request	($114,865)	

Targeted uses of equity funding:

1. Additional operating funds (excluding utilities) for Plant Services, Support Services and Academic Support/Instruction. These funds are needed, in addition to the inflationary increase provided under parity, to cover the estimated cost of providing support services to students, faculty and staff. Cost for printing, transportation, travel, supplies have increase beyond the annual inflationary adjustments.

2. Additional equipment funds (over/under $5,000): Currently, MSU-B budgets approximately $120,000 ($60, 00 per fiscal year) for equipment. Request for equipment, received from campus departments, usually exceed available funding by 50%. This has caused replacement cycles for computers to increase from 3 to 4 years and has delayed the purchase of classroom technology (e.g. student response systems, software updates, projection systems).

3. Additional funding for faculty salary pools: Additional funding for adjunct faculty pools would provide necessary resources for meeting short term instructional needs and for additional release time for faculty to attend professional development activities. Faculty salary pools have decreased radically in the past 5 years in order to provide funding for higher market rates for new faculty.

4. 1.0 FTE for Caregiver Program: This program will allow students the opportunity to receive the basic skills and training they need to gain employment as care giver aids in personal residences, day cares, group homes and nursing homes. The focus of this program will be on safety, patient care, and support services. Students pursing the AAS degree will be required to complete general education coursework to gain the necessary "soft skills" required to be successful with customers and colleagues.

5. 1.0 FTE for Learning Center: Would provide additional resources to meet the growing need to assist students in developing the knowledge base, skills, and strategies that will help them to become confident, independent, and active learners. This position will also provide classroom assistance to students with physical challenges.

MINOT STATE UNIVERSITY -- BOTTINEAU
2007- 09 Appropriation Status Report

Line Item	Original Appropriation	Adjusted Appropriation	Expenditures Through 11/30/2008	Balance	Percent Remaining
Operations	4,759,548	4,858,048	3,204,038	1,654,010	34.05%
Capital Assets [1]	410,702	410,702	346,341	64,361	15.67%
Capital Assets - Off System [2]	0	116,702	95,558	21,144	18.12%
Total	5,170,250	5,385,452	3,645,937	1,739,515	32.30%
Funding Source					
General Funds	4,918,250	5,016,750	3,311,284	1,705,466	34.00%
Federal Funds	0	0	0	0	0.00%
Special Funds	252,000	368,702	334,653	34,049	9.23%
Total	5,170,250	5,385,452	3,645,937	1,739,515	32.30%

[1] Includes $252,000 for Steam Line Project ($239,095 from Oil Trust Funds)

[2] Special Fund Carryover - Thatcher Hall Addition Project

MINOT STATE UNIVERSITY -- BOTTINEAU
2007-09 Budget Status Report
As of 11/30/2008

	Estimated Expenditures			Source of Funding		
	Operations	Capital Assets	Total	General Fund	Special Fund	Total
Revised 2007-09 Budget	7,355,839	727,404	8,083,243	5,016,750	3,066,493	8,083,243
Expenditures to Date	5,102,292	659,092	5,761,384	3,311,284	2,450,100	5,761,384
2007-09 Budget Balance	2,253,547	68,312	2,321,859	1,705,466	616,393	2,321,859
Percent Remaining	30.6%	9.4%	28.7%	34.0%	20.1%	28.7%

SOURCES OF SPECIAL FUNDS

Tuition	2,473,791
State Land Income	24,000
Transfer from NDUS	200,000
Oil Trust Fund	239,095
Local Funds	129,607
	3,066,493

MINOT STATE UNIVERSITY - BOTTINEAU
Status of 2007- 09 Capital Repairs & Projects

	Revised Budget 2007-09	Expenses As Of 11/30/08	Balance	% Remaining
Extraordinary Repairs				
Misc. Small Projects < $50,000	74,725	63,458	11,267	
Mechanical/Electrical Upgrades	25,000	12,029	12,971	
Structural Repairs	0	0	0	
Utilities/Infrastructure	10,000	6,387	3,613	
Paving and Area Lighting*	48,977	31,352	17,625	
Total Extraordinary Repairs	158,702	113,226	45,476	28.65%
Capital Projects				
Steam Line Project	252,000	250,308	1,692	
Thatcher Addition	316,702	295,558	21,144	
Total Capital Projects	568,702	545,866	22,836	4.02%
Total Capital Assets	727,404	659,092	68,312	9.39%
Sources of Capital Funding				
General Fund	158,702	113,226	45,476	28.65%
Oil Trust Fund	239,095	239,095	0	0.00%
Local Funds	129,607	106,771	22,836	17.62%
NDUS Transfer	200,000	200,000	0	0.00%
Total Funding Sources	727,404	659,092	68,312	9.39%

* Deferred maintenance project

MINOT STATE UNIVERSITY - BOTTINEAU
2009-11 Extraordinary Repairs and Capital Projects

2009-11 Budget Request	
Extraordinary Repairs	109,725
Deferred Maintenance	242,551
Capital Project - Boiler Replacement	800,000
Entrepreneurial Center for Horticulture	2,000,000
Total 2009-11 Capital Assets Request	3,152,276
2009-11 Executive Recommendation	
Deferred Maintenance	-145,530
Total 2009-11 Executive Recommendation	3,006,746
Funding Sources	
General Fund	1,006,746
Other Funds	2,000,000
Total 2009-11 Capital Assets Funding Sources	3,006,746

Extraordinary Repairs Projects	
Misc. Small Projects less than $50,000	49,000
Mechanical and Electrical Upgrades	21,000
Utilities and Infrastructure	10,000
Paving and Area Lighting	29,725
Total Extraordinary Repairs Projects	109,725

Deferred Maintenance Projects	**Requested**	**Exec Recommend**
Mechanical and Electrical Upgrades	113,857	
Structural Repairs	65,100	65,100
Paving and Area Lighting	34,028	0
Misc. Small Projects less than $50,000	29,566	31,921
Total Deferred Maintenance Projects	242,551	97,021

Entrepreneurial Center for Horticulture

Special Funds:

$2,000,000

The proposed Entrepreneurial Center for Horticulture will seek to play a dynamic role in revitalizing North Dakota's rural communities. The depletion of the population in these areas is well documented. According to the 2000 census, only six of North Dakota's 53 counties have gained population since 1990, and in the '90's, the state lost 2,200 farms.

The Center would achieve its objective by creating and providing value-added and economically viable retail and educational opportunities for agriculture and small businesses in rural North Dakota. This activity would be accomplished through the establishment of a vegetable production demonstration site and learning center located on the MSU-Bottineau campus. The site would be an example of what will work for North Dakota farms and businesses.

The consumption of vegetables by U.S. consumers is expected to continue to rise through the year 2020 and ready-to-eat, convenience products will be in high demand; and, an opportunity for market growth appears to exist in specialty vegetables. In addition, markets for organic vegetables have been developing for decades and fresh produce is the top selling category in retail sales. An opportunity exists here as well because organic greenhouse production is underdeveloped in the United States.

In order to meet its goal, the Entrepreneurial Center will have a threefold mission:

- Determine and develop specialty vegetable crops that are viable and add value to new or existing enterprises.
- Determine and develop the organic market.
- Provide educational services pertaining to product propagation and marketing as well as business planning.

The overarching objective of the project is to provide the infrastructure needed to allow the vegetable production industry in North Dakota to flourish. An Entrepreneurial Center for Horticulture on the campus of MSU-Bottineau is an integral part of making this happen.

Funding partners include Center of Excellence, federal grants and private sponsors.

SB 2003
March 5, 2009
attachment #1

MSU BOTTINEAU

Nature, Technology, and Beyond

2009-11

House Appropriations

Sixty-first Legislative Assembly

Budget Number 243

March 4, 2009

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INTRODUCTION

History

A referendum in 1894 stated that a school of forestry should be located in Bottineau, North Dakota, to provide, in addition to forestry, comprehensive junior college curricula. The North Dakota Century Code identified the role of MSU-Bottineau as offering programs in agriculture, forestry, and horticulture. Since then, the college has expanded its natural resource programming, and has also added programs in other areas that serve the needs of its constituents.

In the summer of 2006, the college celebrated a century (1906-2006) of excellence commemorating the determination, strength, and resourcefulness of our students, faculty, staff, and community.

Accreditation: MSU-Bottineau is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504; 312-263-0456.

Campus Enrollment: The fall semester, headcount enrollment average (1998-2008) is 602.

Management: MSU-Bottineau is one of the eleven campuses in the North Dakota University System which is governed by the seven members of the North Dakota State Board of Higher Education.

Founded: 1906.

Curricula: The College offers 42 career/technical programs as well as options leading to certificates of completion, diplomas, or AAS degrees. It also offers comprehensive transfer coursework leading to AA or AS degrees.

Location: Bottineau is a city of 2,600 residents that is located in north central North Dakota near the Turtle Mountains. Although the mountains are rolling, wooded hills interspersed with lakes; they provide a setting for a variety of recreational activities within easy commuting distance of Bottineau and give substance to the area's reputation as a "Four Seasons Playground." Lake Metigoshe, The International Peace Garden, Bottineau Winter Park, J. Clark Salyer Refuge, Lake Metigoshe State Park, and the Turtle Mountain Forest are just some of the natural assets that surround Bottineau and provide recreational opportunities as well as acres and acres of outdoor learning laboratories.

Campus: The 35-acre campus of MSU-Bottineau is located on the northern edge of the city of Bottineau. It consists of four classroom buildings, three residence halls, a student center, and an administration building.

Admission Requirements: Open enrollment to high school and GED graduates.

Parent Campus: Minot State University, Minot, ND.

I. ENROLLMENT

MSU-Bottineau enrollment numbers have been fairly fixed over the last several years with little movement in the calculation categories. However, in the fall of 2008, the campus did realize significant growth.

A. Fall 2008 Enrollment Recap

1)

Full-time	Full-time Equivalency (FTE)	Headcount
345 = 14% increase	440 = 9% increase	655 = 3% increase

B. Fall 2008 Enrollment by Various Categories

1) 213 Full-time Freshman Students = 18% increase
2) 132 Full-time Sophomore Students = 8% increase
3) 275 Distance Learning Students = 4% increase
4) 310 Part-time Students = 7% decrease
5) 42% of headcount enrollment is comprised of interactive video and online registrants.

C. Online Registration 2004-2008

1)

Semester	Registrations	+/- Change
Fall 2004	238	
Fall 2005	318	+34%
Fall 2006	369	+ 16%
Fall 2007	374	+ 1%
Fall 2008	469	+ 25%
		+76%

D. Interactive Video Classes and Credits

1)

Semester	Classes	+/- Change	Credits	+/-Change
Fall 2004	19		57	
Fall 2005	20	+5%	52	-9%
Fall 2006	17	-18%	45	-16%
Fall 2007	22	+29%	65	+44%
Fall 2008	29	+32%	80	+23%
		+48%		**+42%**

E. Impact of Additional Admissions Counselor

1) MSU-Bottineau was able to hire an additional admissions counselor because of a $98,500 appropriation awarded in 2007. Fall semester, 2008, enrollment statistics provide evidence that increasing resources in the admissions area was effective. Enrollment increases are generally attributable to a mix of factors. However, we are

confident that employing an additional admissions counselor was a prominent aspect in building enrollment this fall.

2) Following are student recruitment activities and enhancements that would not have been possible without the funding:

- Visitations at 100 more high schools and college fairs than during the 2006-2007 academic year.
- Production of better quality in-house promotional materials.
- Upgrade of the MSU-Bottineau website to a first class student recruitment tool.
- More campus preview days.
- Expanded recruitment activities into Montana and South Dakota.
- Increased prospective student contacts in Manitoba and Saskatchewan.

II. PROGRAMS OF STUDY

MSU-Bottineau fulfills the traditional community college role of preparing students for transfer as well as for employment. The college began as the North Dakota School of Forestry in 1906 and has retained the distinctiveness in programming that the former name implies.

A. Transfer Curricula

1) MSU-Bottineau offers the applicable freshman and sophomore course work for most Bachelor Degree programs. Following are examples:

Accounting	Economics	Physical Education
Agriculture	Elementary Education	Psychology
Arboriculture & Urban Forestry	English	Secondary Education
Art	Health Professions	Social Science
Biology	History	Sociology
Business Administration	Liberal Arts	Special Education
Business Education	Marketing & Management	Veterinary Science
Chemistry	Mathematics	Wildlife Management
Computer Information Systems	Pharmacy	

B. Career and Technical Curricula

1) Instruction and practical experience in career/technical fields are available at MSU-Bottineau. The curriculum requirements integrate general education with career education competencies. Following are a list of offerings:

BUSINESS
- Advertising and Marketing
- Information Management—Accounting Technician
- Information Management—Administrative Assistant
- Information Management—Medical Secretary
- Reception Services
- Bookkeeper

CAREGIVER SERVICES
- Adult and Child

COMPUTER TECHNOLOGY
- Information Technology—Computerized Office Management

- Information Technology

- Information Technology—WebMaster
- Information Technology—WebDesign

EDUCATION
- Paraeducator

HEALTH PROFESSIONS
- Medical Transcription
- Medical Coding
- Medical Assistant
- Practical Nurse (LPN)
- Associate Degree Nurse (RN)

C. Distinctive Curricula

1) Before there was an accredited school of forestry in the United States, the constitution of the State of North Dakota specified that there would be a School of Forestry in the state.
2) Original Mission Statement: Give instruction in such arts and sciences as determined by the Board of Directors, laying special stress on the encouragement of horticulture and forest culture.
3) NATURAL RESOURCE CURRICULA
   - Arboriculture and Urban Forestry
   - Environmental Technology—Laboratory and Field Technician
   - Environmental Technology—Natural Resource Management
   - Flowershop and Greenhouse Technology
   - Greenhouse Technology
   - Golf Course Grounds Technician
   - Horticulture—Floral Design
   - Horticulture—Greenhouse Technology
   - Horticulture—Landscape Design
   - Horticulture—Turf Management
   - Landscape Technology
   - Recreation Management
   - Wildlife and Fisheries Technology

III. COLLABORATIVE EFFORTS

In order to better serve constituents, the college has developed partnerships and collaborative agreements that enhance program offerings and delivery capabilities.

A. Dakota Nursing Consortium

1) Community partners
   - Minot
   - Bottineau
   - Rugby
   - Valley City

2) Healthcare facility partners
   - Heart of America Medical Center
   - Burdick Job Corps
   - Mercy Hospital

- Sheyenne Care Center
- St. Andrews Health Center

3) College partners
   - Lake Region State College
   - Valley City State University
   - Williston State College
   - Bismarck State College

B. Entrepreneurial Center for Horticulture

1) Private sector partners
   - North Star Organics
   - North Dakota Famers Market and Growers Association

2) Financial partners
   - Economic Development Administration
   - Center of North America Coalition
   - Bottineau Economic Development Corporation
   - Three local banks
   - Otter Tail Power
   - Center of Excellence Commission
   - Minot Magic Fund

3) Projected financial impact
   - 100+ new jobs
   - Gross sales in ten years = $7.9 million; total financial impact = $31.6 million

C. Share Information Technology Instructional Resources

1) Courses involved
   - CIS 180 - Creating Webpages (MSU-B)
   - CIS 265 – Networking Fundamentals (WSC)
   - CSCI 122 – Beginning Visual BASIC (LRSC)
   - CIS 211 – Website Plan and Design (MSU-B)
   - CIS 266 – Routing Protocols & Concepts (WSC)
   - CSCI 172 – Intermediate Visual BASIC (LRSC)

2) Tribal college involvement
   - CIS 147 – Principles of Information Security
   - CIS 233 – Vector Graphics/Web Animation
   - CIS 162 – Operating Systems-Windows XP

D. Instructional Program Partners

1) Minot State University
   - Accounting Technician
   - Administrative Assistant
   - Medical Secretary
   - Medical Assistant
   - Advertising and Marketing
   - Reception Services

2) Bismarck State College
   - Medical Assisting

3) Mayville State College/Lake Region State College
   - Caregiver Services

4) Valley City State University
   - Wildlife Management

E. North Central Education Consortium

1) Virtual Tech Center
2) Dual Credit Management

IV. REVIEW: 2007-2009

Through cooperative efforts, the MSU-Bottineau campus has been engaged in initiatives that meet community, state, and internal needs. The following examples demonstrate how MSU-Bottineau is participating in the work of making the University System a vital link to a brighter future.

A. Expansion of Nursing Program

1) Four communities/five healthcare facilities
2) 24 PN students/26 ADN students

B. Building the Entrepreneurial Center for Horticulture

1) Financial capacity
   - University Center Grant, United States Department of Commerce= $310,000
   - Center of North America Coalition Grant = $220,000
   - Bottineau Economic Development Corporation Grant = $ 36,000
   - Magic Fund Grant = $ 50,000
   - Private sector donations = $ 35,000

2) Three jobs added

C. Medical Transcription Program

Accredited by Association for Healthcare Documentation Integrity (AHDI).

1) There are only 13 accredited programs in the country.
2) The program experienced a 300% enrollment increase after accreditation.

D. Growth of Online Delivery

1)

	Fall 2004	Fall 2008	+/- Change
Courses	34	88	+158%
Programs	8	24	+200%
Registrations	238	469	+97%

E. Fundraising

1) Collaborate with the MSU-Bottineau Foundation to annually add $100,000 to the scholarship fund.

F. Implement Initiatives From the New Strategic Plan

1) Develop a theme that represents the mission, values, and vision of the college and reflects the institution's historical underpinnings.

After a comprehensive analysis and examination of how the campus could direct its traditional mission into a signature for the campus, the theme *"Nature, Technology, and Beyond"* was developed. It reflects the historic underpinnings of the campus as well as the requirements of today. Our *Nature, Technology, and Beyond* focus is defined as follows:

> *Established as the School of Forestry in 1906, MSU-Bottineau has consistently utilized the biological diversity of the region: the Turtle Mountain Forest, the prairie pothole region, the J. Clark Salyer National Wildlife Refuge, the International Peace Garden, and Lake Metigoshe. Using these as natural laboratories to strengthen the educational experience and continuously expanding academic and career programming, MSU-Bottineau integrates technology to prepare students not only for the present but also to go beyond and improve the future.*
>
> *Our diverse, natural surroundings provide examples of how and why we must care for the environment. Technology aids us in determining appropriate methods to solve problems and create the change necessary to maximize positive consequences to all life.*

2) Revise the college's Institutional Mission and the Vision, Values, and Goals/Priorities it embodies.

a. Institutional Mission

MSU-Bottineau provides students with a quality education in a caring environment. The institution values diversity and personal enrichment by promoting engaged learning for employment and university transfer. With the help of a supportive community, MSU-Bottineau emphasizes nature and technology to accomplish its mission through an array of curricula, programs, and services.

- Liberal arts education provides students the knowledge and tools to continue their education, to serve as good stewards of the environment, and to function as responsible citizens.
- Career/technical education provides students with the knowledge and skills required to succeed by utilizing natural, human, and technological resources.
- Distance delivery provides students increased access to education and career opportunities.
- Community education provides diverse life-long learning experiences.
- Support services provide opportunities for individual growth and success.
- Campus activities provide for interpersonal development.
- Campus outreach provides area schools and groups access to college resources.
- Workforce training and development provides the human resources for economic development.
- All programs provide a greater understanding of human diversity.

MSU-Bottineau's curricula, programs, and services take students *beyond nature and technology* and leave them with an ethic of concern and care for the natural world.

b. Vision

"MSU-Bottineau is rooted in the past and grows towards the future by combining the best from the *Past, Present, and Future* to provide students with innovative educational opportunities. The campus will emphasize a knowledge and appreciation of *Nature*, implement a rapidly changing *Technology*, and prepare students to go *Beyond* and improve the quality of life."

c. Core Values

(1) **Student Centered:** MSU-Bottineau values students, considers their needs and interests, and makes sincere efforts to respond positively to those needs and interests.
(2) **Excellence:** MSU-Bottineau college community members take pride in their work and strive for academic and professional excellence.
(3) **Learning:** MSU-Bottineau values innovation and quality as it serves the learning needs of its various constituencies.
(4) **Respect and Responsibility:** MSU-Bottineau acknowledges, understands, and supports the rights of others to express their ideas. Individual responsibility is integral to civil discourse, which enables meaningful learning experiences and informed decisions.
(5) **Diversity:** MSU-Bottineau supports and embraces diversity, which enriches the quality of the learning experience.

d. MSU-Bottineau Goals and Priorities

- Improve learning and services through ongoing assessment.
- Improve extra and co-curricular offerings.
- Provide curricular offerings to meet the needs of constituents.
- Develop the institution's *Nature, Technology, and Beyond* focus.
- Utilize all campus resources.
- Enhance residential life.
- Develop learning partnerships throughout the region and state.
- Promote global awareness.
- Promote an innovative culture in a technologically enhanced environment.

3) Begin football and fast-pitch softball programs.

After meetings with college and community groups proved there was remarkable support for beginning the program, a decision was made to embark on a fundraising campaign to gather the start up money required to initiate football and fast pitch softball. A budget analysis indicated that $200,000 was needed and $230,000 was raised. Football started fall 2008, and softball will begin spring 2009.

4) Convert a portion of first week, fall semester classes to a field trip/activity/workshop/seminar/hands-on learning experience instead of a learning experience based on seat time and traditional lectures and labs.

The college implemented a First Week Activity program fall semester, 2007, that focused on the new campus theme of "*Nature, Technology, and Beyond.*" Specific topics were as follows: water quality, web of life, climate research, GPS, and biological scavenger hunts. These activities mirrored our campus culture and our general education goals. Our First Week Activity Program was successful and was repeated in 2008.

5) Determine if there is a consensus for a name change by engaging the college and the community in a discussion.

Throughout the 2007-2008 academic year, public discourse was held regarding a name change for the college. Comments and opinions were solicited through public meetings, print media, alumni newsletters, and campus focus group discussions. Surveys were also conducted with current and prospective students, alumni, school officials, area residents, and faculty and staff.

The outcome was that a name change ought to be pursued. The new name chosen was Dakota College at Bottineau.

MINOT STATE UNIVERSITY -- BOTTINEAU
2007- 09 Appropriation Status Report

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Special Funds	252,000	368,702	334,653	34,049	9.23%
Total	5,170,250	5,385,452	4,233,808	1,151,644	21.38%

[1] Includes $252,000 for Steam Line Project ($239,095 from Oil Trust Funds)

[2] Special Fund Carryover - Thatcher Hall Addition Project

MINOT STATE UNIVERSITY - BOTTINEAU
Status of 2007- 09 Capital Repairs & Projects

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Mechanical/Electrical Upgrades	25,000	19,758	5,242	
Structural Repairs	0	0	0	
Utilities/Infrastructure	10,000	6,387	3,613	
Paving and Area Lighting*	48,977	48,744	233	
Total Extraordinary Repairs	158,702	138,346	20,356	12.83%
			48,744	
Capital Projects				
Steam Line Project	252,000	264,121	-12,121	
Thatcher Addition	316,702	295,558	21,144	
Total Capital Projects	568,702	559,679	9,023	1.59%
Total Capital Assets	727,404	698,025	29,379	4.04%
Sources of Capital Funding				
General Fund	158,702	138,346	20,356	12.83%
Oil Trust Fund	239,095	239,095	0	0.00%
Local Funds	129,607	120,584	9,023	6.96%
NDUS Transfer	200,000	200,000	0	0.00%
Total Funding Sources	727,404	698,025	29,379	4.04%

* Deferred maintenance project

MINOT STATE UNIVERSITY - BOTTINEAU
Comparison of SBHE General Fund Revised Request to Executive Recommendation and Engrossed SB2003

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	**$ 4,918,250**	**$ 4,918,250**	**$ -**	**$ 4,918,250**
Base Adjustments	**49,523**	**49,523**	**-**	**49,523**
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**4,967,773**	**4,967,773**	**-**	**4,967,773**
Prioritized SBHE Needs Based Request:				
Parity	611,742	516,993	-	516,993
Emergency Preparedness/Security	107,469	107,469	(107,469)	-
Equity	250,000	135,135	-	135,135
Two and Four-Year College Affordability	194,882		172,331	172,331
Bismarck Higher Education Center			-	-
Total Requested Increase in GF Base Funding	1,164,093	759,597	64,862	824,459
Total Base General Fund Request & Recommendation	**6,131,866**	**5,727,370**	**64,862**	**5,792,232**
Deferred Maintenance	242,551	97,021	-	97,021
Emergency Preparedness/Security	323,653		-	-
STEM Initiative			-	-
Pay-off special assessments			-	-
Bismarck HE Center			-	-
Total One-time Budget Request & Recommendation	**566,204**	**97,021**	**-**	**97,021**
2009-11 State-funded Capital Projects	800,000	800,000	-	800,000
Total 2009-11 General Fund Request & Recommendation	**$ 7,498,070**	**$ 6,624,391**	**$ 64,862**	**$ 6,689,253**
Summary - Funding Request Increase & Recommendation				
Funding Request Increase (excluding capital projects)	1,730,297	856,618	64,862	921,480
2009-11 State-funded Capital Projects	800,000	800,000	-	800,000
Total 2009-11 Gen. Fund Request Incr & Recommendation	**$ 2,530,297**	**$ 1,656,618**	**$ 64,862**	**$ 1,721,480**

MINOT STATE UNIVERSITY - BOTTINEAU
PARITY INCREASES

Parity Components	Executive Recommend	Senate Adjustments
Cost to Continue FY09 Legislative Funded Salary Increases	$96,406	$0
Total Estimated Health Insurance, Based on Premium of $825.97 per month	193,021	0
Estimated Cost of Compensation Pkg at 5% per Year	308,741	0
Subtotal Salary and Health Ins Increases	598,168	0
Estimated Operating Inflation of 2% and 2.2% (excluding utilities)	24,787	0
Utilities Increase	66,369	0
Estimated Utiltiy Cost of New Bldgs	NA	NA
Total Estimated Increases in Parity	$689,324	$0
Parity Funding		
General Fund Portion of Parity Increases	$516,993	$172,993
Student Share of Parity Increases	172,331	-172,993
Total Esimated Increases in Parity Funding	$689,324	$0

MINOT STATE UNIVERSITY – BOTTINEAU
Estimated Tuition Increases
Needed to Fund Student Share of Parity

Assumes 5% annual salary increases

Student share, assuming 5% Salary Increase	State Increase Needed to limit 09-11 tuition incr to 0%	Est Revenue 2% 2yr	State Increase Needed to limit 09-11 tuition incr to 2%	Est Revenue 4%	State Increase Needed to limit 09-11 tuition incr to 4%	Est Tuition Incr Needed to Fund Parity
172,331	172,331	73,050	99,281	146,100	26,231	4.7%

MINOT STATE UNIVERSITY – BOTTINEAU
2009-11 Equity Allocation

2009-11 Budget Request - LTF Plan Model, with minimum of $250,000 or 52% of peers	Executive Recommendation	Senate Adjusments	Engrossed SB2003
$250,000	$135,135	0	$135,135

Targeted uses of equity funding:

1. Additional operating funds (excluding utilities) for Plant Services, Support Services and Academic Support/Instruction. These funds are needed, in addition to the inflationary increase provided under parity, to cover the estimated cost of providing support services to students, faculty and staff. Cost for printing, transportation, travel, supplies have increase beyond the annual inflationary adjustments.

2. Additional equipment funds (over/under $5,000): Currently, MSU-B budgets approximately $120,000 ($60, 00 per fiscal year) for equipment. Request for equipment, received from campus departments, usually exceed available funding by 50%. This has caused replacement cycles for computers to increase from 3 to 4 years and has delayed the purchase of classroom technology (e.g. student response systems, software updates, projection systems).

3. Additional funding for faculty salary pools: Additional funding for adjunct faculty pools would provide necessary resources for meeting short term instructional needs and for additional release time for faculty to attend professional development activities. Faculty salary pools have decreased radically in the past 5 years in order to provide funding for higher market rates for new faculty.

4. 1.0 FTE for Caregiver Program: This program will allow students the opportunity to receive the basic skills and training they need to gain employment as care giver aids in personal residences, day cares, group homes and nursing homes. The focus of this program will be on safety, patient care, and support services. Students pursing the AAS degree will be required to complete general education coursework to gain the necessary "soft skills" required to be successful with customers and colleagues.

MINOT STATE UNIVERSITY - BOTTINEAU
Emergency Prepardeness and Security

	2009-11 Budget Request	Executive Recommendation	Senate Adjusments	Engrossed SB2003
Base Increase	$107,469	$107,469	-$107,469	$0
One-Time Request	$323,653	$0	$0	$0

Base Increase of $107,469 would provide funding for campus security at a ratio of 1 FTE to 900 students, but not less than 1 FTE. Would also assist with campus planning and implementation of the emergency notification system, emergency response plans, continuum of government (COG) and includes funding to cover the annual fee for the NotiFind emergency notification system for students.

One-time request would provide funding for updating facilities with safety upgrades, including: keyless card entry, fire alarms, public announcement systems, security cameras, building alarms, improved lighting, telephone system upgrades to include a phone in each room and emergency power upgrades.

In light of tragic events on several campuses during the past year, it is imperative that the campus continue with the development of an emergency preparedness plan and invest in equipment/systems to improve emergency communications and campus security. This project would improve campus communications and security by installing a campus-wide PA system, message board monitors, electronic door locks and security cameras in accordance with the campus emergency preparedness plan. In addition, this project would address recommendations made by the North Dakota Department of Homeland Security during a site assistance visit made on January 22, 2008 (see pages 25-26).

MINOT STATE UNIVERSITY - BOTTINEAU
2009-11 Extraordinary Repairs and Capital Projects

2009-11 Budget Request		
Extraordinary Repairs	109,725	
Deferred Maintenance	242,551	
Capital Project - Boiler Replacement	800,000	
Entrepreneurial Center for Horticulture	2,000,000	
Total 2009-11 Capital Assets Request	3,152,276	
2009-11 Recommendation & Senate Adjustment		
Deferred Maintenance	(145,530)	
Total 2009-11 Engrossed SB2003	3,006,746	
Funding Sources		
General Fund	1,006,746	
Other Funds	2,000,000	
Total 2009-11 Capital Assets Funding Sources	3,006,746	
Extraordinary Repairs Projects		
Misc. Small Projects less than $50,000	49,000	
Mechanical and Electrical Upgrades	21,000	
Utilities and Infrastructure	10,000	
Paving and Area Lighting	29,725	
Total Extraordinary Repairs Projects		109,725
Deferred Maintenance Projects		
Structural Repairs	65,100	
Misc. Small Projects less than $50,000	31,921	
Total Deferred Maintenance Projects		97,021
Capital Projects		
Boiler Replacement	800,000	
Entrepreneurial Center for Horticulture	2,000,000	
Total Capital Projects		2,800,000
Total 2009-11 Capital Repairs & Projects		3,006,746

MINOT STATE UNIVERSITY – BOTTINEAU
2009 – 2011 Capital Projects

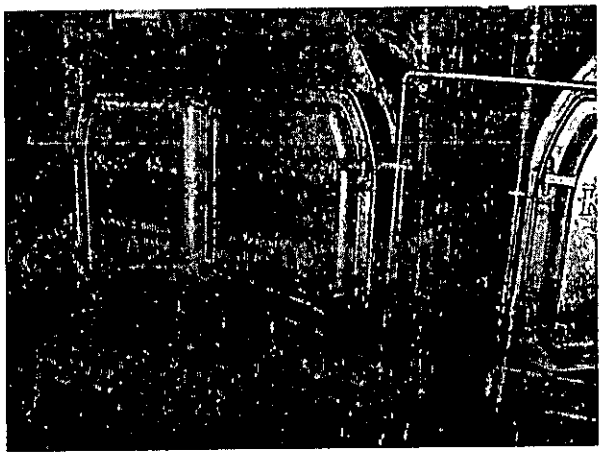
Boiler Replacement

Funding Source

General Fund:

$800,000

The two existing coal boilers are 60 years old and, although these aging boilers receive regular maintenance, they are deteriorating and should be replaced with modern, more efficient units supported with the appropriate environmental systems. An engineering firm, Prairie Engineering P.C., was engaged to review the configuration and condition of the coal fired boilers. Their recommendation is to replace the existing boilers and stokers with new ones and to integrate a fly ash collection system. The North Dakota Department of Health prohibits burning lignite with the current boiler system because the generated emissions would exceed allowable limits established by the EPA. Currently, sub-bituminous coal is trucked from Montana and is used in order to meet air emission standards. Additionally, as part of this project, asbestos insulation will be removed from all steam and water lines attached to the current boilers and replaced with fiberglass insulation.



Entrepreneurial Center for Horticulture

Special Funds:

$2,000,000

This project includes the construction of high tunnel greenhouse and modification of current greenhouse to include classroom, office, and laboratory space.

Project Cost: Total estimated project cost is $2,000,000.

Source of Funding: Federal grants and private (corporate) sponsors.

The proposed Entrepreneurial Center for Horticulture will seek to play a dynamic role in revitalizing North Dakota's rural communities. The depletion of the population in these areas is well documented. According to the 2000 census, only six of North Dakota's 53 counties have gained population since 1990, and in the '90's, the state lost 2,200 farms.

The Center would achieve its objective by creating and providing value-added and economically viable retail and educational opportunities for agriculture and small businesses in rural North Dakota. This activity would be accomplished through the establishment of a vegetable production demonstration site and learning center located on the MSU-Bottineau campus. The site would be an example of what will work for North Dakota farms and businesses.

The consumption of vegetables by U.S. consumers is expected to continue to rise through the year 2020 and ready-to-eat, convenience products will be in high demand; and, an opportunity for market growth appears to exist in specialty vegetables. In addition, markets for organic vegetables have been developing for decades and fresh produce is the top selling category in retail sales. An opportunity exists here as well because organic greenhouse production is underdeveloped in the United States.

In order to meet its goal, the Entrepreneurial Center will have a threefold mission:

- Determine and develop specialty vegetable crops that are viable and add value to new or existing enterprises.
- Determine and develop the organic market.
- Provide educational services pertaining to product propagation and marketing as well as business planning.

The overarching objective of the project is to provide the infrastructure needed to allow the vegetable production industry in North Dakota to flourish. An Entrepreneurial Center for Horticulture on the campus of MSU-Bottineau is an integral part of making this happen.

Funding partners include Center of Excellence, federal grants and private sponsors.

NDUS 2009-11 Major Capital Projects Requests
Approved Priorities

Piroity Rank	Project Description	Campus	Costs State	Other	Total
Ranked State Funded Projects for the 11 Campus					
1	Horton Hall Renovation	NDSCS	5,700,000		5,700,000
2	NDUS and UND Joint IT Facility	NDUS/UND	11,200,000		11,200,000
3	Wind Energy Project	LRSC	2,609,920		2,609,920
4	Coal Boiler Replacement	MISU-BC	800,000		800,000
5	Physical Plant Building/Replace Boiler	MISU	3,750,000	6,250,000	10,000,000
6	Science-Library Building Renovation and Addition (Including Raising of East and West Hall)	MASU	4,958,325		4,958,325
7	Minard Hall - Phase III	NDSU	13,000,000		13,000,000
8	Renovation and Addition to the Education Building	UND	11,200,000		11,200,000
9	Stoxen Library Addition-Phase I	DSU	8,820,000		8,820,000
10	Science Lab Renovation	WSC	1,610,000		1,610,000
11	Technical Center Renovation	BSC	9,590,500	409,500	10,000,000
12	LD Rhoades Science Addn & Renovation	VCSU	11,245,000		11,245,000
Total Ranked State-Funded Projects - 11 Campuses			84,483,745	6,659,500	91,143,245

MINOT STATE UNIVERSITY - BOTTINEAU

Outstanding Deferred Maintenance From 2006 Master Plan,
Adjusted for 2007-09 Funding, Plus CPI Adjustment

07-09 Outstanding Deferred Maintenance, per 2006 Master Plans	Less 2007-09 one-time deferred maintenance funding	Less deferred maintenance addressed in funded 07-09 capital projects	07-09 Outstanding Def Mnt, less funding in 2007-09	Est increase of 5% per year, based on BLS All Urban Consumer Index for Mpls/St Paul	Balance 07-09 Deferred Mnt (per 2006 Master Plan) adjusted for CPI	Distribution of $50 million in 09-11 Budget Request	Distribution of $20 million in 09-11 Exec. Recommend
$531,000	($48,977)	$0	$482,023	$49,407	$531,430	$242,551	$97,021

MINOT STATE UNIVERSITY - BOTTINEAU
Utilities Information

	Total Actual 2005-07	Total Est. 2007-09	Total Est. 2009-11
A. Square Feet	244,538	244,538	244,538
B. Coal:			
1. Quantity	1,762	1,745	1,800
2. Ave Unit Cost	$60.32	$77.86	$87.24
Subtotal	$106,322	$135,972	$157,023
C. Heating Oil:			
1. Quantity	20,538	15,000	20,000
2. Ave Unit Cost	$2.03	$2.88	$3.48
Subtotal	$41,610	$43,840	$69,623
D. Propane			
1. Quantity	42,911	40,494	44,000
2. Ave Unit Cost	$1.25	$1.91	$2.31
Subtotal	$53,450	$77,500	$101,518
E. Electricity			
1. Quantity	2,697,239	2,731,166	2,740,000
2. Ave Unit Cost	$0.04	$0.04	$0.05
Subtotal	$102,680	$121,800	$135,630
F. Water/Sewer/Solid Waste Removal-Cost	$42,163	$48,483	$49,000
G. Telephone-Total Cost	$32,273	$33,245	$33,000
H. SUBTOTAL (B through G)	$378,498	$460,840	$545,794
I. Net Increase (Decrease) Due to Performance Contracting (From Page 2-Line Q) Contract Start Date 08/13/2003 Contract End Date 08/01/2013	$93,167	$93,167	$93,167
J. TOTAL UTILITIES	$ 471,665	$ 554,007	$ 638,961
% Increase from preceding period	24.84%	17.46%	15.33%

ACQUISITION / MODIFICATIONS:

1. Acquire and install back-up generator for the electric blowers for the Power Plant in order to provide heat to campus facilities during electric power outages. Even though a majority of the heat provided during colder temperatures is provided through coal burners, the air cannot be transferred to the other facilities if the blowers are not operable.
2. Acquire and install anti-vehicle bollards around the main transformer near the Power Plant – See figure #3. The location of this transformer (at an intersection) could result in an accident, especially when road conditions are icy.
3. Acquire and install anti-vehicle bollards in front of the propane tank near the Maintenance Office – See figure #4. An alternative to this would be to re-locate the tank and feeder lines away from the facility.
4. Acquire and install bollards in front of air intake in rear of dining facility or make it a no parking area. Damage can be seen in figure #2 from a vehicle that has pushed the trash receptacle into the intake vent.
5. Cover up or secure sky light in chemical storage vault to prevent an individual from access the vault through the roof. The chemical storage facility contains dozens of potentially dangerous chemicals. See figure #5.
6. Place security screen or security mesh screen over window leading into the chemistry lab. See figure #6.
7. In light of the recent college and university shootings, a myriad of reports and studies have come out making recommendations to provide a safer and more secure environment to educational campuses. Most of the studies recommend installing cameras and keyless entry systems to all facilities or facilities designated as critical throughout the campus. MSU Bottineau should consider the purchase and implementation of these systems.
    - Closed Circuit TV (CCTV) should be implemented for MSU Bottineau. Cameras should be web based with digital memory capability. IP addresses should be provided to key staff officers as well as local law enforcement for monitoring or response as needed. Cameras should be placed at each exterior entry door.
    - All entry doors to each of the facilities should be replaced with keyless systems i.e. magnetic card swipe or key fob systems. A re-keying system can either be done through conventional hard/metal locks/keys, magnetic/digital swipe card systems or a combination of both. The following web site is only an example of a mixed digital/metal lock system. The ND Fusion Center does not recommend any one company or contractor/product over another. The MSU Bottineau management should conduct its own research and choose a company/provider as deemed fit for its campus.
    - Re-keying and camera utilization can be cost prohibitive or limiting. As a minimum, those facilities listed in the Significant Asset Table (page 9) should be considered as a "priority" for these systems. At Gross Hall (women's dormitory), cameras should be placed at each exterior door, within the foyer and at the top of the stairs: See figure #7.
8. Another recommendation from the many reports and studies is to implement a campus wide notification system during emergencies. This should be pursued through both high tech (telecommunications or IT systems) and low tech systems such as public address systems and sirens.

- Pursuit and acquisition of the NotiFind call system should be considered. NotiFind enables users to quickly and effectively contact key personnel in a time of crisis, deliver critical messages and receive important data via the latest technological advances in crisis communications. Plans are being worked out through the North Dakota University System for the purchase of this wide area notification system.
- Placement of a campus wide pubic address system should be considered. Key staff and administrators would need to create pre-designated messages that can be addressed to either all facilities, or key designated facilities.
- The use of an outside wide area siren system should also be considered. This system can be used for "all hazards" and not just acts of violence. Audible tones (coded for specific hazards) could be utilized, or voice messages could also be used.

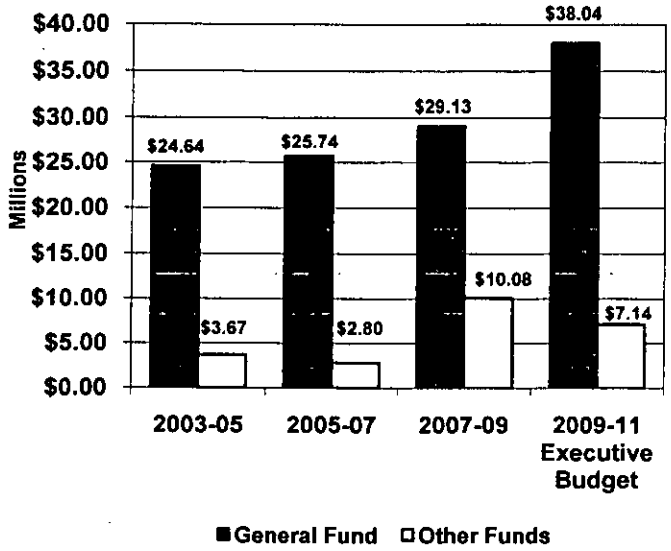
9. Mail room - block air return or close/evacuate adjacent offices when opening mail. This will prevent any potential hazardous materials from re-circulating back into the admin offices if opened up in the mail room. See figure #8.
10. The consolidated dining room within the dining facility in Mead Hall has two doors leading into it. There is no other means of egress. In the event of an armed individual, students and staff would have to pass through the danger area in order to escape. A separate set of exit doors should be constructed within the consolidated dining room (either along the back West wall or North wall) for easier escape or emergency egress. There is an egress avenue through the back entrance used for bringing in supplies. This passage should be marked and kept open for another potential egress route. See figure #9.
11. Replace the glass enclosed casing for the IT telecommunications equipment located in the IT Directors office with a more secure cabinet. Keys should not be kept in the cabinet at any time, but maintained in a secure location known only to trusted staff or key personnel.
12. Acquire and install locking mechanisms (dead bolt locks or similar) for the interiors of each classroom or critical designated facility / room. A master set of keys should be provided to and controlled by key staff/administrators and local law enforcement.

Department 238 - State College of Science
Senate Bill No. 2003

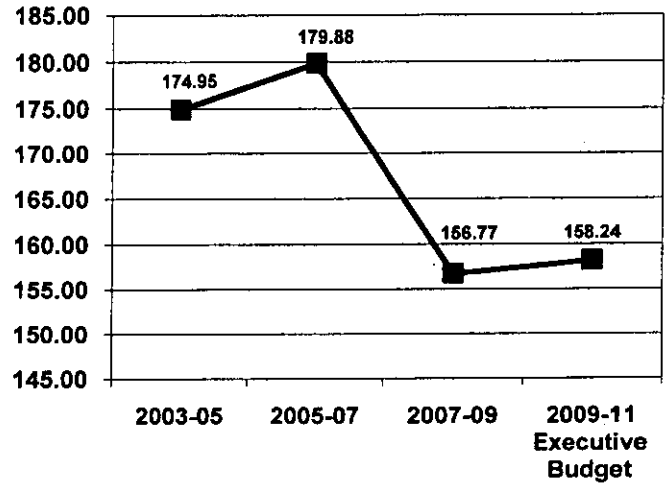
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	158.24	$38,038,068	$7,136,000	$45,174,068
2007-09 Legislative Appropriations	156.77	29,126,813	10,084,420	39,211,233[1]
Increase (Decrease)	1.47	$8,911,255	($2,948,420)	$5,962,835

[1]The 2007-09 appropriation amounts do not include an adjustment to special funds appropriation authority of $328,798.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$31,303,925	$6,734,143	$38,038,068
2007-09 Legislative Appropriations	28,143,700	983,113	29,126,813
Increase (Decrease)	$3,160,225	$5,751,030	$8,911,255

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $2,975,090 for the following:			
Costs to continue fiscal year 2009 salary increases	$434,546		$434,546
5 percent per year salary increases	1,391,632		1,391,632
Health insurance increases	697,125		697,125
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	140,266		140,266
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	290,521		290,521
Utilities for new facilities (construction technology building) coming online in the 2009-11 biennium	21,000		21,000
Total	$2,975,090		$2,975,090
Provides equity funding of $135,135 (The executive recommendation includes a $10 million increase for equity distributed among the 11 higher education institutions.)	$135,135		$135,135

3. Provides funding of $50,000 for emergency preparedness and security, including 1 new FTE position. **The Senate removed this funding and related FTE position.**	$50,000		$50,000
4. Provides ongoing funding for extraordinary repairs of $753,332, the same level of base funding provided for the 2007-09 biennium			
5. Provides **one-time funding** for repairs, maintenance, and security	$1,034,143		$1,034,143
6. Provides **one-time funding** for major capital projects, including $5,700,000 from the general fund for renovation of Horton Hall, $1,136,000 from other funds for parking lot construction, and $6,000,000 of other funds for renovation of Robertson Hall	$5,700,000	$7,136,000	$12,836,000
7. Removes one-time extraordinary repair funding provided in the 2007-09 biennium	($633,113)		($633,113)
8. Removes one-time major capital project funding provided in the 2007-09 biennium		($10,084,420)	($10,084,420)
9. Removes one-time funding provided in the 2007-09 biennium for a nanoscience technology training program	($350,000)		($350,000)
10. Adjusts the number of FTE positions by 0.47 FTE position pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Bond issuance authorization - Section 15 authorizes the State Board of Higher Education to arrange for the issuance of $7,136,000 in revenue bonds for renovation of Robertson Hall ($6,000,000) and parking lot construction ($1,136,000) at the State College of Science.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

North Dakota State College of Science

61st Legislative Assembly

Senate Appropriations Committee

Ray Holmberg, Chairman
Bill Bowman, Vice Chairman
Tony S. Grindberg, Vice Chairman
Randel Christmann
Tom Fischer
Ralph L. Kilzer
Aaron Krauter
Karen K. Krebsbach
Elroy N. Lindaas
Tim Mathern
Larry J. Robinson
Tom Seymour
Rich Wardner
John Warner

with the exception of the following pages, the same testimony was given to the House

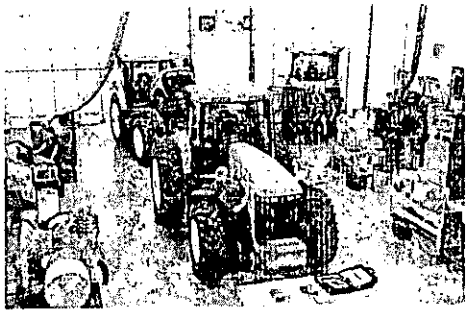
Senate Bill 2003

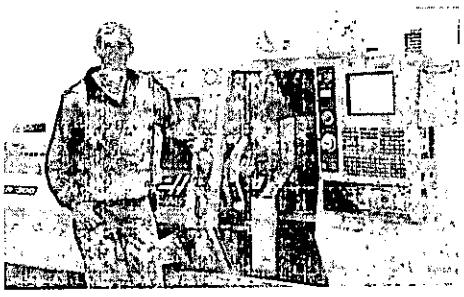
January 14, 2009

What Makes NDSCS Different Than Other Institutions?

Quality CTE Programming Requires a Greater Investment*

- Specialized equipment and higher operating costs are ten times higher
- High faculty to student ratios are eight times more costly
- Large and/or dedicated instructional facilities require eleven times more physical space

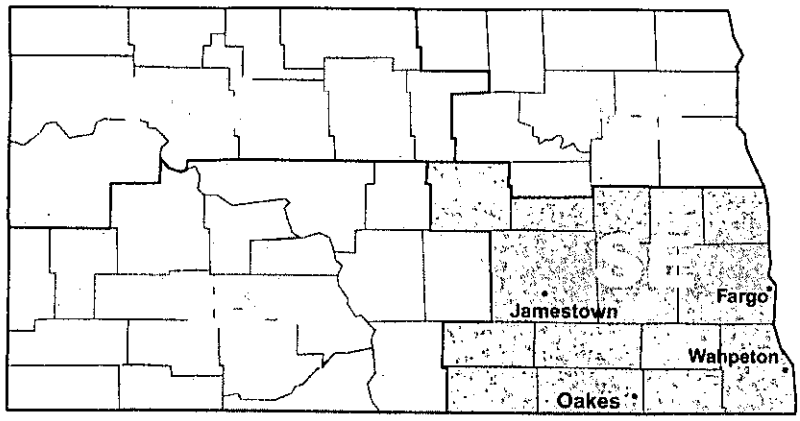




** When compared to NDSCS Liberal Arts and transfer programs*

TrainND – Southeast Region 2007-08

NDSCS has TrainND offices in four communities to serve the Southeast Region of North Dakota including: Wahpeton, Fargo, Jamestown and Oakes.



Businesses/Participants Served

	Unduplicated	% Repeating
Number of Businesses Served	642	62.6%
Number of Participants Served	2,787	N/A

	Participants	Employers
Satisfaction with Training Provided	98.8%	99.8%
Satisfaction with Responsiveness to Training Needs	N/A	100%

NDSCS provides approximately 51,000 hours of training annually. Every dollar invested by the North Dakota Legislature in NDSCS TrainND generated an additional $4.44 in training activities to business and industries served by the Southeast Region.

2007 – 2009
General Fund Appropriation Budget Review

*The Legislature provided a $350,000 special appropriation to be used in FY 08 and FY 09 for Nanoscience and Technology Training for costs associated with "the development of the nanoscience technician program and nanotechnology applied science laboratory and related emerging technology programming." The purchase and installation of specialized equipment was one of the approved uses identified in the language. Listed below is a partial list of the equipment that was purchased:

SEM (Scanning Electron Microscope)	$120,000
Fume Hoods	$39,500
Class 100 Cleanroom	$20,000
High Pressure Liquid Chomatography System	$45,000
MEMS Inspection Station (Model 9072)	$80,000
Salaries and benefits	$45,500

NDSCS 2007-09 Extraordinary Repairs

Campus	SPECIALS	$70,910.00	Special assessments allocated to the college.
Heating Plant	Boiler Repairs- reducing station, grate, angles	$92,000.00	Various repairs to three gas boilers, one coal boiler and bag house required for environmental emissions.
Heating Plant	Repair part of roof in Section E1 that is leaking.	$40,000.00	Replace 40 year roof that leaks.
BLIK	Fire alarm upgrade.	$50,000.00	Fire alarm system has replace. System was outdated, not up to code and had faults recently.
TT2	Upgrade Exhaust system for welding lab	$145,000.00	First year welding lab with an inadequate exhaust system that was upgraded.
BLIK	Upgrade pool filter system	$132,000.00	Replace pool filter system, heating boiler and chemical feed system that did not operator properly.
Heating Plant	Centralized Building Control Computer	$17,814.00	Replace a centralized automated building control computer that failed.
Ballweber	Upgrade fire alarm	$25,000.00	Fire alarm system was outdated and 50 years old. System updated to meet code.
Academic Buildings	Elevator Maintenance	$13,000.00	Elevator repairs on various academic buildings.
Bisek	Design options for oil issue & sanitary system	$3,606.43	Design and update oil collection system discharging into the sewer system to resolve concerns by the city.
Cultural Center	Replace Chiller	$50,000.00	Replace the chiller system that has been operating with half capacity due to a failed compressor.
GAHC	Re-configure nursing lab room 124	$9,234.90	Reconfigure and update nursing lab along with sprinkler system and electrical.
TT2	Clean/paint welding shop rm 146	$13,750.00	Clean and re-paint welding lab area.
TT2	Install Handicap lift - Unable to secure GRANT	$21,140.74	Install handicap lift in machine tooling area to accommodate student needing assistance to the second floor.

NDSCS 2007-09 Extraordinary Repairs

TT2	Relocate & install electrical distribution system for Haas	$35,000.00	Replace machine tooling equipment to a different lab and install appropriate electrical feed system needed for the equipment.
BLIK	Replace tube bundle in water heater	$3,099.06	Tube bundle had failed.
Student Center	Replace element in heat bundles	$2,915.00	Replace failed heating water heater elements for part of the student center and kitchen area.
Tech Center	Install santana partitions in 162	$1,639.71	Replace damaged bathroom partitions.
Tech Center	Repair overhead door - parts falling off	$1,444.41	Repair overhead door in lab.
Land	Remove 2 underground fuel tanks W of PMC	$17,993.66	Remove two underground fuel oil tanks that we were required to be removed and dispose of any contaminated soil.
Ballweber	Build Hazardous Material holding area for used thinners	$5,336.31	Build and relocate hazardous material holding area for thinners in autobody area.
Ballweber	Upgrade sprinkler system in paint booth	$2,054.04	Upgrade sprinkler system in paint booth area to meet codes.
Ballweber	Ventilation - shop air handler in Lab 101	$126,000.00	Installed air handling system to improve air quality.
Bisek	Paint entire lab 162	$800.00	Patch walls and repaint lab.
BLIK	Replace ceiling tile in locker room shower areas & toilet partitions	$25,610.26	Abate and replace asbestos ceiling tile in locker room and shower areas with a water resistant tile.
Academic Buildings -	Carpet replacement for two years	$50,000.00	Carpet replacement in areas of safety concern due to tripping hazards.
Land	Concrete sidewalk replacement.	$50,000.00	Replace sidewalk areas creating safety hazards and ADA code issues.
Haverty	Remove old shelving replace with stainless room 238	$2,058.91	Update lab shelving with chemical resistant stainless steel material.

NDSCS 2007-09 Extraordinary Repairs

Bisek	Replace exhaust fan in lab 138	$4,000.00	Upgrade exhaust system in lab to improve air quality.
Bisek	Install Handicap door opener on North door	$3,171.02	Install handicap door opener to meet ADA concerns.
Academic Buildings -	Keyless Entry - 11 doors	$44,000.00	Install keyless entry on 4 academic buildings for security reasons.
PMC	Replace Overhead Doors, 12 big and 1 small.	$26,258.03	Replace overhead doors that were original with the building with energy efficient insulated doors.
Mechanical Systems	Complete re-roof	$127,000.00	Replace 34 year old roof that has been patched numerous times.
Tech Center	Repair roof	$4,000.00	16 year old roof that has developed a few leaks needing repairs.
Academic Buildings -	Replace yale panic bars	$4,136.00	Replace panic bars on entry doors that do not operate properly and indirectly results on other door damage.
Barnard Hall	Electrical distribution upgrade in lab 126	$697.37	Rewire and upgrade electrical distribution on lab.
Haverty	2nd floor hallway asbestos abatement & tile replacement	$18,000.00	Abate and replace asbestos floor tile with new floor tile.
Horton Hall	Replace exterior door in copy center Room 107	$1,553.98	Replace exterior door.
Horton Hall	Update Cost estimate to remodel building - Arch only	$1,500.00	Update the previous Horton Hall costs completed in 2002.
Land	Repair sewer vault #6 from Water Backup June Flood 2007	$3,226.14	Addition costs for sewer back-up that was not covered by insurance.
OM	Repair "S" on Steeple	$2,698.00	Repair the lights in "S" on the steeple of Old Main. This required a crane.
Haverty	122/123/123A Replace carpet/tile and remove cabinets	$67,568.72	Replace tile/carpet. Patch walls and paint.
		$1,386,450.00	

NDSCS Comparison of SBHE General Fund Revised Request, Executive Recommendation and NDSCS Request

1	2	3	4	5
	SBHE 2009-11 Prioritized GF Revised Request	Total Executive Recommendation For NDSCS	Executive Recommendation Over (Under) Budget Request	NDSCS Request
2007-09 Original General Fund Appropriation	$ 29,126,813	$ 29,126,813	-	
Base Adjustments	(983,113)	(983,113)	-	
2007-09 Adjusted General Fund Appropriation Net of Base Adjustments	28,143,700	28,143,700	-	
Prioritized SBHE Needs Based Request:				
Parity	3,544,519	2,975,090	(569,429)	
Emergency Preparedness/Security	50,000	50,000	-	
Equity	250,000	135,135	(114,865)	
Two and Four-Year College Affordability	1,138,011		(1,138,011)	991,697
Total Requested Increase in General Fund Base Funding	4,982,530	3,160,225	(1,822,305)	991,697
Total Base General Fund Request & Recommendation	**33,126,230**	**31,303,925**	**(1,822,305)**	**991,697**
One-time Budget Requests:				
Deferred Maintenance	2,585,358	1,034,143	(1,551,215)	
Emergency Preparedness/Security	1,919,766		(1,919,766)	
STEM Initiative	386,300		(386,300)	
Pay Off Special Assessments	193,129		(193,129)	
Total One-time Budget Request & Recommendation	5,084,553	1,034,143	(4,050,410)	
2009-11 State-Funded Projects	5,700,000	5,700,000	-	
Total 2009-11 General Fund Request & Recommendation	**$ 43,910,783**	**$ 38,038,068**	**$ (5,872,715)**	**$ 991,697**

Emergency Preparedness and Security Operating

Base Funding Request $50,000

Provides funding for additional campus security at a ratio of 1 FTE to 900 students, but not less than 1 FTE. Also, adds public safety officers to assist with campus planning and implementation of the emergency notification system, emergency response plans, continuum of government (COG) and other activities as follows: (1.0) FTE position shared by BSC, DSU and NDUS-Office ($84,000 included in BSC request); (1.0 FTE) position shared by MiSU, MiSU-BC and WSC ($84,000 included in MiSU request); (2.0) FTE positions shared by UND, LRSC, and MaSU ($168,000 included in UND request); and, (2.0) FTE shared by NDSU, NDSCS, and VCSU ($168,000 included in NDSU request). Also includes funding to cover the annual fee for the NotiFind emergency notification system for students.

NDSCS currently has three full-time officers and a half-time clerical position. While the addition of another full-time officer would enhance emergency preparedness and security, NDSCS will be unable to provide 24/7 campus coverage.

Overview of Budget Request

NDSCS Requests:

1. College Affordability **$991,697**

Funding would cover 100% of the parity cost increases at NDSCS, instead of the traditional allocation of 75% to the state and 25% to the student. This would allow NDSCS to cap tuition rates in FY09-FY11 and, if funded consistently over a period of years would ensure NDSCS tuition rates remain affordable for those students least able to afford a college education.

NOTE: The ability to cap tuition rate increases, as outlined above, is contingent upon the following budget assumptions:
1.Parity costs are fully funded, and
2.NDSCS does not experience significant enrollment declines.

2. NDSU and UND Joint IT Facilities **$11,200,000**

NDSCS supports the restoration of the North Dakota University System information technology facility to the capital construction project list. This project is of critical importance to the housing and facilitation of NDUS technology operations. Emphasis must be placed on the physical conditions that exist and on protecting our sizable IT investment. The current facilities represent a significant infrastructure risk if an electrical failure or flooding would occur and/or as a result of continued building deterioration.

NDSCS Priority Needs

As part of the strategic planning process, NDSCS leaders have identified five priority needs for the next biennium. To continue serving North Dakota, NDSCS intends to:

1. Enhance student learning and success
   - Begin the three year phased in FYE course initiative
   - Integrate intake advising (entry level) into current advising model
2. Improve effectiveness and efficiency of college systems and processes
   - Develop and implement an NDSCS Quality Program Initiative
   - Prepare and deliver an educational/training plan
3. Provide state-of-the-art technology for students and staff
   - Examine delivery methods for current programs and explore flexible delivery options
   - Implement social media tools such as blogs and/or virtual marketing campaign
4. Enhance the image of NDSCS
   - Define NDSCS market niche
   - Develop a college-wide marketing and recruitment plan
5. Sustain financial stability
   - Develop strategies to increase on-campus enrollment
   - Seek out additional partnerships and shared-cost agreements

North Dakota State College of Science

61st Legislative Assembly

House Appropriations Committee - Education and Environment Division

Bob Skarphol, Chairman
Francis J. Wald, Vice Chairman
Kathy Hawken
Matthew M. Klein
Joe Kroeber
Bob Martinson
Kenton Onstad
Clark Williams

Engrossed Senate Bill 2003

March 5, 2009

System Functioning

NDSCS Strategic Planning Process

- Economic Development Connection
- Education Excellence
- Flexible and Responsive System
- Accessible System
- Funding and Rewards
- Sustaining the Vision

- Enhance the image of NDSCS
- Enhance student learning and success
- Improve effectiveness and efficiency of college systems and processes
- Provide state-of-the-art technology for students and staff
- Sustain financial stability

- Develop and implement an NDSCS image campaign (2008-2010)
- Implement FYE course and intake advising model (2007-2009)
- Develop and implement the NDSCS Quality Improvement Plan (2007-Dec. 2008)

System Functioning

Mission Statement

The North Dakota State College of Science is a comprehensive, associate degree-granting college founded on a tradition of quality and integrity. We deliver learner-focused education through a unique and evolving collegiate experience. Using innovative delivery strategies, NDSCS anticipates and responds to statewide and regional needs by providing access to occupational/technical programs, transfer programs, and workforce training.

Vision Statement

To enrich people's lives through responsive lifelong learning in a dynamic educational and technological environment.

Our Values

Learning - We engage the campus community in a lifelong learning environment inside and outside the classroom.

Integrity - We work with others and conduct ourselves in a respectful, ethical, honest and trusting manner.

Flexibility - We consider ideas from all sources and adapt to the needs of our patrons.

Excellence - We deliver superior programs and services that distinguish the college from its peers.

System Functioning

NDSCS Unique Programs

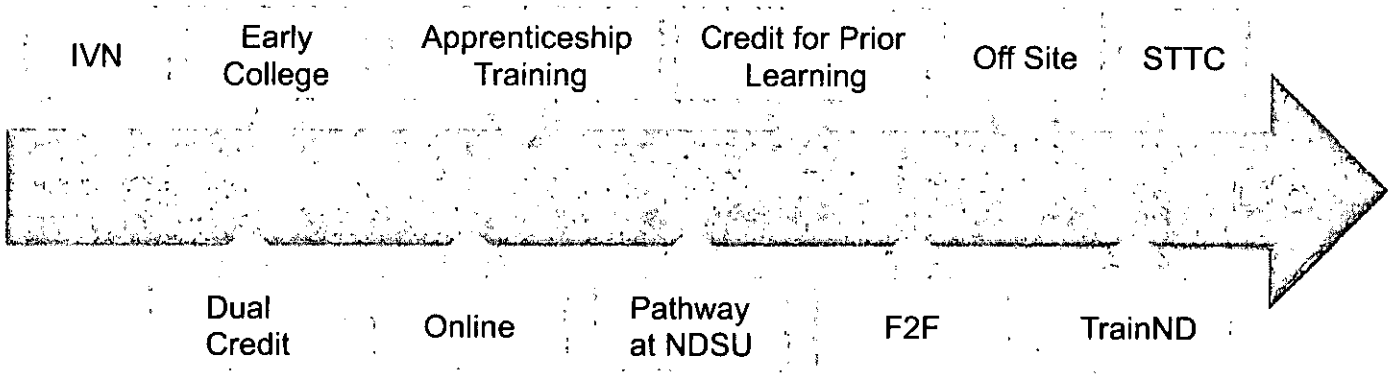
The following programs offered at NDSCS are unique to the North Dakota University System (NDUS) at the associate, diploma, or certificate level according to the report: "Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 2007-June 20, 2008."

- Architectural Drafting and Estimating Technology
- Automotive and Diesel Master Technician
- Bio-fuels Technology
- Building Construction Technology
- Caterpillar Dealer Service Technician
- Civil Engineering and Surveying Technology
- Construction Management Technology
- Culinary Arts
- Dental Assisting
- Dental Hygiene
- Electrical Technology
- Electronics
- John Deere Tech
- Machinist and Toolmaker
- Nanoscience Technology
- Occupational Therapy Assistant
- Pharmacy Technician
- Plumbing
- Recreational Engines Technology

Accessibility

Integrated Educational Continuum

NDSCS is creating multiple entry points to allow a more diverse student to obtain a college degree.



- Establish an integrated educational continuum through an associate's degree which allows individuals to utilize their education, training and work experiences to obtain their desired educational goal
- Flexible and responsive when affordable, critical mass, short course, night, weekends
- Create learning objectives/modules that when successfully completed can be put together to allow an individual to obtain a certificate, diploma or an associates degree

NDSCS Recent Academic Changes

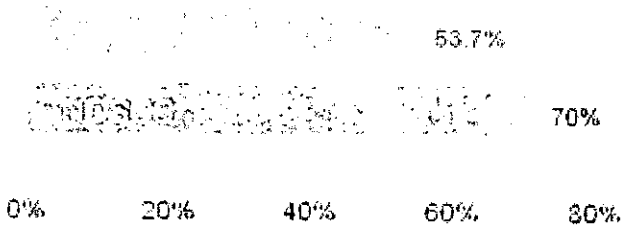
In recent years, due to our on-going comprehensive program review process, NDSCS has made 16 program modifications in to meet the needs of business and industry in the state.

Program/Department	Changes
Agriculture	New: Animal Science option (A.A.S.)
Office Administration	New: Administrative Office Management - third-year option (A.A.S.) Discontinued options – Office Assistant (Certificate) -Legal Administrative Assistant (A.A.S.)
Construction Management Technology	Change: Reconfigured Construction Management Technology curriculum from a third-year A.A.S. program to a stand alone two-year A.A.S. program New: Online delivery option developed
Technical Studies	New: Added a new Technical Studies – Journeyworker Track -Awards 32 credits for completed apprenticeship training program -Developed in collaboration with key businesses and industries and the U.S. Department of Labor: ND Office of Apprenticeship
Nanoscience Technology	New Program: Diploma and Certificate options developed
Bio-fuels Technology	New Program: A.A.S, Diploma, and Certificate options developed
Biotechnology	New Program: A.A.S, Diploma, and Certificate options developed
Microelectronics Technology	New Program: A.A.S, Diploma, and Certificate options developed
Electronics	Change: Inactivated program due to enrollment. Incorporated relevant content into Microelectronics Technology program
Applied Science and Technologies Department	New: Created new department in which to locate emerging technology degrees
Nursing	New: Developed LPN Bridge program for certificate degree practical nurses to earn an A.A.S. degree in Practical Nursing
Civil Engineering and Surveying Technology	New: Online delivery option developed
Pathway Program	New: Developed program to assist underprepared students not meeting entrance requirements at NDSU gain competencies to succeed in university courses -Developed and offered in collaboration with NDSU
Early College Program	New: Enhanced dual-credit offerings by creating a sequence of courses to allow qualified high school students to complete first year of selected associate degrees prior to high school graduation -Developed in collaboration with West Fargo and other high schools
Credit for Prior Learning	New: Developed a process by which college credit may be awarded for skills and competencies gained through prior life and work experiences
Apprenticeships	New:. Developed Journeyworker Track in collaboration with the ND Office of Apprenticeship - provides individuals the opportunity to earn an A.A.S. degree by combining previous apprenticeship training with additional college course work

Education Excellence

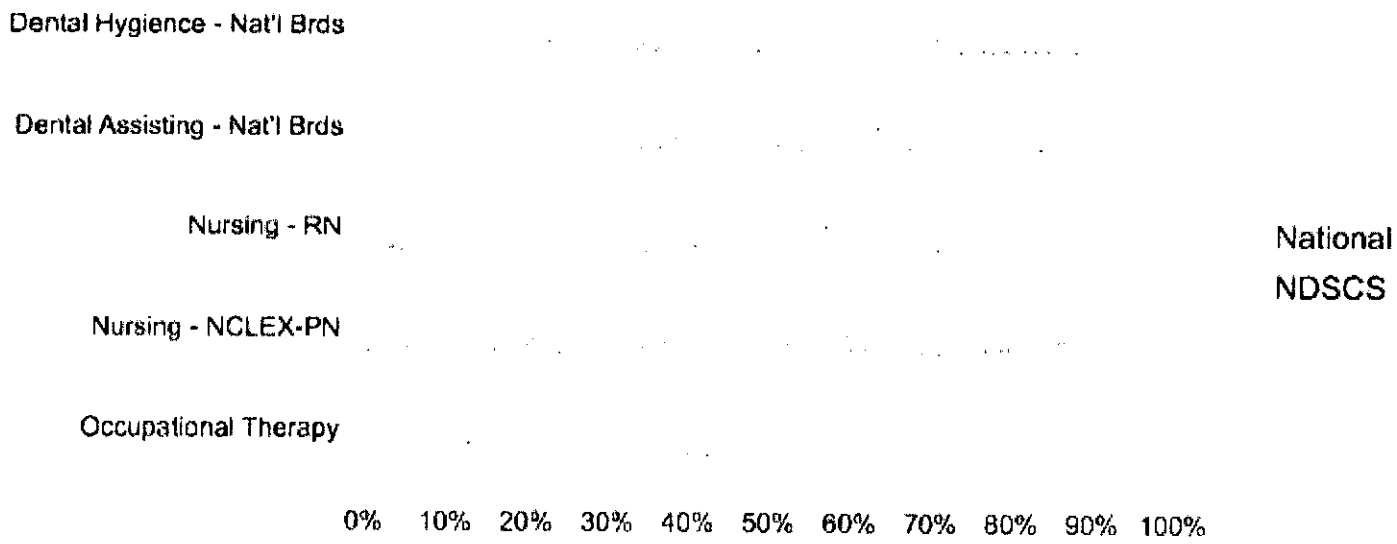
Retention Rate

NDSCS is focused on meeting the needs of its students and has initiated many changes, such as a FYE course and a new orientation program to improve student satisfaction. The retention results verify that NDSCS is meeting and exceeding student needs.



First Time Pass Rates

These results verify that NDSCS's learning processes meet or exceed national standards.



The NDSCS Practical Nursing Program recently received a number one ranking in the United States.

Education Attainment

What NDSCS Students are Saying*

Monitoring our student's satisfaction is important to NDSCS. These results indicate areas that our students are pleased as well as areas that students consider important.

Strengths

- Ability to achieve educational goals
- Affordable, quality education
- Knowledgeable, academic advising
- Faculty who are approachable and knowledgeable in their fields
- Excellent quality of instruction
- Internships or practical experiences are provided in their program
- Quality of instruction
- Ability to register for classes with few conflicts

Issues of Greatest Concern

- Retaining affordable, quality education
- Availability of adequate financial aid
- Ability of college to provide up-to-date equipment in lab facilities
- Ability of college to provide a safe and secure campus
- Satisfactory book and supply purchasing process
- Ability of college to provide an enjoyable student experience

**Based on 2008 Student Satisfaction Inventory*

Contribution to Economic Development

Business and Industry Partnerships Contribute $4 Million Annually

Butler

CAT

BUTLER®

A BlueScope Steel Company

HAAS

JOHN DEERE

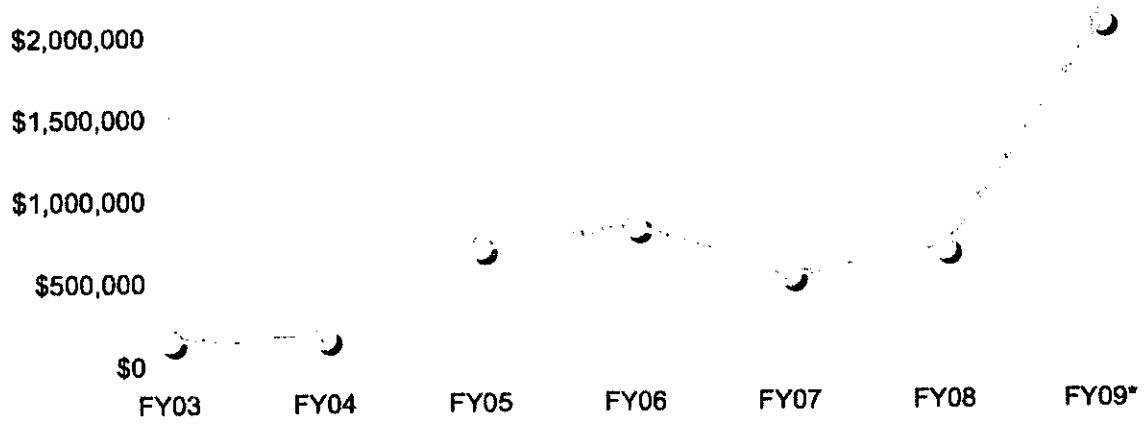
MeritCare®

Through these and other partnerships and relationships, NDSCS has effectively leveraged the College's resources. A conservative estimate of the financial impact of these relationships during the current year is $4,000,000. **This industry support assists NDSCS in its efforts to remain current in technology and instruction. This industry support assists NDSCS in its efforts to maintain the costs to the students.**

Contribution to Economic Development

Alternative Funding Sources – Grants and Congressional Directed Funds

To date, over $2 million has been secured in grants and congressional directed funds in FY 09.



NDSCS is actively developing relationships and partnerships with other organizations and entities to seek areas of potential collaboration and cooperation. The College is pursuing additional and/or alternative funding sources such as Congressional-directed funding, National Science Foundation funding, competitive grant funding and other funding sources.

Significant federal grants that NDSCS has been awarded in the past few years include:

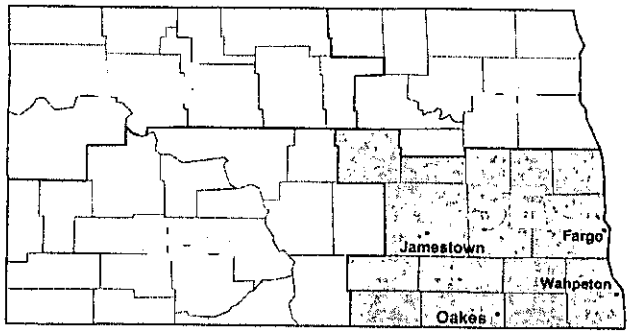
- Center for Nanoscience Technology Training (FY 09) $957,967
- Nanotechnology Applied Science Laboratory (FY 09) $351,000
- NSF Nanolink Consortium (FY 09) $113,165 annually
- Department of Education Title III Grant $1,825,000 (over five years) to improve access to unique and high cost programs across a remote geographic area.

Between partnerships and alternative funding sources, NDSCS has secured over six million dollars to subsidize its operating budget, which is approximately 17% of the annual budget.

Education Attainment

TrainND – Southeast Region 2007-08

NDSCS has TrainND offices in four communities to serve the Southeast Region of North Dakota including: Wahpeton, Fargo, Jamestown and Oakes.



	Unduplicated	% Repeating
Number of Businesses Served	642	62.6%
Number of Participants Served	2,787	N/A

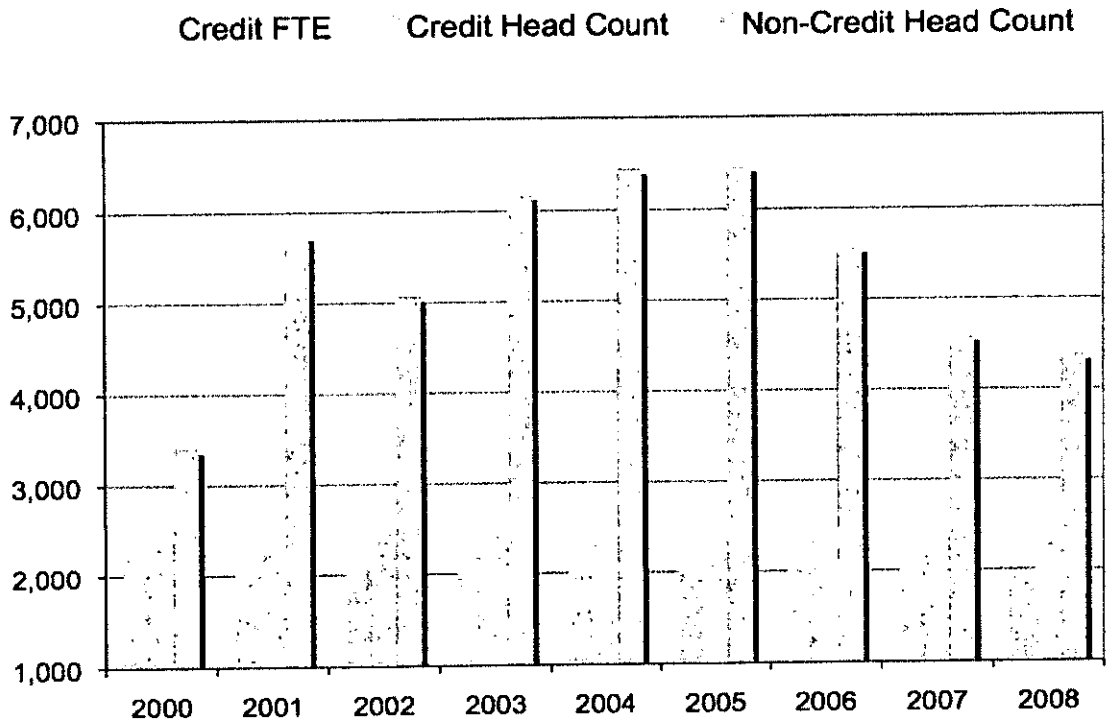
	Participants	Employers
Satisfaction with Training Provided	98.8%	99.8%
Satisfaction with Responsiveness to Training Needs	N/A	100%

NDSCS provides approximately 51,000 hours of training annually. Every dollar invested by the North Dakota Legislature in NDSCS TrainND generated an additional $4.44 in training activities to business and industries served by the Southeast Region.

Engrossed SB 2019 Career and Technical Education (CTE)
Funding TrainND (Workforce Training) funds are passed through CTE to the four two-year colleges responsible for the delivery of workforce training. NDSCS respectfully requests the House of Representatives to reinstate $206,000 of the $305,000 that the Senate removed, which will provide for a 5% pay increase each year to the 26.5 FTE's that are funded with state funds. These funds, if included, will allow us to manage our affordability with our business and industry partners in North Dakota.

Education Attainment

Enrollment Trends



Credit FTE	2,276	2,106	2,112	2,177	2,129	2,084	2,171	2,097	1,917
Credit Head Count	2,425	2,292	2,439	2,468	2,481	2,457	2,490	2,417	2,545
Non-Credit Head Count	3,400	5,752	5,061	6,169	6,437	6,453	5,563	4,587	4,371

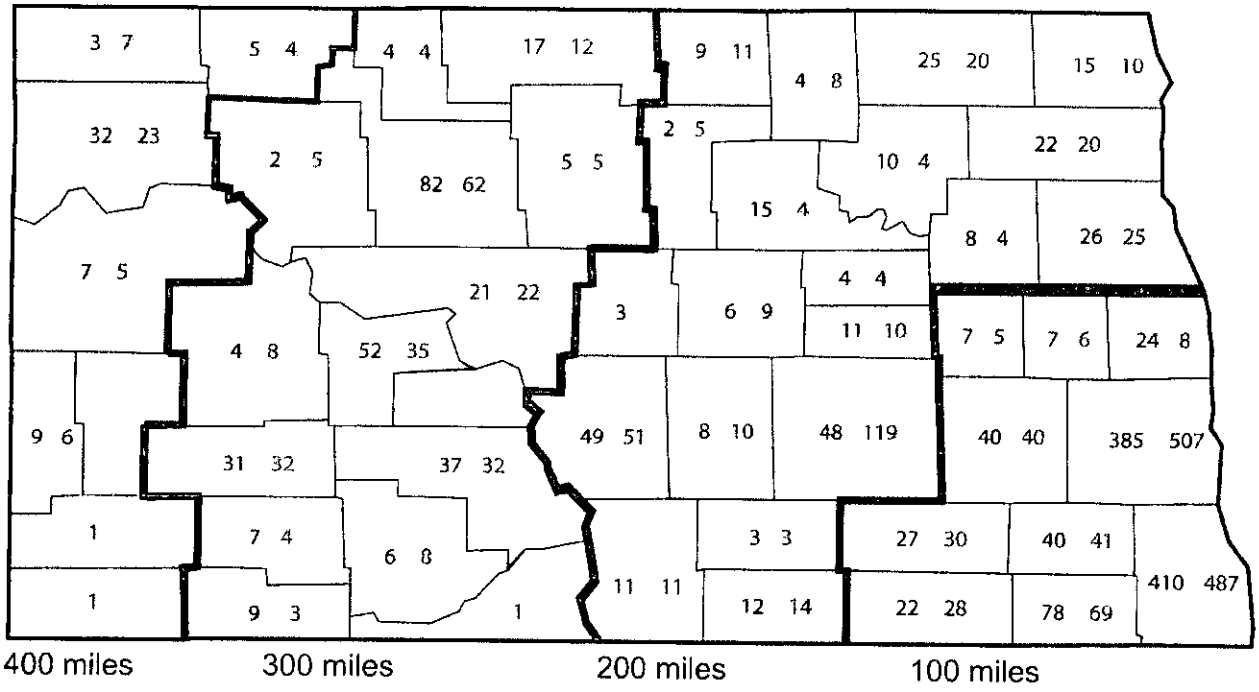
Enrollment patterns remain stable, while some categories vary slightly, overall numbers remain consistent. However, credit production indicates a manageable decline at this time. Later in our testimony we indicate that this issue is a high priority and one that NDSCS must continue to monitor.

Education Attainment

Enrollment Pattern of N.D. Students

Enrollment patterns of our North Dakota students demonstrate NDSCS's statewide mission by enrolling at least one student from 51 of the 53 counties during the previous two years. This pattern of enrollment has historical trends.

Black Fall 2007 **Red** Fall 2008

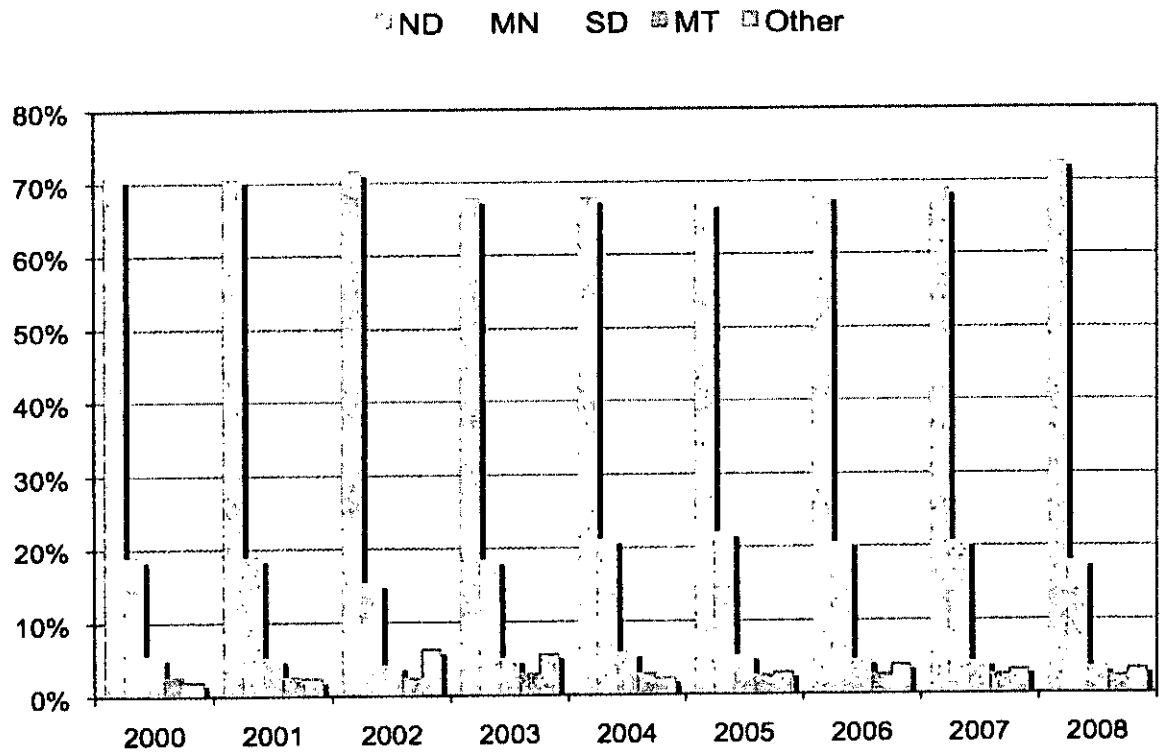


Within 100 Miles	54.0%	52.3%	54.7%	60.3%	62.0%	60.7%	61.3%	62.4%	66.3%
100-200 Miles	20.0%	21.6%	18.7%	17.4%	18.7%	21.6%	19.1%	16.9%	18.0%
200-300 Miles	16.0%	20.7%	22.0%	19.1%	16.2%	14.4%	16.5%	17.3%	13.2%
300-400 Miles	9.0%	5.4%	4.6%	3.2%	3.1%	3.6%	3.1%	3.4%	2.5%

Accessibility

Student Residency

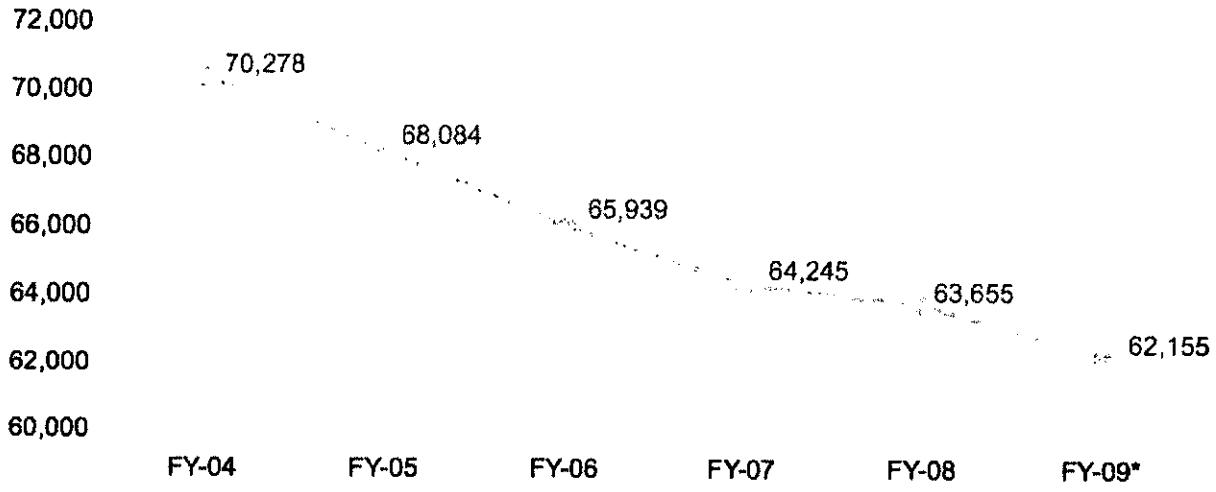
The vast majority of NDSCS students continue to be North Dakota residents.



ND	70.9%	70.7%	71.6%	67.8%	67.8%	67.1%	68%	68.9%	72.6%
MN	18.9%	18.9%	15.4%	18.4%	21.2%	22.0%	20.6%	20.7%	18.0%
SD	5.6%	5.3%	4.2%	5.1%	5.8%	5.3%	4.7%	4.4%	3.6%
MT	2.6%	2.6%	2.4%	3.0%	2.9%	2.6%	2.7%	2.7%	2.4%
Other	2.0%	2.4%	6.4%	5.7%	2.3%	3.0%	4.0%	3.3%	3.4%

Affordability

NDSCS Credit Production



	FY-04	FY-05	FY-06	FY-07	FY-08	FY-09*
Credit Hours	70,278	68,084	65,939	64,245	63,655	62,155
Gain/Loss	+1,351	-2,194	-2,145	-1,694	-590	-1,500
Per Credit Hours Cost	$85.50	$89.00	$94.25	$101.80	$106.90	$112.25
Per Credit Hour % Increase	15%	4%	6%	8%	5%	5%
Tuition Gain/Loss Due to Enrollment Change	$115,510	-$195,266	-$202,166	-$172,449	-$63,071	-$168,375
Total Tuition	$6,008,769	$6,059,476	$6,214,750	$6,540,141	$6,804,719	$6,976,898

*Estimate

Annual tuition increases offset a portion of our lost tuition revenue due to enrollment changes.

Financial Operations

Students Living On Campus

2008

2007

2006

Declining on campus enrollment also results in declining meal plan participants and declining residents in residential halls. Revenue from these auxiliary services support other campus functions and services.

Accessibility

Distance Education Enrollment Data

NDSCS was one of the first colleges to deliver its programming at a distance with our Nursing Program being offered in various locations within the state. Student preference and increased delivery methods has resulted in increased distance education enrollments.

Goals

- Expand program and course offerings
- Increase access to lifelong learning opportunities
- Increase the total number of students

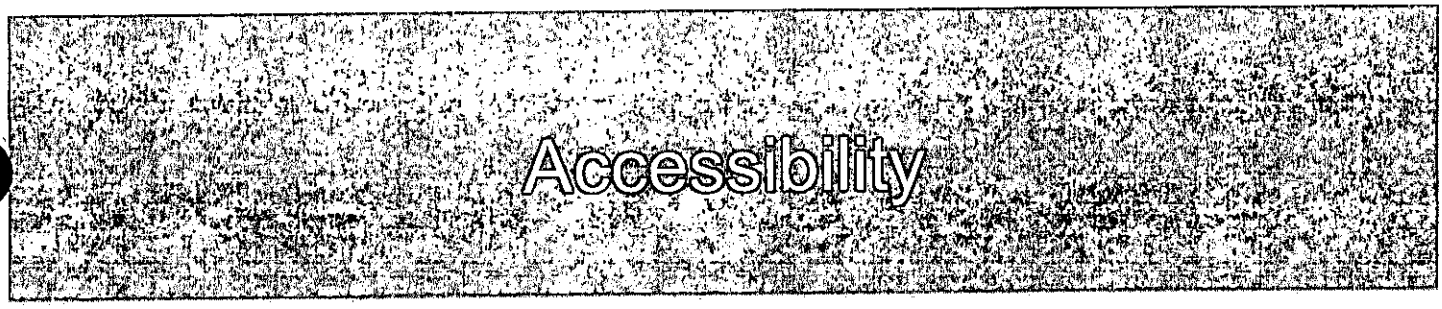
Strategies

- Online Delivery
- IVN/ITV Delivery
- Off-site Delivery
- Blended Delivery
- Dual Credit Enrollments
- Early College Partnerships

Fall Unduplicated Head Count	147	190	267	275	454

Fall Unduplicated Head Count	243	429	489	590	632

Online Credit Production	2004	2005	2006	2007	2008
Fall Online Credit Count	1501	2215	2769	3336	3297



NDSCS Online Programs

- Architectural Drafting and Estimating Technology
- Business Management
  - eBusiness
- Civil Engineering and Surveying Technology
- Computer Information Systems
  - Web Design
  - Web Developer
- Health Information
  - Health Information Technician
  - Medical Coding
  - Medical Administrative Assistant
  - Medical Transcriptionist
- Office Administration
  - Office Administrative Assistant
  - Administrative Office Management
- Pharmacy Technician
- Technical Studies

Contribution to Economic Development

2008 NDSCS Graduates

NDSCS graduates remain in high demand, receiving high salaries, having several companies and locations to choose from upon graduating, with the vast majority staying in North Dakota!

Employed in North Dakota	71%
Continuing education in North Dakota	37%
Total staying in North Dakota*	64%
Average jobs per graduate**	3.1
Average monthly beginning salary**	$2,680
Placement rate**	95%

*Some graduates are both employed and continued their education

**Data based on students registered with the NDSCS Career Services office

- NDSCS's top wage earner from 2008 had a beginning salary of over $80,000.
- NDSCS graduates, on average, have less than $7,500 in college debt.
- A NDSCS graduate from western North Dakota is currently working in a technical field back in western North Dakota earning over $60,000.
- NDSCS workforce development and TrainND Southeast Region efforts are creating human capital for North Dakota.
- NDSCS is providing North Dakota with a highly skilled, well educated workforce.

Of all NDSCS graduates...

- 84% are Career and Technical Education majors
- 16% are Liberal Arts majors

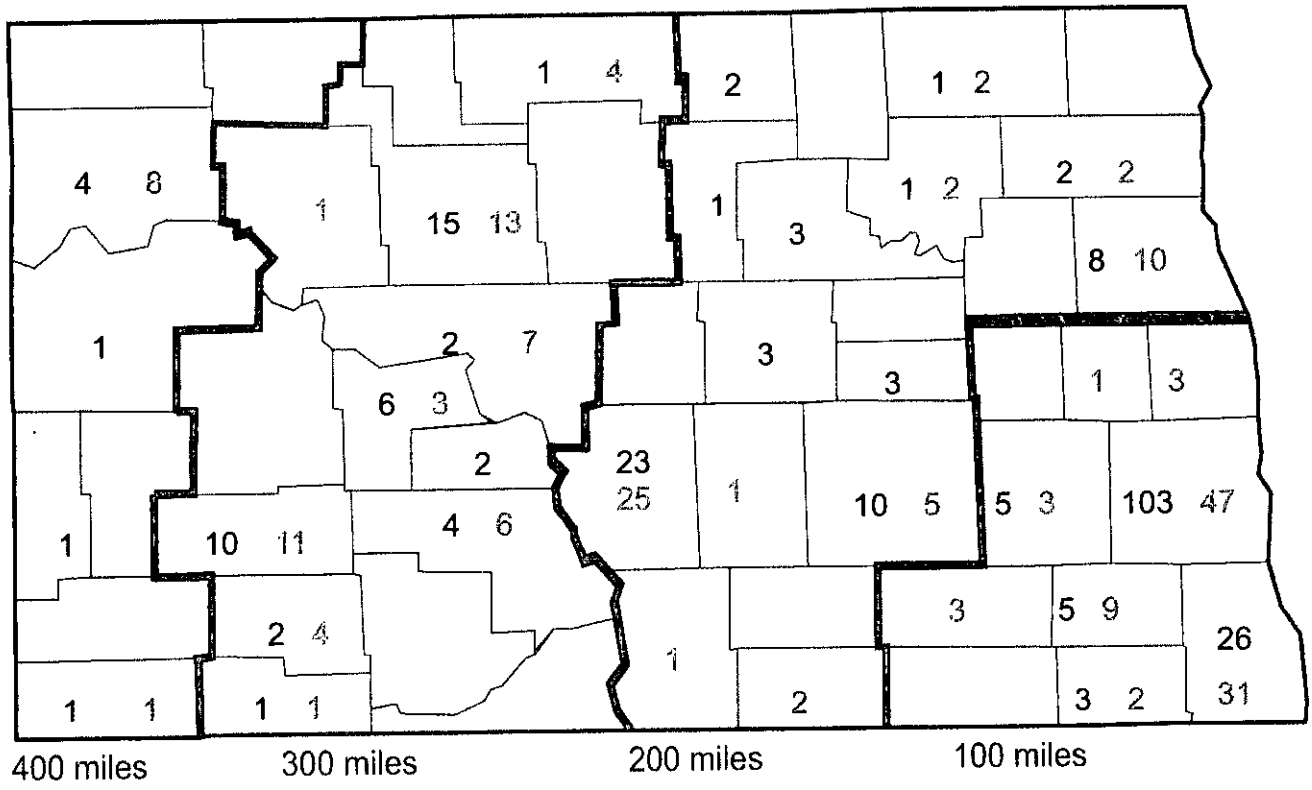
NDSCS captured 30% of the total graduates in the NDUS at the associate, diploma and certificate level in the 2007-08 academic year.

According to the North Dakota Career Resource Network 80% of all occupations can be entered through Career and Technical education.

Contribution to Economic Development

NDSCS Graduates Placed in N.D.

Black Fall 2007 **Red** Fall 2008



An example of NDSCS's statewide mission is demonstrated by where our graduates take their first employment. NDSCS places graduates across the entire state on an annual basis.

Eighty-six percent of NDSCS alumni live in North Dakota, Minnesota, Montana or South Dakota.

Financial Operations

2007 – 2009 General Fund Appropriation Budget Review

NDSCS is projecting a 2007-2009 General Fund Appropriation Balanced Budget

General Fund Appropriations		$27,390,368	
*General Fund Appropriations (One-time Nanoscience)		$350,000	
Capital Assets (extraordinary repairs)		$1,386,445	
Capital Projects		$1,670,420	
Total General Fund Appropriations		**$30,797,233**	**$30,797,233**
Expenditures			
General Fund Expenditures (salaries/fringe, equipment, operating)		($27,740,368)	
Capital Assets		($1,386,445)	
Building Exterior	$198,812		
Mechanical/Electrical Upgrades	$665,711		
Interior Finishes	$259,891		
Structural Repairs	$0		
Paving and Area lighting	$50,000		
Utilities/infrastructure	$0		
Miscellaneous Small Projects <$50k	$141,121		
Special Assessments	$70,910		
Emergency Preparedness Infrastructure			
Capital Projects		($1,670,420)	
Steam Line Replacement/Sewer & Water	$1,670,420		
Total General Fund Expenditures		**($30,797,233)**	**($30,797,233)**
Balance			**- 0 -**

2007 – 2009 General Fund Appropriation Budget Review

NDSCS 2007-2009 General Fund Appropriation – One Time Funding

Nanoscience - One Time Funding

*The Legislature provided a $350,000 special appropriation to be used in FY 08 and FY 09 for Nanoscience and Technology Training for costs associated with "the development of the nanoscience technician program and nanotechnology applied science laboratory and related emerging technology programming." The purchase and installation of specialized equipment was one of the approved uses identified in the language. Listed below is a partial list of the equipment that was purchased:

SEM (Scanning Electron Microscope)	$120,000
Fume Hoods	$39,500
Class 100 Cleanroom	$20,000
High Pressure Liquid Chomatography System	$45,000
MEMS Inspection Station (Model 9072)	$80,000
Salaries and benefits	$45,500

Capital Project

NDSCS Steam Line Replacement Project - One Time Funding

The Legislature provided $1,670,420 for capital improvements to be used in FY08 and FY09 for 1900 feet of steam line replacement. Economic times, engineering improvements, strategic planning and in house support were all factors that contributed to the costs of this project to be under budget. The request was made and given to use the remaining funds of $350,000 toward more infrastructure needs including sanitary sewer, water and storm sewer.

Steam Line	$1,320,420
Sewer/Water	$ 350,000
Total	$1,670,420

Financial Operations

2007 – 2009 Extraordinary Repairs Review

Building Envelope	$167,000.00
Mechanical/Electrical Upgrades	$344,584.00
Interior Finishes	$59,225.00
Structural Repairs	$0.00
Paving & Area Lighting	$0.00
Utilities/Infrastructure	$0.00
Misc Small Project < $50,000	$62,304.00
Special Assessments	$0.00
	Total $633,113.00

Building Envelope	$31,812.00
Mechanical/Electrical Upgrades	$321,127.00
Interior Finishes	$200,666.00
Structural Repairs	$0.00
Paving & Area Lighting	$50,00.00
Utilities/Infrastructure	$0.00
Misc Small Project < $50,000	$78,817.00
Special Assessments	$70,910.00
	Total $753,332.00

NDSCS Comparison of SBHE General Fund Revised Request, Executive Recommendation and Engrossed Senate Bill 2003

1	2	3	4	5
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation For NDSCS	Senate Adjustments	Engrossed Senate Bill 2003
2007-09 Original General Fund Appropriation	$ 29,126,813	$ 29,126,813	-	$ 29,126,813
Base Adjustments	(983,113)	(983,113)	-	(983,113)
2007-09 Adjusted General Fund Appropriation Net of Base Adjustments	28,143,700	28,143,700	-	28,143,700
Prioritized SBHE Needs Based Request:				
Parity	3,544,519	2,975,090	(569,429)	2,975,090
Emergency Preparedness/Security	50,000	50,000	(50,000)	-
Equity	250,000	135,135	(114,865)	135,135
Two and Four-Year College Affordability	1,138,011		991,697	991,697
Total Requested Increase in General Fund Base Funding	4,982,530	3,160,225	941,697	4,101,922
Total Base General Fund Request & Recommendation	**33,126,230**	**31,303,925**	**941,697**	**32,245,622**
One-time Budget Requests:				
Deferred Maintenance	2,585,358	1,034,143		1,034,143
Emergency Preparedness/Security	1,919,766			-
STEM Initiative	386,300			-
Pay Off Special Assessments	193,129			-
Total One-time Budget Request & Recommendation	5,084,553	1,034,143	-	1,034,143
2009-11 State-Funded Projects	5,700,000	5,700,000	-	5,700,000
Total 2009-11 General Fund Request & Recommendation	**$ 43,910,783**	**$ 38,038,068**	**$ 941,697**	**$ 38,979,765**

Financial Operations

Overview of Budget Request

Parity $2,975,090

The requested parity increase for NDSCS totals $2,975,090 which includes the state's share of the following increased costs:

- $434,546 – Continuation of FY08-FY09 salary increase at 5%
- $1,391,633 – FY09-FY11 salary increase of an average 5% per year.
- $697,125 – FY09-FY11 health insurance increase of 12% per year or $167.89 per month. Total projected premium of $825.97 per month per employee.
- $140,266 – Operating inflation (excluding utilities) of 2% for FY10 and 2.2% for FY11.
- $290,521 – Projected utility cost increases, based on recent actual and projected cost increases.
- $21,000 – Utilities for a new facility (Construction Technology Building) coming online in FY09-FY11. The Construction Technology Building became fully operational on January 1, 2007. This building was constructed entirely by NDSCS students studying in various academic programs and took several years to complete.

Financial Operations

Overview of Budget Request

Equity $135,135

The requested equity funds would be used to help support the following curriculum and marketing initiatives with salaries, operating dollars and equipment needs:

- Curriculum initiatives Fall 2008:
  - Construction Management Technology
  - Bio-fuels Technology
  - Animal Science
  - Administrative Office Management
  - Business Technology Management
  - Restaurant Management
  - Civil Engineering and Surveying Technology
  - "Bridge" Nursing Program
  - Pathway Program
  - Credit for Prior Learning

- Curriculum initiatives Fall 2009:
  - Biotechnology
  - Early College Program

- Strategic Plan for Marketing

Financial Operations

Overview of Budget Request

College Affordability $991,697

Funding would cover 100% of the parity cost increases at NDSCS, instead of the traditional allocation of 75% to the state and 25% to the student. This would allow NDSCS to cap tuition rates in FY09-FY11 and, if funded consistently over a period of years would ensure NDSCS tuition rates remain affordable for those students least able to afford a college education.

NOTE: The ability to cap tuition rate increases, as outlined above, is contingent upon the following budget assumptions:

1. Parity costs are fully funded, and
2. NDSCS does not experience significant enrollment declines.

NDSCS 2009-2011 Extraordinary Repairs Request

Base Funding for Extraordinary Repairs $753,332

This provides an amount equal to the FY07-FY09 (and FY05-FY07) base funding of $753,332 for extraordinary repairs, and is equivalent to the amount removed in the cost to continue change code AF4.

Prioritized listing of extraordinary repair projects are as follows:

Building	Estimate	Subtotal
Building Envelope	0	0
Mechanical/Electrical Upgrades	$400,000	$400,000
Interior Finishes	$75,000	$475,000
Structural Repairs	$0	$475,000
Paving & Area Lighting	$50,000	$525,000
Utilities/Infrastructure	$0	$525,000
Misc. Small Project <$50,000	$162,264	$687,265
Special Assessments	$66,068	$753,332

NDSCS 2009-2011 Deferred Maintenance Request

Deferred Maintenance One Time Funding $1,034,143

NDSCS has prioritized a list of one-time funding for Deferred Maintenance with the following projects:

Building	Estimate	Subtotal
Building Envelope	$500,000	$500,000
Mechanical/Electrical Upgrades	$300,000	$800,000
Interior Finishes	$70,000	$870,000
Structural Repairs	$0	$870,000
Paving & Area Lighting	$50,000	$920,000
Utilities/Infrastructure	$50,000	$970,000
Misc. Small Project <$50,000	$64,143	$1,034,143
Special Assessments	$0	$1,034,143

Financial Operations

Major Capital Request

2009-2011 Biennium

The North Dakota State College of Science has identified the following Capital Projects for the 2009-2001 biennium. If approved the funding would be received by July 1, 2009 for construction during the July 1, 2009 – June 30, 2011, time frame.

Horton Hall – State Funded
Parking Lot 4 – Bonding (Local)
Robertson Hall – Bonding (Local)

Horton Hall

The State Board of Higher Education has ranked Horton Hall as the number one capital project within the North Dakota University System.

Horton Hall

Project Description

Horton Hall is located in the heart of the North Dakota State College of Science campus between historic Old Main and Mayme Green Allied Health Center. The building was constructed as three separate projects over a span of approximately 12 years between 1927 and 1939.

The facility is home for three major programs – Architectural Drafting and Estimating, Civil Engineering Technology and Business Administration and Management – with approximately 300 students. Horton Hall has several multi-purpose classrooms, 15 faculty offices and three administrative support departments. These are highly visible areas where both on-campus and off-campus customers are served.

The building has aged very well, but does have several significant problems that need to be addressed. The primary problems associated with the building center around indoor air quality, inadequate access for the handicapped, unsafe stairways, egress issues, water infiltration through the foundation walls and a lack of building insulation.

Probable Cost

NDSCS requested funding to create a schematic design and probable cost for Horton in July 2002. In January 2008, the same architect was retained to update those figures.

Probable Cost	$5,075,412
– includes architect fees, millwork, etc.	
Inflation (5% per year to 2010)	$507,541
Extra Contingency (2%)	$117,047
Note: Extra contingency for infrastructure needs not accounted for in study	
Total Request	$5,700,000

The funding for this project is being requested entirely from State Capital funding (state appropriations).

Horton Hall

Deferred maintenance that will be addressed

At this point, Horton Hall is the building that has the most documented deferred maintenance. Due to the magnitude of issues, NDSCS would need to spend most of its extra-ordinary repair budget to repair the deferred maintenance of Horton Hall. One item on the list is air conditioning. Air conditioning would be beneficial for air quality. The college has over $100,000 designated just to address some of the "key" rooms. However, this would not address the air issues in all rooms.

Most of the flooring is beyond the normal life expectancy and the physical plant is only replacing areas posted as a safety concern. NDSCS has over $20,000 of flooring needs that require replacement in the immediate future.

The basement is now only used for storage. Over the years, the foundation has been leaking more, which has limited the storage capabilities for the college. Fixing the foundation and installing drain tile is not on the deferred maintenance list because of the magnitude of the cost.

Estimated change in operating cost (personnel, utilities, maintenance) and anticipated funding source for the costs

It is estimated that there would be an additional financial burden of approximately $125,000 for non-fixed items such as new equipment and furnishings. It is the college's intentions to absorb these non-fixed costs through the operational budget versus the project funding.

Horton Hall

Projects to meet life, health and safety requirements

The most significant Life Safety/Code Issue facing the building is the lack of egress from the east end of the second floor. A staircase and exit directly to the exterior have been proposed as part of this project to safely exit occupants from the east end of second floor. Also, the existing staircase that connects the first and second floors on the east end of the building is a straight run of 27 treads. It is extremely steep and unsafe and will be removed as part of the proposed project.

The existing building has no fire suppression system. A building sprinkler will be installed as part of the renovation project. The existing fire alarm system will be replaced with a new updated addressable system. The building has no ventilation in approximately 80% of the occupied spaces. The building renovation would include a complete new mechanical system to include air conditioning and ventilation.

The foundation of the existing building does not include any moisture protection, waterproofing or drainage control. The basement of the building has severe moisture problems around the entire perimeter. This moisture problem results in a very damp basement with some presence of mold and mildew throughout both occupied and unoccupied spaces. The proposed project will include excavation around the entire building, installation of membrane foundation, waterproofing, drain tile, granular fill, and re-compacted backfill.

Horton Hall

The installation of foundation drainage, along with the addition of basement ventilation, should dramatically improve the air quality and moisture problems in the basement.

Project necessary to comply with local, state or federal law requirements

*Air quality – does not meet today's standards

*Electrical code issues on wiring – and the wiring is outdated

*Lack of egress on east end of building is a life safety/code issue

Projects that preserve current assets

The building structural frame consists of concrete post and beam in the 1927 portion and structural steel frame with bar joists and concrete slab in the 1939 portion. The exterior walls are of masonry construction and the majority of the interior partitions are concrete block or clay tile construction. Some limited remodeling has occurred in the building, primarily in office and general classroom areas. However, many of the classroom and lab areas in the building appear today very much as they did 75 years ago. Sections of the building have been tuck-pointed and the majority of the roof has been replaced.

New windows were installed in 1977. Existing steel sash and wood windows were replaced with aluminum thin sash windows. Orange insulated metal panels provide a very dated look for the building.

Horton Hall

Projects that represent new strategic investments through the enhancement of current assets or the creation of new assets

Not applicable to this project.

Reasons the project can or cannot be completed in phases

Research was completed on determining if this project could be completed in phases. At this point, the recommendation is NOT to try and renovate in phases because:

*Mechanical would be very difficult to complete in phases. Plumbing will need to be tied together and phases would make this challenging. This would hold true for electrical needs as well.

*A chiller system would be purchased for the complete building and is more cost effective to purchase one larger system versus multiple smaller systems. This would be oversized for a phased approach at the beginning and the cost would be needed at the beginning.

*A phased approach would limit the use of this building for the duration of the phases. The campus needs the academic space of this building and can't afford to have it under construction for a long period of time. A phased approach would create that.

*More than 1,800 students are enrolled in approximately 100 classes scheduled in Horton Hall on an annual basis.

* A campus facility committee has analyzed all facilities and determined that the Horton Hall project is the "linchpin" to our campus renovating strategic plan.

Parking Lot #4

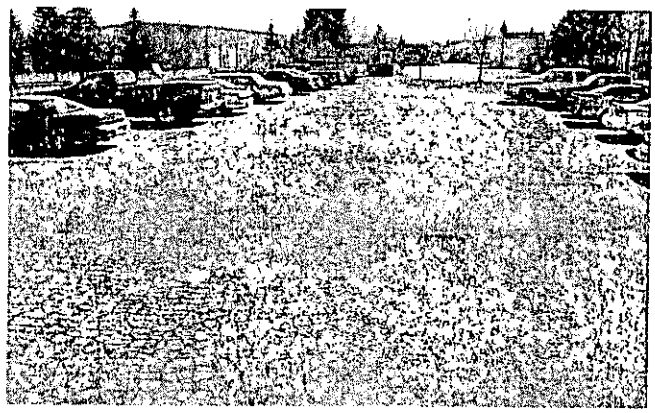
Proposed Bonding Project – Parking Lot #4

Probable Cost $1,136,000

NDSCS did get Bond approval from the State Board of Higher Education and from the 2007-2009 Legislature. The revenue needed to fund this bond would be raised through parking fees.

Base Bid		$837,000
(Alternatives)		
1	New Lighting	$32,000
2	Nordgaard Drive	$80,000
3	Curb and Gutter south and east	$30,000
4	Parking area by BSK loading dock	$4,000
5	Thickening of asphalt for BSK semis	$5,000
6	Engineering (10%) / Contingency (5%)	$148,000
	Total	**$1,136,000**

NDSCS is seeking approval to extend the bonding for this project into FY09-FY11. Bidding would take place in April/May 2010 with construction in summer of 2010. NDSCS used Interstate Engineering for the probable cost estimate. They did a quantitative take off so the dollar amounts are reasonably based on today's prices.



Robertson Hall

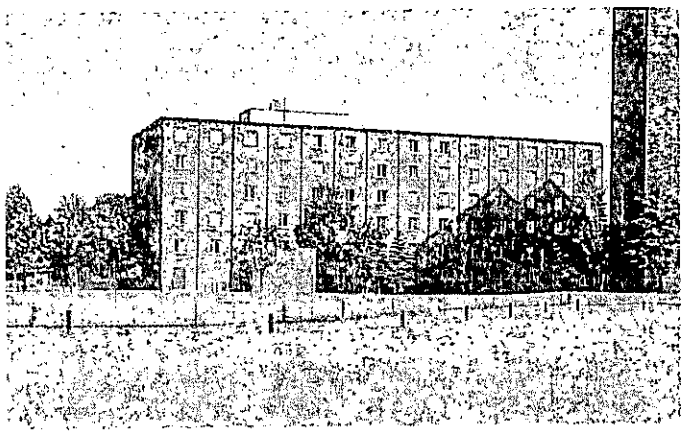
Proposed Bonding Project – Robertson Hall Renovation

Probable Cost - $6 million dollars

Project would involve totally renovating the current facility and remodeling into a "suite" environment.

Robertson Hall was constructed in 1968 and although it was built to house 311 students, it is the residence hall of last request for our student body. The structure is of traditional double loaded hallway design with common toilet and shower facilities, which leads to privacy concerns. Robertson currently allows for very little flexibility.

The proposed remodeling plan would convert the building into a suite arrangement with semi-private bathroom facilities each shared by four students. The 204 beds in the remodeled hall could easily be used for co-educational residency, combinations of short term assignments and summer conference business as well as conventional academic year student assignment. Of additional advantage would be replacement of highly inefficient windows and a general upgrade of the heating and plumbing systems. NDSCS received bond approval ($6,000,000) from the SBHE and the 2007-09 Legislature. NDSCS is seeking approval to extend the bonding for this project into FY09-FY11.



Unique Challenges for NDSCS

Quality CTE Programming Requires a Greater Investment*

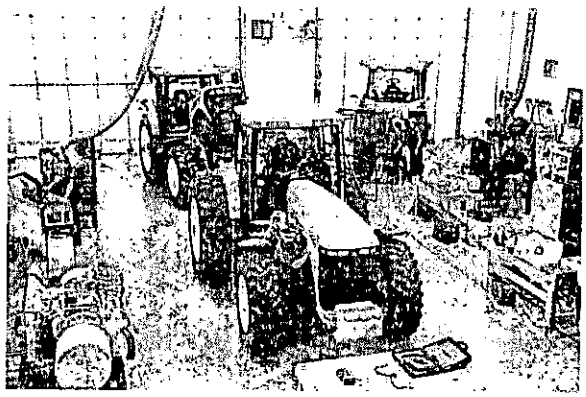
Specialized Equipment and Higher Operating Costs

- Ten times more costly

CTE Programming requires a significant investment in technical equipment and related operating supplies.

Additional Implications:

- Researching, purchasing and installation of equipment
- Facility modification to accommodate equipment
- Instructor in-service and training
- Equipment updating and maintenance
- Developing and maintaining industry relationships



** When compared to NDSCS Liberal Arts and transfer programs*

Unique Challenges for NDSCS

Quality CTE Programming Requires a Greater Investment*

Large and/or Dedicated Facilities

- Eleven times more physical space needed

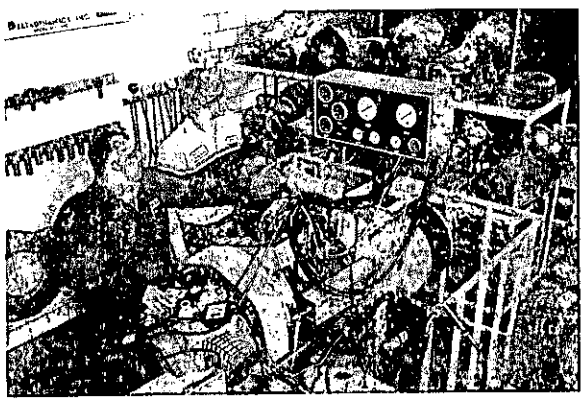
CTE Programming requires a significant investment in dedicated laboratories, shops, storage areas and related facilities.

Examples:

- Automotive Lab vs. General Lecture Classroom
- Manufacturing Lab vs. Computer Lab
- Building Construction Lab vs. Science Lab

Additional Implications:

- Building repair and upkeep
- Custodial maintenance and services
- Ventilation and acoustical needs
- Heating and electrical



** When compared to NDSCS Liberal Arts and transfer programs*

Unique Challenges for NDSCS

Quality CTE Programming Requires a Greater Investment*

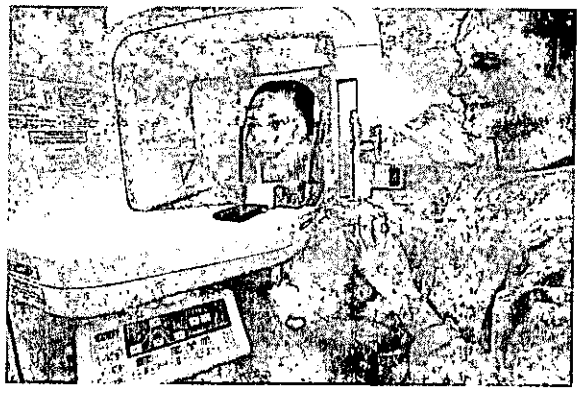
High Faculty to Student Ratio

- Eight times more costly

CTE Programming requires a significant investment in personnel to maintain appropriate class sizes.

Driving Factors:

- Unique and individualized instruction required on many projects
- Numerous safety issues
- Accreditation requirements
- Availability and size of equipment
- Laboratory space



** When compared to NDSCS Liberal Arts and transfer programs*

Unique Challenges for NDSCS

Quality CTE Programming Requires Attracting a Greater Investment*

Retaining Highly Skilled and Technically Proficient Faculty

Unique Challenges:

- Ability to compete with the salaries that business and industry can pay for the best talent
- Need to transition industry experts into instructional experts
- Ability to keep faculty and staff current in rapidly changing technology
- Requirement for faculty to earn degrees or specialized credentials
    - Accreditation and/or industry standards
    - Very limited or no financial assistance
    - Limited or no release time
- Ability to attract faculty and staff that can respond to the changing needs of today's students

** When compared to NDSCS Liberal Arts and transfer programs*

A Comparison of North Dakota and Regional Averages

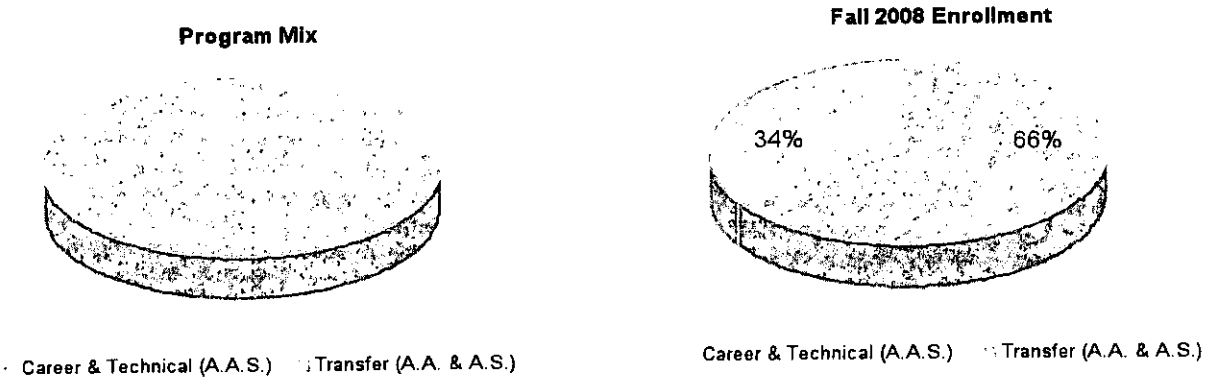
2007-08 Resident Undergraduate Tuition and Required Fees

NDSCS is already one of the most expensive two year colleges in the region.

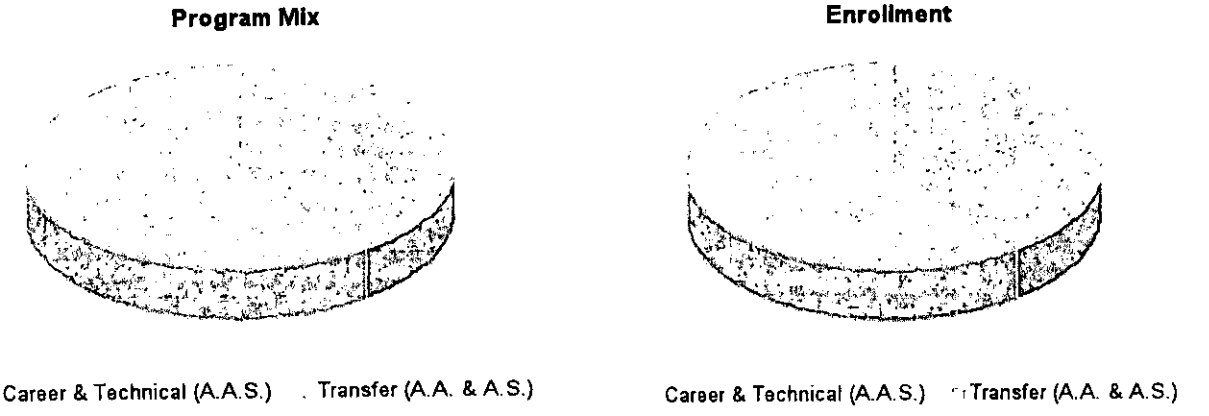
Two-Year Colleges							
NDSCS	$2,336	$2,434	$3,266	$3,492	$3,743	$3,943	$4,114
ND Average	$2,040	$2,263	$2,503	$2,969	$3,202	$3,442	$3,623
+(-) prev yr - $	$86	$223	$240	$466	$233	$240	$181
+(-) prev yr - %	4.4%	10.9%	10.6%	18.6%	7.8%	7.5%	5.3%
Colorado	1,999	2,117	2,210	2,274	1,198	2,024	2,579
Iowa	2,422	2,670	2,757	2,920	3,056	3,467	3,491
Kansas	1,446	1,554	1,765	1,819	1,939	1,988	2,011
Minnesota	2,750	3,049	3,419	3,822	4,042	4,283	4,444
Missouri	2,214	2,437	2,471	2,911	3,051	3,092	3,375
Montana	1,818	1,891	2,209	2,318	2,503	2,744	3,079
Nebraska	1,480	1,153	1,578	1,748	1,884	1,998	2,160
Oklahoma	1,520	1,613	1,845	2,041	2,165	2,294	2,479
Wisconsin	2,619	2,902	3,433	3,945	4,237	4,511	4,520
Wyoming	1,501	1,575	1,633	1,724	1,818	1,836	1,923
Regional Average	$1,977	$2,134	$2,320	$2,552	$2,668	$2,824	$3,006
+(-) prev yr - $	$105	$158	$186	$232	$115	$156	$182
+(-) prev yr - %	5.6%	8.0%	8.7%	10.0%	4.5%	5.9%	6.5%

Unique Challenges for NDSCS

NDSCS Academic Program Mix



Traditional Two Year College Academic Program Mix



- NDSCS offers a greater percentage of CTE degrees than traditional two year colleges.
- NDSCS offers 38 CTE degrees; 19 of which are not available anywhere else in North Dakota.
- NDSCS enrolls 34.01% of all CTE students in certificate, diploma and associate degree programs in North Dakota.
- NDSCS enrolls 27% of all students in certificate, diploma and associate degree programs in North Dakota two year colleges in 2008.

Summary of Instructional Costs
Based on 2006-07 Data

NDSCS programming mix does not allow for a cost recovery as found in most traditional two year colleges.

Program	Per Student Instructional Expense	Per Student Tuition Revenue	Per Student Surplus (Subsidy)
Dental Hygiene	$8,047	$3,707	$4,340
Electronics	$7,529	$3,865	$3,664
Plumbing	$7,276	$3,665	$3,611
Practical Nursing	$6,243	$3,507	$2,736
Diesel Tech	$6,085	$3,965	$2,120
Machinist/Toolmaker	$5,983	$4,063	$1,920
Registered Nurse	$5,927	$4,165	$1,762
Welding	$5,197	$3,861	$1,336
Mental Health Care	$4,375	$3,258	$1,117
HVAC/R	$4,666	$3,665	$1,001
Auto Body	$4,979	$4,065	$914
Building Construction	$4,665	$3,765	$900
Civil Engineering & Surveying Technology	$4,605	$3,863	$742
Culinary Arts	$4,681	$3,965	$716
John Deere Tech	$4,372	$3,665	$707
Recreational Engines	$4,442	$3,865	$577
Other CTE	$3,926	$3,359	$567
Office Administration	$3,969	$3,461	$508
Agriculture	$4,029	$3,610	$419
Automotive Tech	$4,468	$4,065	$403
Occupational Therapy	$4,133	$3,763	$370
Architectural Drafting & Estimating Technology	$4,033	$3,665	$368
Caterpillar	$3,839	$3,665	$174
Pharmacy Tech	$3,657	$3,558	$99
Computer Information Systems	$3,347	$3,410	-$63
Electrical	$3,977	$4,065	-$88
Dental Assisting	$3,566	$3,665	-$99
Business Management	$3,207	$3,461	-$254
Health Information Tech	$3,137	$3,459	-$322
Medical Transcriptionist	$2,967	$3,359	-$392
Liberal Arts Transfer (adjusted for general education provided to CTE programs)	$725	$3,461	-$2,736

Unique Challenges for NDSCS

Managing Enrollment

Declining enrollment may jeopardize programs needed within North Dakota that are offered exclusively at NDSCS.

Examples include:

- Civil Engineering and Surveying Technology
- Machine Tooling
- Plumbing

How much longer can we offer low enrollment programs that are needed in the state but are very expensive to operate?

Unique Challenges for NDSCS

Campus Size

NDSCS has unique challenges regarding the maintenance and upkeep of its Physical Plant. From the 125-acre campus to the 38 buildings, NDSCS is the third largest campus in the North Dakota University System.

Examples:

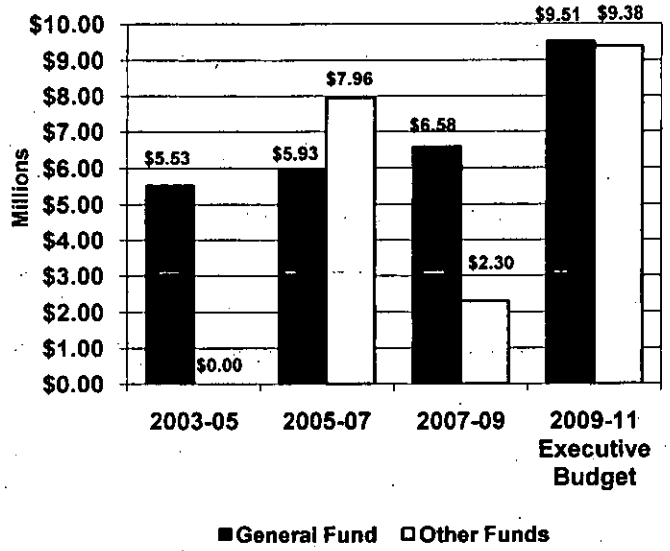
	Full Time Employees	Buildings/sq. ft.
Minot State University – Bottineau	48	211,742 sq. ft.
Williston State College	68	221,487 sq. ft.
Lake Region State College	64	215,000 sq. ft.
Bismarck State College	194	470,000 sq. ft.
NDSCS	231	1,283,648 sq. ft.

Department 229 - Williston State College
Senate Bill No. 2003

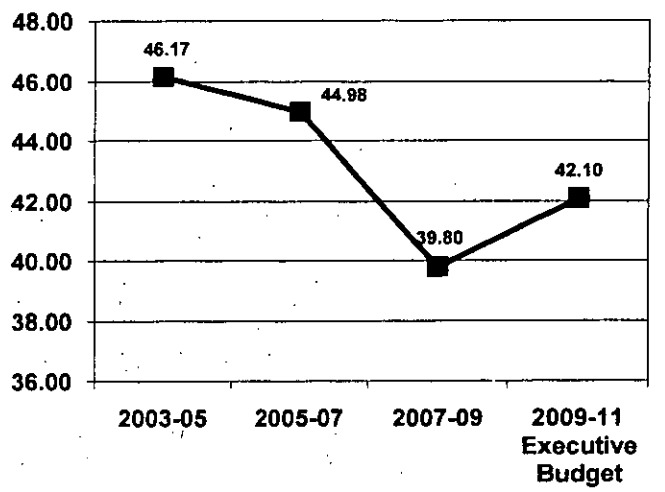
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	42.10	$9,513,851	$9,375,000	$18,888,851
2007-09 Legislative Appropriations	39.80	6,579,702	2,300,000	8,879,702[1]
Increase (Decrease)	2.30	$2,934,149	$7,075,000	$10,009,149

[1]The 2007-09 appropriation amounts do not include $8,495 of general fund carryover from the 2005-07 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$7,521,849	$1,992,002	$9,513,851
2007-09 Legislative Appropriations	6,508,979	70,723	6,579,702
Increase (Decrease)	$1,012,870	$1,921,279	$2,934,149

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $768,371 for the following:			
Costs to continue fiscal year 2009 salary increases	$111,477		$111,477
5 percent per year salary increases	357,005		357,005
Health insurance increases	205,570		205,570
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	43,903		43,903
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	18,892		18,892
Utilities for new facilities (Petroleum Safety and Technology Center) becoming operational in the 2009-11 biennium	31,524		31,524
Total	$768,371		$768,371
2. Provides equity funding of $135,135 (The executive recommendation includes a $10 million increase for equity distributed among the 11 higher education institutions.)	$135,135		$135,135

3. Provides funding for emergency preparedness and security, including $107,800 for 1 FTE security position and $1,564 for NotiFind emergency notification fees. **The Senate removed this funding and related FTE position.**	$109,364		$109,364
4. Provides ongoing funding for extraordinary repairs of $86,475, the same amount of extraordinary repairs base funding for the 2007-09 biennium			
5. Provides **one-time funding** for repairs, maintenance, and security	$382,002		$382,002
6. Provides **one-time funding** for major capital projects, including renovation of the science laboratory ($1,610,000) and a new dormitory ($9,375,000)	$1,610,000	$9,375,000	$10,985,000
7. Removes one-time extraordinary repair funding provided in the 2007-09 biennium	($70,723)		($70,723)
8. Removes one-time major capital project funding provided in the 2007-09 biennium		($2,100,000)	($2,100,000)
9. Removes funding provided in the 2007-09 biennium from the permanent oil tax trust fund for salaries and operating expenses associated with the service rig program		($200,000)	($200,000)
10. Adjusts the number of FTE positions by 1.3 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Bond issuance authorization - Section 15 authorizes the State Board of Higher Education to arrange for the issuance of $9,375,000 in revenue bonds for the construction of a new dormitory at Williston State College.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authori gher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) w ontinue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

House Bill No. 1230 - This bill provides a $6 million special funds appropriation to Williston State College for the construction of a virtual center for career and technical education.

ATTACH:1

#2

NORTH DAKOTA

SENATE APPROPRIATIONS COMMITTEE

WILLISTON STATE COLLEGE

With the following exception some seven to House

BUDGET HEARING

JANUARY 13TH, 2009

SECTION II: PROGRESS JULY 2007 THOUGH OCTOBER 2008

A. Facilities

- Finished the roofing of Stevens Hall
- Replace original HVAC exchange unit on Stevens Hall
- Chip sealed all campus parking and paved roadways
- Established the Petroleum Safety and Technology Center 11 acre training field - The tract of land has two 1,000 foot wells (one for proprietary research and development, down hole testing, and proprietary training and one for new hire training open to employees from multiple companies), a workover rig, and fire training equipment.
- The main areas of technical training to date are are: Industrial Safety, Service Rig, Drilling, Roustabout, Commercial Drivers License, and Specialty Technicians.
- Almost completed the PS&TC training building - A Petroleum Safety and Technology Center (PS&TC) building is nearly completed on the PS&TC site for an estimated cost of $810,000. This facility will provide classroom, office, and lab space.
- Booster Club renovated the WSC Phil Rabon Baseball Field - The WSC athletic department in conjunction with the community baseball committee and donors, has begun the process of upgrading the WSC baseball field located on the northwest corner of campus.
- Lighting system repairs including the emergency lighting systems in the administrative and instructional buildings, all outside building lights, and all street lights
- Improvements in the Thomas Witt Leach Complex concession stand area;

B. Programs

- Started a Petroleum Production credit course certificate program
- Expanded PSTC training for employers to train nearly 4,000 employees last fiscal year
- Secured $441,000 Workforce Enhancement Grant to add SMART training, lease operator program, introduction to gas and oil operations, derrick-hand training, and floor-hand training to the PSTC

- Partnered with Fort Berthold CC to offer the Dakota Nursing Program. Supported FBCC in joining BSC, LRSC, MiSU-B, and WSC as the fifth community college member of the Dakota Nursing Program.

C. Access and enrollment

- Expanded the number of ITV classrooms to eight

- Upgraded technology in eight classrooms

- Expanded institutional scholarship and grant support to regional students and dual credit high school students

- Added an Enrollment Management Director position and expanded the Webmaster position to full-time as part of enrollment management

- Gained acceptance by the Higher Learning Commission as an Academic Quality Improvement Program (AQIP) participant

SECTION III: THE NDUS / WSC BUDGET REQUEST

Base Funding

- Long term funding plan
  a. Parity funding – 100% of parity or $914,461 requested by SBHE. (Governor's Budget includes $768,371)
  b. Compensation Employee compensation 7%/7% requested by the SBHE (Governor's Budget includes 5%/5%)
  c. Equity funding – (Governor's Budget includes $135,135 of $250,000 requested by the SBHE)

- Shared Recruitment initiatives (**not** in Governor's Budget)

- Emergency preparedness/security $109,364 requested by SBHE (**in** Governor's budget)

- Access, Collaboration, and Enhancement (ACE) fund (**not** in Governor's Budget)
  Possible funding for extension of access to Dakota Nursing Program and to career and technical programs in the Minot region and Dakota Nursing Program (also CTE programs access to Grand Forks, Fargo, Jamestown, and Dickinson by LRSC, NDSCS, and BSC)

- Community College affordability (**not** in Governor's Budget, SBHE requested $291,990)

One time funding

- Deferred maintenance (Governor's budget includes $382,000 of $955,003 requested by the SBHE)

  1. Parking expansion southwest of Thomas Witt Leach Complex
  2. Replacement of roof on the multi-purpose building (old gym)
     WSC has $5,498.000 in deferred maintenance (see page 17).

- Emergency preparedness upgrades (Governor's budget includes $0 of $329,134 requested by the SBHE)

- STEM initiative ($0 requested by the SBHE for WSC)

F. **Academic facilities securing approval to build the Diesel Building**
(Approval for building with local funds is **NOT** in Governor's Budget)

Description:

New construction of Diesel Technology Lab and classrooms, instead of building an addition to the existing Diesel Technology Lab and classrooms. The reasons for the changes are cost effectiveness, building environment, and future space requirements. After the new Diesel Technology Lab and classrooms are constructed, Building Construction, plumbing, and/or Welding can be implemented into the existing Diesel Technology Lab and classrooms.

- 27,303 square foot pre-engineered metal building.
- Diesel lab having 20' high walls and the east tool room, classrooms, restroom, lockers, and office space having lower wall heights.
- The Williston State College Strategic Plan includes a goal of obtaining NATEF certification for the Diesel Technology Program. NATEF certification is a nationally recognized certification for auto and diesel technology education training programs. According to NATEF certification criteria, the lab space needs to provide at least 400 square feet per student for the environment to be safe and conducive for learning. These space requirements do not include classroom space.
- NATEF certification will bring more industry equipment donations.

Purpose/Support:

- Williston State College is pursuing NATEF Certification for the Diesel Technology Program and one of the requirement is sufficient Lab space, the current space is not sufficient for certification.
- The current Lab space does not provide for a safe and conducive learning environment because of the size of equipment being brought into the Lab to be worked on.
- The location of the Diesel Technology Lab space is such that the emissions from the equipment operating is being transferred into the other parts of the building where other classes are taught and the other students and faculty are being affected by it.
- When the Williston State College Diesel Technology Lab and classrooms are built, the program will be certifiable by NATEF, and then national corporations would use the facility to provide factory training on Campus to local/area businesses and their Technicians. Currently the local businesses send their Technicians to Factory Training in large Metropolitan cities. When that takes place the businesses pay extra for travel. The factory training courses are usually from 4-6 hours a day, if the technicians were taking training locally the business could still have them work part time, not losing potential profits for the company. The national corporations would bring the training equipment to WSC, provide the training and then donate it to WSC and no expense.
- Prospective students coming to look at the WSC Diesel Technology Program are not impressed by the current size and design of the building; in fact they are

discouraged and tend to go out of state to other educational facilities to get their education. The Diesel Technology Faculty and the President are confident that the new facility will attract students, and the enrollment would greatly increase given WSC's location in the state and the current energy boom. The new facility will allow the Diesel program to better serve the rural communities and to help supply the GREAT demand for Diesel Technology Technicians now and in the FUTURE.

- Williston State College Diesel Technology Department will collaborate with local high schools to offer Diesel Technology courses to their students. At the present time there is NO OTHER course like that in the state of North Dakota. In order to pursue this, the WSC Diesel Technology Course needs more space.

Project Costs:

Building	$2,900,000
Asphalt Parking Area	350,000
Perimeter Fence	35,000
TOTAL	$3,285,000

Funding Source:

General funds / grant funding

Operating Costs:

	Amount	Biennium
Utilities/Operating	45,000	2009/11
Utilities/Operating	45,000	2011/13
Utilities/Operating	45,000	2013/15

This project is designed to be able to add additional lab and storage space to the north end. The project as laid out will meet the current needs of the program.

Williston State College 2005-07 General Fund
Carryover

Salaries	Operating	Equipment	Capital Improvements	Total
$ -	$ -	$ -	$ 8,495.14	$ 8,495.14

Capital Improvements

$8,495.14 Air Handling - Stevens Hall

March 2, 2009
attachment #3

NORTH DAKOTA

HOUSE APPROPRIATIONS COMMITTEE

WILLISTON STATE COLLEGE

BUDGET HEARING

MARCH 2, 2009

SECTION I: CHALLENGES

1. Improve access and increasing enrollment

2. Make WSC a more comprehensive community college

3. Find housing for full time students

4. Find adequate funding for and add value to existing programs

5. Enhance on campus student life

6. Keep pace with demand for work force training by our Petroleum Safety and Technology Center

7. Add academic programs that are:
   - In sync with the regional labor market
   - Increase the number of male students

8. Become a cultural focus point for the MonDak region - Add a fine arts facilities and programs in the arts

9. Expand use of WSC facilities for cultural events

10. Continue to improve WSC

11. Attract and retain employees

SECTION II: PROGRESS JULY 2007 THOUGH OCTOBER 2008

A. Facilities

- Finished the roofing of Stevens Hall
- Replaced original HVAC exchange unit on Student Center addition
- Chip sealed all campus parking and paved roadways
- Established the Petroleum Safety and Technology Center (PS&TC) 11 acre training field - The tract of land has two 1,000 foot wells (one for proprietary research and development, down hole testing, and proprietary training and one for new hire training open to employees from multiple companies), a workover rig, and fire training equipment.
- The main areas of technical training to date are are: Industrial Safety, Service Rig, Drilling, Roustabout, Commercial Drivers License, and Specialty Technicians.
- Almost completed the PS&TC training building - A Petroleum Safety and Technology Center building is nearly completed on the PS&TC site for an estimated cost of $810,000. This facility will provide classroom, office, and lab space.
- Booster Club renovated the WSC Phil Rabon Baseball Field - The WSC athletic department in conjunction with the community baseball committee and donors, has begun the process of upgrading the WSC baseball field located on the northwest corner of campus.
- Lighting system repairs including the emergency lighting systems in the administrative and instructional buildings, all outside building lights, and all street lights
- Improvements in the Thomas Witt Leach Complex concession stand area;

B. Programs

- Started a Petroleum Production credit course certificate program
- Expanded PSTC training for employers to train nearly 4,000 employees last fiscal year
- Secured $441,000 Workforce Enhancement Grant to add SMART training, lease operator program, introduction to gas and oil operations, derrick-hand training, and floor-hand training to the PSTC. This was match one to one by participating industry partners.

- Partnered with Fort Berthold CC to offer the Dakota Nursing Program. Supported FBCC in joining BSC, LRSC, MiSU-B, and WSC as the fifth community college member of the Dakota Nursing Program.

C. Access and enrollment

- Expanded the number of ITV classrooms to eight

- Upgraded technology in eight classrooms

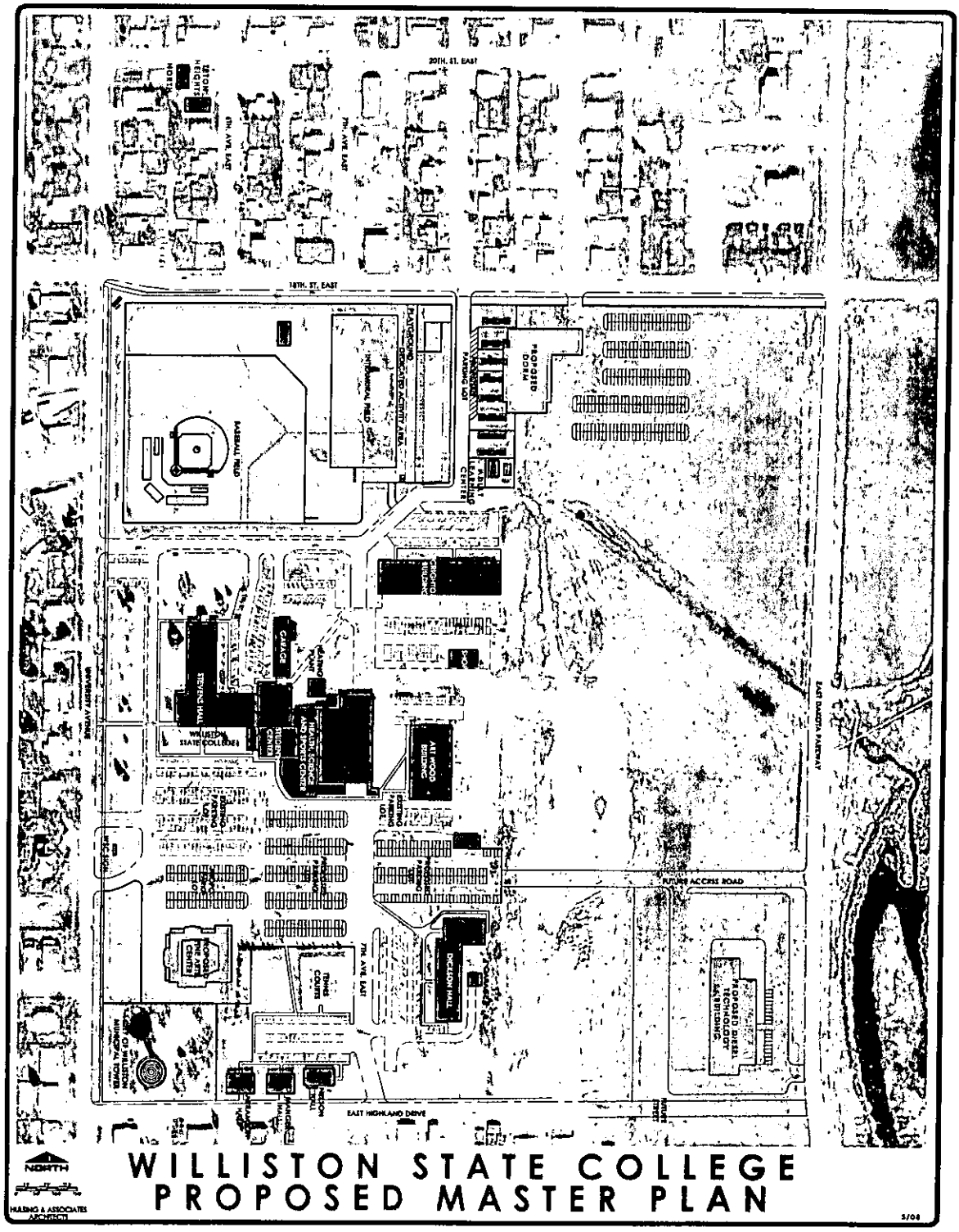
- Expanded institutional scholarship and grant support to regional students and dual credit high school students

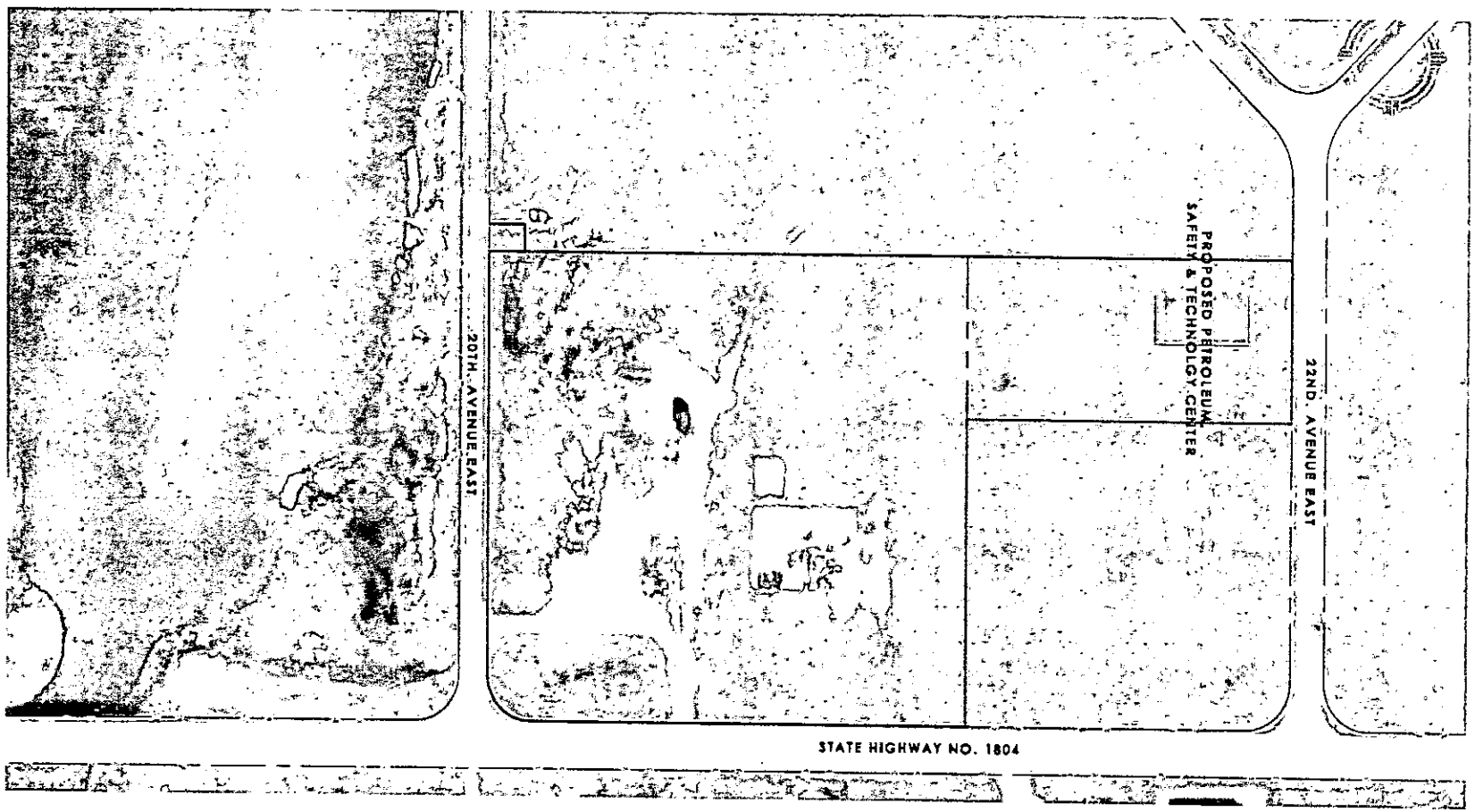
- Added an Enrollment Management Director position and expanded the Webmaster positions to full-time as part of enrollment management

- Gained acceptance by the Higher Learning Commission as an Academic Quality Improvement Program (AQIP) participant

D. WSC 2008 Master Plan

WSC Proposed Master Plan Map





WILLISTON STATE COLLEGE
PROPOSED MASTER PLAN

3/08

SECTION III: THE NDUS / WSC BUDGET REQUEST

Base Funding

- Long term funding plan
  a. Parity funding – 100% of parity or $914,461 requested by SBHE. (Governor's Budget includes $768,371; Second engrossment includes $768,371)
  b. Compensation Employee compensation 7%/7% requested by the SBHE (Governor's Budget and Second engrossment includes 5%/5%, plus health coverage)
  c. Equity funding – (Governor's Budget and Second Engrossment includes $135,135 of $250,000 requested by the SBHE)

- Shared Recruitment initiatives (**not** in Governor's Budget)

- Emergency preparedness/security $109,364 requested by SBHE (**in** Governor's budget and reduced to $0 in the Second Engrossment)

- Access, Collaboration, and Enhancement (ACE) fund (**not** in Governor's Budget or Second Engrossment)

  Possible funding for extension of access to Dakota Nursing Program and to career and technical programs in the Minot region and Dakota Nursing Program (also CTE programs access to Grand Forks, Fargo, Jamestown, and Dickinson by LRSC, NDSCS, and BSC)

- Community College affordability (SBHE requested $256,124, **not** in Governor's Budget, is funded at $256,124 in the Second Engrossment)

One time funding

- Deferred maintenance ($955,003 requested by the SBHE , Governor's budget and the Second Engrossment includes $382,000)

  1. Parking expansion southwest of Thomas Witt Leach Complex
  2. Replacement of roof on the multi-purpose building (old gym)

  WSC has $5,498.000 in deferred maintenance (see page 17).

- Emergency preparedness upgrades ($329,134 requested by the SBHE, Governor's budget and the Second Engrossment includes $0)

- STEM initiative ($0 requested by the SBHE for WSC)

B. **Renovation of science laboratories** - $1,600,000 capital appropriation **(In** Governor's Budget and the Second Engrossment)

Description:
The science laboratory renovation project would modernize the lab space and create secure storage areas. The ventilation and water handling systems will be upgraded.

All three of the laboratories that are in the master plan for renovation were built in 1968. In the 40 years that have followed the labs have been maintained very well, but are at the end of their useable life. The ventilation is not as good as it should be and the water handling systems need extensive work.

The renovation project would maintain the overall size of the laboratories but more storage would be added for each laboratory. This storage would be in separate storage rooms that are lockable for security reasons. Currently all three laboratories have many items that are in the laboratory that should be in lockable storage. To accommodate the added storage one classroom would be absorbed and used to add the extra square footage that is needed for the renovation.

- Renovation of 4,900 square feet of current classroom and science lab space
- Update ventilation and mechanical systems for proper ventilation and air quality
- Update storage of chemicals for better security
- Upgrade cabinetry and student furniture to accommodate today's students
- Modernize the science lab space to attract and maintain student enrollment in the science area
- This project is important to the health and safety of the students, faculty, and others that use this facility. The mechanical system dates back to 1967 when the facility was constructed. The ventilation and chemical storage are major concerns that need to be addressed soon.

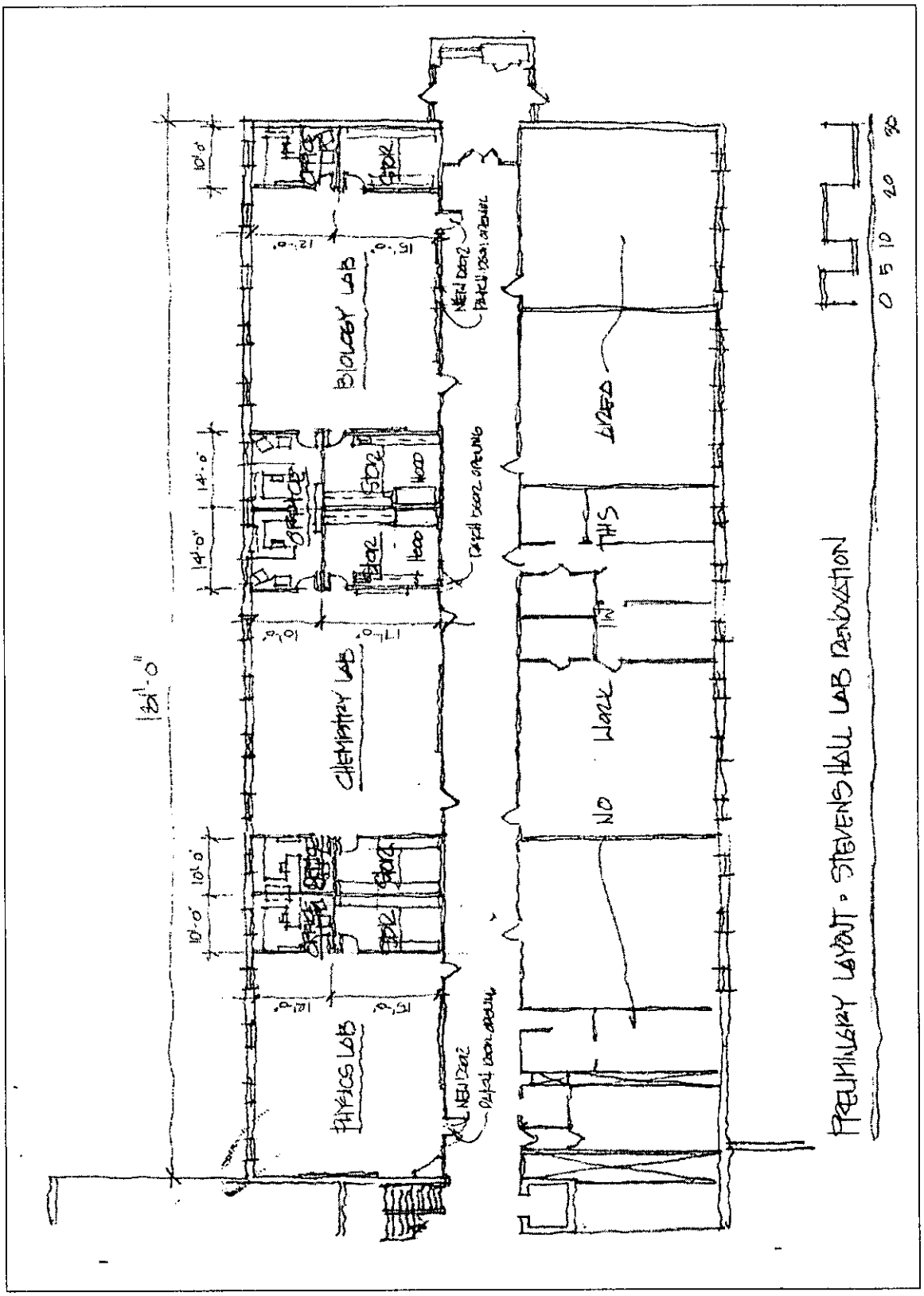
Project Costs:

Construction	$1,347,500
Design Fees	110,000
Asbestos allowance	50,000
Furnishings	100,000
Advertisement/legal	2,500
TOTAL	$1,610,000

Funding Source:
General funds

$1,610,000 in deferred maintenance renovation costs would be eliminated with the funding of this project.

Science Lab Renovation Preliminary Sketch



C. **Add a 208 bed dormitory to housing capacity** (Bonding authority in Governor's Budget and the Second Engrossment)

- 82,360 square foot, three-story building.
- Proposed site has poor soils and will require some remedial work.
- Includes a mixture of single and double rooms for a total of 232 student capacity.
- Includes apartment space for head resident as well as single room accommodations for a resident assistant on each floor.
- Modern facilities to replace existing dorm space.
- Additional space to accommodate more on-campus student housing.
- Regional housing shortage.

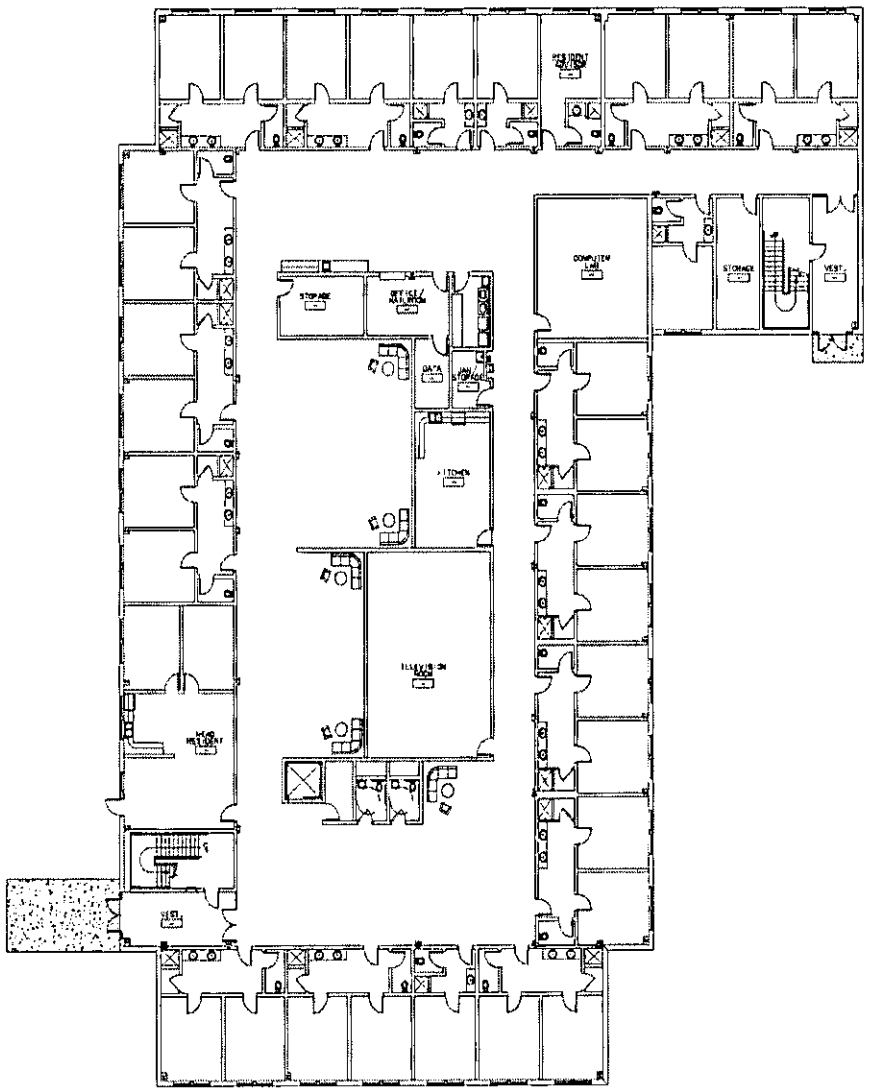
Project Costs:

Building	$9,000,000
Asphalt Parking Area	375,000
TOTAL	$9,375,000

Funding Source:

Revenue bonds

Dormitory Layout, 1st Floor



FIRST FLOOR PLAN

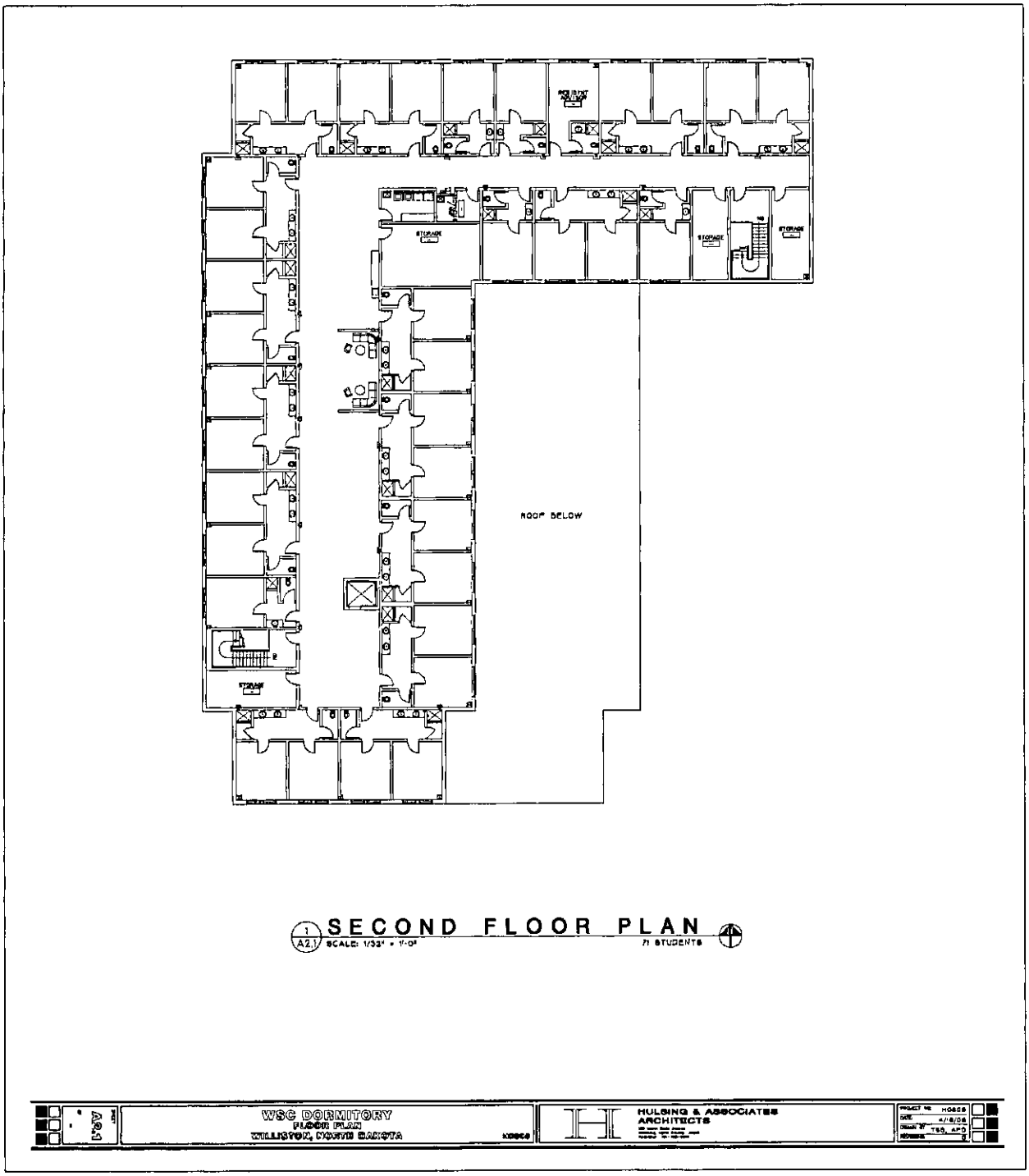
A2.0 SCALE: 1/32" = 1'-0"

66 STUDENTS
208 TOTAL STUDENTS
64,123 SF

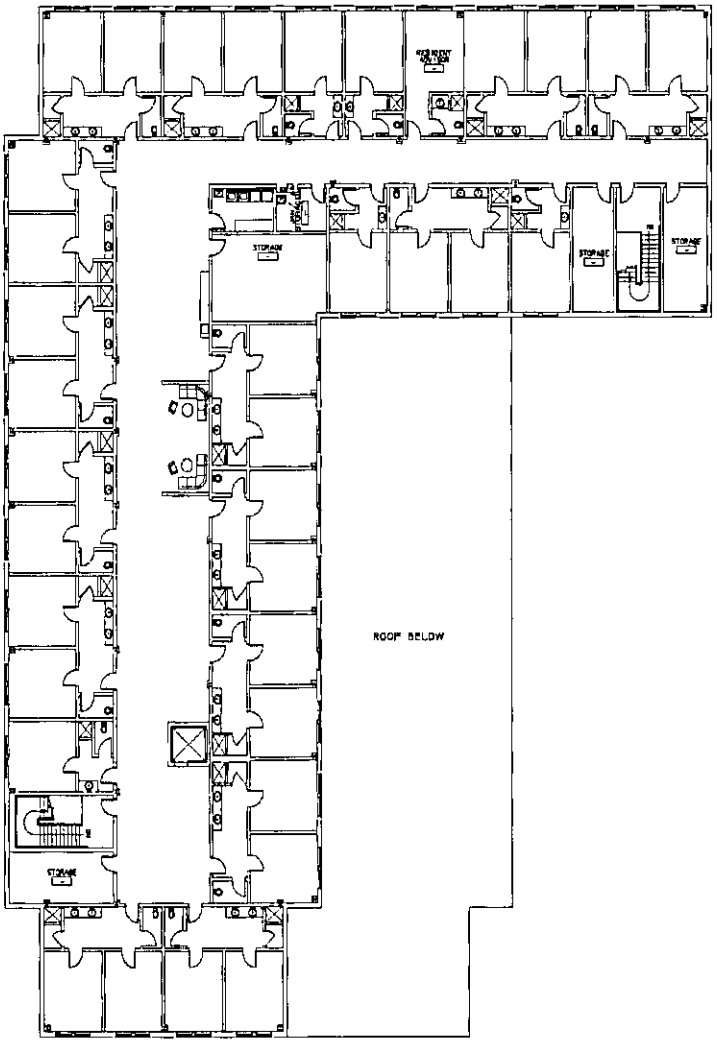
WSC DORMITORY
FLOOR PLAN
WILLISTON, NORTH DAKOTA

HULSING & ASSOCIATES
ARCHITECTS

Dormitory Layout, 2nd Floor



Dormitory Layout, 3rd Floor



THIRD FLOOR PLAN

WSC DORMITORY
FLOOR PLAN
WILLISTON, NORTH DAKOTA

HULSING & ASSOCIATES
ARCHITECTS

F. Academic facilities securing approval to build the Diesel Building
(Approval for building with local funds is NOT in Governor's Budget)

Description:

New construction of Diesel Technology Lab and classrooms, instead of building an addition to the existing Diesel Technology Lab and classrooms. The reasons for the changes are cost effectiveness, building environment, and future space requirements. After the new Diesel Technology Lab and classrooms are constructed, Building Construction, plumbing, and/or Welding can be implemented into the existing Diesel Technology Lab and classrooms.

- 27,303 square foot pre-engineered metal building.
- Diesel lab having 20' high walls and the east tool room, classrooms, restroom, lockers, and office space having lower wall heights.
- The Williston State College Strategic Plan includes a goal of obtaining NATEF certification for the Diesel Technology Program. NATEF certification is a nationally recognized certification for auto and diesel technology education training programs. According to NATEF certification criteria, the lab space needs to provide at least 400 square feet per student for the environment to be safe and conducive for learning. These space requirements do not include classroom space.
- NATEF certification will bring more industry equipment donations.

Purpose/Support:

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- The location of the Diesel Technology Lab space is such that the emissions from the equipment operating is being transferred into the other parts of the building where other classes are taught and the other students and faculty are being affected by it.
- When the Williston State College Diesel Technology Lab and classrooms are built, the program will be certifiable by NATEF, and then national corporations would use the facility to provide factory training on Campus to local/area businesses and their Technicians. Currently the local businesses send their Technicians to Factory Training in large Metropolitan cities. When that takes place the businesses pay extra for travel. The factory training courses are usually from 4-6 hours a day, if the technicians were taking training locally the business could still have them work part time, not losing potential profits for the company. The national corporations would bring the training equipment to WSC, provide the training and then donate it to WSC and no expense.
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discouraged and tend to go out of state to other educational facilities to get their education. The Diesel Technology Faculty and the President are confident that the new facility will attract students, and the enrollment would greatly increase given WSC's location in the state and the current energy boom. The new facility will allow the Diesel program to better serve the rural communities and to help supply the GREAT demand for Diesel Technology Technicians now and in the FUTURE.

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Project Costs:

Building	$2,900,000
Asphalt Parking Area	350,000
Perimeter Fence	35,000
TOTAL	$3,285,000

Funding Source:

General funds / grant funding

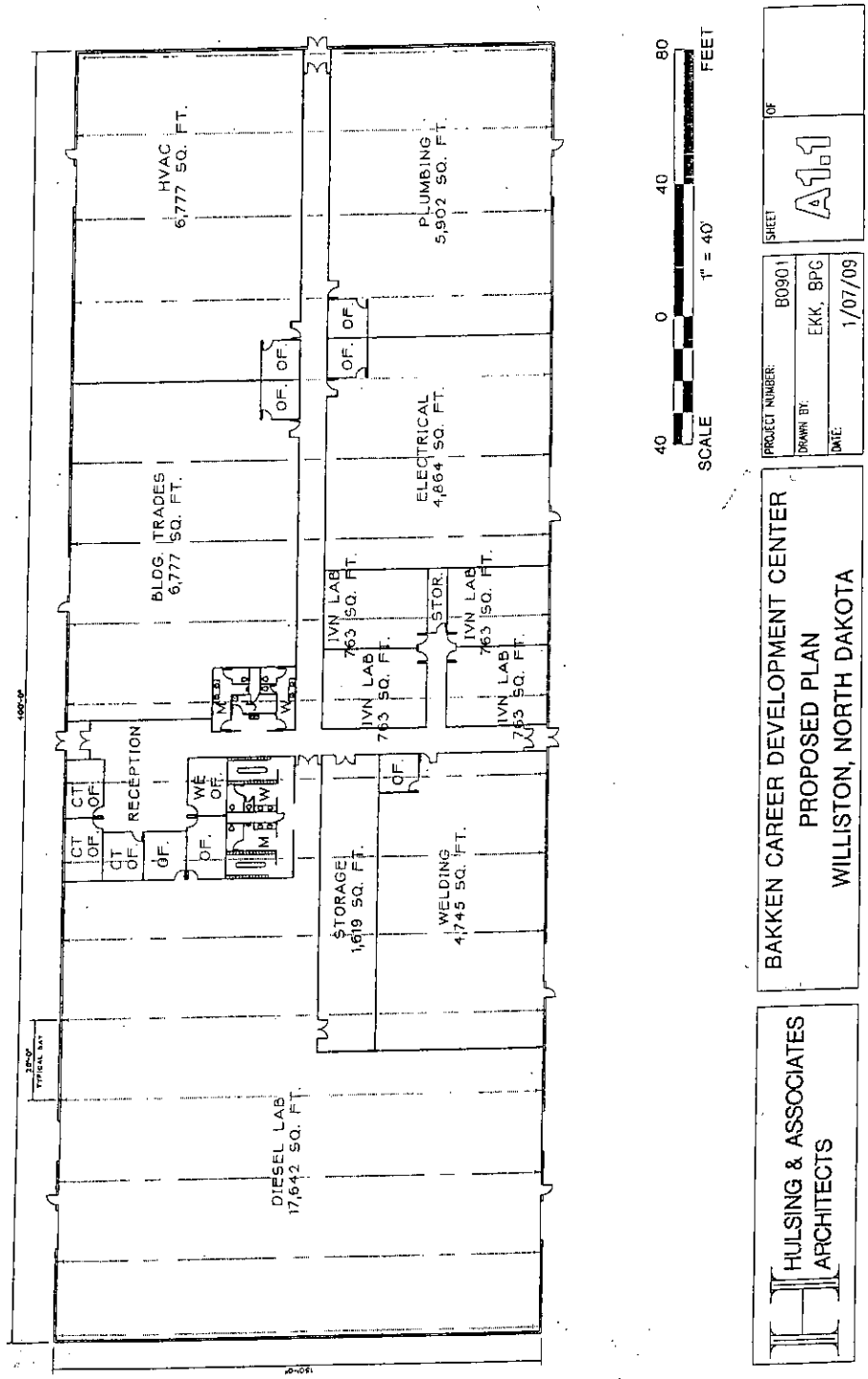
Operating Costs:

	Amount	Biennium
Utilities/Operating	45,000	2009/11
Utilities/Operating	45,000	2011/13
Utilities/Operating	45,000	2013/15

This project is designed to be able to add additional lab and storage space to the north end. The project as laid out will meet the current needs of the program.

HB1230 – Virtual Career and Technical Center Building

A Bakken Career Development Center building has been proposed by the Great North West Education Cooperative (GNWEC). This virtual CTE center would be built on a southeast corner site of the WSC campus. Total cost of the building was estimated to be in excess of $8,000, by Hulsing and Associates. The center would be operated with funding from tuition and fees, NDUS funding based on increased enrollment via the SBHE long term funding plan, and fees to be charged school district members of the GNWEC.



WSC Deferred Maintenance

	State Funded	Non-State Funded	Total
Health and Safety			
Expand campus card system	400,000		$ 400,000
Emergency Generator	500,000		$ 500,000
Total Health and Safety	$ 900,000	$ -	$ 900,000
ADA			
Interior automatic door openers (2)	$ 5,000		$ 5,000
Existing elevator upgrades (2)	25,000		25,000
Automatic entrances (2)	6,000		6,000
Total ADA	$ 36,000	$ -	$ 36,000
Major Renovations – Networking			
Expand and update current networking devices and cabling	$ 99,000		$ 99,000
Expand campus card system		85,000	85,000
Expand & repair current phone system	33,000		33,000
Total Major Renovations – Networking	$ 132,000	$ 85,000	$ 217,000
Major Repairs			
Energy efficient entrances-Abramson, Manger, Nelson	$ -	$ 5,500	5,500
Exterior Painting - Crighton and Art Wood	34,560		34,560
Repair exterior building caulking	36,000		36,000
Replace residence hall boilers		15,120	15,120
Replace residence hall windows		69,120	69,120
Update to energy efficient lighting	138,960	55,440	194,400
Artwood building roof	216,000		216,000
Street project	900,000		900,000
Dickson Hall airconditioning		21,600	21,600
Electrical Loop	36,000		36,000
Parking expansion	400,000		400,000
Roof repair - multipurpose area of Stevens Hall	95,000		95,000
Roof repair - Student Center	85,000		85,000
Roof repair - Dickson Hall		50,000	50,000
Floor - Dickson Hall		50,000	50,000
Carpet/laminate - student housing		27,600	27,600
Window replacement - Student Center	15,000		15,000
Lighting replacement - Stevens Hall	200,000		200,000
Pneumatic Thermostats - Stevens Hall	35,000		35,000
Tennis Court Repair/Replacement	50,000		50,000
Total Major Repairs	$ 2,241,520	$ 294,380	$ 2,235,900
Major Repairs – Remodeling			
Science Lab Renovation	1,610,000		1,610,000
Dickson Hall Renovation	500,000		500,000
Total Major Repairs – Remodeling	$ 2,110,000	$ -	$ 2,110,000

Section V: Other 2009-2011 Projects

A. Provide access to WSC Diesel AAS program in the Bismarck – Mandan region

B. Facilitate access to BSC Construction programs, Carpentry, HVAC, and Welding, at WSC

C. Support an expanding workforce by offering additional CTE programs in partnership with the Great North West Education Cooperative School Districts

D. Add an additional women's program and a men's athletic program

E. Start theatre and art programs

F. Expand music programs

Section IV: Future Capital Projects

A. Build a stadium on the renovated WSC Phi Rabon Baseball Field

B. Renovate the Crighton Building lab for welding or construction programs, and/or other workforce development of workforce training and other welding

C. Renovate the WSC campus to make it more student friendly

D. Build a Fine Arts Building

1. Classroom, performance, and office space for humanities, art, theater, music, and gallery.
2. 38,400 square foot, three-story building.
3. Includes an auditorium with over 900 seating capacity.

Project Costs:

Building	$7,700,000
Asphalt Parking Area	400,000
TOTAL	$8,100,000

Funding Source:

Local and general funds – currently unfunded

07-09 One-Time Funding

Deferred Maintenance	
Paving and Area Lighting	70,723
Permanent Oil Trust Fund Capital Project	
Petroleum Safety and Technology Center	700,000
Permanent Oil Trust Fund Operating	
Salaries and Benefits	167,460
Operating Expenses	32,540
Total	200,000

SB 2003
March 2, 2009
attachment #1

WSC Status Report
Fall 2008

- Fully accredited by the Higher Learning Commission--North Central Association
  - College currently participating in the AQIP method of accreditation (March 2007)
- College designated as a community college and assigned Workforce Training for Northwest North Dakota (July 1, 1999)
- College name changed to Williston State College (July 1, 1999)

Present Programs:

Associate of Arts (Liberal Arts)
Associate of Science (Liberal Arts)
Associate of Applied Science

- Administrative Assistant*
- Administrative Assistant/Accounting
- Administrative Assistant/Health Information Management
  - Front Office*
  - Medical Billing/Coding*
- Administrative Assistant/Information Processing*
- Agriculture
  - Agribusiness Sales & Management
  - Farm & Ranch Management
  - Natural Resources Management & Conservation
- Agronomy Technician*
- Automotive Technology**
- Computer Systems Specialist
  - Microsoft Certified System Engineer
  - Network Analyst
  - Programming/Web Design*
  - Systems Technician
- Diesel Technology**
- Entrepreneurship***
  - Recreation & Tourism
  - Agribusiness
- General & Technical Studies*
  - Career Enhancement
  - Self-Enrichment
  - Workplace Readiness
- Marketing-Management*
  - Accounting
  - Management
  - Marketing
- Massage Therapy*
- Medical Transcription*
- Mental Health/Addictions Technician*
- Nursing
  - Practical Nursing Certificate (LPN)
  - Associate Degree Nursing (RN)
- Paraeducator*
- Physical Therapist Assistant
- Speech Language Pathology Assistant

**Certificate program available **Diploma available ***Certificate program & Certificate of Completion available*

Distance Education:

Numerous courses available online

Programs available online

- Associate in Arts (a collaboration with the North Dakota University System Online)
- Administrative Assistant
- Entrepreneurship
- Marketing & Management
- Medical Billing and Coding
- Medical Transcription
- Paraeducator
- Speech Language Pathology Assistant

Programs available via Interactive Video Network

- Dakota Practical Nursing Program
  - Collaboration with Williston State College, Bismarck State College, Lake Region State College & Minot State University–Bottineau
  - Practical Nursing Certificate (LPN) & Associate Degree Nursing (RN)
  - Williston State College nursing sites
    - Trinity Hospital in Minot
    - Fort Berthold Community College
- Massage Therapy
  - Program also available in Minot & Bismarck
- Mental Health/Addictions Technician
  - Program also available in Minot
- Associate Degree in Computer Information Specialist
  - Collaboration with Williston State College, Lake Region State College & Minot State University–Bottineau
- Bachelor of University Studies
  - Collaboration between Dickinson State University & Williston State College
- Bachelor of Applied Science in Technology
  - Collaboration between Dickinson State University & Williston State College
- Bachelor of Science in Human Resource Management
  - Collaboration between Dickinson State University & Williston State College
- Bachelor of Social Work
  - Collaboration between Minot State University & Williston State College
- Bachelor of Science in Education—Elementary Education
  - Collaboration between Mayville State University & Williston State College
- Master of Education in Educational Leadership
  - Williston State College serves as the host site for this program from UND
- Master of Education or Science in Counselor Education
  - Williston State College serves as the host site for this program from NDSU

Athletics:

Women's

- Volleyball
- Basketball

Men's

- Baseball
- Basketball

Employees:

Full-time	75
Part-time and adjunct	94
Administrators	3
Faculty	
Full-time Teaching	25
Full-time (part-time teaching)	8
Permanent part-time	3
Adjunct	
On-campus	20
Off-campus	36
Staff	
Full-time	39
Part-time	17
Students (part-time)	18

Credit Student Enrollment Information:

- 850 students
- 47% full-time (399)
- 53% part-time (451)
- 71% women (602)
- 51% E-Learning (431)

- 82% North Dakota (694)
- 46% Williams County (395)
- 58% Primary service area of Burke, Divide, Dunn, Golden Valley, Mountrail, McKenzie and Williams Counties (490)

- 9.5% Montana (81)
- 18% Out of State (156)
- 2% Canada (14)

- 51% 18-24 years of age (430)
- 30% 25 & above years of age (257)
- 19% under 18 years of age (163)
- Average age of student population: 24.2

- 4% American Indian Students (35)
- 2% Other Minority Students (17)

Population Information:

- Primary Service Area
  - North Dakota Counties: Burke, Divide, Dunn, Golden Valley, McKenzie, Mountrail and Williams

1990	2000	Change
46,547	42,178	-9.4%

- Secondary Service Area
  - Montana Counties: Daniels, McCone, Richland, Roosevelt, Sheridan and Valley

1990	2000	Change
39,228	36,061	-8.1%

- Workforce Training Counties
  - Bottineau, Burke, Divide, McHenry, McKenzie, Mountrail, Pierce, Renville, Ward and Williams

1990	2000	Change
135,214	131,242	-2.9%

Workforce Training 2007-2008:

- A total of 181 businesses were served (increase of 26)
- 4,016 (unduplicated count) employees attended trainings (increase of 1315)
- 458 training sessions held (increase of 86)
- 60,584 hours of training were conducted (increase of 18,865)

Economic Impact 2006-2007:

- $27,878,000

Draft

PERFORMANCE ON ACCOUNTABILITY MEASURES FOR WORKFORCE TRAINING – FY 2008

Accountability Measure		Unduplicated Data				
		WSC	LRSC	NDSCS	BSC	Total
Number and percent of businesses in the region receiving training	#	191	231	642	281	1,345
	%	4.7%	5.2%	6.9%	4%	5.2%
Number of employees receiving training Unduplicated	#	4,016	1,680	2,725	3,569	11,990
Number and percent of businesses requesting repeat or additional training	#	103	140	402	98	743
	%	53.9%	47%	62.6%	35%	49.6%
Levels of satisfaction with training events based on results provided by employers and employees receiving training	Businesses	98%	97.8%	99.8%	99%	98.7%
	Participants	96%	98.3%	98.8%	99%	98.0%
Level of satisfaction of companies with responsiveness of training provided	Businesses	100%	99%	100%	99%	99.5%
Number of referrals for training and results of those referrals (both referrals made to other sources and referrals received)	Referred	12	3	12	4	31
	Received	8	5	9	7	29
Revenue generated from training fees	$	$855,529	$196,065	$1,264,995	$917,311	$3,233,900

Williston State College
Key Performance Indicators
Fall 2008

1. Full Time Equivalents

	Headcount	Full Time	Part Time	F.T.E.
Fall 2005	947	557	390	691
Fall 2006	912	505	407	648
Fall 2007	731	428	303	541
Summer 2006	237	11	226	79
Summer 2007	252	16	236	91
Summer 2008	247	16	231	90

Market Penetration

	Fall 2007	Fall 2006
Primary Service Area --Includes Burke, Divide, Dunn, Golden Valley, McKenzie, Mountrail, & Williams counties in North Dakota	1.5%	1.8%

2. Student Progress

- ACT and CAAP Scores

	Freshmen ACT Scores 2006-2007						CAAP Test Scores 2007			
	WSC Average		2-Yr College Average		National Average		WSC Average		National Average	
Composite Score	20.2	*(19.9)*	19.0	*(18.9)*	22.0	*(21.9)*	---	---	---	---
Reading Skills	20.1	*(20.2)*	19.2	*(19.2)*	22.4	*(22.3)*	59.5	*(59.1)*	60.5	*(60.4)*
English/Writing Skills	19.4	*(18.5)*	18.2	*(18.2)*	21.7	*(21.6)*	61.3	*(61.3)*	62.3	*(62.3)*
Math Skills	20.2	*(19.6)*	18.7	*(18.6)*	21.7	*(21.6)*	56.0	*(56.4)*	56.1	*(56.1)*
Science Skills	20.3	*(20.5)*	19.3	*(19.3)*	21.7	*(21.7)*	59.4	*(59.5)*	59.1	*(59.0)*
Critical Thinking Skills	---	---	---	---	---	---	59.7	*(58.5)*	60.9	*(60.5)*

- Job Placement Rate of 2007 WSC Graduates
  - 69% (70% in 2006) of Vocational/Technical Students are employed.
  - 22% (18% in 2006) of Vocational/Technical Students are continuing their education.

3. College External Reputation

- Not measured at this time.

4. Internal Work Climate

- See attachment.

5. Personnel Full Time Equivalents

- Dollars Budgeted for Personnel
  - 2008-2009: $5,303,381 ($3,902,457–General Fund & Tuition Collections; $1,400,924—All other sources)
  - 2007-2008: $4,834,380 ($3,782,047–General Fund & Tuition Collections; $1,051,836—All other sources)
  - 2006-2007: $4,456,474 ($3,482,047–General Fund & Tuition Collections; $974,427–All other sources)

6. Financial Health

- Expendable Net Assets Compared to Long Term Debt–FY 2007
  - WSC: 1:1 *(.1:1)*
  - NDUS: .6:1 *(.5:1)*
- Tuition & Fees Collection–FY 2006
  - WSC: $1,584,202 *($1,485,235)*
  - NDUS: $218,773,000 *($198,904,000)*
- Percentage of WSC FY 2007 Funding used for:
  - Instruction: 51% *(45%)*
  - Institutional Support: 15% *(18%)*
  - Academic Support: 4% *(3%)*

(Previous year's data included in parenthesis, if applicable)

Williston State College
Key Performance Indicators
Fall 2008

7. **Facilities—Planning and Maintenance**
   - Master Plan updated Spring 2008
   - Deferred Maintenance (taken from 2007 Accountability Measures Report FR9, pg 49)
     - WSC: $1,542,938
     - NDUS: $109,173,678

8. **Technology—Planning and Maintenance**
   - Technology Plan updated Spring 2007
   - Computer Lab Updates for Fall 2008:
     - Stevens Hall Rooms 104, 109, 208—New computers
     - Health Science & Sports Complex Room168 and Crighton Computer Lab—Updated computers

9. **Instructional Planning**
   - Programs:
     - Nursing Program revised for Fall 2004 into Dakota Nursing Program
       - Associate Degree in Nursing (RN) added for Fall 2005
     - Speech-Language Pathology Assistant program added Spring 2005
     - Mental Health Addictions Technician Program added Fall 2006
     - Petroleum Production Technology certificate program added Fall 2007
   - New courses for the 2008-2009 Academic Year

Name	Number	Credits
Therapeutic Exercise II	PTA 141	3
Percussion Ensemble	MUSC 145	1
Intro to Guitar	MUSC 150	3
Jazz Combo	MUSC 167	1
World Music	MUSC 201	3

   - Additional Sites/Collaborations
     - Dakota Nursing Program:
       - Collaboration among Williston State College, Bismarck State College, Lake Region State College & Minot State University—Bottineau
       - Williston State College nursing sites: Minot & Fort Berthold Community College
     - Massage Therapy:
       - WSC in affiliation with Bismarck State College & Trinity Hospital in Minot
     - Speech-Language Pathology Assistant:
       - Collaboration among Williston State College, Lake Region State College, & Minot State University
     - Mental Health Addictions Technician:
       - WSC in affiliation with Trinity Hospital in Minot
       - Received approval to deliver program to Lake Region State College
     - Distance Programs:
       - Associate in Arts, Administrative Assistant, Agronomy Technician, Entrepreneurship, Marketing/Management, Medical Billing & Coding, Medical Transcription, Paraeducator, Speech-Language Pathology Assistant, Mental Health Addictions Technician, Massage Therapy, Nursing
     - Bachelor of University Studies:
       - Collaboration between Williston State College & Dickinson State University

10. **Quality of Student Life Experience**
    - Alumni Outcomes Survey of 2003 Graduates
      - 90.5% rated WSC above average *(96%)*
      - 90.5% would attend WSC if they had to start their college career over *(64%)*
      - 97.6% would recommend WSC to others *(96%)*
    - Graduate Opinion Poll–May 2007
      - 98% of the graduates rated the services, instruction, etc. offered at WSC average or excellent *(92%)*

Williston State College
Key Performance Indicators
Fall 2008

Accountability Measures Report
FRS 2: Biennial report on employee satisfaction

2006 Report

Job Satisfaction

Overall Job Satisfaction at WSC:			2002 = 88%			2004 = 83%			2006 = 80%					
Very Satisfied			Satisfied			Neutral			Somewhat Dissatisfied			Not Satisfied At All		
2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
23%	34%	4%	65%	49%	76%	6%	12%	18%	6%	5%	0%	0%	0%	2%

Impression of Quality

Overall Impression of Quality at WSC:			2002 = 90%			2004 = 84%			2006 = 77%					
Excellent			Good			Average			Below Average			Inadequate		
2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006	2002	2004	2006
17%	23%	18%	73%	61%	59%	10%	13%	10%	0%	3%	10%	0%	0%	2%

How It Is Now Comparisons

The table below reflects changes in the eight categories of the *How It Is Now* ratings. The amount of change from 2002 to 2006 is shown in the column on the right. A minus change shows that the gaps have been narrowed and reflect improvement. Although some inconsistencies are noted, overall, NDUS institutions are reducing gaps in each of the eight categories as demonstrated in the trend data.

Quality Category	2002	2004	2006	2002-2005 Change
Measurement and Analysis	3.434	3.486	3.345	-0.089
Quality/Productivity Improvement Results	3.370	3.419	3.252	-0.118
Employee Training and Recognition	3.129	3.333	3.074	-0.055
Quality Assurance	3.428	3.461	3.349	-0.079
Top Management Leadership and Support	3.325	3.433	3.187	-0.138
Employee Empowerment and Teamwork	3.386	3.511	3.295	-0.091
Customer Focus	3.651	3.746	3.617	-0.034
Strategic Quality Planning	3.530	3.586	3.529	-0.001

2007 Report

Progress Report on Employee Satisfaction

Results of the Campus Quality Survey administered in the fall of 2007 were reviewed, and Williston State College is addressing gaps in the following ways:

- All campus committee minutes are being distributed on the campus listserv. A current Academic Quality Improvement Program action project is examining organization and committee structures with the goal of improving campus communication.
- Improvement has occurred with the recent addition of a full-time human resource position.
- Quality service has been partially addressed by a change in communication and leadership styles. The result has been a visible increase in personnel empowerment. Interpersonal respect and professionalism, as well as conscious administrative efforts to increase the number of face-to-face campus-wide communication sessions, also have helped close this gap.
- WSC has seen considerable recent progress in its ongoing attempt to examine models and methods of strategic planning at peer institutions. Quarterly processes also have been established for using collected data for strategic planning. This has improved the decision-making process.
- Communication is being addressed in a current AQIP action project designed to help departments and other campus entities produce a values-based mission statement and to examine and state measurable roles and goals.
- In conjunction with the Workforce Training Division, WSC is providing customer service sessions with team-building exercises.

March 2, 2009
attachment #2

trainND

WILLISTON STATE COLLEGE

ANNUAL REPORT 2007-2008

Mission Statement

TrainND provides training for North Dakota business and industry enhancing their ability to compete globally.

2008 Year End Highlights

- Total training revenue generated in Fiscal Year 2008 was $1,233,768; with **$881,633** generated in **direct training revenue**.
- A total of **191 businesses** were served.
- There were 103 businesses that requested additional training.
- Training sessions consisted of 5,541 participants, there were **4,016 unduplicated** participants.
- There were **372 training sessions** held.
- Williston State College contributed $56,617 in salaries and benefits.
- Provided **60,584 contact hours** of training to the region.
- Of the clients served, 98% were satisfied with the training, 100% were satisfied with the responsiveness of the trainND, northwest region in meeting their needs.
- Of the participants served, 96% were satisfied with the training provided by trainND, northwest region.

Northwest Region FY Comparisons			
	2006	**2007**	**2008**
Revenue	$1,200,006	$769,441	$1,233,768
Direct Training Revenue	$365,264	$577,130	$881,633
Number of Businesses	152	155	191
People (Duplicated)	3,157	4,022	5,541
Events	354	372	458
Contact Hours	38,179	41,719	60,584
Companies served with <50 employees	105	110	147

IT'S A COMPETITIVE WORLD. TRAIN FOR IT.

ANNUAL REPORT 2007-2008

Customers

Company Employee Size	Companies Served
1-4	59
5-9	23
10-19	28
20-49	37
50-99	19
100-249	17
250-499	2
500 +	6

Advisory Board Members

Rita Wilhelmi, Chair
Andy Anderson
Sherry Kondos
Terry Wilbur
Diane Olson
Wayne Biberdorf
Kurt Erhmantraut

What our customers say...

40 Hour New Hire Training

"I thought the instructor did a remarkable job in preparing me with the information I need to perform my job in a safe manner."

- M. Chase, Halliburton Energy Services

Introduction to Holistic Management

"The instructor got everyone's attention, he was knowledgeable and likeable."

- A. Slykerman

Floorhand Training for Well Servicing

"I couldn't even spell oil rig on Monday and now I feel very confident to do the job—we had a great teacher."

- L. Zabach, Nabors Well Services

Certified Nursing Assistant Training

"The hands-on skill training and experience at Bethel Lutheran Home."

- S. Bustad

Clients Trained

Companies served by North American Industry Classification System Code

NAICS Code	Description	# of Companies
11	Ag., Forestry, Fishing, and Hunting	1
21	Mining	97
22	Utilities	4
23	Construction	4
32	Wood, Printing, Paper, Chemical, Concrete, Manufacturing	3
33	Metal, Tools, Building, Windows, Metal Products, Manufacturing	1
44	Vehicle, Home, Food, Retail Trade	2
45	Luxury/Accessory, Retail Trade	4
48	Transportation	3
51	Information	2
52	Finance and Insurance	6
53	Real Estate and Rental	1
56	Administrative Support	2
61	Educational Services	25
62	Health Care and Social Services	19
81	Other Services	2
92	Public Administration	15
	Total	**191**

IT'S A COMPETITIVE WORLD. TRAIN FOR IT.

Williston State College

Office of the President

Petroleum Safety and Technology Center

Williston State College (WSC) has expanded its oil field safety training from less than 50 employees trained annually in 2005 to nearly 4,000 during the past

fiscal year. This is due to a partner ship that emerged out of a Ford Foundation funded Rural Community College Initiative yielded six project clusters though which WSC would form new partnerships to further rural development and increase access to education and training. One of those project clusters was "increased support to the MonDak regional economy by providing training for petroleum production employees" in North Dakota's oil "patch", the geologic Williston Basin. One of this petroleum bearing basin's geologic strata, the Middle Bakken formation, has been projected to have a probable yield potential of 4.3 billion barrels crude recoverable using today's technology. The Petroleum Safety and Technology Center (PSTC) that has emerged that now has three full time employees, a total investment of over $3,200.000, an eleven acre training site with an industrial training building, two wells, a drilling rig, oil fire training mock-ups, and truck driving training.

WSC's Petroleum Safety and Technology Center is

"Rockin the Bakken"!! ™

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joe.mccann@wsc.nodak.edu

December 2008

b

WSC Enrollment
During the Oil Boom
of 2005-2008

Credit Enrollment	Fall 2000	%	Fall 2005	%	Fall 2006	%	Fall 2007	%	Fall 2008	%	Change 00 -'08	Change 07 to '08
Headcount	687		947		912		731		850		19%	16%
Full-Time	506	74%	557	59%	505	55%	428	59%	399	47%	-27%	-12%
Part-Time	181	26%	390	41%	407	45%	303	41%	451	53%	60%	12%
Average Age	25		27		27		25		24		-1	-1
FTE	550		658		651		551		562		2%	2%
% Men		42%		27%		28%		26%		29%	-13%	3%
ELearning	70	10%	458	48%	507	56%	411	56%	431	51%	41%	-5%
Face-Face Off-Campus	18	3%	85	9%	140	15%	149	20%	197	23%	20%	3%
On-line**	none		365	39%	367	40%	324	44%	332	39%		-3%
On-Campus**	620	90%	576	61%	503	55%	411	56%	402	47%	-34%	-9%
Transfer & Undecided		68%		58%		49%		51%	502	59%	-9%	8%
Career and Technical		32%		42%		51%		49%	348	41%	9%	-8%
Williams County	476	69%	390	41%	348	38%	306	42%	395	46%	-23%	4%
North Dakota	598	87%	759	80%	725	79%	571	78%	694	82%	-5%	4%
Primary ND Service Area***	542	79%	491	52%	464	51%	382	52%	490	58%	-21%	6%
Canada	4	1%	19	2%	21	2%	11	2%	14	2%		
Montana	73	11%	111	12%	98	11%	88	12%	81	10%	-1%	-2%

*FTE calculation changed to 15 credit hours per Full Time Equivalent student (FTE) in the fall of 2006.
**2000 on-line enrollment unavailable. 2000 on-campus enrollment is estimated. There is overlap of 98 between on-campus and online registrations in the fall 2006.
***Billings, Burke, Divide, Dunn, McKenzie, Mountrail, and Williams counties

December 2008

WSC Additional Credit Enrollment Information

2008 Summer enrollment	247
Fall 2008 educational goal	
Academic Transfer	33%
Career and Technical	41%
Fall 2008 Distance Education	549
Online	431
Interactive TV	197

Fall 2008 Dual Enrollments – 184 (21% of WSC credit headcount)

May 2008 Associate degrees awarded	171
Certificates awarded	53

49 % of 2005-2006 credit students received institutional grants, with average grant amount of $1,406 (vs. average of comparator colleges of 16% receiving an average of $973)

Williston State College
Status Report Summary
2001-2008

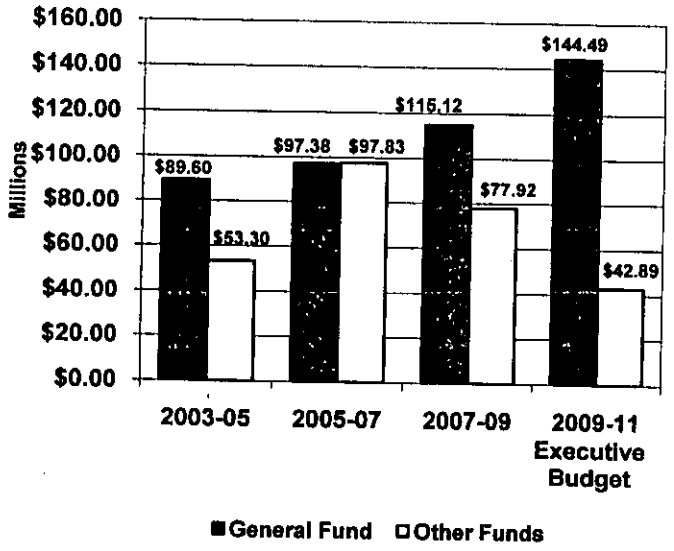
	2001	2002	2003	2004	2005	2006	2007	2008
Enrollment (Fall)								
Headcount	748	770	871	936	947	912	731	850
Full-time	525	561	603	568	557	505	428	399
Part-time	223	209	268	369	390	407	303	451
Montana	79	93	102	127	110	98	88	81
E-Learning	137	127	266	388	496	507	420	431
% Women	65%	63%	65%	71%	73%	72%	74%	71%
% Williams County	66%	63%	56%	47%	41%	48%	42%	46%
Workforce Training								
Businesses Served	86	129	229	193	177	153	155	181
Employees (Duplicated Count)	1756	1994	1823	--	--	--		
Employees (Unduplicated Count)	--	--	--	1387	1530	2224	2701	4016
Employees								
Full-time	67	67	70	72	74	71	75	75
Part-time & Adjunct	65	82	101	106	101	110	91	94
Administration	4	3	4	4	4	3	3	3
Faculty	61	66	83	91	92	90	80	92
Full-time	28	26	26	27	26	26	27	25
Full-time, Part-time teaching	6	8	6	7	9	5	8	8
Permanent, Part-time	2	4	3	4	5	4	5	3
Adjunct, On-campus	9	20	25	28	20	36	17	20
Adjunct, Off-campus	16	8	23	25	32	19	23	36
Staff	37	39	40	41	41	52	57	56
Full-time	29	30	34	35	35	34	37	39
Part-time	8	9	6	6	6	18	20	17
Students (Part-time)	30	41	44	42	38	33	26	18

Department 230 - University of North Dakota
Senate Bill No. 2003

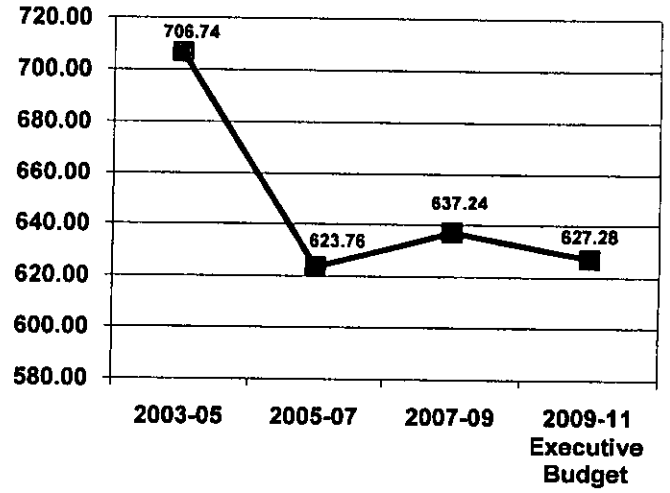
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	627.28	$144,486,043	$42,890,000	$187,376,043
2007-09 Legislative Appropriations	637.24	115,120,705	77,920,000	193,040,705[1]
Increase (Decrease)	(9.96)	$29,365,338	($35,030,000)	($5,664,662)

[1]The 2007-09 appropriation amounts do not include $3,700,000 of additional special funds authority resulting from Budget Section action during the 2007-09 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$126,107,369	$18,378,674	$144,486,043
2007-09 Legislative Appropriations	109,312,375	5,808,330	115,120,705
Increase (Decrease)	$16,794,994	$12,570,344	$29,365,338

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $13,806,731 for the following:			
Costs to continue fiscal year 2009 salary increases	$2,102,942		$2,102,942
5 percent per year salary increases	6,734,672		6,734,672
Health insurance increases	2,670,895		2,670,895
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	804,736		804,736
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	1,461,274		1,461,274
Utilities for facilities becoming operational during the 2009-11 biennium (Jodsaas Building addition and the Memorial Union north entrance addition)	32,212		32,212
Total	$13,806,731		$13,806,731

University of North Dakota

FY2009 General Appropriation & Tuition Budget	Personnel	Operating	Equipment	FY2009 Perm Budget
College of Business and Public Administration	6,680,514	280,399	-	6,960,913
School of Engineering and Mines	4,407,911	108,155	-	4,516,066
College of Education and Human Development	5,896,470	223,836	-	6,120,306
School of Law	2,891,334	476,597	-	3,367,931
College of Arts and Sciences	17,823,059	806,802	-	18,629,861
John D. Odegard School of Aerospace Sciences	5,896,022	397,039	-	6,293,061
College of Nursing	3,669,799	110,929	-	3,780,728
VPAA -Academic Support	7,240,745	4,309,403	767,785	12,317,933
Graduate School	1,034,158	32,097		1,066,255
TOTAL VPAA	**55,540,012**	**6,745,257**	**767,785**	**63,053,054**
Vice President of Research	421,388	81,119	-	502,507
VP Student and Outreach Services	6,405,472	1,183,474	-	7,588,946
President and Institutional Support	3,003,577	3,009,584	28,601	6,041,762
VP Finance and Operations (including utilities)	6,171,270	13,073,071	29,373	19,273,714
Fringe Benefits	20,433,528	-	-	20,433,528
CIS Pool	4,062,275	3,690,093	175,817	7,928,185
Consortiums	104,132	79,049	-	183,181
Total Appropriation for FY09	**96,141,654**	**27,861,647**	**1,001,576**	**125,004,877**
2007-09 Appropriation				
Deferred Maintenance 07-09			3,628,330	3,628,330
Unexpended Plant Fund Appr 07-09			4,280,545	4,280,545
Total Capital Assets (Excl Major Capital Projects)	**-**	**-**	**7,908,875**	**7,908,875**

with the exception of the following pages same testimony given to House

The University of North Dakota

Presentation to
The North Dakota Senate
Appropriations Committee
January 13, 2009
Robert O. Kelley, President

University of North Dakota
General Fund Budget Request to 2009 Legislature

I. Approve Executive Budget Recommendations

Recurring Base Executive Budget Increases	
Parity	$13,806,731
Equity	$ 2,441,063
Emergency Preparedness and Security Operating	$ 204,600
Total Executive Budget Base Increase	**$16,452,394**
One-Time Executive Budget Increase	
Deferred Maintenance	$ 7,178,674
Education Building-Renovation and Addition	$11,200,000
Total Executive Budget One-Time Funding	**$18,378,674**

II. Approve Remaining SBHE Budget Request

College Affordability (Base Funding)	$ 1,774,161
NDUS/UND Joint IT Facility (One-Time Funding)	$11,200,000

SB2003
March 3, 2009
attachment #4

The University of North Dakota

Presentation to
The North Dakota House
Appropriations Committee
Education and Environment Division
March 3, 2009

University of North Dakota
General Fund Budget Request to 2009 Legislature

I. Approve Reengrossed SB2003

Recurring Base Budget Increases	
Parity	$13,806,731
Equity	$ 2,441,063
College Affordability	$ 1,774,161
Total Base Budget Increase	**$18,021,955**
One-Time Budget Increase	
Deferred Maintenance	$ 7,178,674
Education Building-Renovation and Addition	$11,200,000
Total One-Time Funding	**$18,378,674**

II. Approve Remaining SBHE Budget Request

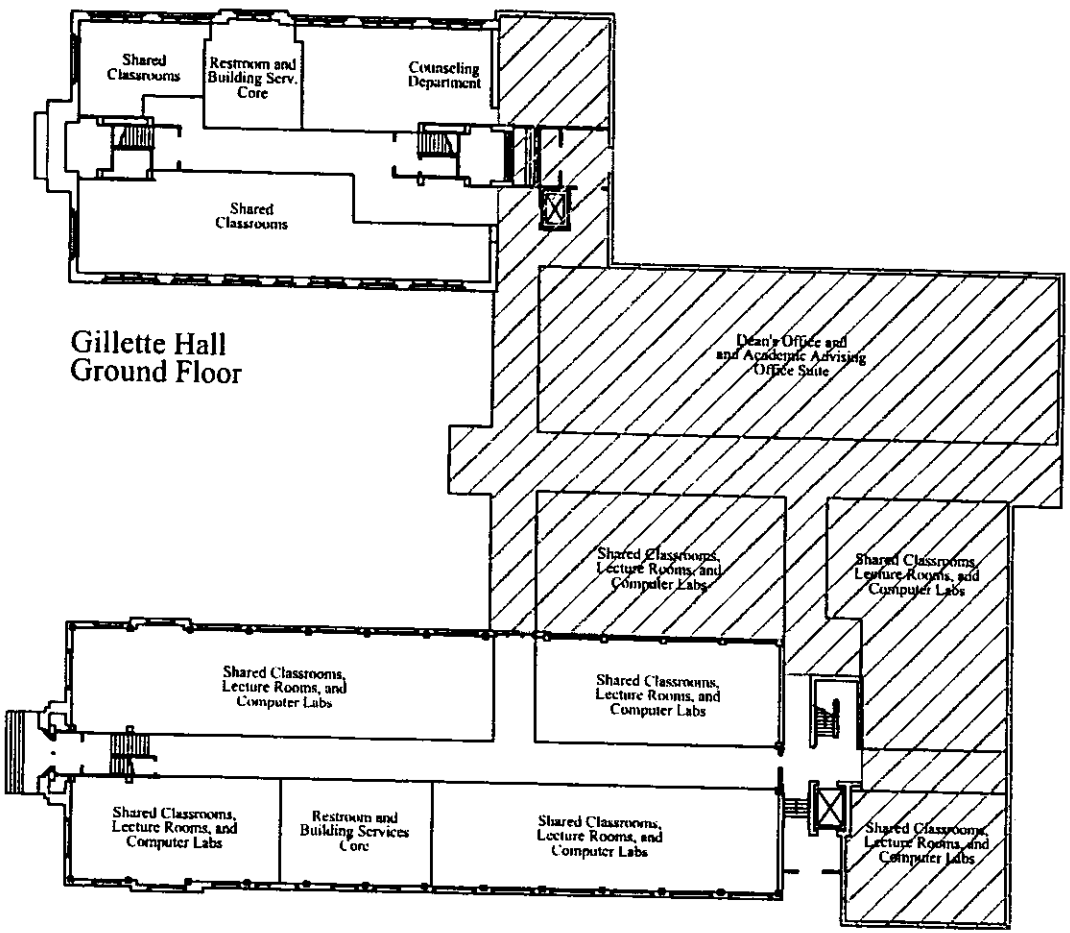
NDUS/UND Joint IT Facility (One-Time Funding)	$11,200,000
Emergency Preparedness and Security (Base) (pool of funds approved at System level that does not fully fund campus level needs)	$ 204,600

University of North Dakota
Deferred Maintenance
2009-2011

Building Exterior	$1,738,174
Mechanical / Electrical Upgrades	$4,745,500
Interior Finishes	$ 535,000
Structural Repairs	$ 75,000
Paving and Area Lighting	$ 30,000
Utilities / Infrastructure	$ 35,000
Misc. Small Projects < $50,000	$ 20,000
Grand Total	$7,178,674

University of North Dakota
Deferred Maintenance
2007-2009

Building Exterior	$1,667,478
Mechanical / Electrical Upgrades	$1,436,933
Interior Finishes	$ 328,924
Structural Repairs	$ 39,562
Paving and Area Lighting	$ 0
Misc. Small Projects < $50,000	$ 155,433
Grand Total	$3,628,330



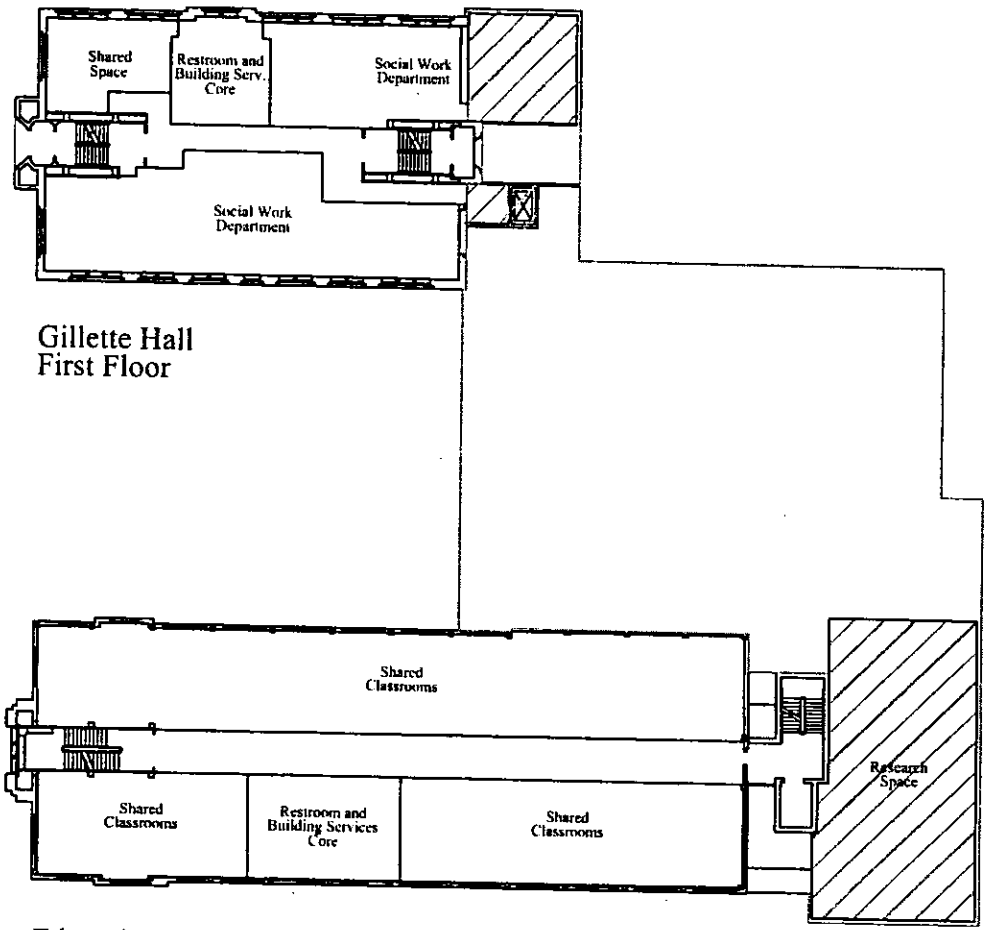
Gillette Hall
Ground Floor

Education Building
Ground Floor

UNIVERSITY OF NORTH DAKOTA
Campus Capital Projects & Planning
Grand Forks, North Dakota 58202

Education Bldg Renovation & Addition
College of Education and Human Development

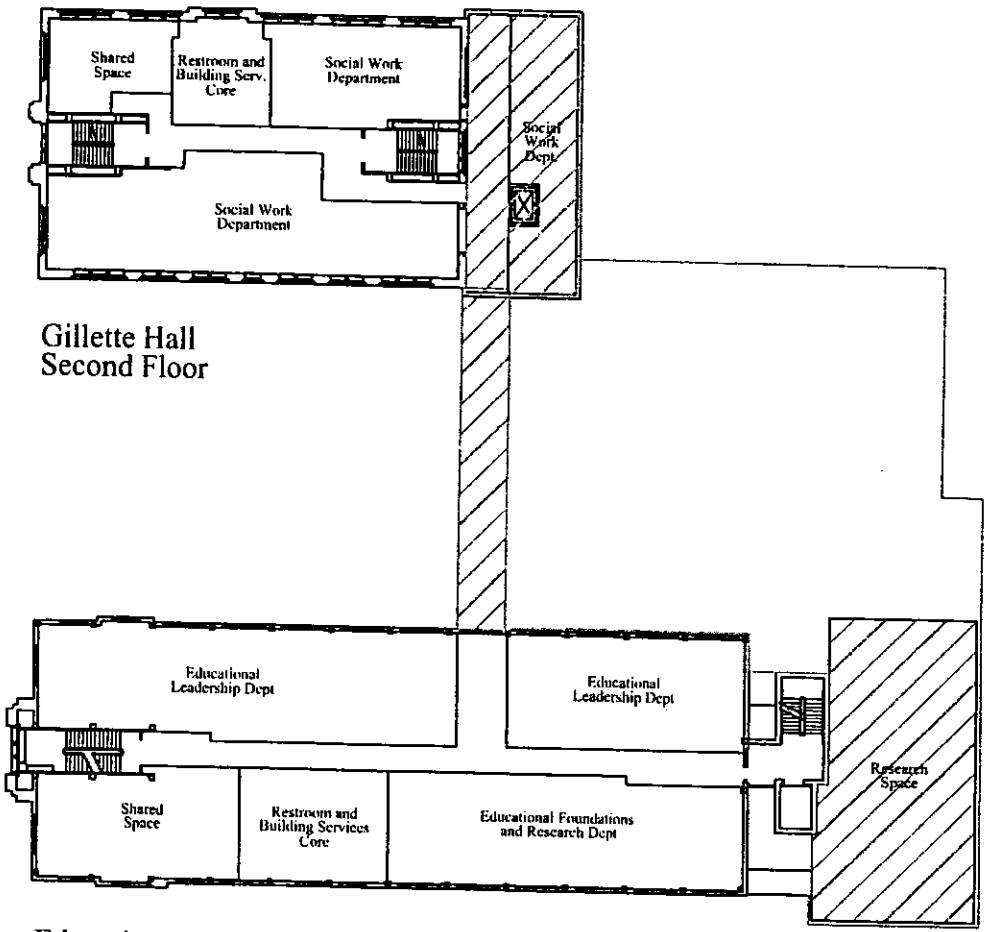
Date:
January 2009



UNIVERSITY OF NORTH DAKOTA
Campus Capital Projects & Planning
Grand Forks, North Dakota 58202

Education Bldg Renovation & Addition
College of Education and Human Development

Date:
January 2009



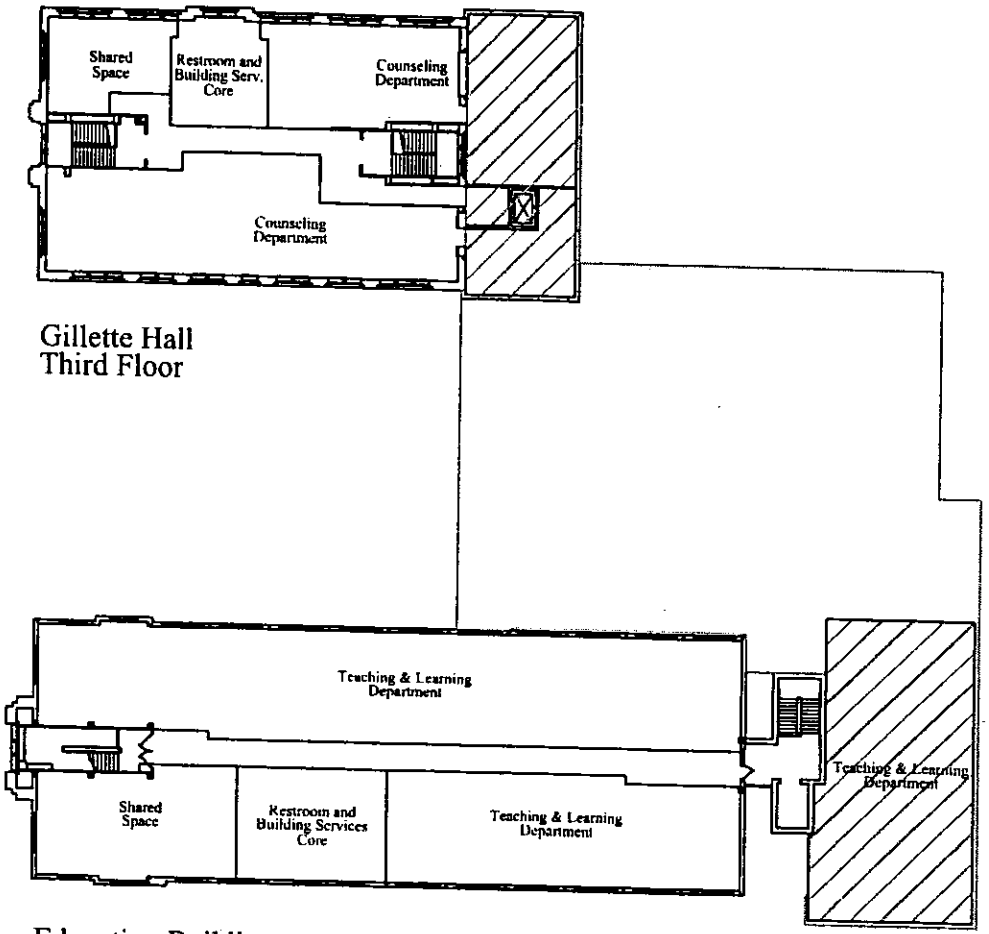
Gillette Hall
Second Floor

Education Building
Second Floor

UNIVERSITY OF NORTH DAKOTA
Campus Capital Projects & Planning
Grand Forks, North Dakota 58202

Education Bldg Renovation & Addition
College of Education and Human Development

Date:
January 2009



UNIVERSITY OF NORTH DAKOTA
Campus Capital Projects & Planning
Grand Forks, North Dakota 58202

Education Bldg Renovation & Addition
College of Education and Human Development

Date:
January 2009

University of North Dakota
2005-2007 General Fund Carryforward

IVN	$	6,691
ODIN	$	2,079
HECN/CND	$	1,213,759
ND/HE Consortium for Substance Abuse Prevention	$	6,806
	$	1,229,335

University of North Dakota
House Appropriations Committee
March 3, 2009

The following information is being provided to meet the one time funding reporting requirements of Section 19 of HB1003 for the 2007-09 biennium:

O'Kelly Hall ($1.98 million general funds and $220,000 special funds)
O'Kelly Hall mechanical renovations are currently in progress, with design consultants making final determinations as to size and location of equipment and duct systems. Equipment orders were issued in early February, 2009 with bids for construction due March 2, 2009. Work will commence no later than 3/15/09, with anticipated completion of all work by 6/30/09.

SB2003 UND
March 3, 2009
attachment #2

University of North Dakota...where we are and where we're going

Robert Kelley
President
House Appropriations Committee
Education and Environment Division
March 3, 2009

UND at a glance...

- Faculty, Staff, Students, Programs, Facilities
- Ten schools and colleges...the state's only medical and law schools
- Enrollment...undergraduate, graduate and professional
- Information services...libraries and learning centers
- Athletics transitioning to NCAA Division I...Go UND!
- Collaborative and Partnering with NDUS, NDSU, city, state and region
- North Dakota is UND's Campus

UND...Mission and Brand

- As a member of the NDUS, UND serves the state…through teaching, research, creative activities and service. UND retains its original mission in liberal arts, business, education, law, medicine, engineering and mines, and special missions in nursing, fine arts, aerospace, energy and environment, and international studies.
- Creative; Innovative; Entrepreneurial; and Spirited

Creative

- AgCam
- UAS/UAV
- Online/Outreach Education
- Integrated and Essential Studies
- Law…human rights, social justice, natural resource law
- Music and the performing arts
- Energy, Environment and Alternative Fuels
- InMed and RAIN

Innovative

- COBPA…Dakota Venture Group and the Center for Innovation (ranked 15th in the nation)
- Economic Impact…$1.1 billion through research, Centers of Excellence, Tech Park
- Sponsored programs…$100 million for the past two years
- Red River Valley Research Corridor

Entrepreneurial

- Research, Enterprise and Commercialization Building…REAC 1
- New start-ups…SUNSHINE
- The Bakken…and the EERC and the SEM
- National Center for Hydrogen Technology
- Northern Plains Center for Behavioral Research
- Engagement with the city and state

Spirited...and looking ahead

- Five initiatives
  - Global Economic Landscape…resource allocation to compensation, programs, facilities
  - Enrollment…13,500 (affordability and retention are the keys…also online outreach education)
  - Leadership…bringing the best to partner with community and state
  - Programs…STEM and SMTI…synergies
  - Athletic Transitions…D1 and competitiveness

SB 2003
March 3, 2009
attachment #1a

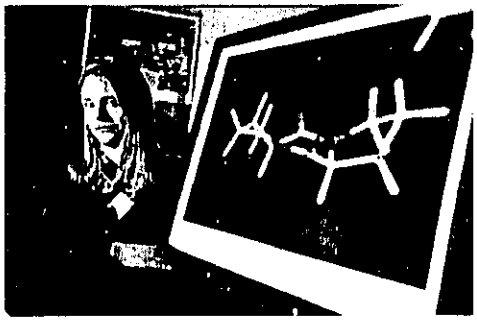
THE UNIVERSITY OF NORTH DAKOTA

The Economic Impact of Research at the University of North Dakota: Fiscal Year 2008

The University of North Dakota had approximately $91.32 million in total sponsored research program expenditures in fiscal year 2008. Input-output analysis indicates that the economic impact of these awards on Grand Forks County, the State of North Dakota, and the North Central Census Region was a staggering $187 million in economic output, 1,578 jobs, and over $18.5 million in local, state, and federal tax revenue.

Report Commissioned by
Barry Milavetz, Ph.D.,
Interim Vice President for
Research and Economic
Development

Report Prepared by
David T. Flynn, Ph.D.,
Associate Professor of Economics
Director, Bureau of Business and
Economic Research

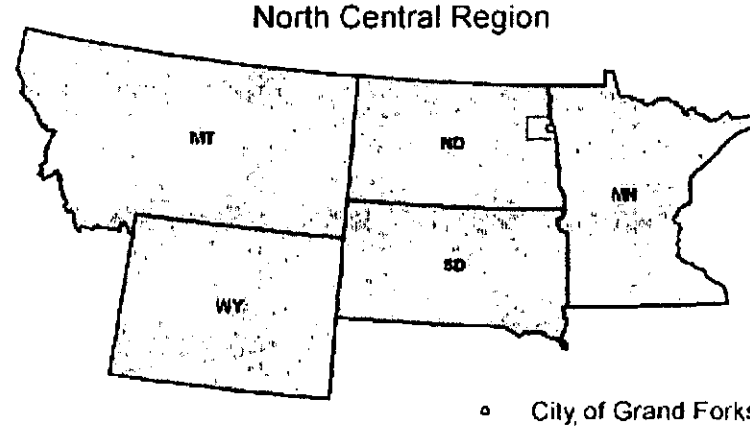


This report provides estimates of the economic impact of the approximately $91.32 million in sponsored program expenditures occurring at the University of North Dakota (UND) during fiscal year 2008 (FY08). Estimates are given for Grand Forks County, the State of North Dakota, and the North Central Census Region (North Dakota, South Dakota, Minnesota, Montana, and Wyoming), measured by the value of economic output, employment, and tax revenues.

With the exception of tax revenues, measures of economic impact are frequently categorized as *direct*, *indirect* and *induced* impacts.

The *direct* impact of the sponsored program expenditures on a region is the result of spending the available dollars on the purchase of goods and services such as laboratory supplies or the hiring of students or technicians. The purchase of goods and services from the sponsored program creates economic activity in supporting industries which is referred to as the *indirect* impact. The *induced* impact results from purchases made by those individuals whose income has been generated by employment related to either the *direct* or the *indirect* impact of the sponsored program.

North Central Region



The Economic Impact of UND Research on Output and Employment

Figure 1 shows the relative effects of the direct, indirect and induced impacts of UND sponsored programs on the economic output of Grand Forks County, North Dakota, and the North Central Region, respectively. For each dollar spent for sponsored programs at UND there was $1.51 in economic activity in Grand Forks County, $1.65 in North Dakota, and $2.05 in the North Central Region. Not surprisingly the economic impact was greater as the size of the study area increased. These results clearly indicate the importance of the sponsored programs conducted at UND on the local, state, and regional economies.

Figure 1: Output per UND Research Dollar

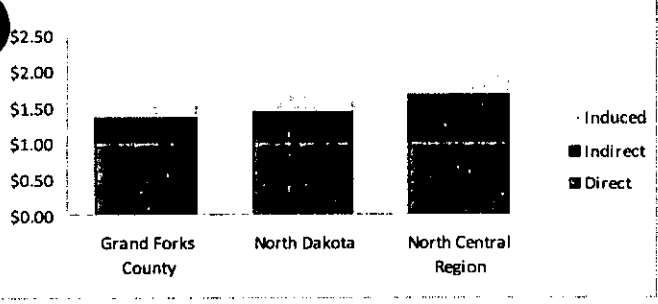
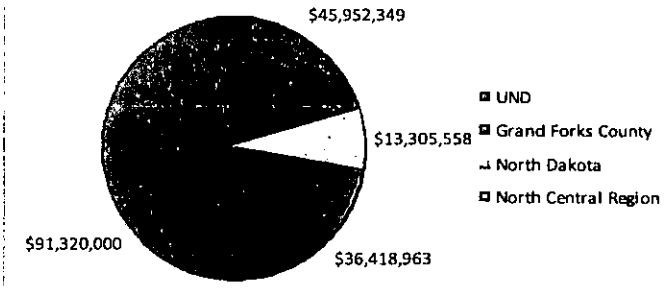


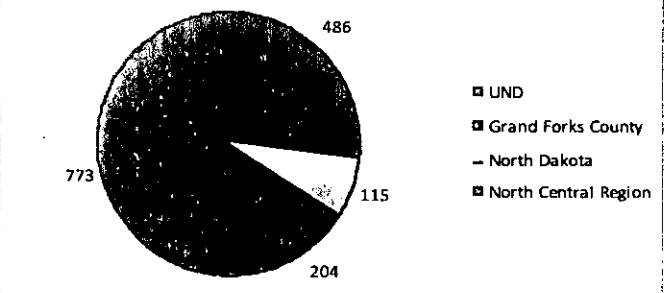
Figure 2 shows $186.9 million of cumulative economic output impact of FY08 UND sponsored programs across the region, beginning with the direct impact on UND. The impacts added by indirect and induced impacts on Grand Forks County, the remainder of North Dakota, and the North Central Region are shown in the accompanying pie chart. The cumulative impact of UND sponsored programs within the State of North Dakota is $150.6 million. See Table 1 on page 4 for additional details.

Figure 2: Cumulative Output



The estimated FY08 employment impact of UND sponsored programs was approximately 1,578 jobs, 773 of which were at UND, 486 additional jobs in Grand Forks County, 115 jobs elsewhere in North Dakota and 204 additional jobs outside of North Dakota within the North Central Region. These cumulative employment impacts are shown in Figure 3. The cumulative number of jobs within the state of North Dakota created by UND sponsored programs is 1,374. See Table 1 (p. 4) for additional details.

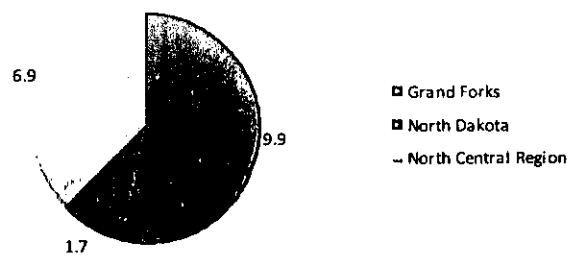
Figure 3 : Cumulative Employment



The Economic Impact of UND Research on Local, State and Federal Taxes

Table 1 (p. 4) shows that the indirect and induced impacts of FY08 UND sponsored program expenditures generated $5.9 million in state and local taxes and $12.6 million in Federal taxes. Of these, $2.56 million in state and local tax revenues and $7.34 million in federal tax revenues were from Grand Forks County. An additional $516 thousand in state and local taxes and $1.22 million in federal taxes were generated outside of Grand Forks County within North Dakota. Interestingly, $2.78 million in state and local taxes and $4.1 million in federal taxes were estimated to have been generated outside of North Dakota within the North Central Region. The total state and federal taxes generated by UND's sponsored program expenditures was $18.5 million. Figure 4 shows cumulative total tax revenues for Grand Forks County, North Dakota and the North Central Region.

Figure 4: Cumulative Tax Revenues in Millions



Summary

The $91.32 million in sponsored program expenditures by UND in FY08 is estimated to have had an additional impact of $45.95 million in Grand Forks County, $13.3 million in other counties within North Dakota and $36.42 million in the North Central Region for a total economic impact of $186,996,870. This sponsored research is also estimated to have led to the creation of 773 jobs within UND, 486 additional jobs in Grand Forks County, 115 additional jobs in other counties of North Dakota and 204 jobs outside of North Dakota but within the North Central Region for a total of 1,578 jobs. The state, local and federal tax impact of UND sponsored research program spending was estimated at $9.9 million from Grand Forks County, plus another $1.73 million from North Dakota and another $6.86 million from the North Central Region, for a total of $18.5 million in state, local, and federal tax revenue attributable to FY08 UND sponsored programs.

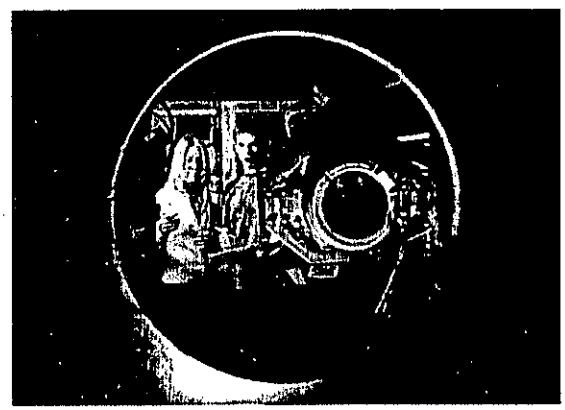
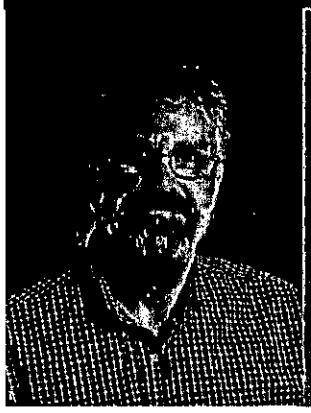


Table 1: Economic Impact Summary for Fiscal Year 2008

Impact Area	UND Research Impact	
	Output	# of Jobs
UND	$91,320,000	773
Grand Forks County	$45,952,349	486
North Dakota	$13,305,558	115
North Central Region	$36,418,963	204
Total	**$186,996,870**	**1,578**
	State & Local Taxes	**Federal Taxes**
Grand Forks County	$2,564,730	$7,338,158
North Dakota	$516,096	$1,215,104
North Central Region	$2,780,666	$4,082,652
Total	**$5,861,492**	**$12,635,914**

University of North Dakota's Research Administration



Barry Milavetz, Ph.D., has been serving as Interim Vice President for Research at the University of North Dakota since November 2008. The mission of the Office of the Vice President for Research and Economic Development is to serve the broad research community of the University of North Dakota, a community that is instrumental in meeting the strategic aims of the University. Research administration is centered in five offices: namely the Office of the Vice President for Research and Economic Development, Grants and Contracts Administration, Research Development and Compliance, IP Commercialization and Economic Development, and ND EPSCoR. In fiscal year 2008, a total of $98.69 million in awards was received for sponsored research activities, and research expenditures totaled $91.32 million.

UND THE UNIVERSITY OF NORTH DAKOTA

Division of Research and Economic Development
264 Centennial Drive Stop 8367
Grand Forks, ND 58202-8367
Telephone: 701-777-6736
Fax: 701-777-2193
http://www.und.edu/research/

Larson, Brady A.

Subject: FW: [Fwd: Re: Hangar ownership]

-------- Original Message --------
Subject: Re: Hangar ownership
Date: Mon, 27 Apr 2009 11:27:33 -0500
From: Peggy Lucke <peggylucke@mail.und.nodak.edu>
To: Alice Brekke <alicebrekke@mail.und.nodak.edu>, <laura.glatt@ndus.edu>
References:<49F33BB7.9090808@ndus.edu>

Laura:

The University is seeking financing which is the best value for UND, and may include a capital lease program where the construction costs are financed through a capital leasing vendor in such a way that the capital lease is structured more as a secured loan. The source of repayment is flight fees.

Because we currently lease the land at the airport under the proposed hangar addition, UND is obligated to own the hangar. In addition, it is my understanding that the airport authority would prohibit a third party from leasing the land and subsequently leasing us the hangar.

Bottom line is that the hangar would be owned by UND, although it would be secured by financing.

If you need additional information or there are further questions, please let me know.

Thanks,
Peggy

Peggy Lucke
Associate Vice President for Finance and Operations
University of North Dakota
264 Centennial Drive Stop 8364
Twamley Hall 116E
Grand Forks, ND 58202-8364
Voice 701-777- 2182
Fax 701-777-3086
Email PeggyLucke@mail.und.nodak.edu

UNIVERSITY OF UND NORTH DAKOTA

PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS
TWAMLEY HALL ROOM 302
264 CENTENNIAL DRIVE STOP 8176
GRAND FORKS ND 58202-8176
(701) 777-2167
FAX (701) 777-4139

TO: Alice Brekke, Interim Vice President for Finance and Operations

FROM: Paul LeBel, Provost and VPAA

DATE: March 6, 2009

RE: Programs Added and Terminated

In response to your inquiry regarding the number of programs added and terminated at the University of North Dakota, the following are totals from the past five years:

Doctorate Programs Added:	2	Doctorate Programs Terminated:	0
Masters Programs Added:	6	Masters Programs Terminated:	0
Bachelors Programs Added:	5	Bachelors Programs Terminated:	4
Certificate Programs Added:	11	Certificate Programs Terminated:	0
Minor Programs Added:	6	Minor Programs Terminated:	2
Total:	**30**	**Total:**	**6**

For your information I am attaching a document that includes the names of the programs that have been added and terminated by category.

I am also attaching the latest ten year summary provided by the North Dakota University System showing UND as adding 74 new programs and terminating 22. For comparative purposes, you might note that for the entire system there were 318 programs added and 67 terminated over that ten year period.

Feel free to contact me with additional questions.

UND is an equal opportunity/affirmative action institution

UND ACADEMIC REQUESTS APPROVED BY THE STATE BOARD OF HIGHER EDUCATION:

The following is a listing of new programs and terminations that were approved by the North Dakota University System over the past five years (FY 2004 through FY 2008).

NEW PROGRAMS:		**Approval Date**:
Doctorates:		
1.	PhD – Atmospheric Sciences	January 2006
2.	PhD - Music Education	April 2004
Masters:		
1.	Master of Accountancy (M.Acc.)	January 2008
2.	M.S. – RN to MS	June 2007
3.	MS/MA Forensic Psychology	April/June 2006
4.	MS – Applied Economics	June 2004
5.	MS - Technology Education (with VCSU)	November 2003
6.	MS - Geological Engineering	November 2003
Bachelors:		
1.	Bachelor of Business Administration with a Major in Operations and Supply Chain Management	June 2008
2.	Bachelor of Arts with a Major in Chinese Studies	February 2008
3.	Bachelor of Business Administration with a Major in Human Resource Management	February 2008
4.	Bachelor of Fine Arts with a Major in Graphic Design and New Art Media	November 2005
5.	Bachelor of Science with a Major in Graphic Design Technology	November 2005
Certificates:		
1.	IDT Graduate Certificate in K-12 Technology Integration	March 2007
2.	IDT Graduate Certificate in Corporate Training and Performance	March 2007
3.	Certificate Program: Histotechnician	June 2005
4.	Certificate Program: Nursing Education (post-masters)	May 2005

5.	Certificate Program: Entrepreneurial Studies	January 2005
6.	Certificate Program: Clinical Laboratory Science (CLS) Categorical Training in Clinical Chemistry/Urinalysis	November 2003
7.	Certificate Program: Clinical Laboratory Science (CLS) Categorical Training in Hematology/Hemostasis	November 2003
8.	Certificate Program: Clinical Laboratory Science (CLS) Categorical Training in Immunohematology	November 2003
9.	Certificate Program: Clinical Laboratory Science (CLS) Categorical Training in Microbiology	November 2003
10.	Certificate Program: Psychiatric and Mental Health Nursing: Nurse Practitioner (post-masters degree)	September 2003
11.	Certificate Program: Psychiatric and Mental Health Nursing: Clinical Nurse Specialist (post-masters degree)	September 2003

Minors:

1.	Minor in Non-Profit Leadership	June 2008
2.	Minor in Sport Business	June 2008
3.	Minor in Chinese Studies: Language and Culture	February 2008
4.	Minor in Literacy Education	March2007
5.	Minor in Mathematics for Elementary Education	April 2004
6.	Minor in American Sign Language and Deaf Studies	November 2003

TERMINATIONS:

Bachelors:

1.	B.S.Ed. with a Combined Major in Elementary Education and Physical Education	March 2007
2.	B.S.Ed. with a Combined Major in Elementary Education and Visual Arts	March 2007
3.	BS with Major in Elementary Education and Music	November 2003
4.	BS with Major in Applied Physics	November 2003

Minors:

1.	Minor in Technology Education	March 2007
2.	Minor in Social Welfare	March 2005

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

Institution	Academic	New Programs	Program Terminations
BSC	1998-1999	Surgical Technology (A.A.S.)	
BSC	2000-2001	Electric Power Technology	
BSC	2000-2001	Electrical Transmission Systems	
BSC	2000-2001	EMT – Paramedic Technology	Chemistry Technology
BSC	2001-2002	Commercial Construction	
BSC	2001-2002	Criminal Justice	
BSC	2001-2002	Human Services	
BSC	2002-2003	Fire Technology	
BSC	2003-2004	Nuclear Power Technology	
BSC	2004-2005	Geographic Information Systems (GIS)	
BSC	2004-2005	Web Page Development and Design	
BSC	2004-2005	Transportation and Supply Chain	
BSC	2005-2006	Web Page Development and Design	
BSC	2005-2006	Industrial Maintenance Technology	
BSC	2006-2007	Eligibility Worker certificate	Commercial Construction, A.A.S.
BSC	2006-2007	Energy Management, B.A.S.	
BSC	2007-2008	Instrumentation and Control Technology, A.A.S. and diploma	
BSC Subtotal		**17**	**2**
BSC, LRSC, MiSU-B,WSC	2003-2004	Practical Nurse	
BSC, LRSC, MiSU-B,WSC	2003-2004	Associate Degree Nurse	
BSC, LRSC, MiSU-B, WSC Subtotal		**2**	**0**
BSC, LRSC, MiSU-B,NDSCS, WSC	2002-2003	Paraeduction	
BSC, LRSC, MiSU-B, NDSCS,WSC Subtotal		**1**	**0**
DSU	1998-1999		Highway Transportation Specialist
DSU	1999-2000	B.S. with major in Psychology	A.S. in Air Traffic Controller
DSU	1999-2000	Farm & Ranch Management Certificate	German Language
DSU	1999-2000	B.S. with major in Agricultural Studies	A.S. in Farm & Ranch Management
DSU	1999-2000	Graphic Design	
DSU	2001-2002	Writing	
DSU	2002-2003	Bachelor of Applied Science in Technology	
DSU	2002-2003	Business Administration: change agri-	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Business Administration: change banking	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Business Administration: change Office	
DSU	2002-2003	Business Administration: change	
DSU	2002-2003	Minor Program In Information Technology	
DSU	2002-2003	Minor Program in Internet Applications	
DSU	2003-2004	Dance minor	
DSU	2003-2004	Leadership Studies minor	
DSU	2003-2004	Environmental Health	
DSU	2003-2004	Spanish Education minor	
DSU	2003-2004	Mathematics Education minor	
DSU	2003-2004	History Education minor	
DSU	2003-2004	Geography Education minor	
DSU	2003-2004	European History minor	
DSU	2003-2004	English Education minor	
DSU	2003-2004	Computer Science Education minor	
DSU	2003-2004	Composite Social Science Education minor	
DSU	2003-2004	Chemistry Education minor	
DSU	2003-2004	Biology Education minor	
DSU	2003-2004	American History minor	
DSU	2003-2004	Technology Education major/minor	
DSU	2004-2005	Human Resources Management	Theatre and Communication
DSU	2004-2005	Entrepreneurship	
DSU	2004-2005	Art Entrepreneurship	
DSU	2004-2005	Communication	
DSU	2004-2005	Theater	
DSU	2005-2006	Computer Technology Management	
DSU	2005-2006	Human Resources Management	
DSU	2006-2007	Finance, B.S	
DSU	2006-2007	Forensic Accounting minor	
DSU	2007-2008	Entrepreneurial Leadership, certificate	

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

DSU	2007-2008	Exercise Science, B.S.	
DSU	2007-2008	International Business, B.S	
DSU Subtotal		**44**	**5**
LRSC	2000-2001	Diesel Technology	
LRSC	2000-2001	Interpreter Certification Training Program	
LRSC	2003-2004	Legal Assistant	
LRSC	2003-2004	American Sign Language and Interpreting	
LRSC	2007-2008	Simulator Maintenance Technician, diploma	
LRSC Subtotal		**5**	**0**
LRSC/WSC	2004-2005	Speech Language Pathology Assistant	
LRSC/WSC Subtotal		**1**	**0**
MaSU	1999-2000	E-Business	
MaSU	1999-2000	Education Technology Minor	
MaSU	2000-2001	Information Technology	
MaSU	2000-2001	Mathematics for the Elementary Teacher	
MaSU	2001-2002	Business Administration	
MaSU	2001-2002	Computer Information Systems	
MaSU	2001-2002	Computer Integration Specialization	
MaSU	2001-2002	Mathematical Analysis Specialization	
MaSU	2002-2003	Early Childhood Education	
MaSU	2003-2004	Applied Psychology	Project Management minor
MaSU	2003-2004	History	Physics minor
MaSU	2003-2004	Geography	Physical Science
MaSU	2003-2004		E-Business minor
MaSU	2003-2004		Composite Physical Science
MaSU	2005-2006	Early Childhood Education/Early	
MaSU	2005-2006	History Education	
MaSU	2005-2006	Geography Education	
MaSU	2006-2007	Psychology Education minor	Business Education, B.S. Ed.
MaSU	2007-2008	Fitness and Wellness, minor	Earth Science, minor
MaSU	2007-2008	Fitness and Wellness, B.S.	Mathematics for the Elementary Teacher, minor
MaSU	2007-2008	Clinical Laboratory Science, B.S.	
MaSU	2007-2008	Special Needs Generalist, minor	
MaSU Subtotal		**20**	**8**
MiSU	1999-2000	Environmental Geology	Bachelor of Science in Education (Major in
MiSU	1999-2000	Multimedia Studies	Bachelor of Science in Education Degree
MiSU	2000-2001	Application Software Specialist	
MiSU	2000-2001	Computer Science Basic Programming	
MiSU	2000-2001	Desktop and Web Publishing	
MiSU	2000-2001	Police Management and Investigation	
MiSU	2000-2001	Technology for Managers	
MiSU	2001-2002	Arts Administration	
MiSU	2001-2002	B.A. S. with Special Emphasis in:	
MiSU	2001-2002	Master of Education	Master of Science Elementary Education
MiSU	2003-2004	Gender/Women's Studies minor	Communication Arts
MiSU	2003-2004	Virtual Business	
MiSU	2003-2004	Information Systems	
MiSU	2003-2004	Art	
MiSU	2003-2004	Theater Arts	
MiSU	2003-2004	Communication	
MiSU	2007-2008	Health Management Science, B.S.	
MiSU Subtotal		**17**	**4**
MiSU-B	1998-1999	Information Technology – Network	Information Processing – Legal Secretary
MiSU-B	1998-1999	Information Technology-WebMaster	
MiSU-B	1998-1999	Information Technology-WebDesign	
MiSU-B	2002-2003	Environmental Technology	
MiSU-B	2002-2003	Golf Course Grounds Technician	
MiSU-B	2003-2004	Environmental Technology-Water	
MiSU-B	2003-2004	Environmental Technology-Natural	
MiSU-B	2003-2004	Environmental Technology-Laboratory and	
MiSU-B	2003-2004	Environmental Technology-Geographic	
MiSU-B	2004-2005	Computer Systems Technology	
MiSU-B	2004-2005	Medical Transcription	
MiSU-B	2005-2006	Medical Coding	
MiSU-B	2005-2006	Landscape Technology	
MiSU-B	2005-2006	Greenhouse Technology	

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

MiSU-B	2005-2006	Bookkeeping	
MiSU-B	2007-2008	Caregiver Services, A.A.S. and diploma	
MiSU-B	2007-2008	Small Business Management, A.A.S.	
MiSU-B Subtotal		17	1
NDSCS	1998-1999		Marketing and Management (certificate,
NDSCS	1999-2000	John Deere Ag Sales	
NDSCS	2000-2001	Caterpillar Dealer Service Technician	
NDSCS	2000-2001	General Studies	
NDSCS	2002-2003		Accounting
NDSCS	2002-2003		Graphic Arts Technology
NDSCS	2002-2003		Science Technology
NDSCS	2003-2004	Associate Degree Nurse	Building Management
NDSCS	2003-2004		Parts Merchandizing & Management
NDSCS	2003-2004		Mechanical Drafting and Design
NDSCS	2005-2006	Nanoscience Technology	
NDSCS	2006-2007	Nanoscience Technology, diploma and	John Deere Ag Sales
NDSCS	2006-2007	Bio-fuels Technology, A.A.S., diploma and	
NDSCS	2006-2007	Business Management, certificate	
NDSCS	2007-2008	Biotechnology, A.A.S., diploma and certificate	John Deer Ag Parts Marketing and Management, A.A.S.
NDSCS Subtotal		9	9
NDSU	1999-2000	Bachelor of Science with a Major in	
NDSU	1999-2000	Minor in Food Safety	
NDSU	1999-2000	Industrial Engineering & Management	
NDSU	1999-2000	Doctoral of Philosophy in Communication	
NDSU	1999-2000	Doctoral of Philosophy in Psychology	
NDSU	1999-2000	Chemistry Ed options	
NDSU	1999-2000	Philosophy (Interdisciplinary Minor)	
NDSU	2000-2001	Computer Engineering	Major in Agricultural Extension in the
NDSU	2000-2001	Criminal Justice, Ph.D	M.S. with a major in General Science
NDSU	2000-2001	Doctor of Philosophy in Communication	
NDSU	2000-2001	Doctoral of Philosophy in Psychology	
NDSU	2000-2001	Emergency Management	
NDSU	2000-2001	M.S. with a major in Biology	
NDSU	2000-2001	Major in Behavioral Statistics	
NDSU	2000-2001	Major in Equine Studies	
NDSU	2000-2001	Master of Science in Nursing	
NDSU	2000-2001	Minor in Management Information	
NDSU	2000-2001	Radiologic Sciences	
NDSU	2001-2002	Agricultural and Biosystems Engineering	M.S. with a major in General Science
NDSU	2001-2002	Biology	
NDSU	2001-2002	Civil Engineering	
NDSU	2001-2002	Criminal Justice, Ph.D	
NDSU	2001-2002	Electrical and Computer Engineering	
NDSU	2001-2002	Food Protection	
NDSU	2001-2002	Food Safety	
NDSU	2001-2002	Food Safety	
NDSU	2001-2002	Genomics	
NDSU	2001-2002	Human Development	
NDSU	2001-2002	Human Resource Management	
NDSU	2001-2002	Industrial and Manufacturing Engineering	
NDSU	2001-2002	Manufacturing Engineering	
NDSU	2001-2002	Marketing	
NDSU	2001-2002	Mechanical Engineering	
NDSU	2001-2002	Molecular Pathogenesis	
NDSU	2001-2002	Music	
NDSU	2001-2002	Natural Resources Management	
NDSU	2001-2002	Professional Money Management	
NDSU	2001-2002	Software Engineering	
NDSU	2001-2002	Transportation and Logistics	
NDSU	2001-2002	Web Design	
NDSU	2002-2003	Biochemistry and Molecular Biology	
NDSU	2002-2003	Digital Enterprise	
NDSU	2002-2003	Education	
NDSU	2002-2003	Emergency Management	
NDSU	2002-2003	Environmental and Conservation Sciences	
NDSU	2002-2003	Health, Nutrition, and Exercise Science	
NDSU	2002-2003	Logistics Management	

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

NDSU	2002-2003	Music	
NDSU	2002-2003	Sports and Urban Turfgrass Management	
NDSU	2003-2004	Doctor of Nursing Practice	
NDSU	2003-2004	Fraud Investigation minor	
NDSU	2003-2004	Sociology master degree	
NDSU	2003-2004	Gerontology	
NDSU	2003-2004	Family Financial Planning	
NDSU	2003-2004	Criminal Justice minor	
NDSU	2003-2004	Anthropology major minor	
NDSU	2003-2004	International Agribusiness master	
NDSU	2003-2004	Health Education with 2 options:	
NDSU	2003-2004	Criminal Justice	
NDSU	2003-2004	Bachelor of Fine Arts in Art	
NDSU	2004-2005	Merchandising	
NDSU	2004-2005	Criminal Justice	
NDSU	2004-2005	Anthropology	
NDSU	2004-2005	Women's Studies	
NDSU	2005-2006	Materials and Nanotechnology	
NDSU	2005-2006	Public Relations and Advertising	
NDSU	2005-2006	Management Communication	
NDSU	2005-2006	Journalism, Broadcasting, and Mass	
NDSU	2005-2006	Health Communication	
NDSU	2005-2006	Agricultural Communication	
NDSU	2005-2006	Public History	
NDSU	2005-2006	Statistics graduate certificate	
NDSU	2005-2006	College Teaching	
NDSU	2005-2006	Coatings & Polymeric Materials	
NDSU	2005-2006	Transportation & Logistics - Master of	
NDSU	2006-2007	Large Animal Vet Technology minor	Nutrition Science minor
NDSU	2007-2008	Accountancy, M.Acc	Construction Management, minor
NDSU	2007-2008	Community Development, M.S. and M.A.	
NDSU	2007-2008	Construction Management, M.S.	
NDSU	2007-2008	Environmental Geology, minor	
NDSU	2007-2008	Finance, B.S.	
NDSU	2007-2008	Management, B.S.	
NDSU	2007-2008	Marketing, B.S.	
NDSU Subtotal		**83**	**5**
NDSU/UND	2001-2002	History	
NDSU/UND Subtotal		**1**	**0**
UND	1998-1999	Interdisciplinary Studies Program (B.A. &	Bachelors of Arts in Mathematics
UND	1998-1999	B.A. with major in Classical Studies	B.S. with major in Biology – Option C
UND	1998-1999	Minor in Classical Studies	B.S. with major in Biology – Option D
UND	1998-1999	B.S.Ed. with combined Major in	B.A. with major in Latin
UND	1998-1999	Minor in Middle Level Education	Minor in Latin
UND	1999-2000	Bachelor of Business Administration with a	
UND	2000-2001	Bachelor of Science in Forensic Science	Bachelor of Science in Aeronautics with a
UND	2000-2001	Bachelor of Science in Rehabilitation and	American Studies
UND	2000-2001	Master of Science in Aviation	Peace Studies
UND	2000-2001	Minor in Energy & Electronics	Humanities
UND	2000-2001	Minor in Graphic Communication	Russian Studies
UND	2000-2001	Minor in Manufacturing	Scandinavian Studies
UND	2000-2001	Minor in Social Welfare	Minor in Industrial Technology
UND	2000-2001	Minor in Technology Education	Minor in Pharmacology & Toxicology
UND	2000-2001	Ph. D. in Communication and Public	B.A. with major in Norwegian
UND	2000-2001	Ph. D. in Communication Sciences and	
UND	2001-2002	Civil Engineering	B.A. with major in Norwegian
UND	2001-2002	Criminal Justice w/ MiSU	
UND	2001-2002	Nursing	
UND	2001-2002	Occupational Therapy	
UND	2001-2002	Ph. D. in Communication and Public	
UND	2001-2002	Physical Therapy	
UND	2001-2002	Physician Assistant Studies	
UND	2002-2003	Autistic Spectrum Disorder (ASD)	
UND	2002-2003	B.B.A. with Major in Managerial Finance	
UND	2002-2003	Bachelor of Music in Music Therapy	
UND	2002-2003	Clinical Laboratory Science (CLS)	
UND	2002-2003	Doctor of Philosophy in Earth System	

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

UND	2002-2003	Early Childhood/Special Education	
UND	2002-2003	Geographic Information Science Certificate	
UND	2002-2003	Information Systems	
UND	2002-2003	Interdisciplinary Environmental	
UND	2002-2003	Interdisciplinary Master of Engineering	
UND	2002-2003	Interdisciplinary Master of Science in	
UND	2002-2003	Master of Environmental Management in	
UND	2002-2003	Master of Science in Earth System Science	
UND	2002-2003	Minor in Chinese Studies: Culture and	
UND	2002-2003	Minor in Engineering Science	
UND	2002-2003	Non-Profit Certificate	
UND	2002-2003	Special Education Strategist	
UND	2002-2003	Special	
UND	2002-2003	Special Education/Emotional Disturbance	
UND	2002-2003	Special Education/Learning Disabilities	
UND	2002-2003	Special Education/Visual Impairment	B.B.A. with Major in Accounting
UND	2003-2004	Applied Economics master	Elementary Education and Music
UND	2003-2004	Clinical Laboratory Science (CLS)	Applied Physics
UND	2003-2004	Clinical Laboratory Science (CLS)	~~Applied Physics~~
UND	2003-2004	Clinical Laboratory Science (CLS)	~~Applied Physics~~
UND	2003-2004	Clinical Laboratory Science (CLS)	~~Applied Physics~~
UND	2003-2004	American Sign Language and Deaf Studies	
UND	2003-2004	Geological Engineering master	
UND	2003-2004	Psychiatric and Mental Health Nursing:	
UND	2003-2004	Psychiatric and Mental Health Nursing:	
UND	2003-2004	Music Education PhD	
UND	2003-2004	Mathmatics for Elementary Education	
UND	2004-2005	Histotechnician	Minor in Social Welfare
UND	2004-2005	Nursing Education post-masters	
UND	2004-2005	Entrepreneurial Studies	
UND	2005-2006	Forensic Psychology	
UND	2005-2006	Atmospheric Sciences	
UND	2005-2006	Graphic Design Technology	
UND	2005-2006	Graphic Design and New Art Media	
UND	2006-2007	K-12 Technology Integration IDT Graduate	Technology Education minor
UND	2006-2007	Corporate Training & Performance IDT Gra	Elementary Education and Visual Arts, B.S.
UND	2006-2007	RN to MS	Elementary and Physical Education, B.S. Ed
UND	2006-2007	Literacy Education minor	
UND	2007-2008	Non-Profit Leadership, minor	
UND	2007-2008	Operations and Supply Chain Management, B.B.A	
UND	2007-2008	Sport Business, minor	
UND	2007-2008	Chinese Studies, B.A.	
UND	2007-2008	Chinese Studies: Language and Culture, minor	
UND	2007-2008	Human Resource Management, B.B.A	
UND	2007-2008	Accountancy, M.Acc.	
UND Subtotal		73 + Joint Programs with VCSU: 74	24 - 22
VCSU	1999-2000		Industrial Arts
VCSU	2001-2002	Exercise Science and Leisure Studies	
VCSU	2001-2002	Marketing Education	
VCSU	2001-2002	Psychology	
VCSU	2002-2003	Professional Communication	
VCSU	2003-2004	Technology Education K-12	
VCSU	2003-2004	Teaching English Language Learners	
VCSU	2003-2004	Health Sciences	
VCSU	2003-2004	Music Management	
VCSU	2003-2004	Music Business minor	
VCSU	2004-2005	Fisheries & Wildlife Science	
VCSU	2004-2005	Theatre	
VCSU	2004-2005	Master of Education in Education with	
VCSU	2005-2006		Secondary Reading
VCSU	2005-2006		Instructional Technology
VCSU	2005-2006		Corporate Training Minor
VCSU	2006-2007	Library and Information Technologies concentration	
VCSU	2006-2007	Enterprise Applications certificate	
VCSU	2006-2007	Customer Relationship Management (CRM) certificate	
VCSU Subtotal		15	4

North Dakota University System
1998-1999 through 2007-2008
Added and Terminated Programs

UND/VCSU	2003-2004	Technology Education	
UND/VCSU Subtotal		1 (added to UNDC Total)	**0**
WSC	1998-1999	Computer Systems Specialist (certificate,	5)
WSC	1999-2000	Massage Therapy	
WSC	2000-2001	Administrative Assistant/Accounting	Administrative Assistant
WSC	2000-2001	Administrative Assistant/Health	Agriculture
WSC	2000-2001	Administrative Assistant/Information	General and Technical Studies
WSC	2000-2001	Entrepreneurship	Marketing/Management
WSC	2000-2001	Medical Transcription	
WSC	2000-2001	Practical Nursing – Collaborative Quadrant	
WSC	2003-2004	Computer Systems Specialist	
WSC	2005-2006	Agronomy Technician	Practical Nursing
WSC	2005-2006	Mental Health/Addiction Technician	
WSC	2007-2008	Petroleum Production Technology	
WSC Subtotal		**12**	**5**
GRAND TOTAL		**318**	**67**

North Dakota University System
10 Year Summary of Added and Terminated Programs
(1998-1999 thru 2007-2008)

Institution	Programs Added										
	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	Total
BSC	1	0	3	3	1	1	3	2	2	1	8
BSC, LRSC, MiSU-B, WSC	0	0	0	0	0	2	0	0	0	0	2
BSC, LRSC, MiSU-B, NDSCS, WSC	0	0	0	0	1	0	0	0	0	0	1
DSU	0	4	0	1	12	15	5	2	2	3	44
LRSC	0	0	2	0	0	2	0	0	0	1	5
LRSC/WSC	0	0	0	0	0	0	1	0	0	0	1
MaSU	0	2	2	4	1	3	0	3	1	4	20
MiSU	0	2	5	3	0	6	0	0	0	1	17
MiSU-B	3	0	0	0	2	4	2	4	0	2	17
NDSCS	0	1	2	0	0	1	0	1	3	1	9
NDSU	0	7	11	22	9	11	4	11	1	7	83
NDSU/UND	0	0	0	1	0	0	0	0	0	0	1
UND	5	1	10	7	21	11	3	4	4	7	73
UND/VCSU	0	0	0	0	0	1	0	0	0	0	1
VCSU	0	0	0	3	1	5	3	0	3	0	15
WSC	1	1	6	0	0	1	0	2	0	1	12
GRAND TOTAL	10	18	41	44	48	63	21	29	16	28	318

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North Dakota University System
10 Year Summary of Added and Terminated Programs
(1998-1999 thru 2007-2008)

	Programs Terminated										
Institution	**98-99**	**99-00**	**00-01**	**01-02**	**02-03**	**03-04**	**04-05**	**05-06**	**06-07**	**07-08**	**Total**
BSC	0	0	1	0	0	0	0	0	1	0	1
DSU	1	3	0	0	0	0	1	0	0	0	5
LRSC	0	0	0	0	0	0	0	0	0	0	0
MaSU	0	0	0	0	0	5	0	0	1	2	8
MiSU	0	2	0	1	0	1	0	0	0	0	4
MiSU-B	1	0	0	0	0	0	0	0	0	0	1
NDSCS	1	0	0	0	3	3	0	0	1	1	9
NDSU	0	0	2	1	0	0	0	0	1	1	5
UND	5	0	9	1	1	~~5~~ 2	~~8~~ 1	0	3	0	22 ~~24~~
VCSU	0	1	0	0	0	0	0	3	0	0	4
WSC	0	0	4	0	0	0	0	1	0	0	5
GRAND TOTAL	8	6	16	3	4	14	1	4	7	4	67

Skarphol, Bob J.

From: Alice Brekke [AliceBrekke@mail.und.nodak.edu]
Sent: Saturday, March 07, 2009 1:53 PM
To: Martinson, Bob W.; Skarphol, Bob J.; Williams, Clark D.; Kroeber, Joe T.; Hawken, Kathy K.; Onstad, Kenton B.; Klein, Matthew M.; Francis Wald
Cc: Paul LeBel; RO Kelley; Nate Martindale
Subject: Requested Information From UND
Attachments: Programs Added & Terminated.pdf; Alice Brekke.vcf

Representative Skarphol and Members of the Committee:

The following information is in response to questions posed during our hearing on March 3rd:

Estimated deferred maintenance amount that would be addressed with the Education Building renovation is $1,598,278

Programs added and terminated (see attached pdf for totals and supporting detail)

Estimated UND Tuition Revenue for 2007-09 biennium $119,686,422 (this total does not include the Medical School)

I have asked Cindy Fetsch to work with Sandy Dies to provide clarification on the capital projects question

We are working on the requested budget detail and hope to have something to you on Monday.

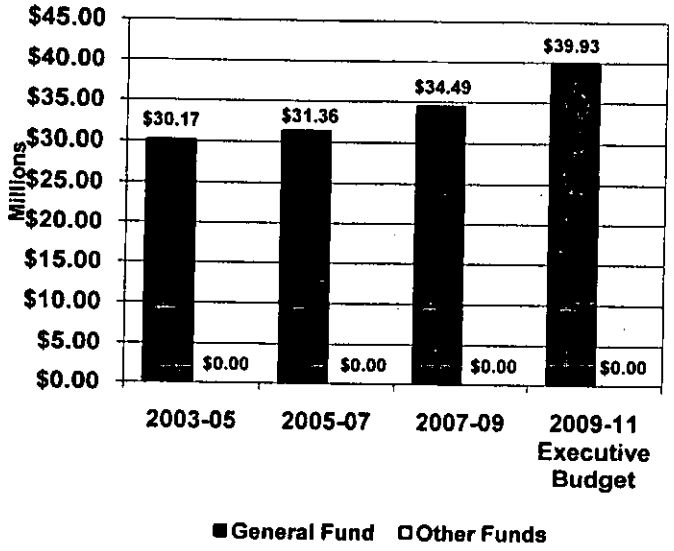
Please let me know if further information is needed.

Alice Brekke
Interim Vice President for Finance and Operations University of North Dakota Twamley Hall Room 314
264 Centennial Drive Stop 8378
Grand Forks, ND 58202-8378
e-mail: alicebrekke@mail.und.edu
Phone: (701)777-3511 or (701)777-2506
Fax: (701)777-4082

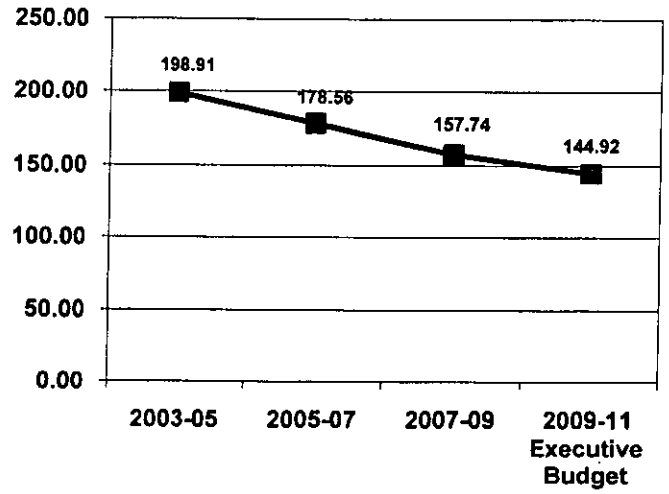
Department 232 - University of North Dakota School of Medicine and Health Sciences
Senate Bill No. 2003

	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	144.92	$39,932,875	$0	$39,932,875
2007-09 Legislative Appropriations	157.74	34,488,501	0	34,488,501
Increase (Decrease)	(12.82)	$5,444,374	$0	$5,444,374

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$39,707,875	$225,000	$39,932,875
2007-09 Legislative Appropriations	34,027,701	460,800	34,488,501
Increase (Decrease)	$5,680,174	($235,800)	$5,444,374

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $3,214,275 for the following:			
Costs to continue fiscal year 2009 salary increases	$584,956		$584,956
5 percent per year salary increases	1,873,323		1,873,323
Health insurance increases	495,415		495,415
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	260,581		260,581
Total	$3,214,275		$3,214,275
2. Provides equity funding of $590,899 (The executive recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$590,899		$590,899
3. Provides additional base funding of $1,875,000 to stabilize the operations of the Bismarck and Minot Centers for Family Medicine ($1,275,000) and to implement a rural medicine program to encourage students to practice family medicine in rural areas ($600,000)	$1,875,000		$1,875,000

4. Provides **one-time funding** for the development of an electronic medical records system	$225,000	$225,000
5. Removes one-time funding provided in the 2007-09 biennium for the recruitment of two new faculty positions for the medical school	($460,800)	($460,800)
6. Decreases the number of FTE positions by 12.82 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control		

Other Sections in Bill

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

Senate Bill No. 2077 - This bill amends various Century Code sections relating to the University of North Dakota School of Medicine and Health Sciences revolving loan fund.

Senate Bill No. 2081 - This bill amends NDCC Sections 15-52-03, 15-52-04, 15-52-30, and 15-52-31 relating to the University of North Dakota School of Medicine and Health Sciences Advisory Council.

ATTACH:1

University of North Dakota

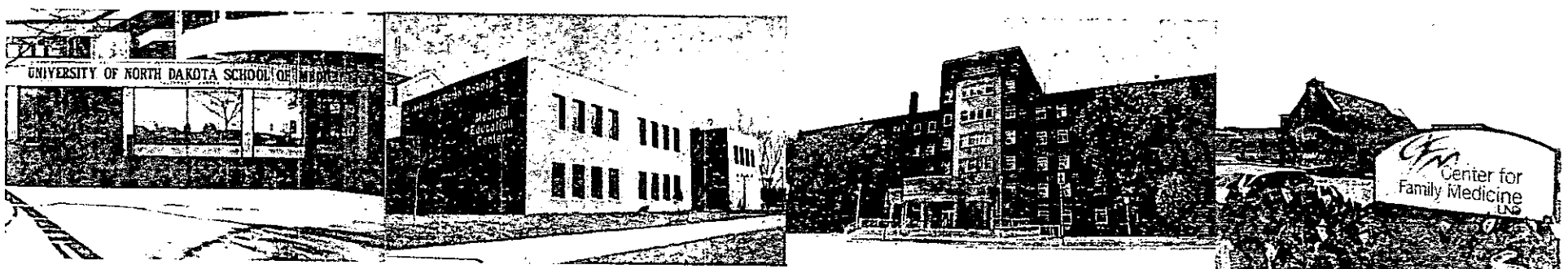
School of Medicine & Health Sciences

Presented to the Senate Appropriations Committee

Senator Ray Holmberg, Chairman

Tuesday, January, 13, 2009

- **Dave Molmen**, CEO, Altru Health System and Chair, Medical Center Advisory Council
- **Joshua Wynne**, MD, Senior Executive Vice President for Health Affairs and Executive Dean



University of North Dakota School of Medicine and Health Sciences

UND SMHS and MCAC Health Care Plan
Executive Summary

- **PLAN for our state's future health care workforce needs**
- **PRESERVE the SMHS' family medicine training programs**
- **PROVIDE the needed health care workforce for the future**

UND SMHS and MCAC Health Care Plan
Executive Summary

PLAN for our state's future health care workforce needs

- *Provide funding for the Center for Rural Health*:
  - to initiate regional and statewide health care workforce efforts designed to track and project supply and demand and implement approaches to strengthen the workforce pipeline
  - to work with communities and health care providers in the state to support the delivery of safe, efficient, accessible health care

UND SMHS and MCAC Health Care Plan
Executive Summary

PRESERVE the SMHS' family medicine training programs

- Provide additional support for existing family medicine programs to ensure their continued viability
- Provide funding to construct a new Center for Family Medicine (CFM) building in Bismarck, and retire the Minot CFM building bond

UND SMHS and MCAC Health Care Plan
Executive Summary

PROVIDE the needed health care workforce for the future

- Add residencies
- Expand the medical school class by 16 students and designate half of the new slots for the **RuralMed Program**. This program will provide full funding for qualified students entering medical school with a contractual agreement to practice in selected rural communities
- Expand the allied health classes (including physical therapy, occupational therapy, and sports medicine) by 30 students/year
- Develop a Master in Public Health degree program
- Expand the education of trainees in preventive medicine and geriatrics
- Provide additional loan repayment funds for doctors to practice in North Dakota
- Provide the funding for expansion of the medical school building

UND School of Medicine & Health Sciences
General Budget Request to 2009 Legislature

I. Approve Executive Budget Recommendations

Recurring Executive Budget Increases

Parity	$ 3,214,275	
Equity	$ 590,899	
*Bismarck & Minot CFM Operations	$ 1,275,000	
RuralMed Program	$ 600,000	
Total Recurring Executive Budget Increase		$ 5,680,174

One-Time Executive Budget Increase

Electronic Medical Records EM R	$ 225,000
Total Executive Budget Increase	$ 5,905,174

*SBHE recommended an additional $500,000, if the requested Minot CFM bond retirement is not funded.

UND School of Medicine & Health Sciences
General Budget Request to 2009 Legislature

II. Approve Remaining SBHE Budget Request

Request to Increase Recurring Funding

College Affordability	$ 767,427	
Comprehensive Health Delivery Plan	$ 707,850	
Masters in Public Health	$ 1,133,600	
Geriatrics Training	$ 1,074,450	
Total Recurring Executive Budget Increase		$ 3,683,327

Request to Increase One-Time Funding

Bismarck CFM Clinic	$ 5,440,000	
Retire Minot CFM Bond	$ 4,000,000	
Total Request to Increase One-Time Funding		$ 9,440,000
Total Request to Fund SBHE Budget Request		$ 13,123,327

Skarphol, Bob J.

From: Joshua Wynne [jwynne@medicine.nodak.edu]
Sent: Monday, March 09, 2009 10:58 AM
To: Skarphol, Bob J.
Cc: 'Randy Eken'
Subject: FW: Professional liability insurance

Bob,

A question was asked during the session last week about allocation of SMHS professional liability insurance premiums. The attached e-mail outlines the information we have.

Please do not hesitate to contact me with any questions.

Josh

-----Original Message-----
From: Randy Eken [mailto:randye@medicine.nodak.edu]
Sent: Monday, March 09, 2009 9:53 AM
To: Josh Wynne, M.D.; Alice Brekke; Cathy McDonald; laura.glatt@ndus.edu
Subject: Professional liability insurance

To all,

There was some questions regarding the Professional Liability policy from the legislature. Here are some facts on the costs:

Total premium estimate in fy09 is $425,000.

Faculty costs total around $166,000 and represent around 39% of the costs. The average cost per faculty member premium is around $4,400.

Post-Graduate Resident costs total around $253,000 and represent around 59.5% of the costs. The average cost per resident premium is around $2,700.

All other students costs (medical, PT, OT, CLS, PA, other programs in the NDUS) total around $6,000 and represent 1.5% of the costs. There is no cost per student available, but it is negligible.

I hope this information is helpful.

Randy

PROFESSIONAL LIABILITY INSURANCE

The 2007 legislature included an appropriation of $1.1 million in the North Dakota University System office budget for UND's medical malpractice coverage premiums for the 2007-09 biennium. This appropriation is intended to pay the premium for continued coverage for student intern programs as well as UND's medical malpractice coverage (the student intern programs account for a very small part of the total cost), in addition to required coverage for a couple of other state agencies (state hospital and workforce safety and insurance).

The Medical School has established a local fund to receive the payment from the NDUS of $1,100,000 for the risk management funds appropriated by the 2007 North Dakota Legislature for the 2007-09 biennium. The fund is used to pay for the professional liability premiums required for Medical School faculty, post-graduate residents, and students as well as other NDUS programs requiring such coverage.

In FY08 a total of $670,722 was deposited into the fund. The sources of the deposits were $550,000 from the NDUS and $120,722 in a profit sharing program from the insurance carrier. The premiums paid in FY08 were $467,445. The June 30, 2008 cash balance of $1,278,603 in the fund was carried forward to FY09 for use exclusively to fund liability insurance premiums and possible deductible payments resulting from liability incidents.

The FY09 budget includes revenues of $575,000 and off-setting expenses of $474,000. The FY09 insurance carrier will remain the same as FY08. Funds remaining at June 30, 2009, estimated at $1,385,204, will be carried forward to fund ongoing liability insurance costs in 2009-11. As mentioned previously, in addition to the cost of the professional liability insurance premiums, this fund would also be used to fund $100,000 deductible per risk management loss, with a $300,000 annual limit.

The insurance market, like all financial markets, are extremely unstable at this time, and the future costs for liability insurance are impossible to predict. The costs have been prone to skyrocket at times.

Holmberg, Ray E.

From: Lee, Judy E.
Sent: Monday, March 02, 2009 8:21 AM
To: Fischer, Tom L.; Holmberg, Ray E.
Subject: FW: UND Medical School budget requests
Attachments: UND SMHS.doc

Tom and Ray -
I'm forwarding this message from Dr. Brosseau about the budget.

Senator Judy Lee
1822 Brentwood Court
West Fargo, ND 58078
home phone: 701-282-6512
e-mail: jlee@nd.gov

-----Original Message-----
From: JAMES BROSSEAU [mailto:JBROSSEAU@altru.org]
Sent: Monday, March 02, 2009 8:02 AM
To: Skarphol, Bob J.; Lee, Judy E.
Subject: UND Medical School budget requests

Dear Bob and Judy. The new UND President, Robert Kelley, is a fine person, and he will be a strong leader for the University. He has inherited a number of difficult problems from his predecessor. It is not my intention to sabotage Dr. Kelley's requests for the medical school. However I feel some of the requests are unsubstantiated. More than a month ago I sent him a letter stating my concerns about the budgetary requests.

These are questions I have regarding the budget proposal (attached below) of the UND School of Medicine, as announced in the UND journal North Dakota Medicine in December 2008.

The entire document can be seen at this website:
http://www.ndmedicine.org/article.cfm?articleid=187

1. Re: the Center for Rural Health - What is the justification for sustaining the CRH with State funds? We all know, and have known for years, that we have health manpower shortages in ND. Why must we continue to study this, when we already know what the outcomes will be?

2. Re: retiring the Minot FM Center debt - The Minot debt would never have happened if the medical school had accepted the offer to move their programs into the Minot Medical Arts building at no cost to UND or the taxpayers. I don't know what all happened back then, but I think school officials at least need to be reminded of this.

3. Re: workforce requests -

(a) the MPH program - Who says we need this? The existing Schools of Public Health in this country are all struggling, including the excellent U of MN program. Has anyone done a needs assessment to see if ND actually has a need for this, and if we do, that ND students would enroll in the UND program? If there is a need now, will there still be a need in 3 years? Why not support distance learning programs with the U of MN, which has offered to bend over backwards to accommodate North Dakota's needs for public health training?

(b) a new building for $20 million? Come on! This will surely take a great deal of justification.

(c) three faculty in geriatrics and prevention for $6 million? Who says we need these programs in the first place? Where is the justification? The prevention faculty might be needed if we had a MPH program - but that is highly questionable. Incidentally, UND had 4 fully qualified prevention faculty, all of whom resigned in 2006 because of lack of support from UND's medical school administration.

(d) add 16 new spots for medical students? UND's clinical faculty, all of whom are community physicians who receive no pay from UND, do all the clinical training. It takes a big commitment of time and effort for practicing physicians to do this. In the past physicians were happy to do this, but lately it has become increasingly difficult to find community faculty willing to teach these students. How does the medical school propose to provide adequate clinical training from volunteer faculty for 16 additional students each year, not to mention the students currently enrolled?

The medical school may have modified their requests after the publication of the attached budget two months ago. However many of the items are still included in their request and each needs to be justified.

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SB 2009 School of Med.
March 3, 2009
attachment #1

Testimony before the House Appropriations Committee
Education and Environment Division
March 3, 2009

Chairman Skarphol, members and guests,

Good morning. My name is Joshua Wynne. I am the newly installed senior executive at the University of North Dakota School of Medicine and Health Sciences, and carry the titles of Senior Executive Vice President for Health Affairs at UND and Executive Dean at the School. I was asked to assume these duties by President Kelley late last year, shortly after Dean Wilson announced his intention to step down from the dean's position as of June, 2009. I have been with the School since the fall of 2004, when I was recruited by Dr. Wilson to be his Vice Dean and "second in command". I am a cardiologist by training, and practice in East Grand Forks and Fargo for 30 percent of my time. While administrative responsibilities take up the majority of the remaining time, I am an active educator, and frequently teach medical students, residents, and fellow practicing physicians. I get constant feedback about what's important in health care in North Dakota from my wonderful wife Dr. Susan Farkas, who is a full-time cardiologist at MeritCare Hospital in Fargo, North Dakota. As the only female cardiologist for the entire state of North Dakota, she provides a unique perspective on health care delivery issues for our state. Because of our two-city life, we own a home in Fargo, and a townhouse in Grand Forks. Thus, we are members of *both* communities. Parenthetically, we also pay property taxes in both communities!

It is my honor and pleasure to report to you today on behalf of the many dedicated and hardworking faculty members and staff of the School, and especially on behalf of our students. Joining me today in representing the School are the following individuals, whom I'd ask to stand as I introduce them: Mr. Randy Eken, our Associate Dean for Administration and Finance; Dr. Nicholas Neumann, Assistant Dean for the Bismarck campus of the School; Dr. Rob Beattie, Chair of our Department of Family and Community Medicine; Dr. Jeff Hostetter, Program Director for the Bismarck Center for Family Medicine; and Dr. Kim Krohn, Program Director for the Center for Family Medicine in Minot. We are very pleased that Mr. Dave Molmen is able to join us as well. Mr. Molmen is the Chief Executive Officer of Altru Health System and Chair of the Medical Center Advisory Council. I am also delighted to indicate the presence of Mr. Jim Cooper, President and CEO of Medcenter One in Bismarck, and Mr. Gary Miller, Senior Vice President and Chief Financial Officer of St. Alexius Medical Center in Bismarck as well. I would like to thank all of them for taking the time to join us today for this presentation.

As stewards of North Dakota's only medical school, my colleagues and I take our responsibilities seriously, and want to begin by thanking the people of North Dakota and their legislative representatives for the consistent and strong support they have shown for *their* School of Medicine and Health Sciences.

The School recently began its second century of educating health care professionals for the State of North Dakota. Many of you may recall the School's celebration of its centennial in 2005. In many ways the School is experiencing a new beginning as it enters the new millennium. There is new leadership at the institution, with the assumption of UND's presidency by Dr. Robert Kelley. As indicated, I have assumed the senior leadership role at the

School after having served for 4 years as Vice Dean. Dean Wilson will be stepping down at the end of this academic year, and we will wish him well for the numerous contributions he made to the School. This new leadership at UND has allowed us to reflect on how our institution functions, and how we might help to optimize its performance. Critical to the School of Medicine and Health Sciences' self-assessment has been the Performance Audit that was requested by the North Dakota Legislature. On October 20th of last year, we updated Chairman Skarphol and the Legislative Audit and Fiscal Review Committee as to the status of our responses to the audit. At that time, we reported compliance with all but 6 of the 35 audit recommendations. We are now pleased to report full compliance with *all* of the recommendations. In keeping with the theme of a new beginning, we believe that the Performance Audit has led to an improvement of our School's organizational effectiveness and efficiency, and for that we are appreciative of the efforts of the staff and leadership of the State Auditor's Office. Perhaps the most important result of the audit, in our opinion, was the call for a new health care plan that would consider the future health care delivery and workforce needs for the state. This was discussed in Chapter 4 of the Performance Audit Report that deals with issues for Public Policy Makers' Consideration, under the heading of "New Models for Healthcare Delivery". In response to that charge, the School of Medicine and Health Sciences, in conjunction with the Medical Center Advisory Council, developed a Health Care Plan that assessed multiple aspects of future expected health care delivery issues, and formulated an initial approach for dealing with the anticipated needs. As you know, the Medical Center Advisory Council was established by the legislature to ensure the coordination of the School with other health activities within the state, and is comprised of 14 members who represent a wide variety of constituencies, including the State Board of Higher Education, the legislature, the executive branch, the veterans' administration hospital, and the private sector. The Plan was subsequently endorsed by the Medical Center Advisory Council, and forwarded to the State Board of Higher Education. The Plan incorporated a budget that formed the basis of the State Board of Higher Education's biennial budget request on behalf of the School. There are three fundamental components of the plan:

1. The need to adequately *plan* for the health care needs of North Dakota
2. The need to *preserve* UND's Family Medicine training programs in Bismarck and Minot
3. The need to *provide* for the future workforce needs of North Dakota

I would now like to introduce Mr. Dave Molmen to discuss the future of health care in North Dakota, and our plan to address those health care needs. Mr. Molmen is the Chief Executive Officer of Altru Health System, and is the current Chair of the Medical Center Advisory Council.

Mr. Molmen.

Comments by Mr. Molmen

With your permission, I would now like to expand on the three central themes of the Health Care Plan that I mentioned earlier. The first theme is the need to engage in adequate health care workforce planning. As we will detail shortly, funding is requested so that the School's Center for Rural Health can initiate regional and statewide health care workforce efforts designed to track and project supply and demand, and to implement approaches to strengthen the workforce pipeline. The requested funding would also allow the Center for Rural Health to work with communities and health care providers in the state to support the delivery of safe, efficient, accessible health care.

The second theme is to preserve the School's Family Medicine residency training programs in Minot and here in Bismarck by providing additional support to ensure their continued viability. Additionally, we are asking the legislature to provide funding to construct a new Center for Family Medicine (CFM) building in Bismarck, and retire the Minot CFM building bond.

The third theme is to provide for the future health care workforce needs. This request is multi-faceted, reflecting the multiple workforce needs of the State. Since only specific aspects of this portion of the health care plan were recommended for funding during this biennium by the State Board of Higher Education, I will confine my comments to those issues. The Plan identified the need to consider the following:

- Creation of a **RuralMed Program**. This program, modeled after our successful Indians into Medicine or INMED program, will provide full funding for 8 qualified students entering medical school who agree to practice in selected rural communities in North Dakota
- Initiation of a Master in Public Health degree program
- Enrichment of the education of trainees in preventive medicine and geriatrics, and expansion of the geriatrics program in the State

The three themes of the Health Care Plan – *planning* for the future, *preserving* the School's Family Medicine residencies, and *providing* the needed health care workforce—were all endorsed by the Medical Center Advisory Council, along with the requested budget. However, as indicated previously, a more truncated budget was subsequently adopted by the State Board of Higher Education. While the School and the Medical Center Advisory Council believe that *all* of the recommendations in the Health Care Plan deserve consideration now or at some time in the future, I plan to confine the remainder of my remarks today solely to those items and attendant budget considerations specifically approved and endorsed by the State Board of Higher Education. I would like to spend the rest of our time together reviewing the specifics of our budget requests. As shown on page 2 of your handout, we request that you approve *all* of the items recommended by Governor Hoeven in the Executive Budget as subsequently engrossed in Senate Bill 2003. All of these items were compiled from approved budget recommendations from the State Board of Higher Education, based on the Health Care Plan and associated budget developed jointly by the School of Medicine and Health Sciences and the Medical Center Advisory Council. Please allow me to review each component in more detail. We have separated the requests into recurring budget increases at the top of the handout, and one time increases at the bottom. The Senate's engrossed bill includes $3,214,275 for full funding for the *state's share* of parity, assuming an average of 5 percent per year salary increases, funding for the projected increase in health insurance premiums, and a 2 percent

increase for operating inflation. Funding in the amount of $590,899 for equity was also included, and is the only funding provided in the Executive Budget that would permit programmatic development opportunities for the School. More about this later.

Senate bill 2003 includes a provision of $767,426 in college affordability funding, which is essential if we are expected to limit tuition increases for medical and allied health students. Medical students nationwide graduate with about $145,000 in cumulative debt; our UND students are only slightly better off, with an average debt of about $138,000. To keep medical school relatively affordable is essential so that we can attract a diverse student body; providing these funds will help permit us to do so.

The next item is a critical component of one of the three pillars of the Health Care Plan, and that is to provide sufficient funding to *preserve* UND's Centers for Family Medicine (abbreviated CFM in your handout). The requested funding of $1,275,000 would stabilize the operations in these two essential programs by eliminating outstanding debt, providing sufficient funding to cover the on-going costs of providing indigent patient care, and discontinuing the infusion by the School of about 1 million dollars of cash annually that has been diverted from other instructional areas of the School's programs. It is important to emphasize that this extra cash infusion is *in addition* to the budgeted funds of about $1.5 million that the School contributes to the CFMs annually. Please note that the State Board of Higher Education concurred with the School's request for the incorporation of an additional $500,000 into this request if the one-time Minot CFM bond retirement is not funded. Thus, the equivalent amount for this item without the bond retirement would be $1,775,000.

Next to be considered is the RuralMed program, with requested funding of $600,000. Modeled after our successful INMED or Indians into Medicine Program, it is intended to encourage eight medical students per year to go into family medicine and practice in rural areas of North Dakota. The program would absorb the entire cost of medical school tuition that currently is $24,077 for these eight students if they specialize in family medicine and then practice in a designated rural area of North Dakota for 5 years. There are two important financial points to keep in mind; Firstly, this funding is, in essence, a transfer of appropriated dollars to the RuralMed students; the School would not benefit directly from these additional dollars. Secondly, the cost of the program in subsequent biennia will be larger, eventually consisting of 32 individual tuition payments, or 1.6 million dollars in today's dollars. When taken together, the requested recurring Executive Budget increase is $5,680,174. Finally, we request your endorsement of the final item included in the Senate bill, and that is to support the development by the School and its Center for Rural Health of a comprehensive health care delivery plan, as recommended by the performance audit. The funding of $500,000 would permit the development and implementation of a comprehensive workforce needs assessment with associated workforce pipeline activity on an on-going basis. A most important consideration regarding the requested funding relates to the Center for Rural Health's successful grant application to the US Department of Health and Human Services to fund an Area Health Education Center (AHEC). This grant requires a substantial match, most of which has been requested to be waived for the first two years of the program. The requested funding would provide the needed match. If no match is identified and the grant has to be terminated, North Dakota will become one of only 4 states that is not benefiting from an AHEC, a program designed to increase and sustain an adequate health care workforce. The match, similar to that

provided by most other states with AHEC programs, will provide a stable source of funds to support workforce development efforts across the state and build on partnerships between the UND health professions training programs and local communities and health care providers. It will also serve to strengthen assistance for provider recruitment and retention, as recommended by the Performance Audit. At local levels, the funding will support coordination of additional student rotations in rural and other areas in the State. This exposure to rural opportunities is essential to recruiting health care providers to rural areas.

There is also a one-time allocation of $225,000 to establish an electronic medical record system that would link the Centers for Family Medicine with their hospitals. Such an EMR as it is called is a requirement of training programs in family medicine, and a highly desirable goal in health care. Thus, the total budget increase in Senate engrossed bill 2003 is $7,172,600.

The next page in the handout (page 3) outlines a variety of items that were endorsed by the Medical Center Advisory Council and were incorporated into the State Board of Higher Education budget recommendations, but were not included in the Executive Budget or the Senate bill. We would request consideration of these items in the strongest possible terms. The first item relates to the planning activity proposed for the Center for Rural Health. We had originally requested $707,850 for these activities, and we are grateful for the $500,000 amount contained in the Senate bill. Nevertheless, we would like to respectfully petition the House to fully fund our request by allocating an additional $200,00 for this essential function.

Funding of $1,133,600 would permit the development of a new master's degree program in public health. This new program would be offered to medical, allied health, and other public health professionals across North Dakota and the region. The North Dakota Department of Health is supportive of the development of a program in public health. Dr. Dwelle, the State Health officer, has secured a Bush fellowship to study this issue, and is supportive of these efforts to encourage further public health education and training in the State. Finally, $1,074,450 is requested to fund an enhanced geriatrics and preventive health training and care delivery program, to complement a generous donation that the School has received from the late Dr. Eva Gilbertson. It is essential to provide a workforce that is properly prepared to handle the health care needs of the present and especially the future. It is estimated that about 40% of deaths in this country are preventable, since they are due to behaviors that can be altered. It is imperative to train our various students in better methods of prevention; this will result in a healthier North Dakota population and reduced health care costs. A related issue is the graying of our population, and thus the need for enhanced geriatrics training and care delivery. As Mr. Molmen discussed, the population of North Dakota is going to age markedly in the next decade. To provide for this increasingly elderly population, it will essential to greatly expand our training in the field of geriatrics. An initiative to develop a geriatrics program has been spearheaded by the School of Medicine and Health Sciences. A generous bequest from the late Eva Gilbertson has provided initial funding to the School to initiate a Geriatrics Training and Care Center that will be centered at MeritCare Hospital in Fargo, but will be available to train health care workers throughout the State. The bequest will be used to recruit a nationally renowned expert to direct the program, but funding from the Legislature is requested to fund two additional faculty positions to augment our geriatrics training and care delivery program.

In addition to these recurring expenses, the State Board of Higher Education also endorsed two one-time funding priorities related to the Centers for Family Medicine in Bismarck and Minot. The Bismarck CFM currently is located in leased space that is deficient in many of the basic clinical needs. The Performance Audit identified the current facilities as inadequate, and recommended that the Center be relocated. The requested funding of $5,440,000 would provide for planning, land acquisition, and construction of a new and more appropriate facility for the Bismarck CFM. The final requested item is $4,000,000 to retire the bond on the existing Minot CFM building. Currently, the School is paying about $250,000 per year or $500,000 per biennium to the UND Foundation, which provided the original funding for the building by letting revenue bonds. Retiring the bond thus would free up $500,000 each biennium that could be used to further stabilize the operations of UND's family medicine programs.

Finally, I would like to update the Legislature on a funding issue from the last biennium. At that time, the Legislature generously provided $460,800 in one time funding to assist in the recruitment of a new Chair for the School's Department of Microbiology and Immunology. We have not yet fully expended those funds, and plan to "roll over" any unexpended funds into the next biennial budget. We propose that any unexpended component of the one-time funding of $460,800 be used in FY09 and FY10 for the recruitment incentive package for a new chairperson for the School's Department of Microbiology and Immunology. On February 12, 2009, we forwarded a letter of offer to a highly qualified applicant for the position, who has indicated his general intent to accept the position. Although we are not yet in receipt of a signed acceptance of our offer, we anticipate that our offer will be accepted within the next month, and the funds expended per legislative intent.

In closing, I would like to return to the theme of a new beginning. The School of Medicine and Health Sciences is proud of the numerous contributions that it has made over the last 100 years to the quality of life in North Dakota, and the educational and employment opportunities it has afforded North Dakotans. With the help of the Medical Center Advisory Council and the guidance of the State Board of Higher Education, we have fashioned a viable plan for health care delivery and workforce development for the State. This effort has been spurred by the recent Performance Audit, which helped to focus our attention on the mission ahead. With the continued support and guidance of the legislature and the good people of this state, we believe that the future is bright. We ask for your continued financial support as the School begins its second century of service to North Dakota. We welcome and cherish the opportunity to serve the people of North Dakota, and take seriously our obligations and responsibilities to be good stewards of the trust vested in us by the legislature and the citizens of this great state.

Mr. Chairman and members, this concludes my remarks. Thank you for your attention.

SB 2003
March 3, 2009
attachment #2

North Dakota Healthcare needs backgrounder
David Molmen, MPH

Working in health delivery, I can tell you one of the issues we are concerned with on a daily basis is the shortage of healthcare workers. However, if decisive action is not taken, we can be assured that shortages will quickly grow to crisis levels. Even today, we have many communities where the loss of even one nurse or other health professional could jeopardize the ability of the entire community to provide health services to its people, and those needs will be growing in the future.

It has been interesting for those of us in health delivery to project future service (and manpower) requirements. While some of the recent economic prosperity we've enjoyed in the State could be a leading indicator of future growth, we can get perhaps the best idea of what is ahead by looking at the demographic bands within our population, particularly our seniors.

Services to people age 65 and over account for half or more of healthcare services consumed in our state, and the next 15 years we will see a dramatic increase in the numbers and medical needs of that age cohort. Seniors 65 and over make up 15.3% of our population, about 98,000 people. According to the ND State Data center, this number will increase to almost 150,000 by 2020. That's a 53% increase and will mean that well more than 20% of our population will be over 65 very soon. North Dakota already has the highest proportion of elderly 85 years and older *in the nation*, and that group is projected to grow by two-thirds in the next twenty years. This means that on top of workforce shortages we currently experience, the number of health professionals in our state will increase by as much as 25% in just a few years. When one considers the length of time it takes to educate and train physicians and other health professionals, it becomes apparent that the time to build capacity is now if we intend to meet that need.

We've got a good record of "growing our own." Forty percent of the physicians in the state trained at the School of Medicine and Health Sciences. But it goes much further than that:

91% of the physical therapists
62% of occupational therapists
88% of Cytotechnologists
75% of Physician Assistants
45% of Clinical Laboratory Scientists

In our state received their education at the School of Medicine and Health Sciences. They serve in nearly every community in the state. As the handout shows, there are currently over 1,000 students enrolled in SMHS programs, and many if not most will go on to serve North Dakotans.

Not only <u>can</u> we meet the needs if we prepare now to produce them ourselves, it is probably the <u>only</u> way the needs can be met. It is very unlikely that we would be able to fulfill the number of professionals needed relying on the numbers being produced by other states. Shortages (while perhaps not as great as North Dakota) will persist and grow everywhere

In order to provide for our future, we need to make sure the pipeline stays wide and flowing.

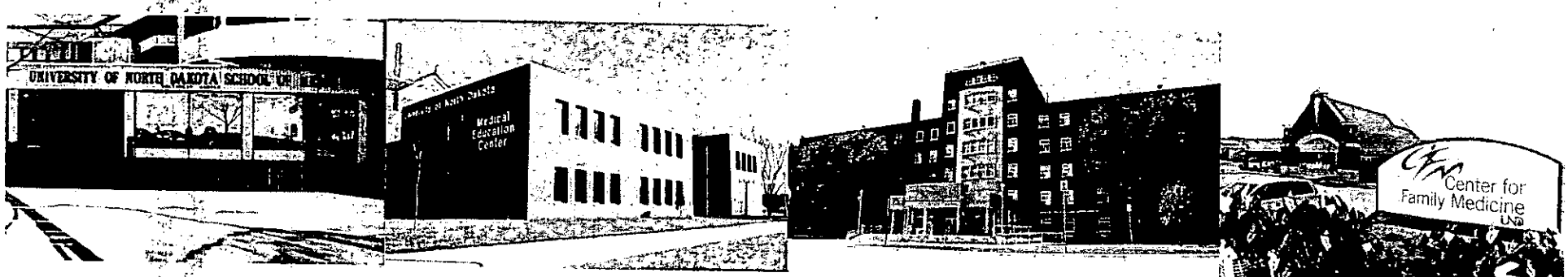
SB2003 AND Med School
March 3, 2009
Attachment #3

University of North Dakota

School of Medicine & Health Sciences

Presented to the House Appropriations Committee:
Education and Environment Division
Representative Bob Skarphol, Chairman
Tuesday, March 3, 2009

- **Dave Molmen**, CEO, Altru Health System and Chair, Medical Center Advisory Council
- **Joshua Wynne**, MD, Senior Executive Vice President for Health Affairs and Executive Dean



UND School of Medicine & Health Sciences

General Budget Request to 2009 Legislature

I. Senate Engrossed SB2003

Recurring (base) Budget Increases

Parity	$	3,214,275
Equity	$	590,899
College Affordability	$	767,426
*Bismarck & Minot CFM Operations	$	1,275,000
RuralMed Program	$	600,000
Comprehensive Health Delivery Plan	$	500,000
Total Recurring Executive Budget Increase		$ 6,947,600

One-Time Budget Increase

Electronic Medical Records	$ 225,000
Total Budget Increase	$ 7,172,600

*SBHE recommended an additional $500,000, if the requested Minot CFM bond retirement is not funded.

UND School of Medicine & Health Sciences

General Budget Request to 2009 Legislature

II. Approve Remaining SBHE Budget Request

Request to Increase Recurring Funding

Comprehensive Health Delivery Plan	$ 200,000
Masters in Public Health	$ 1,133,600
Geriatrics Training	$ 1,074,450
Total Recurring Budget Increase	$ 2,408,050

Request to Increase One-Time Funding

Bismarck CFM Clinic	$ 5,440,000
Retire Minot CFM Bond	$ 4,000,000
Total One-Time Funding Increase	$ 9,440,000
Total to Fund SBHE Budget Request	$ 11,848,050

SB 2009
March 3, 2009
attachment #4

The State of Family Medicine in North Dakota

Provided for the 61st North Dakota Legislative Assembly
Robert Beattie, MD

The last century witnessed many changes in medicine. Prior to 1910 and the publication of the Flexner Report, medicine had little in the way of structure or standards. Early in the 1900s the American Boards emerged in an effort by physicians to define a body of knowledge and to create specific requirements for membership. The first American Board was Ophthalmology (ABO) established in 1917. The American Board of Family Practice (ABFP, later changed to American Board of Family Medicine, ABFM) was recognized in 1969, following reports of The Millis Commission, Folsom and The Willard Committee. The ABFM administered its first exam in 1970.[1]

North Dakota established its first Family Medicine residency in 1975 at Minot, followed by Grand Forks, Bismarck and Fargo. The programs in North Dakota were designed on a community based, school administered model, one of five administrative structures popular at the time:

- Community based, unaffiliated
- Community based, medical school affiliated
- **Community based, medical school administered**
- Medical school based
- Military

The UND School of Medicine and Health Sciences (UNDSMHS) has been very successful, educating a workforce of primary care physicians for North Dakota. Nearly 40% of the 500+ graduates from our Family Medicine residencies practice in the state and 67% within the surrounding region.[2]

Family Medicine enjoyed a rapid rise in popularity among graduating medical students, reaching a zenith in 1997.[2] In order to accommodate this demand the infrastructure expanded by developing new residency programs and increasing the number of slots available at existing programs. This period of rapid growth created opportunity for the development of other models to administer these programs, including community based foundations and partnerships with other health providers, such as Community Health Centers.

Concurrent with the height of student interest, the 105th Congress passed the Balanced Budget Act of 1997 (BBA). This piece of legislation dramatically altered the Medicare payment environment, demanding, for the first time, a budget neutral expectation. Medicare Graduate Medical Education (GME) dollars, the principal funding source for residency education, was significantly impacted.[3-4]

Prior to 1997 the average rate of family medicine residency closure was 3 programs per year. However, after BBA, the rate skyrocketed to a total of 27 programs closing between 2000 and 2004.[3] The programs that closed tended to be community based and their loss will disproportionately impact

placement of physicians in rural and underserved communities.[5] The Fargo program was one of those 27. Financial reasons are cited as the most common factor leading to closure.

The financial stability of family medicine programs is changing rapidly. In 2001 a study concluded:

> *The majority of departments of family medicine remain fiscally healthy, but these departments are dependent on funds from state and medical school sources. A substantial proportion of departments are in debt.*[6]

A recent update to this study, reported at the annual meeting of the Academic Departments of Family Medicine, Feb, 2009 suggests the financial stability of our family medicine departments continue to deteriorate.[7] Much of this change is attributed to continued negative changes in both, Medicare physician reimbursement for direct patient care and in GME funding to hospitals. Contributing, as well, to the present fiscal reality is the continued decline of Title VII grant funding from the Health Resources and Services Administration (HRSA). These dollars were instrumental in providing assistance for infrastructure development during the early years of family medicine and programmatic growth as the departments and supported residencies matured.

The impact of BBA continues to shape the landscape of medicine. A recent article in the Journal of the American Medical Association reports a selective increase by hospitals in subspecialty training while closing family medicine residencies. This study speculates hospitals are re-adjusting their availability of residency training to maximize financial return.[8] The administration model used by the family medicine residency offered little in the way of protecting program from closure.

As with the financial issues of family medicine training, a great deal of speculation is offered to explain the decline in student popularity since its peak in '97, including control of life style, prestige and significant income disparity compared to other specialties. We are, however, fortunate North Dakota's graduating medical students demonstrate career choices defying the national trend.[2]

The Executive Budget, with support of the State Board of Higher Education, included requests to increase dollars for program operations and funding of a tuition waver program, called the Rural Med Program. This program, encouraging students from rural communities, pays for the tuition cost of medical school, but commits the recipient to contracted service in rural areas of our state. This approach is used successfully in other states, such as Ohio. The University of Ohio has a 62% in-state retention rate of graduates trained in the state. Their 5 year obligation keeps most graduates practicing in the state after the 5 years are up. The Executive Budget did not, however, include funds needed for a new residency facility in Bismarck. It will not matter, however many medical students we encourage to pursue family medicine if we do not have competitive facilities for them to use. The Bismarck Center for Family Medicine is vital to the continued supply of physicians to the region.

The recent presidential elections focused a great deal of attention on the need for transformation of our health care system. It is unclear how long that debate with take in our nation's capital. We are, if not pioneers, certainly trend setters in the nation regarding the delivery of high quality and efficient family

medicine. We are now positioned in our state with the money and the opportunity, to influence the continued supply of physicians to the citizens of North Dakota and beyond. The commitment to provide a workforce of trained family physicians is expensive, but if we invest in "growing our own" we will assure the continued availability that workforce and will return greater value to our patients than trying to compete for and recruit physicians trained elsewhere.

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5. Robert Graham Center. (2009). Closing Family Medicine Residency Programs Footprint Maps. Retrieved Feb 2009, from Robert Graham Center: http://www.graham-center.org/online/graham/home/tools-resources/maps/maps/closing-family-medicine-residency.html
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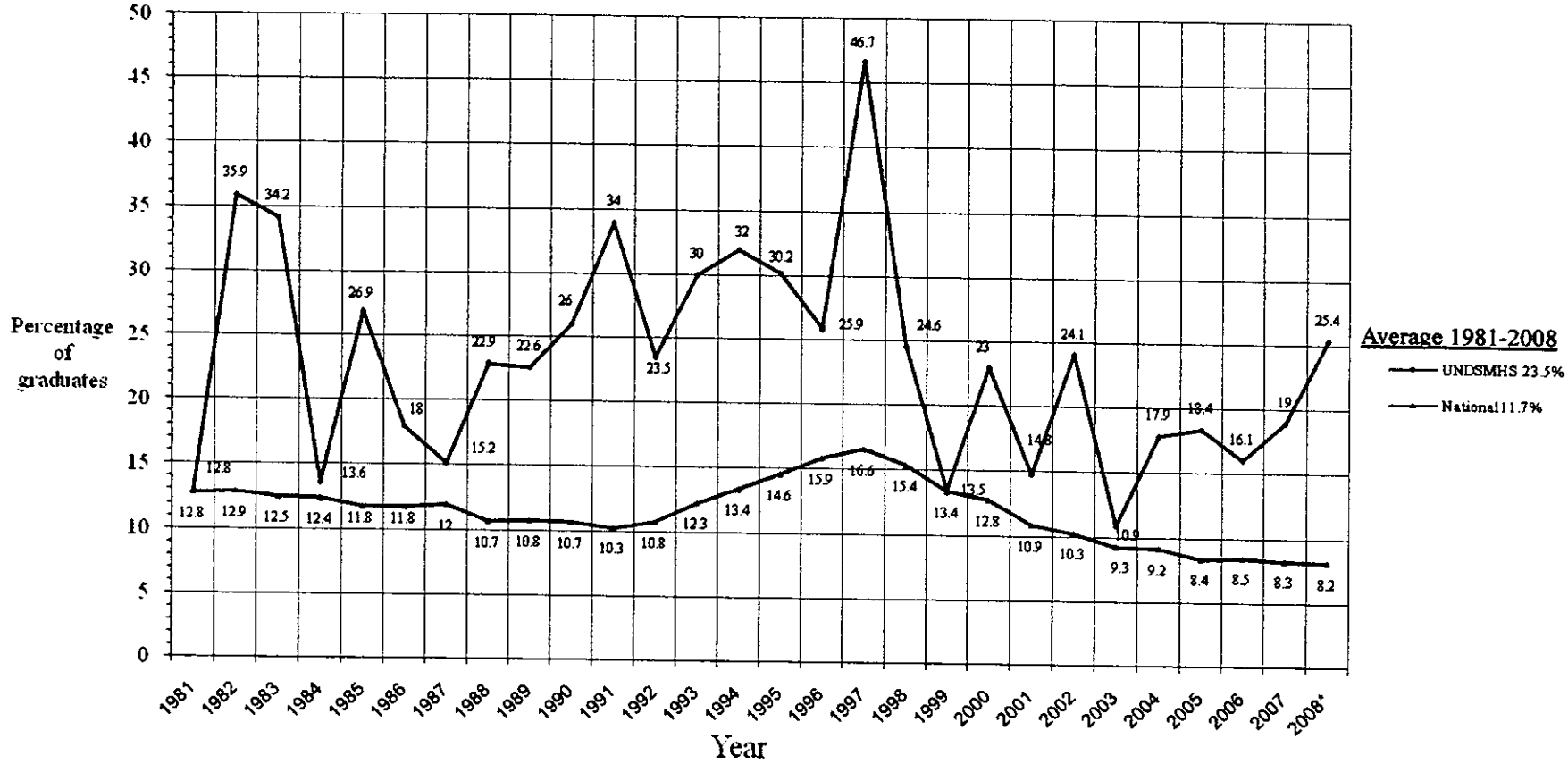
8. Edward Salsberg, M., Paul H. Rockey, M. M., Kerri L. Rivers, M., Sarah E. Brotherton, P., & Gregory R. Jackson, B. (2008). US Residency Training Before and After the 1997 Balanced Budget Act. JAMA The Journal of the American Medical Association , 300 (10), 1174-1180.

UND School of Medicine & Health Sciences

Graduates Entering a Family Medicine Residency 1981-2008



Sources:
Division of Education
Division of Research and Information Services
American Academy of Family Medicine

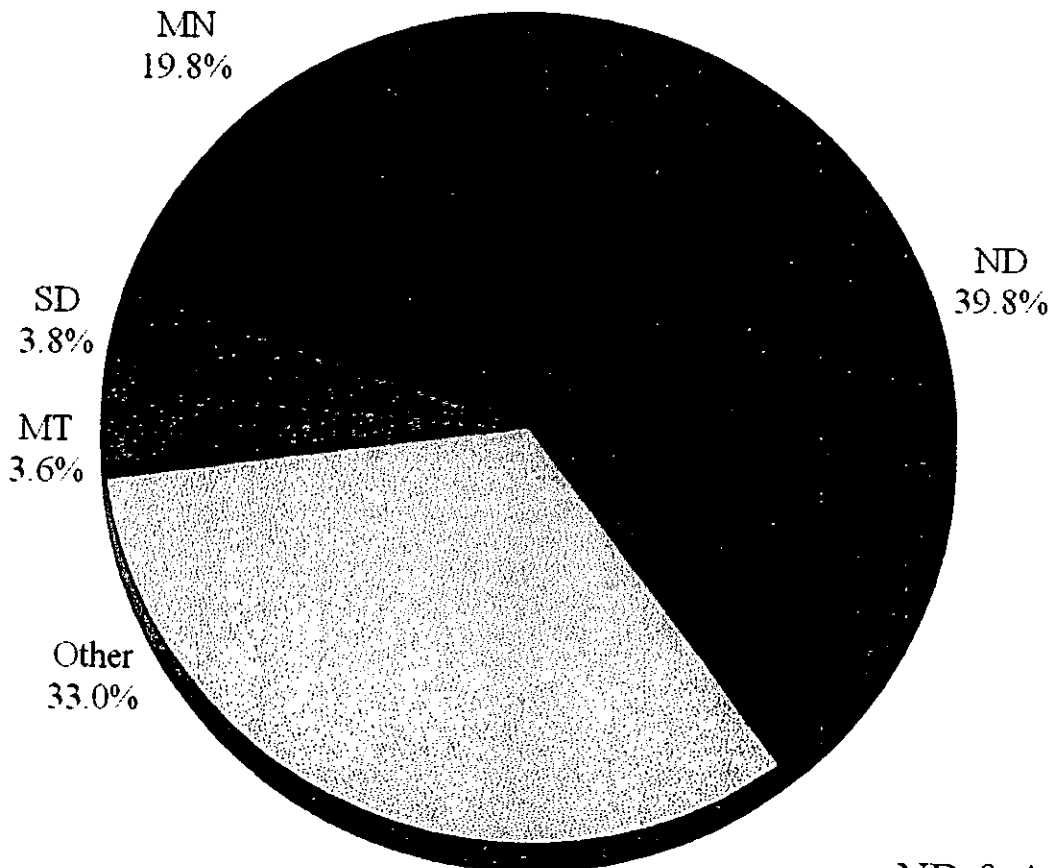
Department of Family & Community Medicine
University of North Dakota 9/08

*U.S. seniors successfully matching in the NRMP

UND School of Medicine & Health Sciences

Location of UND Family Practice Residency Graduates, 1977-2008

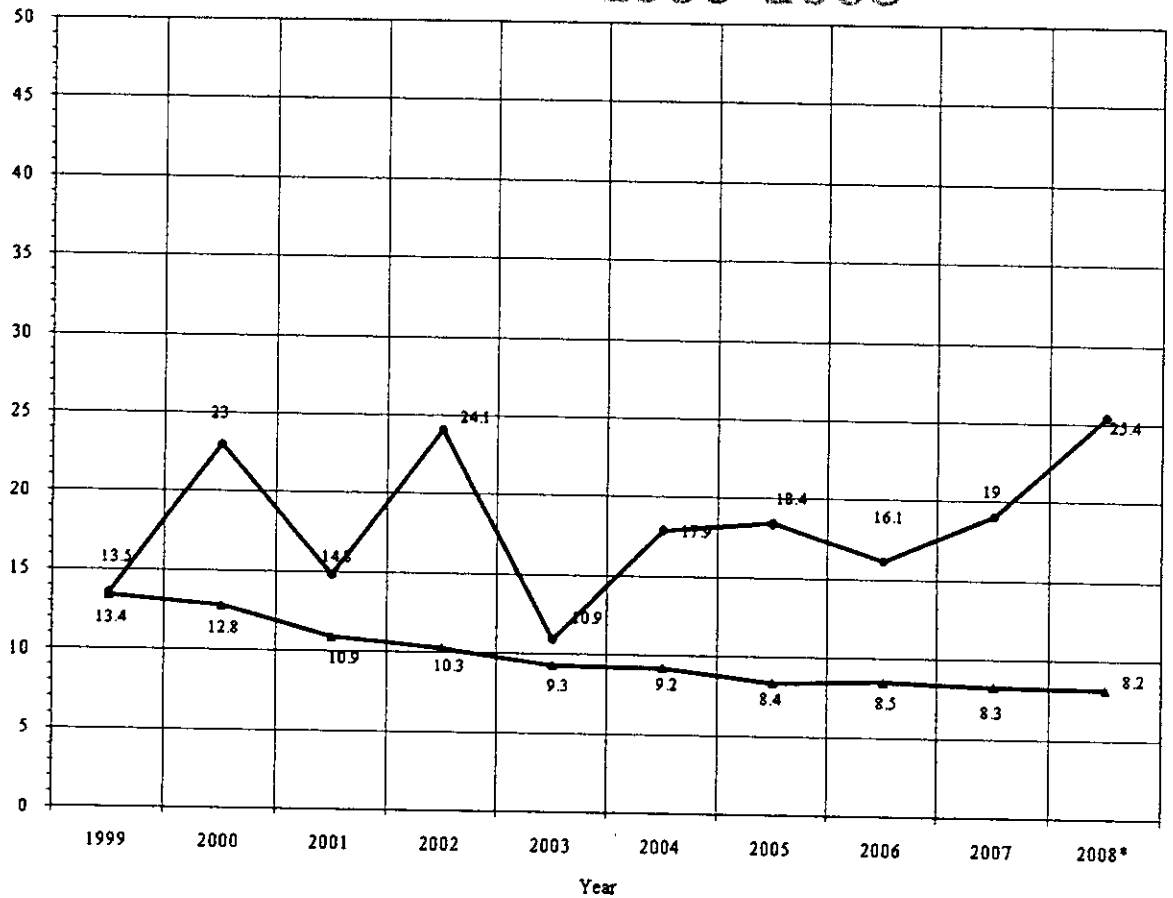
Total Graduates=500



ND & Adjacent States= 67%

UND School of Medicine & Health Sciences

Graduates Entering a Family Medicine Residency 1999-2008



Average 1999-2008

UNDSMHS 18.3%

National 9.9%

Sources:
Division of Education
Division of Research and Information Services
American Academy of Family Medicine

Department of Family & Community Medicine
University of North Dakota 9/08

*U.S. seniors successfully matching in the NRMP

Skarphol, Bob J.

From: Joshua Wynne [jwynne@medicine.nodak.edu]
Sent: Monday, March 09, 2009 10:53 AM
To: Skarphol, Bob J.
Cc: Randy Eken
Subject: InMED students

Bob,
You had asked about where InMED students end up practicing. The InMeED program has some descriptive information about this, but has not tracked it quantitatively over the years. Here is a list of the North Dakota destinations of some of the graduates:

*Monica Mayer (Family Practice) - New Town - Trinity *Penny Wilkie (Family Practice) - Tribal Clinic, New Town *Biron Baker (Family Practice) - Bismarck (previously served on 2 reservations)
*Michelle Tincher (Family Practice) - Bismarck (previously employed w/ standing rock) *Vernon Azure (Family Practice) - Belcourt / Fort Totten *Richard Larson (Family Practice) - Belcourt *Paula Bercier (Family Practice) - Belcourt *Joe Luger (Dermatologist) - Bismarck /Belcourt / Cannon Ball Rory Trottier (Obstetrician/Gynecologist)- Grand Forks *Linda Gourneau (Family Practice) - Bismarck (previously served at Fort Berhold & Belcourt) Shantell Two Bears (Family Practice) - Fargo
* Eric Swenson (Psychiatrist) - Fargo [briefly in Belcourt] Patrick Luger (Internal Medicine) - Fargo Marcel Young (Family Practice) - Minot Roxanne Jonas (Family Practice) - Larimore *Zane Rising Sun (Family Practice) - Fort Yates / Bismarck *Lynelle Noisy Hawk (Family Practice) - Fort Yates *Cynthia Davila (Peds) - Fort Yates
* Genial Harrison - Fort Yates
*Brian Riddle (Family Practice) Fort Yates / Bismarck *Loren Simpson (Family Practice) - was in New Town, now in Nevada

* Worked in a tribal health facility or I.H.S

I hope that this helps to answer your question. Please let me know if we can provide any further information.

Josh

Joshua Wynne, M.D., M.B.A., M.P.H.
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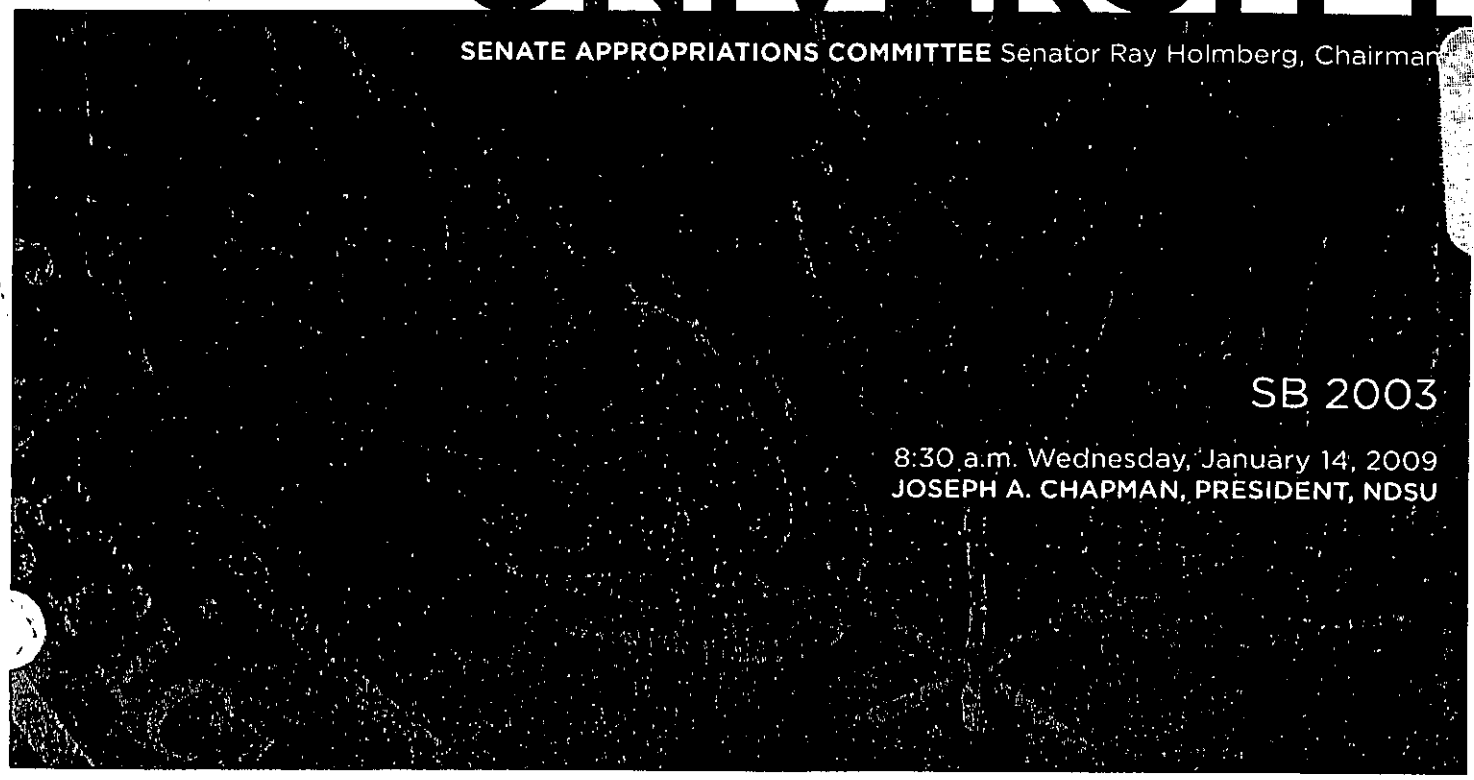
with the exception of the following pages I sent testimony given to the House

NORTH DAKOTA STATE UNIVERSITY

SENATE APPROPRIATIONS COMMITTEE Senator Ray Holmberg, Chairman



SB 2003

8:30 a.m. Wednesday, January 14, 2009

JOSEPH A. CHAPMAN, PRESIDENT, NDSU

HB1003 One-Time Funding Reporting Requirement
Section 19
For the 2007-09 Biennium

Deferred Maintenance funding - $2,516,935 one-time funding

The following comprise the list of repairs/maintenance completed or in progress from the period July 1, 2007- December 30, 2008 and the current budget/actual expenses estimated for each project.

Campus Wide Roof Repair/Replacement	$950,000
Benson Bunker Fieldhouse – Windows & Miscellaneous Repairs	490,000
Sudro Sanitary Sewer Repair	14,650
Ladd – Room #309 Renovation	194,209
Campus Steam Line Replacement	420,154
Lord & Burnham Greenhouse Roofing & Siding	31,929
HVAC Upgrade – Purchasing Office	17,364
Sudro Rooms #24, #27 Classroom Seating	26,226
Northern Crops Institute (Loading Dock)	3,450
Heating Plant Boiler/Feed Water Repairs	100,274
Festival Concert Hall/Music Bldg – Hand & Guard Rails	140,000
Stevens Hall Emergency Power	25,000
Bentson Bunker Fieldhouse – Bleacher removal; install new seating (awaiting SBHE approval)	100,000
Estimated Total Expenditures at 12/30/2008:	**$2,513,256**
Balance at 12/30/2008 to be spent by 6/30/09	**3,679**
2007-09 Biennial Allocation One-Time Funds for Deferred Maintenance:	**$2,516,935**

Capital Projects - $4,500,000 (plus $500,000 NDSU cost share)
Minard Hall, Phases I and II

Expenditures as of 12/31/2008	
Architecture fees	$46,849
Remaining funds available as of 12/31/2008	$4,953,151
Funding expected to carryover into the 2009-11 Biennium	

Funding for Phase III of the Minard Renovation is being requested during the 2009-11 Biennium.

Information regarding the Minard renovation can be found in the "Major Capital Projects" section of this hearing material.

Century Code -54-44.1-11 – North Dakota State University does not have any appropriation carryover from the 2005-07 legislative period.

Priority 2
Emergency Preparedness/Security

Emergency Preparedness—Funding for campus security at 1.0 FTE per 900 students. This funding would also provide two public safety officers to provide campus planning and implementation of the emergency notification system, emergency response plans, etc for NDSU, NDSCS and VCSU.

Breakdown of Emergency Preparedness/Security Funding Request—$192,116

- Armed security on campus should be at a 1 to 900 ratio (This funding model is based on annual salaries of $35k per year).
- $24,116 is the biennial funding needed for NotiFind; the system-wide emergency notification system.
- $168,000 for two public safety officers (emergency managers) who would serve NDSU, NDSCS and VCSU. Assumes a salary of $25,000/year plus $8,000 fringe and an operating budget of roughly $9,000 per year.

- The safety and security of NDSU's students, faculty and staff is of primary importance. With a record enrollment of more than 13,000 students in undergraduate and graduate programs, this is an energetic and vibrant campus where faculty, staff and students are moving to the next level. We must step up awareness of personal safety and property security issues. Even though NDSU and Fargo-Moorhead are wonderful places to work and study, we need to be prepared for a wide array of emergencies. NDSU must expand security as our campus grows and funding for NotiFind and additional emergency personnel will help NDSU be a safer place to live, work and study.

- Additionally, as the campus physically expands, NDSU is committed to making all locations a safe and secure place to learn and to work. Therefore, we will also be providing full-time security at our downtown locations.

- The current average salary for an NDSU police officer is more than $35,000 a year, so NDSU is funding and will continue to fund at the existing market rate to ensure our students, staff, and guests are in a safe and secure environment.

- The requested budget for two public safety officers (emergency managers) provides an annual salary of $25,000 plus fringe benefits and operating expenditures. To hire qualified individuals in Fargo, NDSU is estimating an annual salary of $45,000 and operating expenses of $40,000 annually to allow for travel between the three institutions. This additional funding will need to be shared by the institutions.

Priority 4
Two- and Four-Year College Affordability

Four-Year College Affordability—SBHE proposed funding would cover the student's share of parity based on the Governor's executive budget recommendation. If this funding model is utilized over an extended period of time North Dakota can begin to re-balance the state/student shares.

Four-year college affordability—$3,279,828 (SBHE Recommendation)

- At NDSU, $3,279,828 of additional state funding would replace the need for an estimated tuition increase of 5.2 percent per year.
- The North Dakota State Board of Higher Education (SBHE) is recommending funding of this initiative and NDSU is supportive of the initiative.

- The college affordability plan funds the student's share of parity for the 2009-11 biennium. With state funding of this share of the increased cost to continue, NDSU could hold tuition rate increases at a minimum.

- Currently, NDSU students contribute approximately 56 percent of the appropriated budget through tuition. If the 2009-11 budget were funded and NDSU held tuition, the student percent could be decreased to 51 percent of the total appropriated budget.

Priority 5
EPSCoR Matching Funds

EPSCoR research matching funds—Provides a pool of money for the state to use towards federally funded EPSCoR grants that require a state match.

EPSCoR research matching funds - amounts vary

- Funding would vary based on EPSCoR grants approved and state matching funds needed for the award.
- The Governor's executive recommendation includes a funding increase of $800,000. NDSU would be eligible for a portion of these funds based on grant state-match needs.

- The National Science Foundation (NSF) established the Experimental Program to Stimulate Competitive Research (EPSCoR) in 1979 in response to Congressional concerns about the geographic concentration of federal support for academic research and development. EPSCoR is designed to expand and enhance the research capability of scientists in states that traditionally have lacked strong university-based research efforts, to compete more successfully for a portion of the federal academic research and development budget.

- These programs represent a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that receive smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, university-based research effort that is serving as the backbone of their scientific and technological enterprise, capable of ensuring a strong and stable economic base into the next century.

- This funding pool will allow NDSU to further take advantage of grant funding available through EPSCoR by providing the needed matching funds to secure these awards.

SB 2003 Presentation of
President Joseph A. Chapman
North Dakota State University
Before the
House Appropriations Committee
Education and Environment Division
Representative Bob Skarphol, Chairman
Wednesday, March 4, 2009

Good morning, it is an honor to be with you today to present information on North Dakota State University, on how public investments in NDSU have performed, and to speak in support of the budget recommendation.

Our intent is at all times to be responsive to the expectations of the North Dakota Higher Education Roundtable for the good of the state of North Dakota and to offer a very high caliber educational experience for our students.

I believe no university has responded better to the challenge of the roundtable and aspirations of the system than North Dakota State University. In fact, our mission statement directly addresses these charges: *With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation.*

Our impact on the state of North Dakota is documented in a number of ways, most notably by Moody's Economy.com, which has identified NDSU as an important driver of the North Dakota economy. According to a recent Moody's report, "an increase in North Dakota State University's budget provides evidence that state government is delivering on its commitment to transforming the university into a leading academic institution," and "In the longer term, the funding will provide better resources for students and thereby enhance ND's human capital." This is a highly significant recognition of the transformation of North Dakota State University into a leading academic institution.

A 10-member team of consultant-evaluators, led by Dr. John Campbell, president emeritus of Oklahoma State University, conducted a campus visit as part of NDSU's reaccreditation from the North Central Association's Higher Learning Commission. Members of the team said they were very impressed with the enthusiasm of NDSU students, faculty and staff for the direction NDSU is headed. One consultant-evaluator said he had never seen such broad campus unity in all his years doing similar campus visits.

We have a great number of other examples to indicate that our work is responding to Roundtable and System expectations that we will:

- promote expansion and diversification of the state's economy
- enhance the quality of life of our state's citizens
- engage with the needs of the state

- become academically competitive, nationally and internationally, and
- be accessible and responsive to all citizens of the state, both individual and corporate.

An economic analysis reveals NDSU's economic impact on North Dakota was $2.5 billion over the last eight years, and for every new dollar appropriated to NDSU, we have generated $9.70.

NDSU is North Dakota's original land-grant university. The land-grant mission is three-fold:

- Education - Morrill Act 1862.
- Research - Hatch Act 1887.
- Service - Smith-Lever Act 1914.

The original Land-Grant act was passed by Congress in 1862 as a means of preparing the country for participation in the industrial revolution. It is important for us to remember the Land-Grant system was created to prepare people for change.

The enduring quality of the legislation lies in that thought. What we at NDSU are pursuing today - preparing students for and assisting business with the global marketplace - is the 21st century version of the land-grant ideal. It is our tradition to move forward and to change as our society changes, to evolve in response to public needs.

One of the strongest indicators of success is whether people want to be a part of an institution, and we are finding that to be true at NDSU. This is significant for our state as we take seriously the need to bring and keep people in the state.

A mix of students from outside North Dakota not only improve the quality of education by bringing more diversity to the institution, they also participate in the state and local economies.

Systemwide, increased business activity generated by student spending was estimated to be $756 million, including $342 million in increased retail trade activity and an additional $184 million of personal income. Student spending would generate enough additional business activity to support more than 5,500 secondary jobs. In addition, student spending in the Fargo-Moorhead area was estimated to be $9,050 per student per academic year.

<u>Student Enrollment</u>

For the ninth year in a row, NDSU has set a record enrollment. This fall the total enrollment was 13,229. A full 97 percent of our students are face to face on campus, and we enroll students from every county in North Dakota.

We have the largest freshman class in the state with 2,661 students, which also represents an unprecedented 23 percent increase in freshman students from the previous year.

Graduate enrollment has reached an all-time high with 1,818 students. Graduate students are vital to our growth as a research university and in our ability to retain our very best faculty.

NDSU's international enrollment, the largest in North Dakota, is at an all-time high of 1,120. This is crucial to the ongoing development of North Dakota's role in the growing global economy.

We are working to keep NDSU affordable and maintain our commitment to the student partnership in all our efforts.

The caliber of our students remains very high. For example, this year we are proud to have 23 National Merit Scholars, and nearly 600 Presidential Scholars in our student body. We have not and will not allow growth to overtake quality. We are committed to maintaining our student to faculty ratio and our core value of giving students the opportunities to interact directly with faculty. We are carefully planning to enhance the student experience with projects such as an Advising Center. We further encourage our students to participate in organizations, internships and other enhancements to complement a total learning experience.

From our newest annual employment survey:

94.9 percent of last year's graduates are either employed in fields related to their majors (75.9 percent) or continuing their educations (19 percent).

Of the NDSU graduates employed, 50.7 percent are working in North Dakota, with 66.1 percent of North Dakotans working in North Dakota.

Of the NDSU graduates employed, 34 percent of students from Minnesota are working in North Dakota, up from 32 percent in 2007, and 27 percent in 2006.

We will continue to facilitate inclusion through a President's Council on Global Outreach. NDSU must be a player in the global, knowledge-driven economy. By building true partnerships around the world, we can further expand our research, enhance our educational offerings, and help further expand the economy of North Dakota.

To foster greater global interaction among our students and faculty, the North Dakota Trade Office will locate in our Richard H. Barry Hall. Barry Hall will be home to the College of Business and the Department of Agribusiness and Applied Economics, and also will be the site of our Center for Global Initiatives and Leadership, which will provide a broad range of interdisciplinary programming to educate students on matters of global importance, and prepare them for global leadership.

Collaboration

Within the University System, we are very pleased with a number of collaborations. Here are a few selected highlights:

- NDSU is collaborating with the North Dakota State College of Science on the Pathways Program, which will allow students to be enrolled at both institutions, and begin their studies at NDSCS with the option to transfer for a baccalaureate degree program at NDSU.

- We recently held highly-successful discussions with area education and business leaders in Dickinson to explore collaborations to assist North Dakota's economy. This led to our adding Extension Engineers in Dickinson, Minot and Bismarck.

- NDSU also is collaborating with Dickinson State University on an initiative that will provide students in western North Dakota and parts of Montana, Wyoming and South Dakota access to engineering programs in electrical, manufacturing, industrial and computer engineering. DSU President Dick McCallum joins me in viewing this initiative as having a significant and long-term impact on the economic prosperity of the area.

- NDSU and DSU are working together to offer minors in soil science, geographic information systems and equine sciences to DSU students in Dickinson.

- Valley City State University and NDSU, which collaborate in elementary education, are expanding their collaboration to include art instruction. Students finish their undergraduate degrees in art at NDSU and then finish up requirements for an art education degree with VCSU.

- Discussions are underway with Bismarck State College to locate a research extension faculty member from the Department of Agriculture and Biosystems Engineering to do biomass research and extension at BSC's National Energy Center of Excellence.

- In conjunction with the University of North Dakota, we offer a joint doctorate in history. NDSU and UND will collaborate on a master's degree program in public health, and a Ph.D. in biomedical engineering.

In addition, we have partnered with the state in efforts to bring private sector commercialization opportunities:

- NDSU was approved for two additional awards from the North Dakota Economic Development Centers of Excellence Program totaling $3.5 million for the Center for Surface Protection and the Center for AgBiotechnology. These centers are designed to partner with the private sector to conduct market-driven research, thereby creating technology transfer and commercialization opportunities.

- NDSU's Center of Excellence in AgBiotechnology for Oilseed Development is a partnership with Monsanto and two processing collaborators, Archer Daniels Midland and Dakota Skies Biodiesel. The Center is designed to facilitate the sustainable long-term development of oilseed agriculture in the state and do ongoing research to encourage commercialization of ag technology.

- NDSU continues to highlight specific areas of research excellence which lead to partnerships. For example, NDSU's expertise in microelectronics led to a partnership with Alien Technology on a Department of Defense project. As a result of the research expertise and the collaborations, Alien Technology chose to build a research and manufacturing facility in NDSU's Research & Technology Park.

- The NDSU Research and Technology Park has approximately 100 public and private partnerships, with companies such as Bobcat, Tessera, Alien and Akzo Nobel.

Research Success

For FY 2008, we reported to the National Science Foundation research expenditures of $115.5 million. Our FY 2007 research expenditures were $107.3 million, a level of sustained activity. Our sponsored program expenditures are approximately $200 million annually.

NDSU Research Expenditures as reported to the National Science Foundation:

FY	$
1999	44.6 million
2000	50 million
2001	64.8 million
2002	72 million
2003	94.8 million
2004	102.1 million
2005	103 million
2006	103.8 million
2007	106.2 million
2008	115.5 million

For FY 2007, NSF ranks NDSU 128 out of 662 research universities in the United States, Guam, U.S. Virgin Islands, and Puerto Rico.

NDSU ranks 41, when ranked by research and development expenditures among 537 research universities without a medical school.

Other rankings based on total research expenditures among the universities and colleges in the NSF report for FY 2007:

Agricultural Sciences, 28
Social Sciences, 42
Physical Sciences, 74
Chemistry, 94

We have signed research agreements to conduct collaborative projects with two federal scientific laboratories. NDSU will conduct separate research projects involving solar cells, polymers, and radio frequency identification.

Directors of five national laboratories toured NDSU in the fall of 2007, at the request of U.S. Senator Byron Dorgan and the Red River Valley Research Corridor. In early 2008, representatives from the NDSU Office of Research, Creative Activities and Technology Transfer visited two of the national laboratories to discuss NDSU research capabilities. Based on those meetings and further discussion, NDSU has been selected to conduct research projects for Sandia National Laboratories, Albuquerque, N.M., and Livermore, Calif., and for Pacific Northwest National Laboratory, Richland, Wash.

We also recently signed two agreements with Pittsburgh Paint and Glass, one for electronics and one on coatings.

Research Park

The Research and Technology Park and the Technology Incubator are home to fast-paced, high-growth companies that promote economic development in North Dakota. Each of them either has the potential to compete globally or is already doing so effectively in:

- Material Sciences
- Biosciences and Life Science Technology
- Information Technology
- Nanotechnology
- Advanced Manufacturing and Sensors/Micro-Electronics

Companies currently operating in the Technology Incubator include the following:

Appareo Systems
Avenue Right
Bobcat
Feed Management Systems, Inc.
FM Angel Investment Fund
Intelligent InSites
Pedigree Technologies
The NDSU RFID Laboratory

In August 2008, the annual payroll of the 96 employees operating in the Technology Incubator totaled more than $5.8 million. We anticipate that during the next decade our efforts will provide services to more than 100 new technology-based businesses in North Dakota.

We just broke ground in the Research and Technology Park for a new Appareo Systems Facility. Today, Appareo employs 40 people in engineering, manufacturing and administration, and expects to double in size over the next three years. Appareo is a

"graduate" of the Technology Incubator facility, showing how effectively that effort can assist fledgling companies to prosper. The close proximity will be of great benefit to both Appareo and NDSU researchers.

Capital Campaign

We concluded a highly successful capital campaign in October 2007. "Momentum: The $75 Million Campaign for North Dakota State University" concluded with gifts and pledges totaling more than $108 million. Funds include $41 million for scholarship and scholarship endowment, $12 million for teaching endowments and enhancements and $25 million in support of new construction projects, including Richard H. Barry Hall, Klai Hall and the Bison Sports Arena.

Centers of Excellence

We have seven state Centers of Excellence:

- Center for Advanced Electronics Design and Manufacturing
- Center on Surface Protection
- Center for AgBiotechnology: Oilseed Development
- NDSU Beef Systems Center of Excellence
- NDSU Center for Nanoscale Science and Engineering
- NDSU Technology Incubator
- Center for Biopharmaceutical Research and Production

HB1003 One-Time Funding Reporting Requirement
Section 19
For the 2007-09 Biennium

Deferred Maintenance funding - $2,516,935 one-time funding

The following comprise the list of repairs/maintenance completed or in progress from the period July 1, 2007- December 30, 2008 and the current budget/actual expenses estimated for each project.

Building Exterior	$1,475,379
Utilities/Infrastructures	535,078
Interior Finishes	460,435
Mechanical/Electrical Upgrades	42,364
Estimated Total Expenditures at 12/30/2008:	**$2,513,256**
Balance at 12/30/2008 to be spent by 6/30/09	**3,679**
2007-09 Biennial Allocation One-Time Funds for Deferred Maintenance:	**$2,516,935**

Capital Projects - $4,500,000 (plus $500,000 NDSU cost share)
Minard Hall, Phases I and II

Expenditures as of 12/31/2008	
Architecture fees	$46,849
Remaining funds available as of 12/31/2008	$4,953,151
Funding expected to carryover into the 2009-11 Biennium	

Funding for Phase III of the Minard Renovation is being requested during the 2009-11 Biennium.

Information regarding the Minard renovation can be found in the "Major Capital Projects" section of this hearing material.

Century Code -54-44.1-11 – North Dakota State University does not have any appropriation carryover from the 2005-07 legislative period.

Enrollment Analysis and Tuition Rate Comparison

Fall Headcount Enrollment

Year	Headcount	FTE
1999	9,638	8,775
2000	9,894	9,003
2001	10,538	9,621
2002	11,146	9,950
2003	11,623	10,294
2004	12,026	10,692
2005	12,099	10,752
2006	12,258	10,890
2007	12,527	11,221
2008	13,229	11,794

Enrollment rates have steadily increased over the past decade. NDSU is proud to continue the traditions that have made it a premier institution both regionally and internationally. As we continue to grow, it is important that we maintain the quality through continued funding from our State. NDSU is committed to keeping tuition rates as low as possible and through the funding of this budget request we may begin to ease tuition increases.

Annual Tuition and Required Fees - Academic Year 2008-09

Student Category	Tuition	Fees	Total
ND Resident Students	5,264	962	6,226
MN Resident Students	5,504	962	6,466
WUE, MSEP, ATI*	7,895	962	8,857
Other Non-Resident	14,053	962	15,015

* Western Undergraduate Exchange (WUE), Midwest Student Exchange Program (MSEP), Alumni Tuition Incentive (ATI).

Tuition and Fee Comparison to Regional Partners **

Resident Tuition and Required Fees

National Average	$7,029
Regional Average	$6,426
NDSU	$5,975

Non-Resident Tuition and Required Fees

National Average	$18,120
Regional Average	$16,204
NDSU	$14,346

** Source: "2007-08 Tuition and Fee Rates - A National Comparison"

NDSU 2009-11 SB 2003 Recommendation

A.	Policy Objective	BASE FUNDING INCREASES	SB 2003 Recommendation
	2007-09 Base Funding		**91,285,855**
1	Enhance Student Preparation	100% of Parity/cost to continue/5%/5% salary and health insurance increases/utilities	12,748,621
2	Maintain Student Affordability/Enhance Student Affordability	Equity adjustment to address funding differentials (15%)	4,963,065
3	Maintain Student Affordability	Two and Four-Year college affordability	1,916,408
		Total Base funding Increase	***19,628,094***
		% Increase over 07-09 Base Budget	***21.50%***

B.	Policy Objective	ONE-TIME FUNDING INCREASES	
1	Enhance Student Preparation	Deferred Maintenance	5,355,817
		Total – One Time funding Increase	**5,355,817**

Priority 1
Funding of 100% of Parity

Parity—Includes costs to continue for the state share of parity only as noted below. The student share of parity costs would be funded through tuition rate increases.

Breakdown of parity costs—$12,748,621 (Executive Recommendation)

- Cost to continue FY09 Legislatively funded salary increases—$1,889,909
- Estimated Health Insurance based on a premium of $825.97 per month—$2,304,818
- Salary increases of 5 percent per year—$6,052,435
- Estimated operating inflation of 2%/2.2% (excluding utilities) - $578,737
- Utilities increases—$1,809,995
- Utilities increase for new buildings—$112,727

- A 5 percent annual salary increase will help NDSU position itself as a premier institution in the region and nationally. By investing in people, NDSU and North Dakota can continue to recruit and retain the best and brightest.

- Health insurance rates continue to increase drastically over inflation. The current budget request includes full funding of the health insurance increase of more than 13 percent.

- For 2009-11 incremental funding for utilities is being requested for the 45,000 sq. ft additions for Richard H. Barry and Klai Halls at our downtown campus. In addition, utilities are requested for the President's house which will be approximately 5,000 square feet. Xcel Energy is also requesting a 14 percent increase effective in the current biennium. This rate increase, the additional square footage, and the demand for electricity due to increased research activities and evening classes will place a tremendous burden on the utilities budget.

- The current budget request estimates operating inflation at 2 percent/2.2 percent for the biennium. However according to www.inflationdata.com, the current inflation rate is 5.37 percent and is rising. The proposed increase will help NDSU maintain adequate operating budgets to continue to serve our students and the people of North Dakota.

- The minimum tuition increase needed to match the state funding of parity at 40 percent based on the long-term finance funding model would be 5.20 percent for NDSU.

Priority 2
Equity Funding

Equity—The Long-Term Finance plan requires a minimum of 15 percent of the total new funding be allocated to equity after parity has been funded. Equity funding is crucial in closing the gap between state and student funding differentials and in bringing NDSU closer to its peers. The current proposed funding is based on the Governor's recommendation, rather than the funding model.

Breakdown of Equity funding for NDSU—$4,963,065 (Executive Recommendation)

- Currently, NDSU is funded at 41 percent of its peers which makes NDSU the furthest from its peers for the NDUS system.
- **If NDSU were to receive full funding of the Governor's executive recommendation for the 2009-11 biennial request, including the $4,963,065 of equity funding, NDSU's funding would increase to 50 percent of its peers.**

- With the enormous growth at NDSU it is critical that we continue to meet the needs of our students through adequate staffing of faculty and staff positions. NDSU would utilize the equity funding to hire additional faculty to keep our student/faculty ratios in line and staff to continue to maintain the high level of service we provide to our students.

- A portion of the equity funding would also be used to contribute to lease expenditures for additional space needed as a result of the enormous growth of student enrollment on the main campus as well as funding for Richard H. Barry and Klai Halls at the downtown campus.

- NDSU is committed to keeping tuition increases as low as possible. Tuition rates have continued to rise exponentially over the past decade and NDSU is dedicated to keeping education as affordable as possible in North Dakota. With the infusion of equity dollars into NDSU's base, tuition increases can be carefully controlled and kept as low as possible.

Priority 3
Two- and Four-Year College Affordability

Four-Year College Affordability—SBHE proposed funding would cover the student's share of parity based on the Governor's executive budget recommendation. If this funding model is utilized over an extended period of time North Dakota can begin to re-balance the state/student shares.

Four-year college affordability—$1,916,408

- At NDSU, $1,916,408 of additional state funding would limit the tuition increase percentage to 4% per year of the biennium.

  - The college affordability plan funds the student's share of parity for the 2009-11 biennium. With state funding of this share of the increased cost to continue, NDSU could hold tuition rate increases at a minimum.

  - Currently, NDSU students contribute approximately 56 percent of the appropriated budget through tuition. If the 2009-11 budget were funded and NDSU held tuition increases to 4% per year, the student percent could be decreased to 52.5 percent of the total appropriated budget.

One-Time Funding Requests

One-time funding requests will be used to fund facility and infrastructure needs primarily related to deferred maintenance.

Breakdown of one-time funding requests and amounts

- Deferred Maintenance—$5,355,818 Executive Recommendation

  - NDSU's share of the system's outstanding deferred maintenance is $29,336,494. Deferred maintenance funding of $5,355,818 will begin to provide funding needed to address the backlog of deferred maintenance needs on campus.

Below is a summary of the projected expenditures for deferred maintenance for the 2009-11 biennium. The expenditures are categorized based on the NDUS approved category listing. These figures are only a projection and will be reanalyzed on a regular basis to ensure funding is utilized for the most appropriate purpose.

Projected Deferred Maintenance Expenditures for 2009-11

- Building Exterior Repairs and Maintenance - $1,255,000
- Mechanical/Electrical Upgrades - $2,680,818
- Interior Finishes - $570,000
- Paving and Area Lighting - $350,000
- Utilities and Infrastructure - $300,000
- Miscellaneous Small Projects - $200,000

Major Capital Project Requests
2009-11 Biennium

Major Capital Projects
State Funded Projects

Minard Hall Renovation—Phase III

Cost of State funded capital projects

- Minard Hall Renovation—Phase III—$13 million General Fund

- Minard Hall is currently the main classroom building on the campus and is located in the University's historical district. It houses the College of Arts, Humanities and Social Sciences, along with the Psychology and Mathematics Departments of the College of Science and Mathematics. The existing four-floor building contains 78,000 gross square feet of classrooms and faculty offices constructed in three phases beginning in 1903. It has been renovated a number of times over the past 100+ years to meet the changing uses of the building. Its exterior is structurally sound, but the interior is in need of a complete renovation after 36 years of heavy use. The last renovation was in the late 1960's when windows were replaced, an elevator, ventilation and air conditioning systems were added, heating and electrical systems were upgraded and space was rearranged and decorated.

- Building modifications for the renovation would include new mechanical and electrical systems, technology upgrades, correction and elimination of all building code deficiencies, asbestos removal and elimination of coal dust infiltration, modest area increases in faculty offices and supporting spaces, additional classrooms to meet the growing instructional need requirements for both students and faculty, new roof, windows and tuckpointing of the building's exterior.

- Phase III will consist of renovation of the remaining portion of the building, including replacement of the HVAC system, general construction and electrical work. There is no additional operating expenses, as this is a remodel and will not increase square footage.

Major Capital Projects
Non-State Funded Projects
Revenue Bond Funded

Niskanen Apartment Complex Expansion

Cost of Revenue Bond funded capital project

- Niskanen Apartment Complex Expansion - $20,000,000

- The F Court Apartments (renamed Niskanen Apartments) were constructed in 1982, 1983, and 1984 for a predicted increase in single student and family housing. The 31,056 square foot apartment complex consisted of three, two-story buildings, each containing two bedroom units. On October 21, 2000, a fire destroyed one of the three 16-plex apartments located in the northwest corner of the University Village Apartment area. In January 2001, NDSU requested and was granted authorization to proceed with the replacement of the building immediately upon passage of Senate Bill No. 2137. Governor Hoeven signed this bill into law on January 30, 2001, to construct a new 30-unit apartment building to replace the 16-plex destroyed by fire. That project has been completed and is operational.

- The project will consist of the addition of approximately four new apartment buildings, encompassing 200,000 square feet, adjacent to the current structure. These fully accessible buildings will feature two-bedroom apartments consisting of a kitchen, two bathrooms, data ports for high speed Internet access, cable television, and air conditioning. Laundry facilities will be located on each floor, as well as lounges for studying and social interaction. A large community room will also be included in this project. The expansion will provide an additional 800 beds to the campus.

- Enrollment this fall reached an all time high of 13,229 students. NDSU's record enrollment includes 2,661 new freshmen, 495 more than last year, an unprecedented 22.9 percent increase. Subsequently, NDSU had over 400 students in nine motel properties. The proposed expansion of the apartment complex would meet the demand and need for immediate housing on campus. In addition, expanding the campus options for apartment style living will serve both first-year and upper-class students and will meet the overall demand for on-campus housing.

Major Capital Projects
Renovations
Non-State Funded Projects

Auxiliary Enterprises/West Dining Services Renovation

Student Health Services Expansion

Cost of Locally funded capital projects

- Auxiliary Enterprises/West Dining Services Renovation—$7 million
  Funded through revenue bonds and auxiliary funds
- Student Health Services Expansion—$1.1 million
  Funded through student fees and auxiliary funds

- The **Auxiliary Enterprises building** is a 29,116 square foot, one-story building that currently houses the Dining Services Production Bakery and Commissary Operations, as well as the NDSU University Police department.
  - As food services' methods of food preparation and delivery have evolved on campus, the functions in the building have changed. In addition, space allocation and equipment have not changed to keep pace with the revised functions and scope, so the existing food service layout for supply, production and delivery is outdated.

- The **West Dining Center** opened in 1971 and had some minor renovations done in 1999. The renovation and expansion of the West Dining Center will be focused on upgrades to the dining room, relocation of a portion of the serving area into the current dining room, and building an addition to the south that will expand seating capacity and greatly improve the look of the building.

- When the Wallman Wellness Center opened in fall 2001, **Student Health Services** housed 1.5 FTE health care providers. Now, with 3.0 FTE – one physician and two nurse practitioners – the current space has been maximized and is no longer sufficient.
  - The 4,000 square foot expansion would include provider offices, exam rooms, storage, mechanical and radiology/X-ray service areas.

Major Capital Projects
Non-State Funded Projects (cont.)

Projects carried-over from the 2007-09 Biennium

Ellig Softball Complex

Bison Sports Arena Renovation

Cost of Privately funded capital projects

- Ellig Softball Complex—$4.5 million
  Funded through private donations
- Bison Sports Arena renovation—$25.5 million
  Funded through private donations

- The existing softball complex is the site of four diamonds used primarily by university students, including intramural participants and intercollegiate athletes. Several youth and adult community teams also use the complex. The project includes the construction of a press box, dug outs, locker rooms, and restrooms for both the athletes and the general public. The project also includes the upgrade and partial replacement of the irrigation system as well as the complete retooling of each diamond. Finally, bleachers, lights, and a maintenance storage area are paramount to the success of the project.

- The independent study done by a consulting firm in 2003 recommended that the emphasis of work done at the Bison Sports Arena focus on improvements to the facilities and the existing infrastructure: the HVAC system; ADA compliance; locker room expansion and upgrades; athletic training areas; classroom technology enhancements; relocation of offices, conference, and meeting rooms; and replacement of the unsafe playing surfaces and bleacher systems in the building.

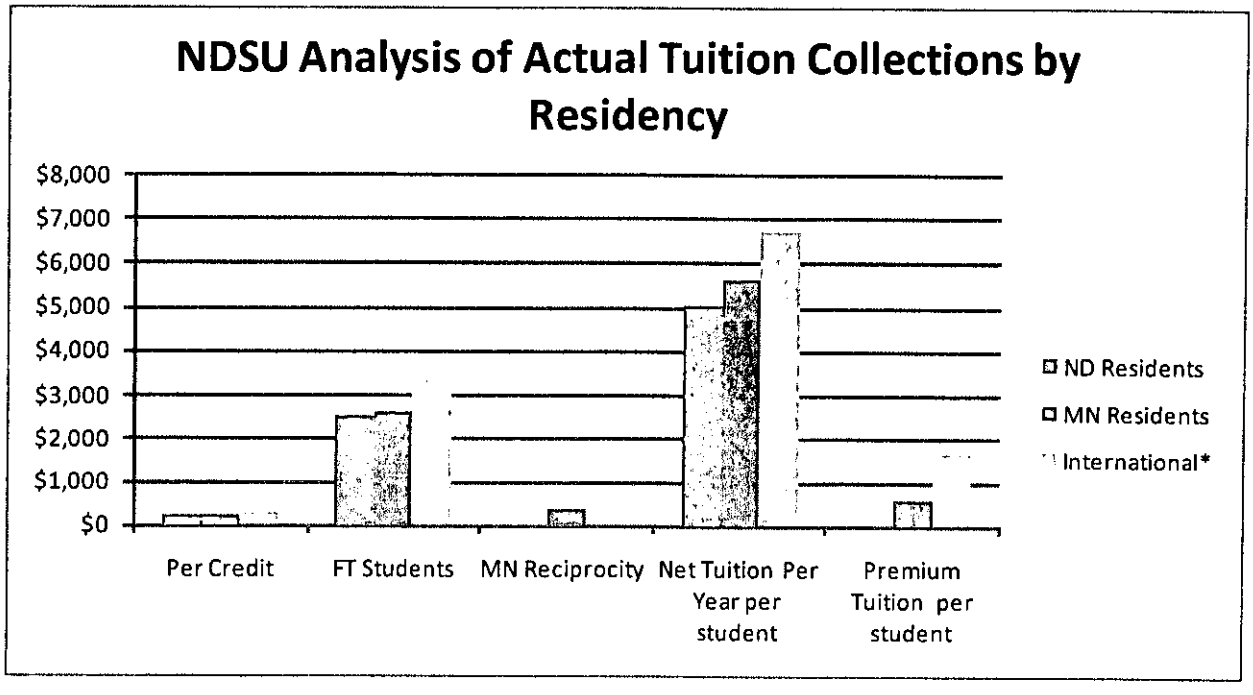
- The scope of the project has since been expanded to include: the replacement of the existing roof; new north and south entrances to the building; a new practice gym; improvements for the wrestling, track and baseball programs; and an addition to the east side of the building to accommodate suites and premium seating facilities.

Summary of Tuition Premiums Paid by MN and International Students for 2007-08

Residency	Per Credit	FT Student	MN Reciprocity	Net Tuition Per Year per student	Premium Tuition per student	Avg # of Students	Tuition Premium Paid per Year	
ND Residents	208.89	2,507		5,013	-	6,599	-	
MN Residents	218.43	2,621	368	5,611	597	4,222	2,521,810	**
International*	278.83	3,346		6,692	1,679	957	1,606,382	**

*International per credit rate accounts for the 50% tuition waiver granted to most international FT students.

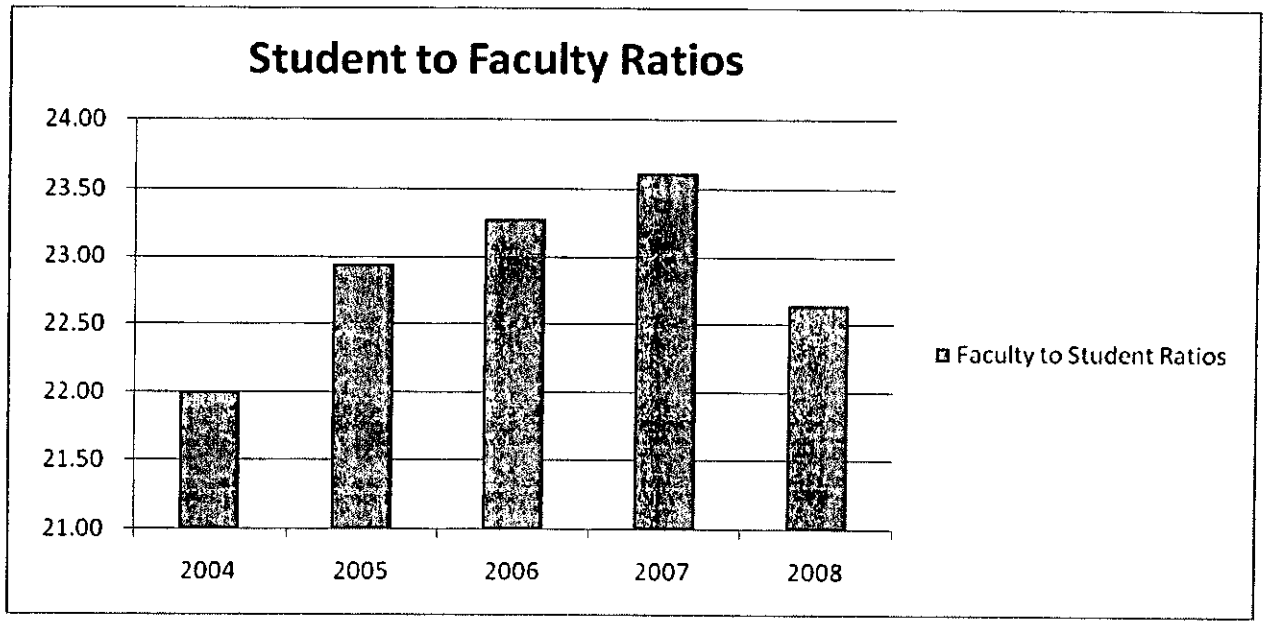
**For analysis purposes only, assumes all students are full-time



Analysis of Student To Faculty Ratios for NDSU

From 2004 to present

Below is a table showing Student to Faculty ratios from 2004 to present. Through the funding that has been provided by the legislature and through tuition collections, NDSU has been able to make progress in this area over the past year despite significant increases in student enrollments. However, because the industry standard for research universities is near 17 to 1, we need to continue to make progress in this area. Your continued support will assist NDSU in making this goal a reality.



(Ratio calculated as Faculty FTE/Student FTE. Faculty FTE includes all permanent faculty)

2008 Annual Employment Report Highlights

Data for this report were collected through mail surveys, follow-up telephone calls and academic departments/faculty. The Career Center surveyed graduates of Baccalaureate degrees from NDSU for terms ending in August 2007, December 2007, and May 2008. This report is based on responses from 1,182 graduates (68.5% of the reported 1,726 undergraduates.)

Of the 1,182 respondents:

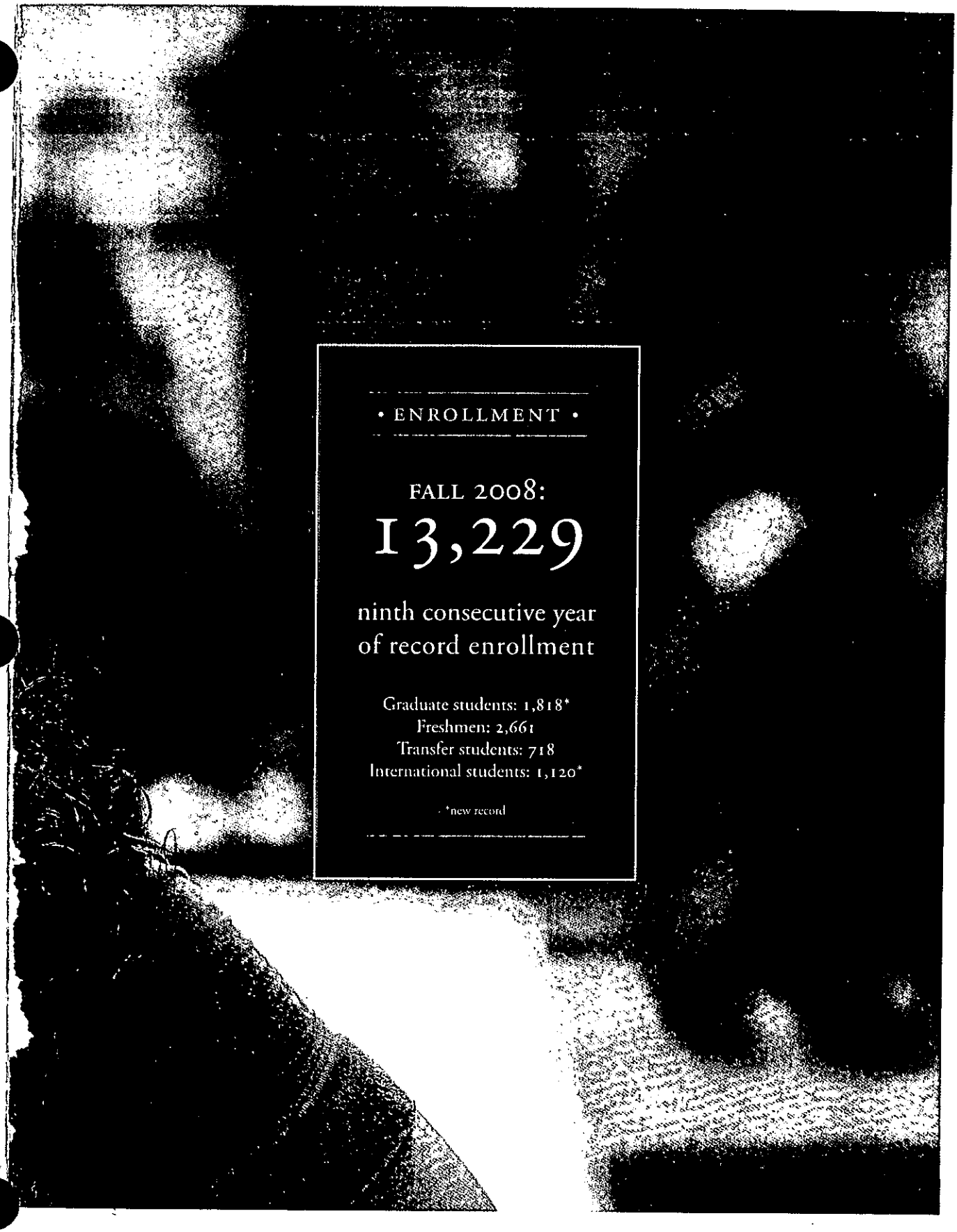
- 897 (75.9%) reported "Employed."
- 225 (19.0%) reported "Post Baccalaureate & Professional" education.
- 60 (5.1%) reported still "Active in Job Search."

Of the 897 employed respondents:

- 794 (88.5%) reported: "Employed related to their studies."
- 51 (5.70%) reported: "Employed in part-time positions."
- The average annual "related" reported salary of respondents was $40,000. The highest reported salary was $80.000.
- Graduates reported accepting employment in 44 states and 9 foreign countries.
- 455 respondents (50.7%) reported accepting employment in North Dakota.
- 248 respondents (27.6%) reported accepting employment in Minnesota.
- 449 respondents reported their "original home state" as North Dakota, of which 297 reported accepting employment in North Dakota (66.1% retention).
- Of this year's employed graduates of College of Agriculture, Food Systems, and Natural Resources, 14.0% have chosen to farm or ranch.

NORTH DAKOTA STATE UNIVERSITY

2008 | annual report



• ENROLLMENT •

FALL 2008:

13,229

ninth consecutive year
of record enrollment

Graduate students: 1,818*
Freshmen: 2,661
Transfer students: 718
International students: 1,120*

*new record

23

NATIONAL MERIT SCHOLARS
(including 11 freshmen — a record)

590

PRESIDENTIAL SCHOLARS
(requires 29 or higher on ACT)

$9.5 MILLION

IN SCHOLARSHIPS
AWARDED IN 2007-08

19:1

STUDENT TO TEACHER RATIO
(More than 80 percent of our undergraduate classes have fewer than 40 students.)

DEGREE PROGRAMS

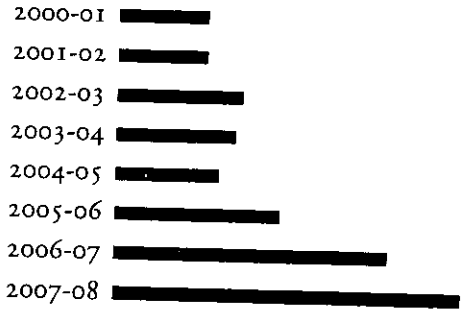
Undergraduate majors	102
Master's degrees	59
Research doctoral degrees	42
Specialist degrees	1
Professional doctoral degrees	3

DISTANCE AND CONTINUING EDUCATION

Total online degrees	21
Undergraduate	5
Certificate	5
Master's	11

Distance and Continuing Education offers about 200 degree eligible classes each semester. Two new degrees will be fully online by fall 2010.

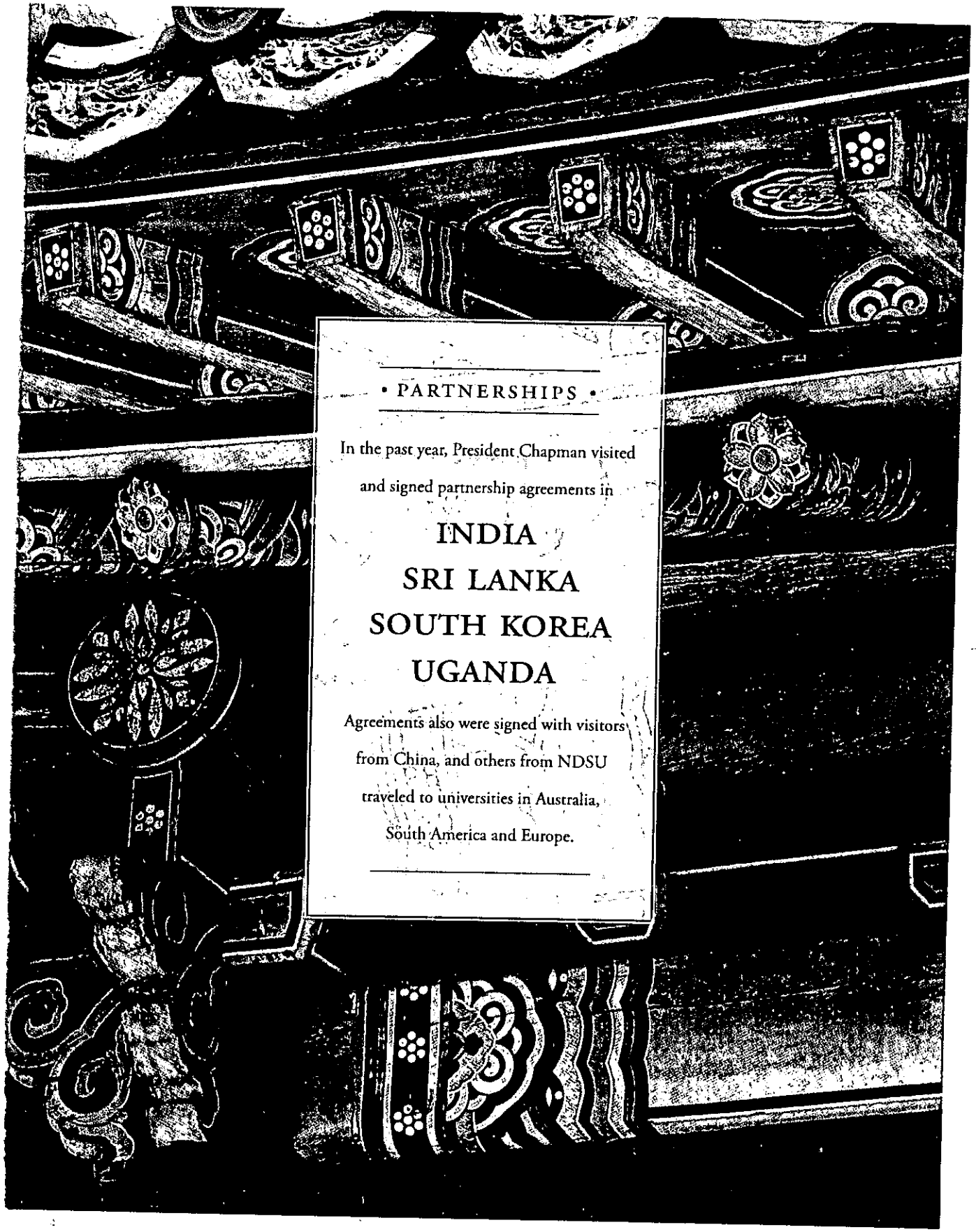
GRADUATE DOCTORAL DEGREES



[employment rates]

95.2 percent of recent NDSU graduates are employed or furthering their educations.

64.2 percent accepted jobs in ND, up more than 10 percent from previous two years.



• PARTNERSHIPS •

In the past year, President Chapman visited and signed partnership agreements in

INDIA
SRI LANKA
SOUTH KOREA
UGANDA

Agreements also were signed with visitors from China, and others from NDSU traveled to universities in Australia, South America and Europe.

CHAPMAN BUILDS INTERNATIONAL TIES

NDSU President Joseph Chapman and an NDSU delegation visited India and Sri Lanka in December. Chapman visited five colleges and universities, returning with two signed agreements and high hopes for future collaborations.

The trip included a visit to the Ansal Institute of Technology, Gurgaon, India, which has a twinning agreement with NDSU. The agreement allows students to study two years at each school and earn degrees from both institutions.

In South Korea Chapman met with a group of about 20 NDSU alumni. An active group of NDSU alumni in South Korea meets once or twice each year, but this was the first time university administrators participated.

A visit to Uganda provided another opportunity to deepen a partnership with Makerere University, Kampala. President Chapman and a delegation from NDSU met with administrators, faculty and students with a goal of establishing study abroad, twinning, and research partnerships. The Uganda connection makes NDSU one of the first major players in developing programs and expanding into eastern and southern Africa. Makerere University officials noted that NDSU is unique in working to establish true partnerships with their university. Planning is under way for a joint master's degree called Global Infectious Disease Management.

Chapman said global education allows NDSU students to receive a broader, enhanced education. International collaborations also present opportunities for business and research partnerships.

a global university

NDSU has Memoranda of Understanding with 28 countries and nearly 60 institutions with many others in process.

The 1,120 international students attending NDSU are from 84 countries.

More than 180 NDSU students studied abroad in 2007-08.

"Our students will not be fully prepared for a diverse, global work world if they are not part of an inclusive university environment. We must diversify our faculty, staff and student body, as this is absolutely the right thing to do for all of us."

— President Joseph A. Chapman

DIVISION OF EQUITY, DIVERSITY AND GLOBAL OUTREACH ESTABLISHED

The new Division of Equity, Diversity and Global Outreach brings together NDSU's global outreach and diversity efforts including the Office of Equity and Diversity, Multicultural Student Services, International Programs, Diversity Center, tribal college partnerships, lesbian, gay, bisexual, transgender and allies, as well as programs for other traditionally underrepresented groups.

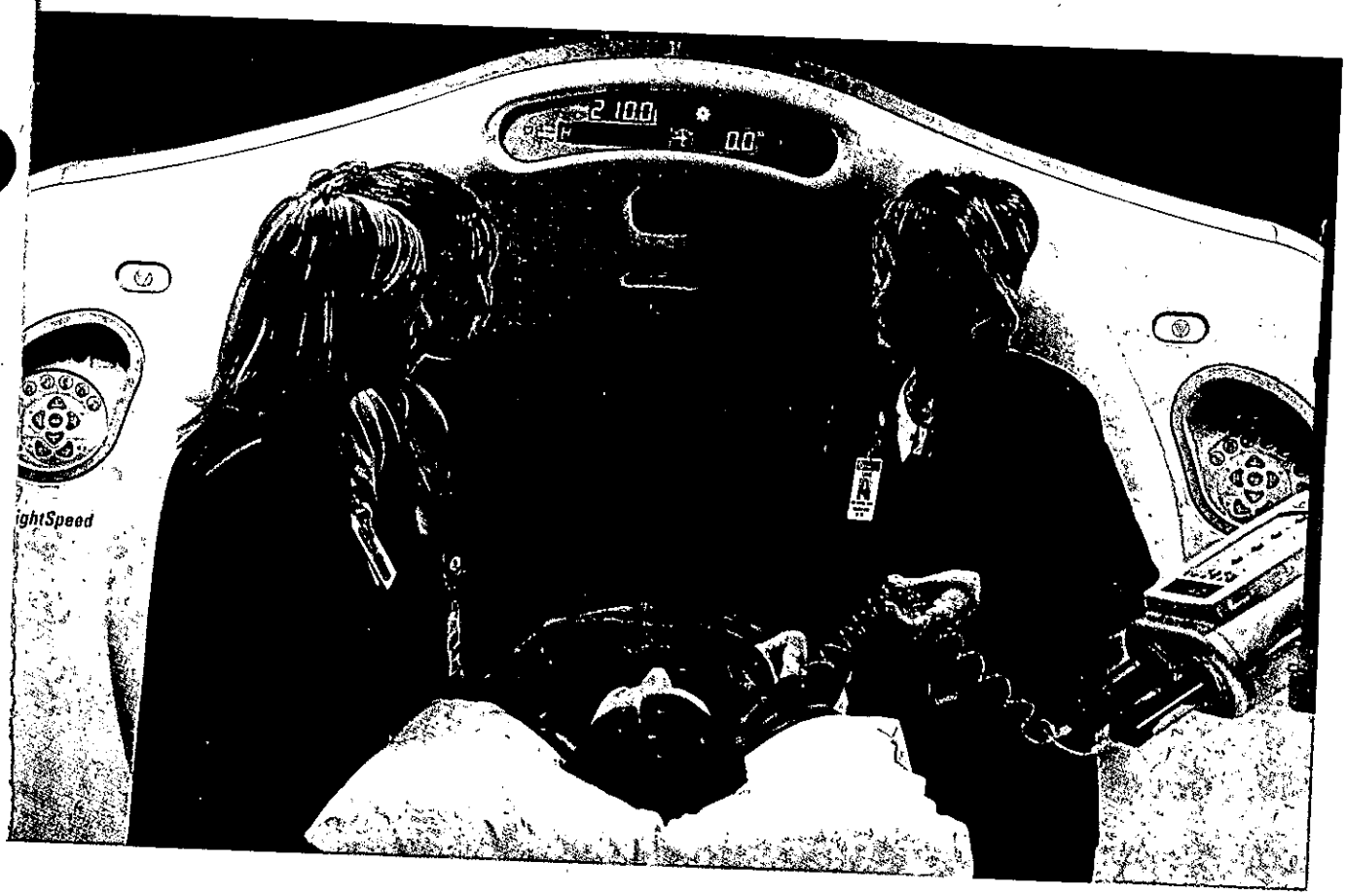
President Chapman named Eveadean Myers as vice president of the new division. Myers, a member of the president's cabinet, previously was the executive director and chief diversity officer for NDSU's Office of Equity and Diversity which oversees university-wide efforts to create a campus community actively committed to inclusion and pluralism. The office handles matters related to equity, diversity, and equal opportunity/ affirmative action for the whole institution.

Kara Gravley-Stack has been named the coordinator of NDSU's new Equity and Diversity Center. She previously served as assistant director for service learning and civic engagement in the Memorial Union. The center will provide programs and services to the campus community that will help educate people about diversity and inclusion. The center will be housed in the historic Alba Bales House, and will serve the entire campus by providing a space for meetings and small events, and doing research into different areas of diversity.

NSF GRANT SUPPORTS EFFORTS TO INCREASE FEMALE FACULTY

The National Science Foundation recently awarded NDSU a grant to improve the status of women faculty in the science areas on campus. The Division of Equity, Diversity and Global Outreach will help with the $3.7 million ADVANCE FORWARD grant and will use money from the grant to hire a new staff position to assist search committees to recruit women faculty. The position will fall under the equity, diversity and global outreach division.

"We pledged to our faculty women that we would move aggressively to address issues of equity," said President Chapman. "As we grow, ensuring that NDSU is an inclusive institution is a priority. We are committed to women faculty in all disciplines."



VOLLEYBALL LEADS NDSU INTO D-I POST SEASON PLAY

The NDSU volleyball team went undefeated in Summit League play and became NDSU's first to reach Division I post season play.

In the tournament, NDSU lost to No. 10-ranked Minnesota to a 25-18, 25-14, 25-14 on Dec. 5, before a crowd of 2,583 at Minnesota. The loss snapped North Dakota State's 19-match winning streak. The Bison, making their first Division I playoff appearance, finished the year 24-4 overall.

The Bison won the Summit League tournament Nov. 21-22 in Tulsa, Okla. North Dakota State swept IUPUI in the semifinals and beat Oral Roberts 3-1 on its own floor in the championship match. The Bison won 19 consecutive matches dating back to a 3-0 loss at Tulane on Sept. 13.

KLAI HALL DEDICATED

Dedicated during homecoming, Klai Hall houses studio, classroom and office space for students and faculty in architecture and landscape architecture. The building is named for NDSU alumnus John R. Klai II, a native of Osnabrock, N.D. and partner in Klai Juba Architects, a firm with offices in Las Vegas and Fort Lauderdale, Fla.

EXCELLENCE IN ARCHITECTURE

NDSU ranks 18th in the nation for top architecture education programs (of 120 programs) and 4th in the nation among Midwestern schools, according to the architecture journal *Design Intelligence*, in its ranking of the architecture schools that best prepare students for professional practice.

new facilities [now open]

MATERIAL HANDLING FACILITY

The Material Handling Facility houses all waste chemicals generated by the university and is a receiving and storage area for selected new chemicals.

LIVING LEARNING CENTER WEST

NDSU's newest residence hall is home to 166 students.

PROTEASE RESEARCH CENTER

The new Core Synthesis Facility, Dunbar 156, and newly-remodeled Molecular Biology Lab are now open. Both are part of the Center for Protease Research, funded by a grant from the National Institutes of Health. Mukund Sibi, NDSU Distinguished Professor of chemistry and molecular biology, is program director.

BARRY HALL NEARS COMPLETION

Richard H. Barry Hall is scheduled to open in 2009. Offering 135,000 square feet of space, it will house the College of Business and the Department of Agribusiness and Applied Economics. It also will house the North Dakota Trade Office and the Center for Global Initiatives and Leadership, providing a new level of global business connections for the region.

The facility will include 12 state-of-the-art classrooms, a 250-seat auditorium, a coffee bar and branches of the NDSU Bookstore and Bison Connection.

new facilities [under construction]

NDSU GREENHOUSE

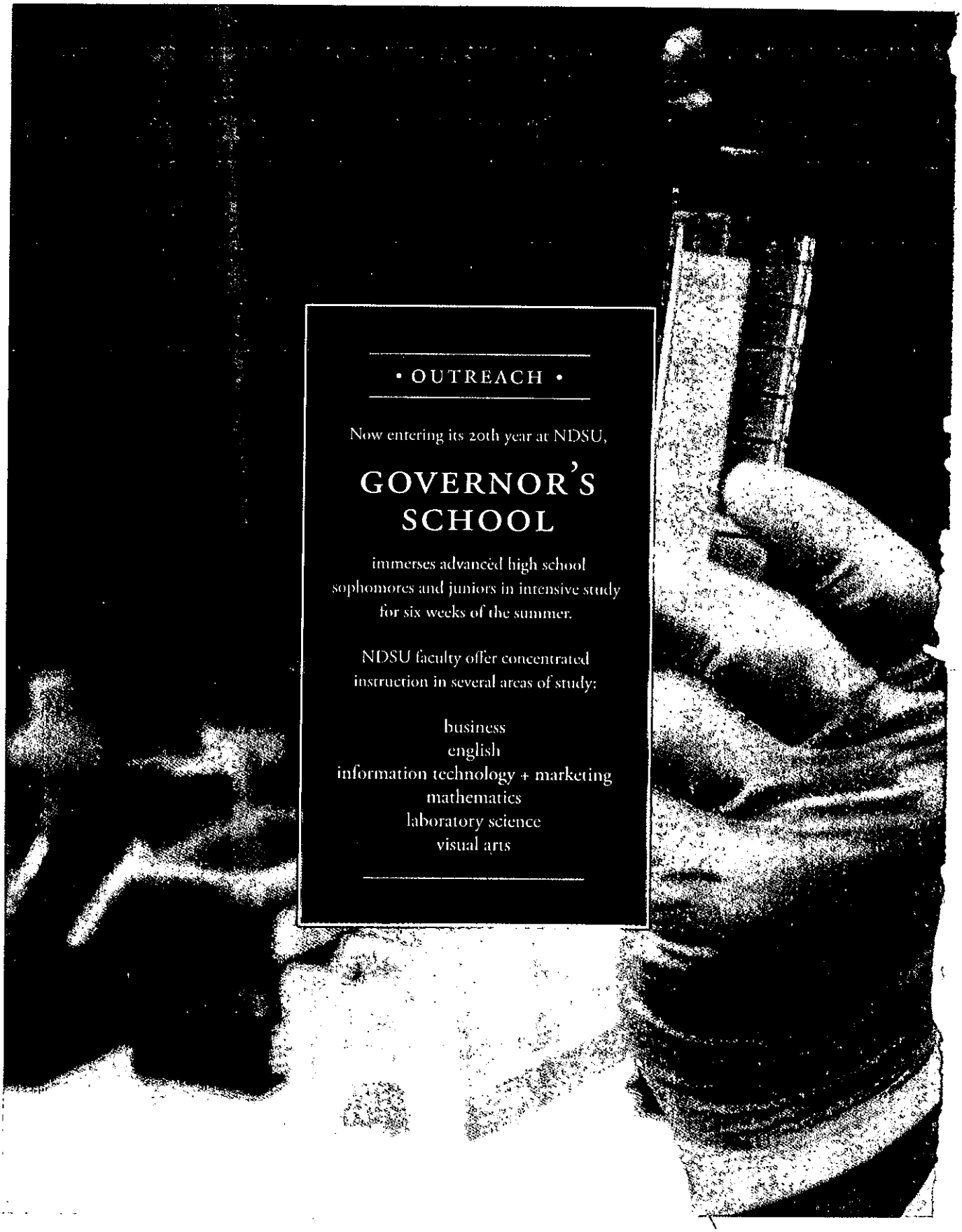
A new greenhouse facility will be home to innovative research that will lead to development of higher-yielding and higher-quality crops, benefitting producers and businesses through increased productivity and sales.

BEEF CATTLE RESEARCH CENTER

The center will allow NDSU to expand its research on nutrition, physiology, animal health, genetics, meat science, nutrition management, food safety and economics. It will be one of only four research centers in North America with equipment to measure cattle's individual feed intake, which will help identify ways to cut feed costs, and improve feed efficiency and profitability.

APPAREO SYSTEMS

Groundbreaking was held in September for the new Appareo Systems building at the NDSU Research and Technology Park. Appareo will incorporate a major research and instructional lab for NDSU's materials and nanotechnology interdisciplinary education program. The company got its start at the Technology Incubator, developing portable consumer electronics combined with 3D graphics.



• OUTREACH •

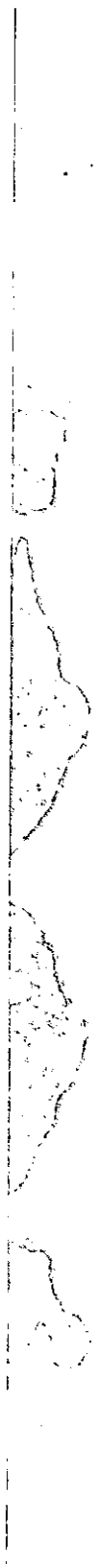
Now entering its 20th year at NDSU,

GOVERNOR'S SCHOOL

immerses advanced high school sophomores and juniors in intensive study for six weeks of the summer.

NDSU faculty offer concentrated instruction in several areas of study:

business
english
information technology + marketing
mathematics
laboratory science
visual arts



north dakota tribal colleges

Cankdeska Cikana
Community College
[FORT TOTTEN]

Turtle Mountain
Community College
[BELCOURT]

Sitting Bull College
[FORT YATES]

United Tribes
Technical College
[BISMARCK]

Fort Berthold
Community College
[NEW TOWN]

"This state cannot afford to lose any students. We want to partner with other institutions of higher education to make sure every North Dakotan has an opportunity to attend college if they want to do that."

— President Joseph A. Chapman

NORTH DAKOTA TRIBAL COLLEGES DISCUSS OPPORTUNITIES WITH NDSU

President Chapman and other NDSU representatives visited five North Dakota tribal colleges July 30 through Aug. 1 to discuss opportunities for American Indian students and develop partnerships at each college. The group met with tribal college presidents and staff members about creating partnerships and programs not currently being filled by the other North Dakota universities.

"This state cannot afford to lose any students. We want to partner with other institutions of higher education to make sure every North Dakotan has an opportunity to attend college if they want to do that," Chapman said.

Part of the relationship may include using interactive video networking to provide students on both ends the chance to take classes from one another. Potentially, this could mean that tribal college graduates from two-year programs could continue their education at NDSU without leaving home. At the same time, NDSU students could have the privilege of taking courses not offered here such as Native American political thought and Native American language.

"The state's tribal colleges and NDSU share the land-grant mission of serving the people of North Dakota. We do a better job of that by working together."

NDSU GIVES TO UNITED WAY

United Way of Cass-Clay recognized NDSU for its record-setting 2007 campus campaign, in which faculty and staff raised $116,681 for the local United Way — a 12 percent increase from the previous year. The inscription on the award acknowledges NDSU's "Milestone Campaign of $100,000+."

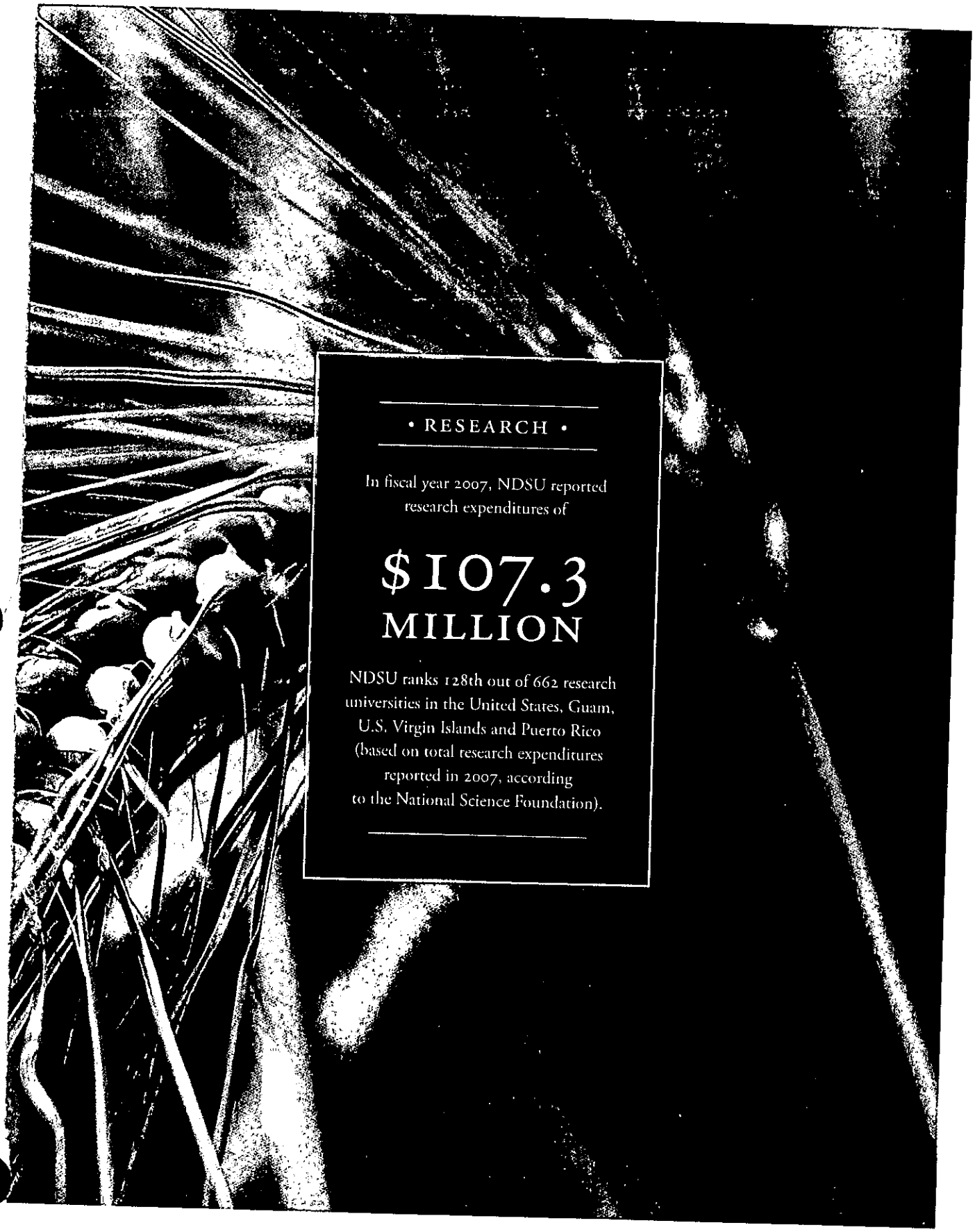
"One of our overarching themes at NDSU is 'It's About People,' " said President Chapman following the presentation. "Anything we can do individually to serve people is a great thing."

NDSU TELEPHARMACY PROGRAM GAINS NATIONAL ATTENTION

The North Dakota Telepharmacy Project received national media attention in 21 states in 2008, and its success is making it a model of rural pharmacy service delivery, job creation, innovation and cooperation among medical establishments.

Established in 2002 to restore, retain and establish access to pharmacist and pharmacy services in medically underserved rural communities in North Dakota, the project helps deliver telepharmacy services to remote rural retail pharmacies and hospitals. It is making North Dakota a national leader in delivery of pharmacy services to rural areas. The sites use computers, video-conferencing technology and high-resolution cameras so the pharmacist can verify the correct medication and dosage is being dispensed to a patient. The video-conferencing system is encrypted for privacy and standard pharmacy software allows the pharmacist to check for allergies and drug interactions so patient safety is greatly enhanced.

The project received $813,535 in federal funding in 2008 to develop telepharmacy services in nine small hospitals across the state, most of which are critical access, having 25 or fewer beds.

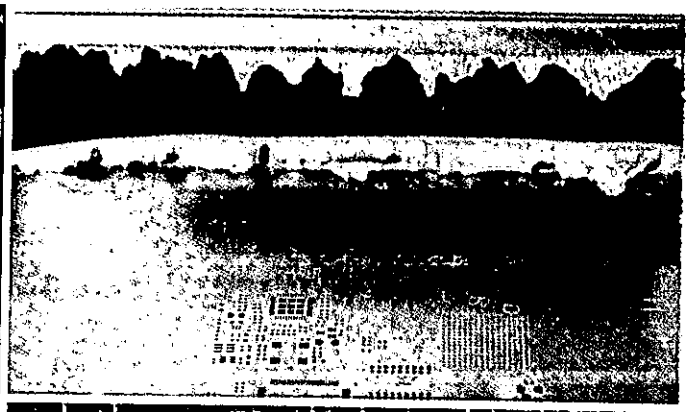


• RESEARCH •

In fiscal year 2007, NDSU reported research expenditures of

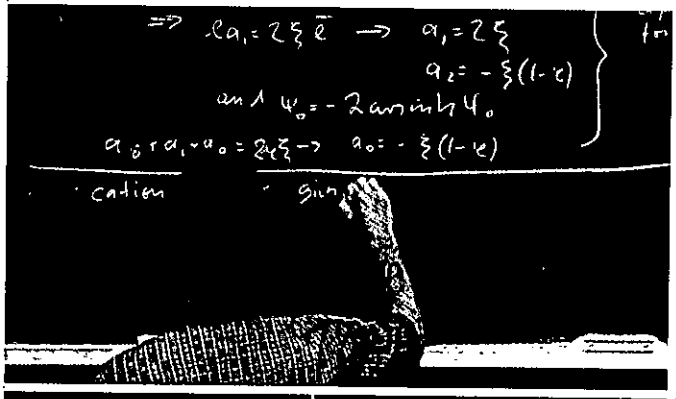
$107.3 MILLION

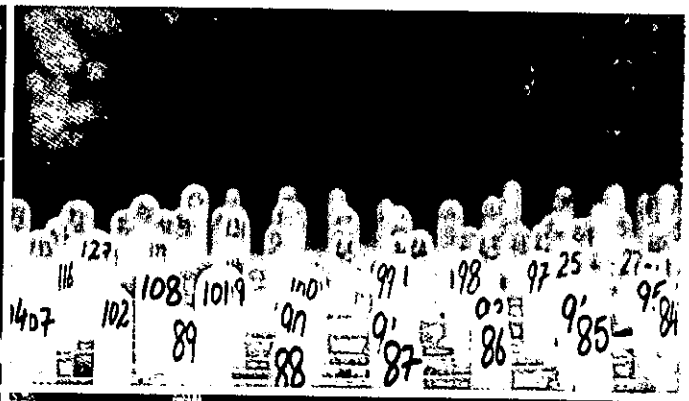
NDSU ranks 128th out of 662 research universities in the United States, Guam, U.S. Virgin Islands and Puerto Rico (based on total research expenditures reported in 2007, according to the National Science Foundation).

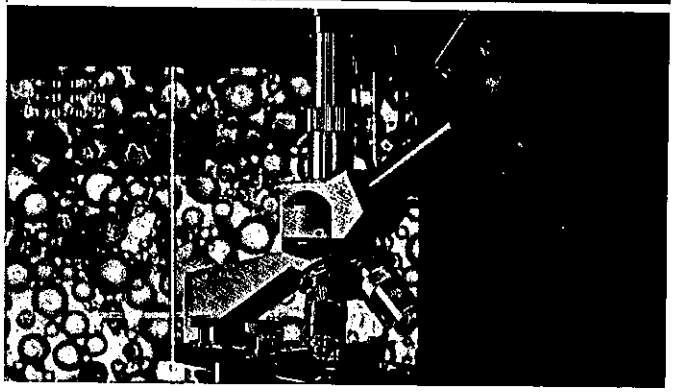


NDSU IS LISTED IN THE TOP 100
RESEARCH UNIVERSITIES IN THE COUNTRY
IN SEVERAL NATIONAL SCIENCE FOUNDATION CATEGORIES.

All data is for FY2007, the latest year for which statistics are available.







28TH

IN AGRICULTURAL SCIENCES
(among all universities and colleges)

41ST

IN RESEARCH AND DEVELOPMENT
(among 537 research universities without a medical school)

42ND

IN SOCIAL SCIENCES
(among research universities)

74TH

IN PHYSICAL SCIENCES
(among all universities and colleges)
Category includes astronomy, chemistry, physics, materials sciences and other sciences not elsewhere classified.

94TH

IN CHEMISTRY
(among all universities and colleges)

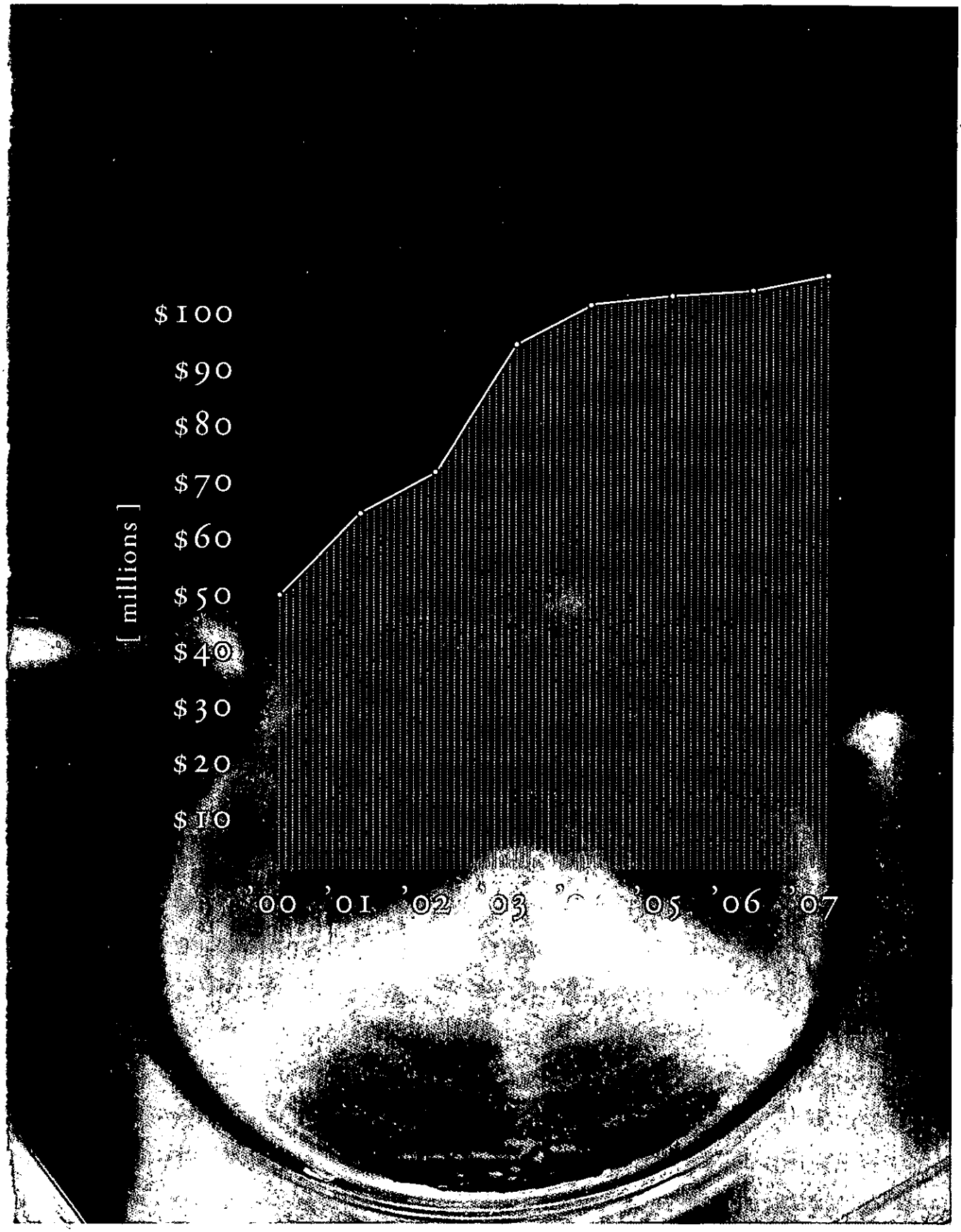
RESEARCH EXPENDITURES

A major research university is crucial to the economy of North Dakota. Moody's Economy.com identified NDSU as one of three drivers for North Dakota, along with energy and agriculture.

"The sustained research activity at NDSU and its continued overall national ranking illustrate the exceptional work by faculty, staff and students in a very competitive research environment," said Philip Boudjouk, vice president for research, creative activities and technology transfer at NDSU. "It also shows our strong capabilities in niche areas. Research continues to play a role in economic development, as well as offering students unique undergraduate and graduate research opportunities to help prepare them for the job market," said Boudjouk.

A majority of NDSU research funding comes from multi-year federal research contracts and competitive grant awards. Additional research funding comes through awards, grants and contracts from state and business funding sources.

The National Science Foundation's annual listing of research expenditures is the standard for comparison of research universities.


$100
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'00
'01
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'03
'05
'06
'07

ACTUAL REVENUES

Operating Revenues	
Student Tuition and Fees	$71,990,835
Federal Grants and Contracts	64,208,796
State Grants and Contracts	5,357,838
Private Grants and Contracts	5,517,994
Sales and Services of Educational Departments	18,287,424
Auxiliary Enterprises	32,042,747
Other Operating Revenue	320,383
TOTAL OPERATING REVENUES	**$197,726,017**

Non-Operating Revenues	
State Appropriations	$79,233,489
Federal Appropriations	7,587,352
Federal Grants and Contracts	143,154
Gifts	8,797,122
Investment Income	3,264,524
Gain on Capital Assets	864,054
Insurance Proceeds	-
Tax Revenues	259,118
Other Non-operating Revenues Over Expenses	298
TOTAL NON-OPERATING REVENUES	**$100,149,111**

Other Revenue: Capital Grants, Gifts and Transfers	
State Appropriations - Capital Assets	$3,743,328
Transfer from Building Authority	2,077,994
Capital Grants and Gifts	-
TOTAL OTHER REVENUE	**$5,821,322**

TOTAL OPERATING, NON-OPERATING AND OTHER REVENUES	**$303,696,450**

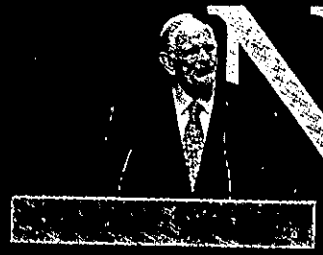
ACTUAL FUNCTIONAL OPERATING EXPENSES

Operating Expenses		% of Expenses
Instruction	$63,909,334	21.6%
Academic Support	20,127,549	6.8%
Student Services	10,375,710	3.5%
Institutional Support	17,192,108	5.8%
Operation and Maintenance of Plant	16,114,114	5.4%
Scholarships and Fellowships	12,349,083	4.2%
Auxiliary Services	38,543,436	13.0%
Public Service	25,699,377	8.7%
Research	78,368,626	26.5%
Depreciation	13,416,863	4.5%
TOTAL OPERATING EXPENSES	$296,096,200	100%

Non-Operating Expenses	
Interest on Capital Asset-Related Debt	$5,753,860
TOTAL OPERATING AND NON-OPERATING EXPENSES	$301,850,060

2008 President Joseph A. Chapman's State of the University Address

[selected excerpts]



NDSU

WE ARE PART OF A TRADITION of high quality education, cutting edge research and meaningful service to the people of North Dakota, the nation and the world. Every one of you is an important contributor to the past, present and future of NDSU. You are making a difference. You are making North Dakota State University a place of impact.

The Roundtable plan was developed in the year 2000 by 61 North Dakotans, including legislators and private sector leaders. The clear mission for higher education from this group is this: enhance the economic vitality of North Dakota through a high quality, entrepreneurial and accountable system. The Roundtable makes us uniquely well positioned to earn success at our institution. Our pursuits to better serve our students dovetail nicely with the needs of our state. To the visionary leaders who saw the potential for higher education to contribute, and who crafted this effective model, I say thank you. We are energized by the great potential this model allows.

We are part of a long and proud heritage as a land-grant institution. The original land-grant act was passed by Congress in 1862 as a means of preparing the country for participation in the industrial revolution. It is important for us to remember the land-grant system was created to prepare people for change. The enduring quality of the legislation lies in that thought. Preparing people for change.

Responding to the needs of society. What we at NDSU are pursuing today — preparing students for and assisting business with the global marketplace — is the 21st century version of the land-grant ideal. It is our tradition to move forward and to change as our society changes, to evolve in response to public needs.

In the past decade, we built the base for the next decade. Our first goal was to increase our enrollment. We did that. We said we wanted to develop new doctoral programs, and now we have broadened the number of PhDs we offer, and grown to be among the largest doctoral degree granting institutions in the region. We said NDSU would become a major research university, to offer the substantial economic benefits that activity brings, and we have done that.

We quickly doubled our research effort, and now for five years, the National Science Foundation has reported our research expenditures at more than $100 million a year. We wanted to help launch businesses, to help create good jobs so more people could enjoy life in North Dakota. We are doing all of that. The value of this to our students and our state cannot be exaggerated.

We needed to grow in enrollment, programs and in our research enterprise to position our state for the future. Magical things can happen at a certain threshold, and so we concentrated on numbers.

Here's one example of how NDSU has been able to positively benefit the state: The economic impact to North Dakota of just our growth in the past 10 years is nearly a billion dollars. Our state needed an economic boost, and we delivered. NDSU is crucial to the state's future.

We have been well served by five themes: It's About People, Students are Paramount, Programs, Leveraging Support and Stature.

Today, I propose adding three qualitative principles to guide us as we elevate our institution. We will measure all that we do against our commitment to be: Inclusive, Responsive and Excellent.

OUR STUDENTS will not be fully prepared for a diverse, global work world if they are not part of an inclusive university environment. We must diversify our faculty, staff and student body, as this is absolutely the right thing to do for all of us.

UNESCO is correct in saying that cultural diversity is "as necessary for humankind as biodiversity is for nature." These are the aims of education and we must be leaders on this important issue.

To illustrate how real this need is, some companies only recruit at universities that have made this commitment to diversity.

We have taken a number of steps to ingrain inclusiveness into our culture, but there are specific areas that need attention.

I recently established a Division of Equity, Diversity and Global Outreach. Among numerous other initiatives, this office will lead the efforts to establish a Diversity Center.

We will further facilitate inclusion through a President's Council on Global Outreach. NDSU must be a player in the global, knowledge-driven economy. By building true partnerships around the world, we can further expand our research, enhance our educational offerings, and help further expand the economy of North Dakota.

North Dakota led the nation in growth of exports last year, with global sales of more than $2 billion. Further evidence of the globalization of business comes from our own Research and Technology Park. Each of the 17 businesses in the park have global clients. We cannot afford to miss the opportunities the world provides for our students.

To foster greater global interaction among our students and faculty, the North Dakota Trade Office will locate in our Barry Hall.

Barry Hall will be home to the College of Business and the Department of Agribusiness and Applied Economics, and also will be the site of our Center for Global Initiatives and Leadership, which will provide a broad range of interdisciplinary programming to educate students on matters of global importance, and prepare them for global leadership.

We are taking an innovative approach to partnerships with private sector companies. There are many examples at the Research and Technology Park. On Monday, we broke ground for a new building for Appareo Systems, which will incorporate a major research and instructional lab for NDSU's materials and nanotechnology interdisciplinary program. Appareo got its start at our Technology Incubator, developing portable consumer electronics combined with 3D graphics.

Our technology capabilities continue to expand. For example, we expect to have network connections that will be at least 10 times faster than current data transfer speeds to nearly 1,000 faculty offices and laboratories.

WE MUST BE PREPARED for the students who will choose NDSU in the future. This year our freshman class was 23 percent larger than the year before, and we are planning carefully for more students to choose NDSU.

The caliber of our students remains very high. For example, this year we are proud to have 23 National Merit Scholars, and nearly 600 Presidential Scholars in our student body.

We have not and will not allow growth to overtake quality. We are committed to maintaining our student-to-faculty ratio and our core value of giving students the opportunities to interact directly with faculty. We are carefully planning to enhance the student experience, with projects such as an Advising Center. We further encourage our students to participate in organizations, internships and other enhancements to complement a total learning experience.

It is our responsibility to further the excellence of this institution. The people of NDSU are our greatest strength, the reason to be optimistic about continuing our transformational journey.

As part of this transformation, we will hire and promote more women on our faculty. The National Science Foundation recently awarded us a multi-million dollar grant, called Advance FORWARD, to address and study issues of recruitment and retention of women faculty, within the science, technology, engineering and mathematics fields.

We intend to fund efforts to address similar issues in other academic areas as well, including women's studies.

It is critically important to have women faculty in key roles.

We also need to reward the good work of our faculty and staff. They give us the ability to respond to the needs of our state, our business partners and global community. We must continue to recruit and retain very high quality people.

We have made some important changes to meet the needs of our faculty and staff and will continue to pursue ways to improve the quality of life for all.

With commitments to inclusiveness, responsiveness and excellence as our guide, we will meet with business leaders to learn what more they need from us. This is a natural progression of our efforts to bring businesses to our state and educate people to work in those businesses.

I plan to again visit all of our departments to learn from faculty and staff about their aspirations for the future.

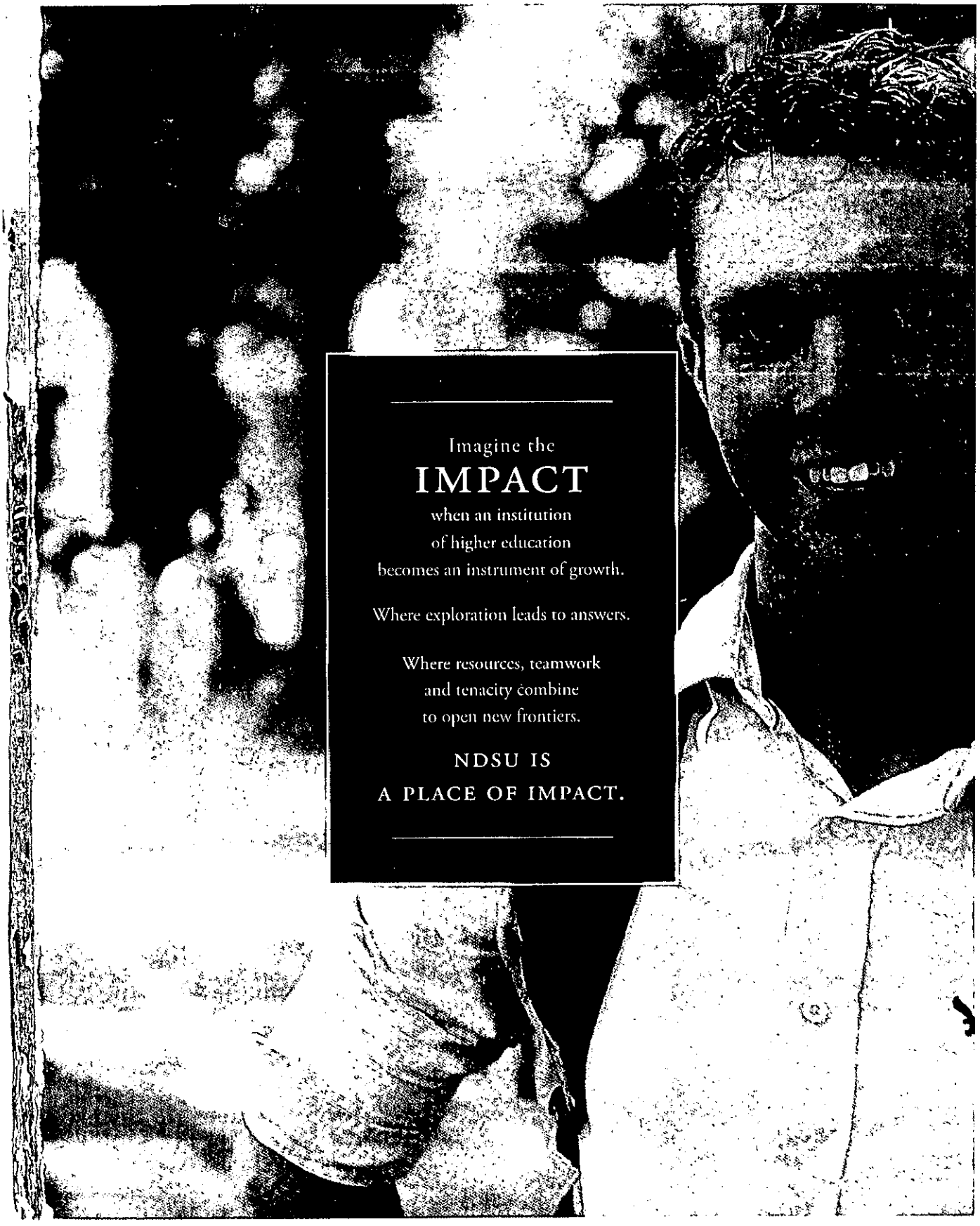
I will continue to involve students in decisions that affect them, by continuing regular meetings with student government leaders, and inviting students to talk with me about their experiences.

As a top research university, we will further raise the caliber of our research enterprise. We will be among the top 15 computer centers in the world with computing power approaching 100 teraflops.

We will continue to be one of the leading agricultural research programs in the world.

We have ambitious plans for advancement in the arts, humanities, and STEM educational programs.

We will become one of the top 100 universities in the number of National Merit Scholars we enroll, a clear indicator that we maintain a very high academic standard.


Imagine the
IMPACT
when an institution
of higher education
becomes an instrument of growth.
Where exploration leads to answers.
Where resources, teamwork
and tenacity combine
to open new frontiers.
NDSU IS
A PLACE OF IMPACT.

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DEPT# 1000 | PO BOX 6050 | FARGO, ND 58108-6050

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Economic Impact of NDSU Growth, FY 2000-2008

F. Larry Leistritz, Dean A. Bangsund, and Nancy M. Hodur [1]

As the U. S. economy is increasingly driven by technological advances, research and education have become critical to economic growth. Public and private research and educational activities and related manufacturing and professional services now make an important contribution to economic growth in North Dakota. Foremost among these are the university-based research and education activities centered at North Dakota's research universities. Supported in large part from the federal government and/or from other out-of-state sources, these programs constitute an important component of the state's economic base.

North Dakota State University (NDSU) has experienced substantial growth in both research and teaching programs over the past few years. The purpose of this report is to estimate the economic impacts associated with the growth that has occurred since FY 1999.

Methods

The initial task in any impact assessment is estimating the direct impacts (or "first-round effects") of the activity being studied. In this study, NDSU operating budgets were analyzed to determine the growth in direct expenditures that had occurred since FY 1999. The capital improvements budget was also examined to identify expenditures during this period (that would also be included as direct impacts), and data on changes in enrollments were used to estimate growth in student spending (excluding tuition and fees) in the Fargo-Moorhead area. The North Dakota Input-Output Model was used to estimate the secondary economic impacts based on these data.

The North Dakota Input-Output Model consists of interdependence coefficients or multipliers that measure the level of business activity generated in each economic sector from an additional dollar of expenditures in a given sector. (A sector is a group of similar economic units, e.g., the firms engaged in retail trade make up the retail trade sector.) For a complete description of the input-output model, see Coon and Leistritz (1989). The model estimates the changes in gross business volume (gross receipts) for all sectors of the area economy resulting from the direct expenditures associated with the growth of NDSU programs. The increased gross business volumes are used to estimate secondary employment and tax revenues based on historic relationships. The procedures used in the analysis are parallel to those used in estimating the impact of other facilities and activities (Leistritz and Coon 2008; Bangsund and Leistritz 2004, Hodur et al. 2006). Empirical testing has confirmed the model's accuracy in estimating changes in levels of economic activity in North Dakota; over the period 1958-2004, estimates of statewide personal income derived from the model averaged within 4 percent of comparable values reported by the U.S. Department of Commerce (Leistritz et al. 1990, Coon and Leistritz 2008).

Results

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[1]Leistritz is a professor and Bangsund and Hodur are research scientists in the Department of Agribusiness & Applied Economics, North Dakota State University, Fargo.

The NDSU operating budget grew from $156 million in FY1999 to $353.4 million in FY2008, an increase of $197.4 million or 127 percent. General fund revenue increased $24.4 million, and non-general fund revenue increased $173 million. After examination of the operating budget, it appeared that the Capital Equipment line item represented items that generally would be purchased from vendors located outside North Dakota (e.g., computers, laboratory equipment). Therefore, Capital Equipment was excluded from the economic impact calculations ($7.3 million in FY2000; $11.6 million in FY2004; and $8.3 million in FY2008 -- general fund and non-general fund sources combined). After adjusting for Capital Equipment, increased NDSU operating expenditures based on non-general fund sources represented a direct economic impact of $10.6 million in FY2000 and $148.8 million in FY2008 (Table 1). Including general fund revenues, the direct economic impacts of NDSU growth were $12.4 million in FY2000 and $160.1 million in FY2008 (Table 2).

Capital improvements added substantially to the economic impact of NDSU growth. Over the period FY2000-FY2008, capital improvements totaled $177.5 million, of which $159.5 million were non-general fund resources and $18.0 million were general fund revenues. Several major projects, including the Research I and Research II buildings in the NDSU Research and Technology Park, the Downtown Campus, the Equine Center, and the Criminal Justice building were completed during this time period.

Student enrollments have also been increasing steadily over the past eight years. In 2007-08, student FTE totaled 11,134, compared to 9,083 in FY 1998-99. In addition to tuition and fees paid to the University, student spending in the Fargo-Moorhead area was estimated to be $9,050 per student, per academic year.

The direct economic impacts associated with NDSU growth (excluding general fund revenue) are summarized in Table 1. Growth in NDSU operating expenditures (based on tuition revenues, research grants, and other non-general fund sources) was steady over the period FY2000 through FY2005, dipping slightly to $97.8 million in FY2006, but rising to $148.8 million in FY 2008. Capital improvements added an average of $16.5 million per year over the nine-year period – $19.5 million in FY 2008. Student spending also increased over the period, to an estimated $28.1 million in FY2008. Thus, the total direct impact of NDSU growth was $191.5 million in FY2008 and totaled $905.2 million over the nine-year period.

The total impacts associated with NDSU growth were estimated by applying the input-output model coefficients to these expenditures (Table 1). Total impacts were estimated to be $42 million in FY2000 and $538.4 million in FY2008, totaling $2.5 billion over the nine-year period. Sectors that received major contributions include *households* (i.e., personal income of area residents), *retail trade*, *construction*, and *finance, insurance, and real estate* (FIRE). The increased economic activity from NDSU growth in FY2008 would support about 3,500 FTE jobs in the area economy, in addition to the additional personnel employed directly by the University. The increased economic activity also resulted in additional state tax revenues. The additional retail sales in FY2008 ($150.4 million) resulted in roughly $7.0 million in additional sales and use tax collections, while the additional personal income ($194.7 million) would result in about $2.9 million in additional personal income tax collections. Over the nine-year period, additional

sales and use tax collections were estimated to total $31.6 million while additional personal income tax collections totaled $13.6 million.

Over the past eight years the State of North Dakota has invested roughly $99.7 million in additional general fund resources to support the growth of the University. The University has leveraged those state resources by securing almost $967 million from other sources (e.g., research grants, donations). Thus, for every additional dollar of state support, roughly $9.70 of other funds have been obtained. In fact, if the added state tax revenues are considered, the **net** cost to the State of supporting NDSU growth could be considered to be only $54.5 million ($99.7 million of added general fund support less $45.2 million of added tax collections, collected as a result of NDSU growth).

The direct and total impacts of NDSU growth, *including general fund resources*, are summarized in Table 2. The interpretation of the values in Table 2 is the same as for Table 1. The values in Table 1 represent the economic impact of NDSU growth for the state, the values in Table 2 represent the economic impact of NDSU growth since FY1999 for the local area (i.e., Fargo-Moorhead).

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Table 1. Direct and Total Economic Impacts of NDSU Growth, Fiscal Year 2000 to Fiscal Year 2008 (Fiscal Year 1999 = base), excluding General Fund Growth

Item	Fiscal Year 2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
	000s nominal $									
Direct Impacts:										
NDSU Operating	10,574	22,579	36,158	51,544	64,627	100,325	97,845	102,817	148,848	630,317
NDSU Capital Improvements	3,450	7,846	15,612	29,464	18,913	9,367	15,116	28,791	19,555	148,114
NDSU Student Spending	992	2,944	8,288	11,208	14,360	17,672	18,224	24,981	28,106	126,775
Total Direct Impacts	15,016	33,370	60,059	92,215	97,900	127,363	131,185	156,589	191,509	905,206
Direct Impacts by I-O Sector:										
Construction	3,450	7,846	15,612	29,464	18,913	9,367	15,116	28,791	19,555	148,114
Communications & Public Utilities	453	729	1,026	1,348	1,483	2,728	3,496	4,463	5,131	20,859
Retail trade	2,302	5,100	10,561	14,332	17,952	32,012	31,826	31,965	45,714	191,764
Finance, Insurance & Real Estate	1,564	3,628	6,741	9,476	12,072	16,979	17,238	18,079	26,912	112,687
Business & Personal Services	1,601	3,686	6,163	9,117	11,225	17,561	10,747	15,705	21,925	97,730
Households	5,645	12,381	19,956	28,479	36,256	48,716	52,761	57,586	72,272	334,052

- continued -

Table 1. Continued

Item	Fiscal Year 2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
	000s nominal $									
Total Impacts:										
Construction	4,445	10,050	19,463	35,293	25,357	17,735	23,827	39,024	32,164	207,358
Communications & Public Utilities	1,808	3,738	6,307	9,284	10,383	14,583	15,474	18,539	22,847	102,963
Retail trade	10,528	23,368	42,502	62,656	71,499	101,492	104,048	116,655	150,390	683,138
Finance, Insurance, & Real Estate	3,382	7,659	13,755	20,046	23,889	32,428	33,223	36,794	50,123	221,299
Business & Personal Services	2,303	5,250	8,889	13,200	15,857	23,687	16,979	22,974	31,101	140,240
Professional & Social Services	988	2,190	3,789	5,674	6,437	8,446	8,792	10,185	12,701	59,202
Households	15,179	33,634	58,076	86,921	98,766	129,392	135,140	156,343	194,664	908,115
Other[1]	3,337	7,412	13,206	19,831	22,079	29,593	30,585	35,348	44,437	205,828
Total	41,970	93,301	165,987	252,905	274,267	357,356	368,068	435,862	538,427	2,528,143

[1]Includes agriculture, mining, manufacturing, transportation, and government.

Table 2. Direct and Total Economic Impacts of NDSU Growth, Fiscal Year 2000 to Fiscal Year 2008 (Fiscal Year 1999 = base), including General Fund Growth

	Fiscal Year									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
	000s nominal $									
Direct Impacts:										
NDSU Operating	12,445	26,438	42,137	59,801	75,854	105,549	110,735	119,643	160,058	712,661
NDSU Capital Improvements	5,855	9,271	17,481	31,081	20,139	10,918	16,885	30,187	24,352	166,168
NDSU Student Spending	992	2,944	8,288	11,208	14,360	17,672	18,224	24,981	28,106	126,775
Total Direct Impacts	19,292	38,652	67,906	102,090	110,353	134,139	145,844	174,811	212,516	1,005,604
Direct Impacts by I-O Sector:										
Construction	5,855	9,271	17,481	31,081	20,139	10,918	16,885	30,187	24,352	166,168
Communications & Public Utilities	582	992	1,438	1,894	2,256	3,117	3,748	4,545	5,625	24,188
Retail trade	2,430	5,363	10,964	14,882	18,723	32,824	32,034	33,343	46,204	196,767
Finance, Insurance & Real Estate	1,981	4,506	8,127	11,422	14,573	18,464	22,333	21,365	32,429	135,200
Business & Personal Services	1,720	3,929	6,535	9,625	11,936	18,735	11,874	18,279	24,397	107,030
Households	6,724	14,593	23,371	33,186	42,725	50,081	58,970	67,093	79,510	376,251

- continued -

Table 2. Continued

	Fiscal Year									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
	000s nominal $									
Total Impacts:										
Construction	7,118	11,851	21,897	37,642	27,529	19,714	26,707	41,784	38,446	232,688
Communications & Public Utilities	2,284	4,504	7,468	10,822	12,440	15,617	17,322	20,508	25,472	116,437
Retail trade	12,872	26,752	47,604	69,306	80,148	105,882	113,727	129,484	163,435	749,210
Finance, Insurance, & Real Estate	4,276	9,224	16,178	23,344	28,145	34,702	40,398	42,630	58,396	257,293
Business & Personal Services	2,601	5,762	9,668	14,244	17,264	25,191	18,993	26,576	34,724	155,023
Professional & Social Services	1,240	2,569	4,363	6,429	7,423	8,865	9,963	11,613	14,217	66,682
Households	19,059	39,480	66,930	98,571	113,996	135,718	153,070	178,365	217,812	1,023,001
Other[1]	4,199	8,621	15,025	22,191	25,124	31,083	32,258	39,750	49,324	229,575
Total	53,649	108,763	189,133	282,549	312,069	376,772	414,438	490,710	601,826	2,829,909

[1]Includes agriculture, mining, manufacturing, transportation, and government.

SB 2003
March 3, 2009
attachment #1

NDSU North Dakota State University UND THE UNIVERSITY OF NORTH DAKOTA

Research Universities spark the North Dakota economy

North Dakota's research universities provide opportunities to students, and help diversify the state's economy by creating industry partnerships and good paying jobs. We work to discover, create and help build the region's future.

North Dakota University System Chancellor William Goetz:
"I am very pleased to support the ongoing spirit of cooperation between our two research universities. In this economic climate, we must be proactive and positive in taking advantage of our opportunities. Higher education is a powerful tool to bring new people to the state and creating good jobs for them to make their homes here for the long term."

North Dakota State University President Joseph A. Chapman:
"The research universities in North Dakota are a powerful asset for the state, both in terms of the caliber of education we can provide to students who choose to study at a research institution and also as economic engines. We are committed to a collaborative future for the benefit of our state."

University of North Dakota President Robert O. Kelley:
"Separately, NDSU and UND have an enormous economic impact on North Dakota, due in large part to our respective research enterprises. Together, the economic impact is astounding: more than $2 billion a year. We're committed to working together as we move forward, and this will continue to pay dividends for North Dakota."

Research Impact:

Economic

Each $100,000 of a research grant has direct and indirect economic impacts of $230,000.
SOURCE: Economic Impact Report of the EPSCoR Grant Program, April 2000, F. Larry Leistritz, PhD, Department of Agribusiness and Applied Economics, North Dakota State University

Educational

Undergraduate students have access to research experiences that help them get into graduate schools or make them more competitive in the job market.

Research opportunities also help keep some students here or bring back North Dakotans who have worked in other states and want to return for research or other high quality jobs.

EPSCoR - North Dakota University System program co-directed by UND and NDSU provides funding for research infrastructure such as high-performance computing, equipment for research programs, funding for new researchers, financial support for undergraduate and graduate student research, funding to provide technology expertise to businesses in the state, and funding for research in conjunction with tribal colleges in North Dakota.
A positive economic impact of $558 million has occurred in North Dakota due to the $242 million awarded to EPSCoR supported researchers since 1986.

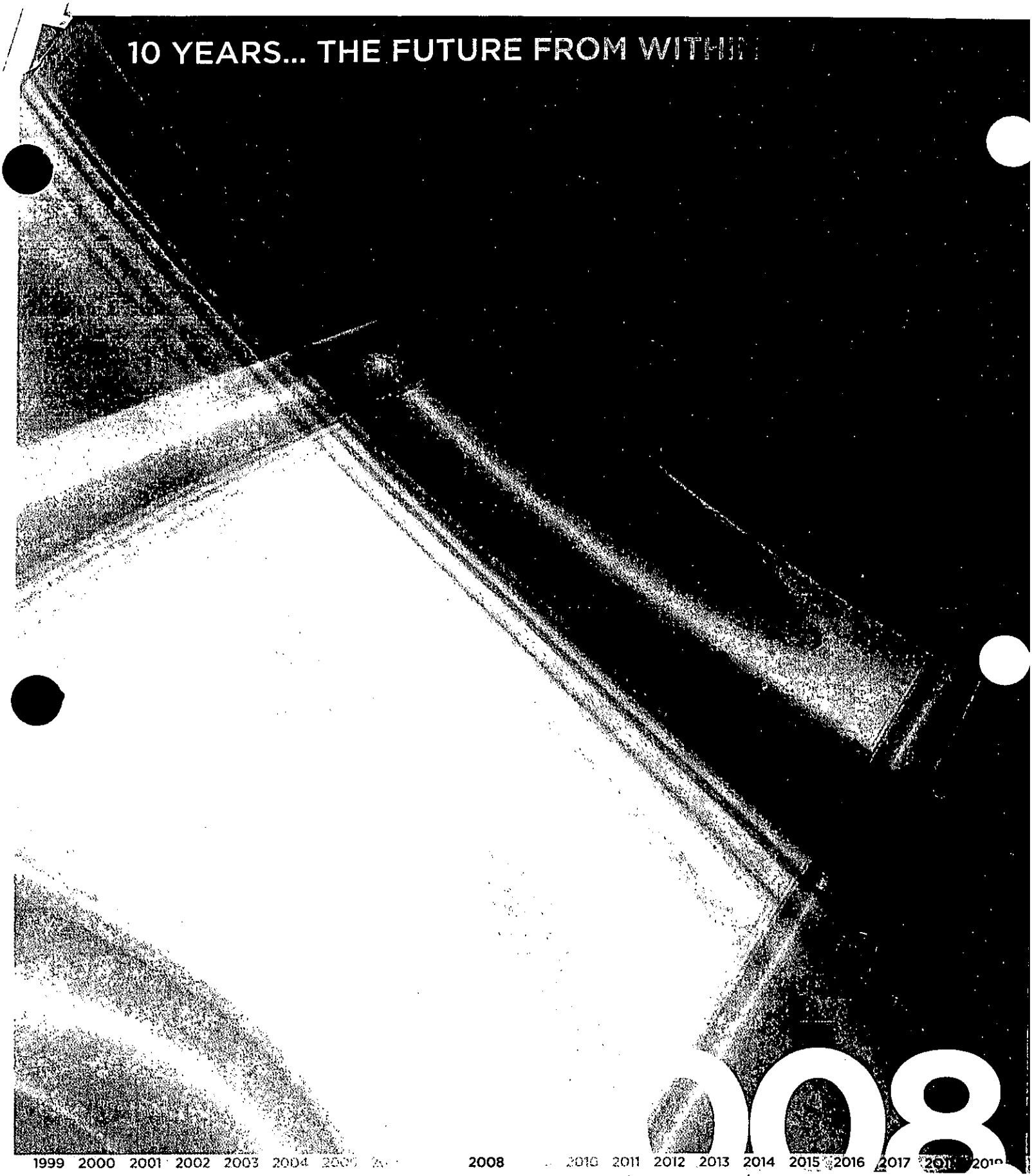
SOURCE: http://www.ndsu.nodak.edu/epscor/success/index.htm

We greatly appreciate the Legislature's support of the EPSCoR program.

Program collaborations

The University of North Dakota and North Dakota State University offer a joint doctorate in history. NDSU and UND will collaborate on a master's degree program in public health, and a Ph.D. in biomedical engineering.

10 YEARS... THE FUTURE FROM WITHIN



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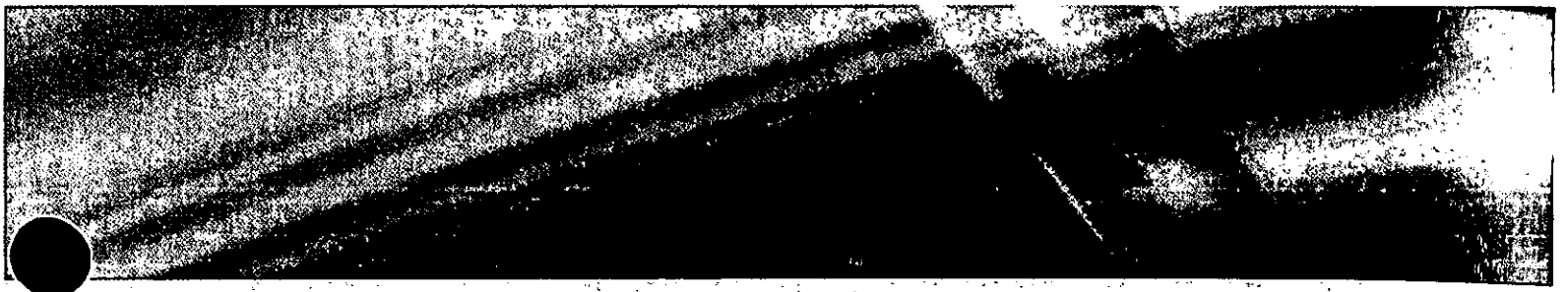
NDSU RESEARCH + TECHNOLOGY PARK | **ANNUAL REPORT**



The NDSU Research & Technology Park, Inc., (RTP) is a 501(c)(3) corporation created to provide university researchers and private industry a central location to combine their talents to develop new technologies, methods and systems. It covers 55 acres on the north end of the NDSU campus in Fargo, N.D. The RTP, a member of the Association of University Research Parks, is led by an executive director and a 10-person board of directors.

Mission

The NDSU Research & Technology Park (RTP) operates to enhance the investments in North Dakota State University by the citizens of North Dakota. Through partnerships with international, national and regional centers of excellence, high technology-based businesses, and the research community at NDSU, the RTP will achieve successful technology-based development and broaden the economic base of North Dakota. Scientific and technological advancement will be promoted through the development of facilities and research centers conducive to cutting edge research. The Park will establish an innovation accelerator unit which offers space, facilities and services to technology-based entrepreneurs and businesses.

Objectives

- To operate for the benefit of NDSU by assisting the university with its teaching, research and public service missions.
- To achieve successful, technology-based economic development.
- To create a technology incubator that will be mutually beneficial to NDSU and North Dakota by assisting entrepreneurs, start-up businesses and existing businesses with new ventures.
- To provide RTP occupants access to research, development and problem-solving resources at NDSU.
- To create a business environment dedicated to applied research and technological discovery for the benefit of NDSU faculty, staff and students.
- To provide a pool of professionals as a resource for teaching and applied research and development at NDSU.
- To facilitate the transfer and application of scientific research to the global economy.
- To promote economic development in Fargo and North Dakota, enhance the value of North Dakota citizen's investment in NDSU and enhance the state's economic base.
- To pay out and distribute funds to NDSU for scientific investigation, research, technological advancement and educational opportunities.

Vision

The NDSU Research & Technology Park serves as a catalyst for innovation in science and technology leading to discoveries that contribute to North Dakota's economic development.

NDSU Research & Technology Park

Dr. Joseph A. Chapman

Tony S. Grindberg

The Future From Within

Creation, Engagement, Results

A remarkable journey began on Dec. 30, 1999, with bold signatures on a document that, in essence, created the NDSU Research & Technology Park. That day, the forward thinking of highly creative and courageous individuals established one of the most successful public/private partnerships in the United States. The coming year will mark a decade of excellence and accomplishment. We've planned many events over the course of the year to commemorate this milestone and highlight the results that have been achieved. It is also a time to honor the people who contributed with distinction.

One does not have to look very far to witness the many partnerships. Our partners in the private sector include Phoenix International, Alien Technology, Killdeer Mountain Manufacturing and Bobcat. The synergy of USDA, Valley City State University, North Dakota State College of Science and Dickinson State University will advance rural-based services for entrepreneurs. A new partnership with the city of Fargo, the North Dakota Department of Commerce, NDSU Research Park Ventures, LLC, and 11 banks in our community created a financing tool that will advance infrastructure in the Park. The first project involving the NDSU Research Park Ventures Fund assisted Appareo Systems and NDSU in constructing the seventh facility in the Park, which is scheduled to open the summer of 2009.

The new Appareo Systems-NDSU facility epitomizes the public/private collaboration that flourishes here at NDSU. The Technology Incubator provides companies like Appareo Systems, Pedigree Technologies and other tenants with value-added services that enhance North Dakota's economy. These services include business planning, logistics and human resources.

In August 2008, the annual payroll of the 96 employees operating in the Incubator totaled more than $5.8 million. We anticipate that, during the next decade, our efforts will provide services to more than 100 new technology-based businesses in North Dakota.

Thank you for your interest, support and confidence in the NDSU Research & Technology Park. To learn more about the exciting partnerships and services, please check out our website at www.ndsuresearchpark.com. The journey continues!

Sincerely,

Dr. Joseph A. Chapman
President, NDSU
President, NDSU Research & Technology Park Board of Directors

Tony S. Grindberg
Executive Director
NDSU Research & Technology Park

Our Tenant-Client Partners

The RTP and the Technology Incubator are home to fast-paced, hic
growth companies that promote economic development in North Dako
Each of them either has the potential to compete globally or is alrea
doing so effectively. To operate within the RTP, a company should
involved in the advancement and development of new technolo
be willing to establish a working relationship with NDSU and work
one or more of the following technology fields:

RTP Tenants

Alien Technology® provides UHF radio frequency identification (RFID) products and services to customers in retail, consumer goods, manufacturing, defense, transportation and logistics, pharmaceuticals and other industries. Organizations use its products and services to improve the effectiveness, efficiency and security of their supply chains, logistics and asset tracking operations. Alien's products include RFID tags, RFID readers and related training and professional services.

Appareo Systems, LLC, is a growing company with more than 100 years of combined experience in electronics design and engineering. As a leader in the burgeoning field of augmented reality, the company is focused on creating advances in flight data recording and analysis. Appareo employs 33 full-time employees and several student interns. *(see story on page 4)*

Bobcat®, an anchor tenant of the Technology Incubator, is a leader in the design and construction of compact equipment for the industrial, construction and agribusiness industries. The company employs 20 people in its research and development facility.

NDSU Candlewood Suites, operated by Sonmar Management Corp., is a $4 million extended-stay hotel with 72 guest rooms intended primarily for visitors conducting business at the RTP or on the NDSU campus. The hotel employs students and includes a classroom for courses in Hospitality & Tourism Management.

The **NDSU Center for Nanoscale Science & Engineering (CNSE)** is the only facility in the nation with all the technologies and equipment necessary for electronic miniaturization under one roof. CNSE scientists and engineers conduct interdisciplinary research and design at the atomic-molecular scale that is focused on practical materials, processes and devices.

The **NDSU Department of Coatings & Polymeric Materials** is a national leader in developing new materials for NASA, the U.S. Department of Defense and private industry. It includes the only Corrosion and Coatings Research Center in North America.

The **NDSU Office of Research, Creative Activit & Technology Transfer** facilitates research a creative activities across campus. It assi faculty in seeking and submitting proposals research funding and fosters partnerships w government and private business. It includes t Office of Sponsored Programs Administrati the Office of Technology Transfer, the Office Federal Government Relations and the Center High Performance Computing.

The **NDSU RFID and Wireless Sensor Laboratc** housed in the Technology Incubator, is part of t Center for Nanoscale Science and Engineeri The lab provides testing capabilities and supp for research and development partnersh between NDSU, industry and government RFID technology areas. *(see story on page 9*

Phoenix International, a John Deere® compa designs and manufactures highly rugged, ci tomized and integrated electronic compone and systems. *(see story on page 6)*

- *Material Sciences*
- *Biosciences and Life Science Technology*
- *Information Technology*
- *Nanotechnology*
- *Advanced Manufacturing and Sensors/Micro-Electronics*

Technology Incubator Clients

Avenue Right provides leading-edge advertising services utilizing robust Internet and database technologies to boost productivity and streamline the current manual processes for planning, evaluating, and buying advertising media.

The **Fargo-Moorhead Angel Investment Fund** is a Regional Angel Investor Network (RAIN) Fund for start-up ventures in Fargo-Moorhead established by a group of local investors working with RAIN Source Capital. RAIN Source Capital is a multi-state network of RAIN funds that works with angel investors interested in supporting growing companies. It provides investment capital, a process for due diligence, legal templates, management support, access to deal flow and other resources. The F-M RAIN Fund focuses on growth companies. Students working in the Technology Incubator through Entrepreneurial Scholarships *(see story on page 12)* earn real-world experience and provide value to companies by completing due diligence for fund investment requests.

Feed Management Systems™, Inc. is an award-winning software company that provides integrated business management technology for the global animal feed manufacturing industry. The company's software solutions help ensure the safety, quality and affordability of the global feed supply by helping manufacturers manage and report their nutrition, formulation and production data and processes.

Intelligent InSites, Inc. is a leading provider of enterprise visibility solutions for the health-care market. The InSites Enterprise Visibility Platform™ improves operational performance by providing health-care organizations with a single system capable of locating patients, staff, equipment and inventory via information derived through a variety of wireless locating technologies. The information is then leveraged to streamline and automate patient flow, asset management and inventory management activities.

Pedigree Technologies is a leader in the machine-to-machine industry that designs and develops intelligent asset management systems. The company's "Oneview Platform," an advanced software and hardware system, unites sensor networking technologies with the World Wide Web. It enables organizations to deliver remote, real-time inventory, product and performance information, as well as post-sale support and response for replenishable assets, vehicles, machinery and equipment, and to do it from anywhere in the world.

Appareo Becomes First Incubator Company to Invest in its Own Facility in the RTP

Appareo Systems launched itself into the high-tech field of augmented reality in 2001. Now, with its high-flying success in the field, the company is an industry leader and one of the first graduates of the Technology Incubator.

Appareo founder Barry Batcheller moved the company into the RTP in 2003 and into the Incubator in May 2007. In September 2008, Appareo became the Incubator program's first graduate when it broke ground on a new, 40,000-square-foot office and manufacturing facility within the RTP. The new building is slated for completion in July 2009.

"Appareo is a perfect example of how a public-private partnership can prove highly successful," said NDSU President Joseph Chapman. "Appareo is a 'graduate' of the incubator facility here in the park, showing how effective that effort can be in assisting fledgling companies to prosper. The company's success highlights and reinforces the Research & Technology Park's mission to stimulate entrepreneurial growth."

Batcheller says Fargo-Moorhead, the state, the region and the world can expect big things from the rapidly growing company.

"We intend to concentrate our growth in the Fargo-Moorhead area, focusing on both engineering and manufacturing," Batcheller said. "As we continue to introduce paradigm-shifting products to the marketplace, we expect to see additional international recognition for Appareo, the Research & Technology Park and NDSU."

Building New Reality

The new facility is only the most recent big step for a company that has made a name for itself by taking giant leaps.

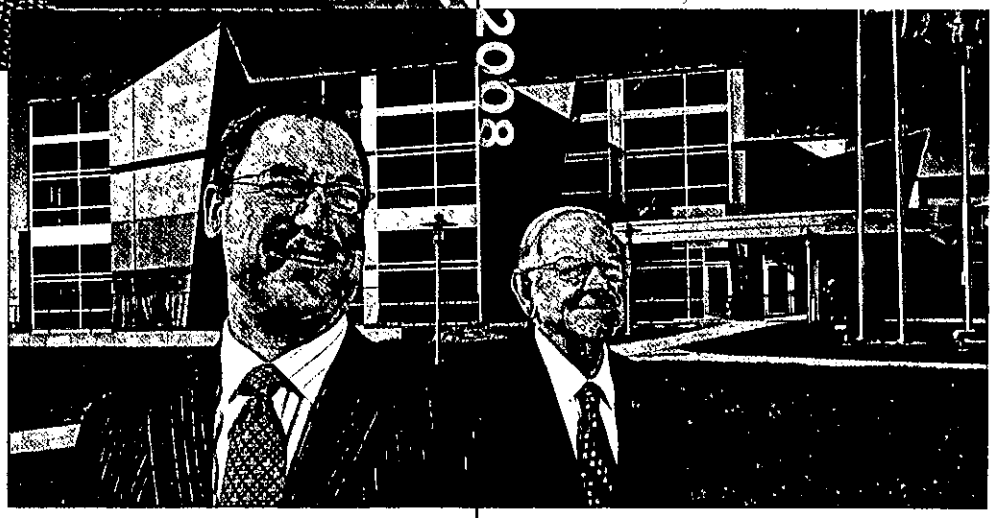
Appareo applies augmented reality to designing, manufacturing and supporting electronic, mechanical and software products for aerospace, defense and transportation industries. The technology combines real-world and computer-generated data in testing hypotheses, processes and equipment.

"Moving forward, most of our projects will involve differential global positioning systems and electronics design for spatial awareness products, which often utilize inertial measurement," said David Batcheller, director of quality, process and program management. "Regardless of the specific focus, every project Appareo takes on will advance our capabilities in augmented reality."

Among Appareo's specific areas of focus are flight data recording and analysis. The company has created new technologies that enable any aircraft operator to increase the safety of day-to-day operations easily and inexpensively.

Aviation Week & Space Technology magazine named Appareo's ALERTS system, which is a comprehensive tool for recording and analyzing flight data, the 2007 Product Breakthrough of the Year. Other honors include the 2008 Harry T. Jensen Award for outstanding contributions to helicopter safety and reliability from the American Helicopter Association and the 2008 M. P. Koch award for significant advancements of hardware for safety and survival from the Space and Flight Equipment (SAFE) Association.

As the honors roll in, Appareo's growth continues on a steep trajectory of more than 200 percent per year. Between the spring of 2005 and the fall of 2008, Appareo grew from five employees to 36. The company expects to employ 40-50 by the time it moves into the new building next spring, and around 80 by the end of 2011.



(Top) In 2001, Barry Batcheller, president of Phoenix International, left, and Joseph A. Chapman, president of North Dakota State University, surveyed progress of construction on the first building in the new NDSU Research & Technology Park. Phoenix was a cornerstone tenant in the new building. (Bottom) In 2008, 10 years after the idea for the Park was put into motion, Batcheller, now president of Appareo Systems, and Chapman stand in front of the Technology Incubator, one of six completed buildings in the Park. Appareo's new building, when completed in the spring of 2009, will be the seventh.

The Partnership Continues

NDSU's interdisciplinary doctoral program in materials and nanotechnology (MNT) will occupy about half of the new Appareo building. The proximity of Appareo and the MNT program will be a boon for both groups, according to David Wittrock, dean of the NDSU College of Graduate and Interdisciplinary Studies.

"This is a tremendous opportunity for graduate students to work in a setting where they are exposed to the business world," Wittrock said. "Appareo will also benefit from having access to our very bright students."

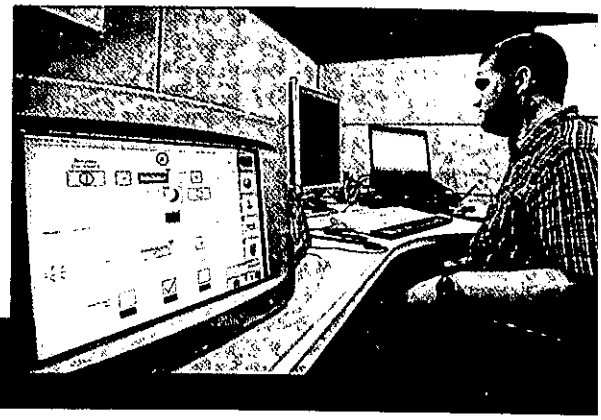
Breakthrough

ctronic, mechanical and software products for aerospace, defense and transportation industries.

Phoenix International

Phoenix International has come a long way since its inception in 1987. As the company has grown, its electronic solutions have helped customers around the world.

From agricultural equipment in the Red River Valley, to transmission controls in Frankfurt, Germany, to construction equipment in Sydney, Australia, and many places in between, Phoenix electronic components are helping to get the job done.



Phoenix engineers work with the latest tools and software to design electronics that can withstand harsh environments.

A Cornerstone for Success

Phoenix, which became wholly owned by Deere & Company in 1999, is part of John Deere's Intelligent Mobile Equipment Technology Division and a recognized leader in the design and manufacture of custom, integrated electronic solutions for John Deere and other original equipment manufacturers.

Phoenix specializes in the design and manufacture of highly ruggedized electronic components and systems for industries in which equipment operates under the most adverse conditions, including applications in on-highway, agriculture, heavy construction, industrial control, and material handling. Phoenix's products include electronic controls, displays and user interfaces, sensors, and complete electronic systems such as vehicle integration and communications networks.

Phoenix's New Product Introduction Center (NPI) was built in the spring of 2001 as a cornerstone of the RTP. With approximately 300 technical and engineering personnel, the NPI Center's activities revolve around new product design and development, applying advanced technologies in creating and evolving processes, and the testing needed to make sure products can withstand the harsh environments they operate in as well as to meet customer needs.

"Phoenix International's decision to locate its NPI Center in the Park was truly instrumental to the formation of the RTP as a whole," said RTP Executive Director Tony Grindberg. "The company's commitment captured the vision of a true public-private partnership that continues to position Phoenix and NDSU in a global market."

A Remarkable Advantage

"We're proud to be the RTP's cornerstone tenant and to have a positive impact on technology-based economic development in our region," said Phoenix President Chuck Kaufman. "Locating the NPI Center here has been beneficial to the company and will continue to be as we look into the future."

Because Phoenix is an RTP tenant, its design team has access to the research, development and problem-solving resources of the NDSU Office of Research, Creative Activities & Technology Transfer, and its advanced technology group works with the Coating and Polymeric materials lab to do testing that Phoenix chooses not to perform. In addition, the company has access to equipment such as NDSU's scanning electron microscope.

"Access to this equipment and expertise helps us gain a greater understanding of new technologies and processes as they relate to our products before they are implemented at our manufacturing facility," Kaufman said.

Phoenix executives serve on several NDSU advisory boards, providing input into areas such as curriculum and programs, and several of the company's engineers teach at the university. Phoenix also recruits interns and graduates to work in various engineering disciplines.

"We have access not only to the RTP's leading-edge technology equipment, but also to promising students who want to gain real-world job experience," said Kaufman. "These are all real advantages for us."

Looking Ahead

"Phoenix is a successful part of John Deere with significant growth in our 20-plus years," said Kaufman.

As electronics and related technologies continue to progress, demand for Phoenix products and expertise continues to grow. Growth is driven by a number of factors, including "green" initiatives, emission regulations, the need for more productive and efficient equipment, hybrid technology and ongoing requests for more feature-based vehicles.

Kaufman said the company is well positioned to meet the demands and to continue to deliver on its vision "to improve the lifestyle and productivity of its customers through innovative electronic solutions."

"TALENT ACQUISITION IS A PRIMARY FOCUS AS ENTREPRENEURIAL COMPANIES GROW AND THRIVE IN THE BUSINESS WORLD OF TECHNOLOGICAL ADVANCEMENT. IT DOESN'T MATTER WHAT THE 'CUTTING EDGE' PRODUCT IS; THE PEOPLE BEHIND THE INNOVATION ARE CRITICAL FOR THE ORGANIZATION TO SUCCEED."

– SHARON MILLER, RTP TALENT SPECIALIST

RTP Talent Expert **Provides an Edge**

The Talent Portfolio

A hundred crucial priorities vie for the top spot on the list of most important for a start-up company at any given time. Hiring talented people is always right up there, but allocating the time and resources to find them can be a challenge.

Now, RTP tenants and Technology Incubator clients can get years of human resource (HR) expertise and experience right here through a new offering called The Talent Portfolio.

Sharon Miller, RTP talent specialist, started The Talent Portfolio in the spring of 2008 to allow clients to capitalize on her prior HR and recruiting experience. That includes positions at The Partner Channel, RDO Equipment, Microsoft and Great Plains.

The program offers her expertise on a consultant basis.

While she is available to assist all RTP organizations, Miller focuses on the entrepreneurial businesses in the Incubator. Companies contract with Miller in six-month increments to provide consulting services for a fixed number of hours per month per company. She assists with interviews, talent sourcing, job description development and offers recommendations.

"Since most small companies don't have an HR resource, I can act on their behalf and keep the recruiting processes moving forward," Miller said. "For larger RTP companies, The Talent Portfolio can augment their HR efforts as needed, such as discussing high-level recruiting strategies."

Typically, Miller focuses on recruiting professionals in the areas of development, sales, internships and executives, with developers as the top priority. While candidates primarily hail from the region, she has assisted with a number of relocations. For the three Incubator companies currently involved in the program, she has assisted with 25 new hires.

Anechoic Chamber Places CNSE in Elite Group

A new piece of testing equipment in the Technology Incubator has further elevated the RTP in the elite tier of high-tech research facilities in the nation.

NDSU's anechoic testing chamber, located in the radio frequency identification (RFID) wireless sensor laboratory (RWSL), provides a controlled environment for testing antennas, RFID tags and other types of communication links.

The chamber is a room-size metal box measuring 11 feet wide, 20 feet long and more than 11 feet tall. It is designed with specialized foam on the walls, floor and ceiling to absorb signals from outside electronic devices that could skew testing results. This allows researchers to measure the effectiveness – with highly accurate and dependable results – of many different types of antennas in equipment like cell phones and wireless computer products.

That exponentially increases the value of the RWSL, which is part of NDSU's Center for Nanoscale Science and Engineering (CNSE), to Incubator clients and other high-tech companies that rely on precise testing to improve manufacturing processes and cut costs.

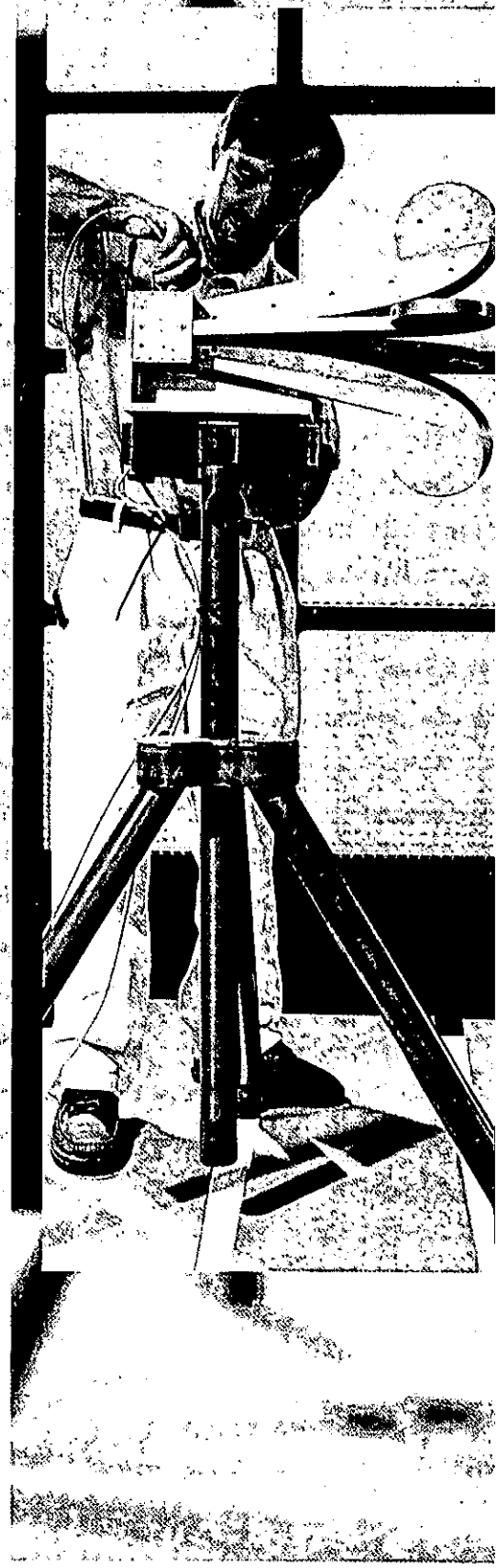
"CNSE already had capabilities in electronics design and miniaturization, but not the in-house capability to verify whether our designs matched simulations," said Mike Reich, CNSE research engineering and RWSL manager. "The effect of the surrounding environment was always an unknown factor that we couldn't measure or correct for. Now we can perform tests that our clients and partners can rely on."

Intelligent InSites and Pedigree Technologies are great examples of Incubator clients who can benefit from the testing chamber, Reich said. Intelligent InSites products use RFID technologies to track equipment in the health-care industry. Pedigree develops wireless devices that track inventories, monitor and manage machines and much more. Alien Technologies, an RTP tenant, is already using the chamber for testing RFID tags.

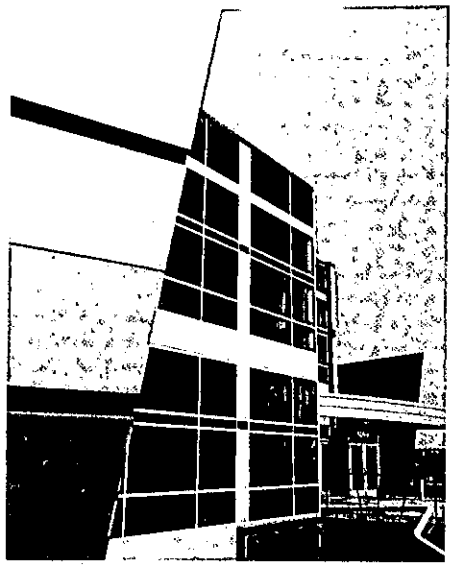
Reich says relatively few universities or research parks have similar anechoic chambers. That fact is making the RWSL a model for other academic and government testing facilities.

For example, researchers and administrators at Pacific Northwest National Laboratory, a U.S. Department of Energy research facility in Richland, Wash., are partnering with Reich and his CNSE colleagues to guide them through the process of establishing a larger version of the RWSL.

"It's rather unusual for a place like Fargo, or an institution like NDSU, to have a facility like this," Reich said. "Previous installations by the same vendor are at places like Drexel University in Philadelphia, so we're in good company."



New Building, Leadership Jump Start Technology Incubator



The Technology Incubator has been assisting companies for nearly all of the RTP's 10-year existence, but in many ways, 2008 was the first year of full-speed-ahead operation.

It was the first full year of existence for the new Incubator facility, which opened in March 2007. And the addition of Brenda Wyland as Incubator manager in January 2008 provided a real boost for its programming. Wyland brought years of experience in economic development, strategic planning, project planning and business assistance to the task of overseeing a facility with seven client companies, approximately 96 employees and nearly $6 million in annual payroll.

Wyland is responsible for serving Incubator clients, acting as a field agent for the F-M RAIN Fund and, overall, evangelizing the mission of entrepreneurship across the community, region and state. She went right to work, developing programs and offerings on three fronts: client coaching, mentoring and education, student engagement and outreach.

"It's an honor to be leading such an important endeavor," said Wyland. "We are very fortunate to have the tenant base that we do and to have clients that are growing significantly. Now we need to focus on doing more of what has made that possible."

TECHNOLOGY INCUBATOR TECHNOLOGY INCUBATOR TECHNOLOGY INCUBATOR TECHNOLOGY INCUBATOR TECHNOLOGY INCUBATOR

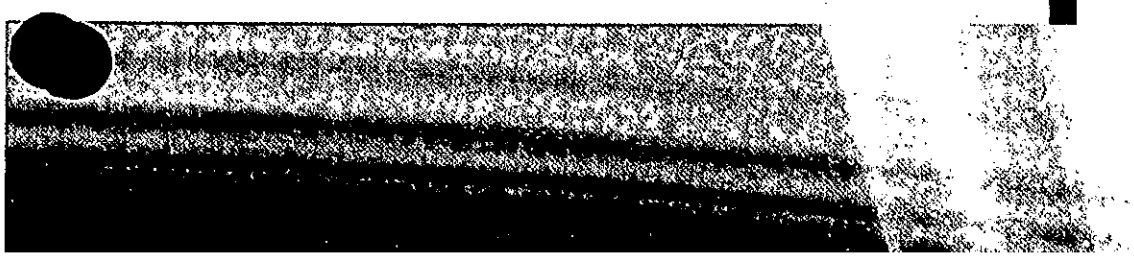
CLIENT SERVICES

Entrepreneurial Board

"One of the best ways to build on the RTP's successes is to make sure companies have access to guidance and counsel from seasoned entrepreneurs," says Incubator Manager Brenda Wyland.

Wyland is developing a team of seven to nine successful entrepreneurs and professionals from a variety of disciplines to constitute a Coaching and Mentoring Board. The board will meet with every Incubator client at least once each quarter to discuss the company's direction, progress and challenges.

"These companies will be getting quality, high-level advice," she said. "It's the kind of expertise that start-up entrepreneurs generally can't afford, and it's from people they don't know or have access to. It's one of the best practices in the industry, and I think it's critical to delivering a successful program."



"OUR GOAL IS TRULY TO PROVIDE VALUE FOR THE ENTREPRENEURS THAT ARE HERE AND TO ASSIST THEM AS THEY START THEIR BUSINESS SO THAT THEY HAVE A MUCH BETTER CHANCE OF SURVIVAL WHEN THEY GRADUATE OUT."

– INCUBATOR MANAGER BRENDA WYLAND

Providing What They Need to Succeed

CEO Roundtables

Over the next year, client companies will be able to participate in four "CEO Roundtable" discussions. They will feature high-level CEOs and very successful serial entrepreneurs who are willing to share their experiences.

"It's invaluable for these kinds of people to say, 'Hey I've been there, I know what you're going through, and here's how I dealt with it,' or to share what they learned from particular challenges," Wyland.

NoDemo

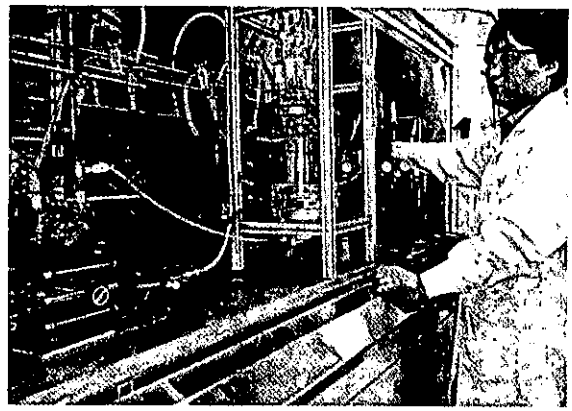
The Technology Incubator was one of three sponsors of the first North Dakota Demonstration (NoDemo) at the Fargo Theatre on November 6. The technology showcase was organized to raise awareness regarding some of the technical advancements and achievements made in the Fargo-Moorhead area.

Bonnie Lund from Xcel Energy opened NoDemo, and RTP Executive Director Tony Grindberg delivered a keynote address on technology-based economic development. They were followed by 25-minute presentations from five companies, including three Incubator clients - Appareo Systems, Avenue Right and Pedigree Technologies. FM-based tech companies Aldevron and Space Age Synthetics also made presentations.

The event was free and open to the public. Although it was technology focused, presentations were accessible to a non-technical audience, including the general public, K-12 students and teachers, undergraduate and graduate college students, academics and professionals.

"Our goal was to get everyone in the community excited about the amazing technical strides made by some of the community's smaller, lesser known companies," said Wyland, event co-chair. "It was a great success."

David Batcheller of Appareo Systems was a NoDemo co-chair. In addition to the Incubator, primary sponsors were the Chamber of Commerce of Fargo Moorhead and Xcel Energy.



Student Engagement:
Building an Entrepreneurial Future

Entrepreneurial Scholarships

A makeover of an existing scholarship is giving students money and a leg up while providing much-needed helping hands for Incubator clients.

An anonymous donor started the Entrepreneurial Scholarship four years ago, but the requirements were, in the opinion of Incubator Manager Brenda Wyland, less than stringent. She revamped the program to make it more competitive and valuable to both students and Incubator clients. Selected students are guaranteed a scholarship of $2,000 per year for four years, as long as they meet the program's requirements.

Scholarship applicants need a high school grade point average of 3.5 or higher and an ACT score of at least 23. They also are required to submit an essay explaining why they're interested in entrepreneurism and how this experience would position them to conduct their own entrepreneurial venture in the future. At NDSU, they must remain at a 2.5 GPA and volunteer for an Incubator client for at least 20 hours per semester.

In addition to the 20 hours of volunteer time they put in, the Incubator pays them $10 an hour for an additional 20 hours per semester. The North Dakota Experimental Program to Stimulate Competitive Research (EPSCoR - www.ndepscor.nodak.edu) provides the additional funds. Whenever possible, students are assigned to the same Incubator company for their entire undergraduate careers.

The program can accommodate up to 20 students at a time, five in each year of study. At any given time, each of the seven Incubator companies has two or three students. "This is truly a value-added service for our clients, too," said Wyland. "They're getting 40 hours of work per student, per semester, which could be up to 160 free hours per year."

As for the students, they're getting entrepreneurial "super training" that also provides a bridge to the new North Dakota-based businesses of tomorrow.

"They are forming relationships that provide a strong incentive to stay engaged and start their own companies here later," said Wyland. "That's a big part of what makes this program a logical extension for the Technology Incubator."

"THIS IS AN INCREDIBLE OPPORTUNITY FOR STUDENTS TO BE EXPOSED TO THIS ENVIRONMENT, TO WORK WITH FAST-PACED, HIGH-GROWTH START-UP COMPANIES AND TO GET A REAL-WORLD LOOK AT WHAT IT'S LIKE TO BE AN ENTREPRENEUR. ON THE FLIP SIDE ARE OUR CLIENTS. WORKFORCE DEVELOPMENT IS AN ONGOING NEED, AND THIS PROGRAM WILL PROVIDE AN OPPORTUNITY TO ASSIST WITH ADDRESSING THIS CHALLENGE"

– INCUBATOR MANAGER BRENDA WYLAND

The Plus Experience

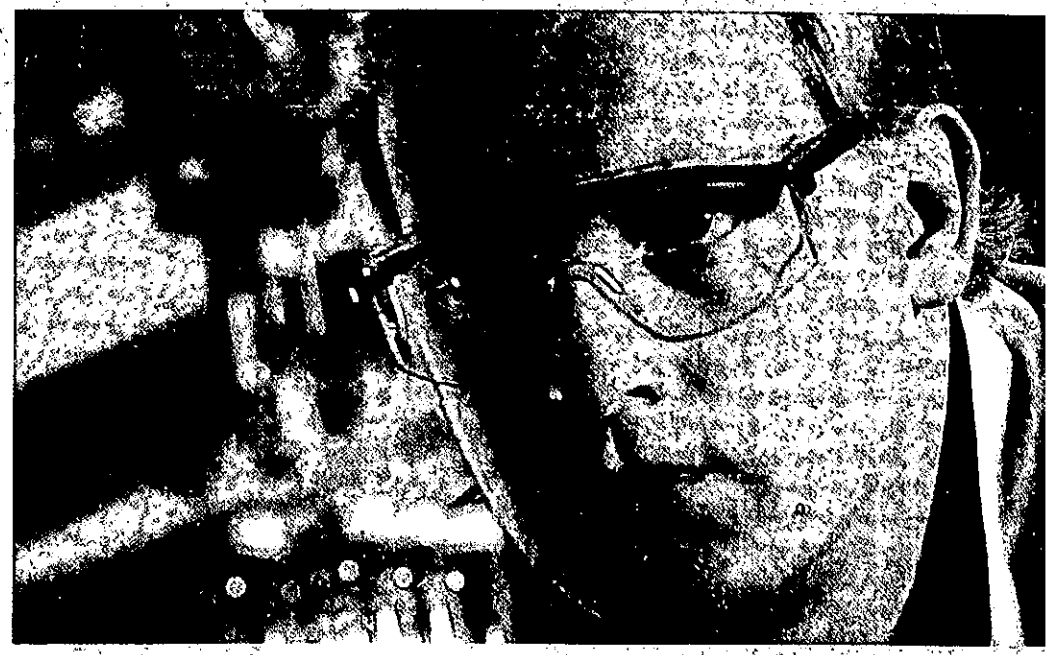
To maintain a competitive edge in today's market, businesses need employees who possess technical and business skills that enable them to adapt to industries' changing needs. Through an innovative training offering called The Plus Experience, the RTP is helping meet the challenge.

The Plus Experience, a supplemental business and technology offering of

the Technology Incubator, is now in its second year. A program of the North Dakota Experimental Program to Stimulate Competitive Research, the business and technology course enriches the lives and career potential of students and graduates. For businesses, it helps provide team members who can produce industry-specific results quickly.

Research indicates that start-ups and small companies, those with the fewest assets available for new employee training, benefit greatly from hiring The Plus Experience graduates. The program is available to growing biotech, engineering and software industries in North Dakota.

"The Plus Experience provides students an important 'jumpstart' into the real world," said RTP Talent Specialist Sharon Miller. "Program graduates possess a heightened sense of self-awareness, communicate better with co-workers and are equipped to provide value faster in the workplace, all of which make for a 'win' for employers."



The eight-week, two-credit course addresses three areas: business soft skills, product lifecycle management and world-class customer service. The curriculum is designed and taught by independent consultants who have vast knowledge in their areas of expertise. Miller targets seniors and graduate students, selects participants and limits class size to eight to 12 students. Twenty-four students participated in the program's inaugural year. Some of the eight students enrolled in the fall of 2008 graduated in December. The remainder are scheduled to do so in May 2009.

"Apart from being a major asset on my resume, the class challenged me to participate in numerous activities that helped clear all my concerns regarding the transition from academic career to a professional career," said Ikania Kaale, a Plus participant in the spring of 2007 and now a programmer at Multiband, Fargo, N.D.

Miller spearheaded the program with the vision, direction and support of NDSU Vice President Philip Boudjouk and Gary Smith, dean of the NDSU College of Engineering and Architecture.

Bypassing Barriers and Boundaries

Microsoft Office SharePoint Server (MOSS)

In December 2008, the RTP launched an innovative training program with Valley City State University (VCSU) and Development Horizon LLC that includes state-of-the-art instruction and deployment of the Virtual Incubator application developed on the Microsoft Office SharePoint Server (MOSS) platform. MOSS provides a single, integrated location where people communicate more effectively, where they can store and locate information, manage workflows and do just about anything else that enables distance collaboration and enhances productivity.

Students enrolled in The Plus Program *(see story on page 12)* will have the opportunity to simultaneously learn MOSS and develop the Virtual Incubator for rural outreach. It is expected to launch in late 2008 or early 2009. The program will be taken a step further to offer classes for NDSU and VCSU students on the advanced side of Microsoft SharePoint.

Virtual Incubator

Unless a new company is physically located in the Technology Incubator, it's difficult to benefit from the programs and services that enable an entrepreneur to build an idea into a successful, profitable business.

Through the Virtual Incubator, entrepreneurs across North Dakota will be able to participate in the Incubator's programs and services. A targeted assessment tool will provide them access to additional resources, coaching/mentoring programs and a virtual entrepreneurial community.

"They'll do everything that our clients do now, but they'll do it in a virtual environment," says Incubator Manager Brenda Wyland. "They'll set goals and benchmarks, receive business assistance, interact with other Incubator clients through message boards and access recorded educational events."

A $99,000 grant from the U.S. Department of Agriculture, Rural Development and match funds from VCSU made the MOSS and Virtual Incubator projects possible.

"I was recently meeting with people from Slovakia, and they asked if we could take these services one step further and provide them globally," said Wyland. "As long as it would provide benefit to North Dakotans, I'm sure we could expand the program. However, right now our efforts are focused in North Dakota."

Traditional Outreach

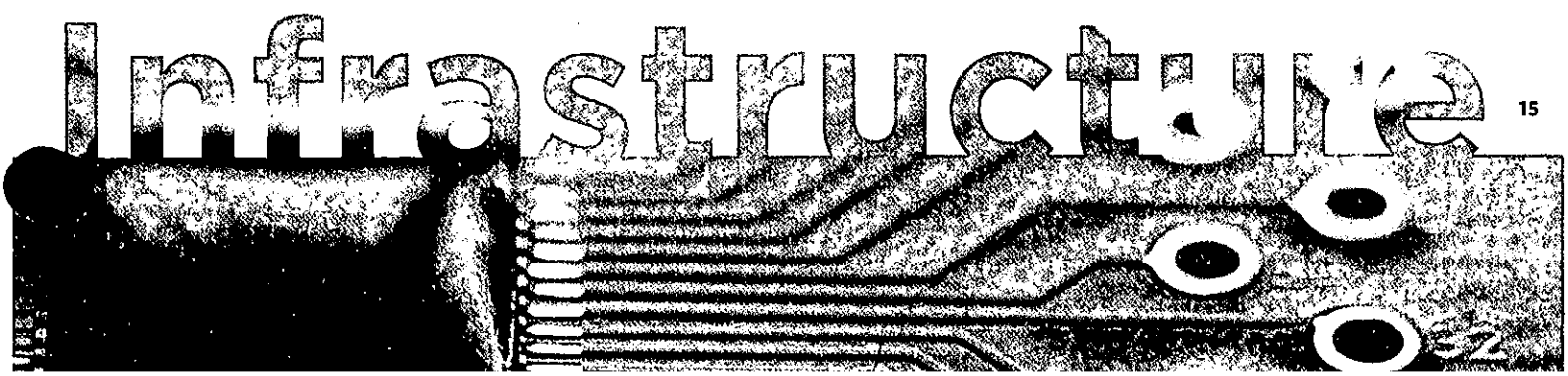
The Technology Incubator has partnered with the North Dakota State College of Science and the Center for Business Development, both of Wahpeton, N.D., to develop a needs assessment. The assessment is a first step in determining the foundation for a Center of Excellence grant application focused in advanced manufacturing.

"The partnership between North Dakota State College of Science and the NDSU Research & Technology Park is a perfect example of two entities working together to advance the economic conditions of this region," said NDSCS President John Richman.

The vision for the partnership is to [illegible] the creation and enhancement of technology-based entrepreneurial activities and develop a culture of entrepreneurship and economic development in the Wahpeton area.

"ONE OF OUR GOALS IS TO PROVIDE OUTREACH TO RURAL COMMUNITIES AND ENTREPRENEURS. CERTAINLY WE WANT TO DO THAT PHYSICALLY, BY PRESENTING SEMINARS IN RURAL COMMUNITIES, FOR EXAMPLE. BUT WE ALSO WANT TO DO IT VIRTUALLY. RIGHT NOW, WE'RE CREATING THE INFRASTRUCTURE THAT WILL ALLOW AN ENTREPRENEUR LOCATED OUTSIDE OF FARGO TO FULLY ENGAGE WITH THE TECHNOLOGY INCUBATOR."

– INCUBATOR MANAGER BRENDA WYLAND



2007-08 Financials

The NDSU Research & Technology Park ended the 2007-08 fiscal year with an emphasis on strengthening our future. Total rental and grant income, less total expenses, resulted in a net increase in assets of $851,850. We dedicated funds from grants and rents totaling $2,310,106 to construction and operation of the Technology Incubator. Total assets for the fiscal year equaled $34,283,059. The majority of the assets include three buildings owned by the RTP: Research-1, located at 1735 NDSU Research Park Drive, Research-2, 1805 NDSU Research Park Drive and the Technology Incubator located at 1854 NDSU Research Circle North.

RTP BOARD

Dr. Joseph Chapman, President
President
North Dakota State University

Barry Martin, Vice President
Division President
US Bank

Chuck Hoge, Secretary/Treasurer
Vice President
Otter Tail Corporation

Mike Chambers, Assistant Secretary
President & CEO
Aldevron, LLC

Barry Batcheller
President & CEO
Appareo Systems

Dr. Philip Boudjouk
Vice President for Research, Creative Activities and Technology Transfer,
North Dakota State University
Co-Chair, North Dakota Experimental Program to Stimulate Competitive Research

Larry Ellingson
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Eli Lilly & Company

Dr. Craig Schnell
Provost and Vice President for Academic Affairs
North Dakota State University

Paul Steffes
Chief Executive Officer
Steffes Corporation

Bradley Swenson
Executive Vice President
Chief Administrative Officer
Ulteig Engineers

RTP STAFF

Tony Grindberg
Executive Director

Jan Sobolik
Executive Assistant

Brenda Wyland
Incubator Manager

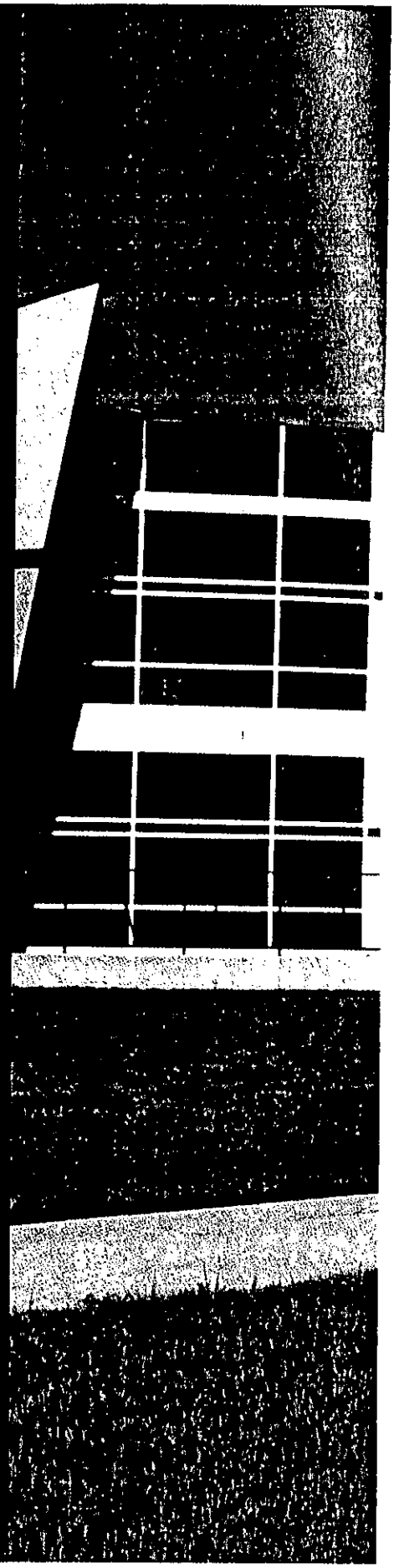
Sharon Miller
Talent Specialist

Student Employees

Kelly Correll
Business Development Assistant/RAIN Fund Investment Analyst

Hannah Kusler
Business Operations Assistant

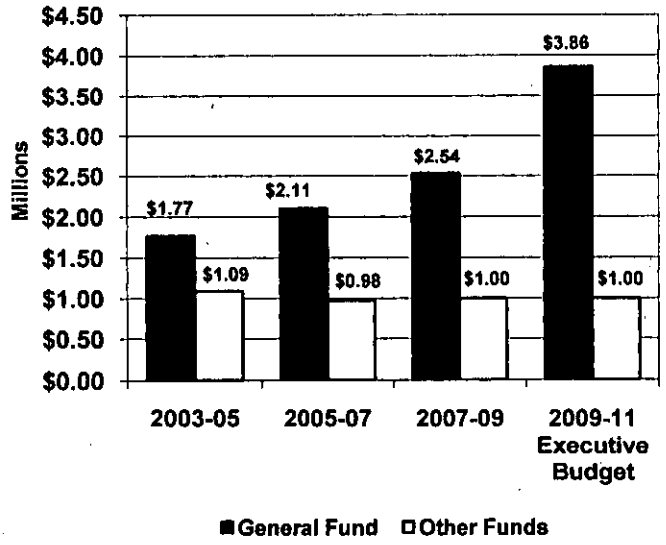
Michael Olson
Business Operations Assistant



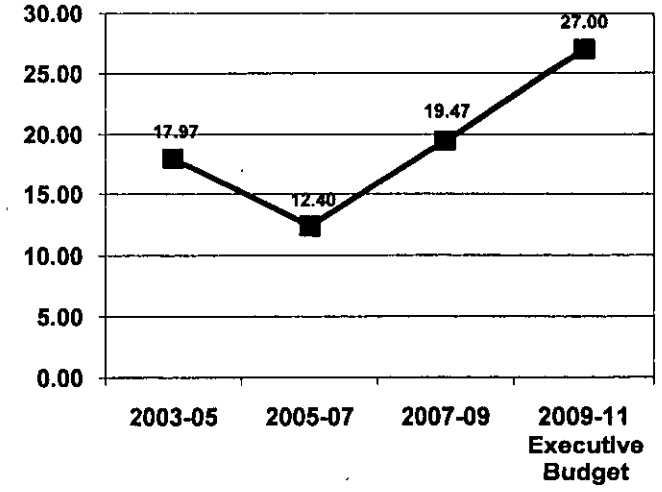
Department 244 - Forest Service
Senate Bill No. 2003

	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	27.00	$3,855,768	$997,486	$4,853,254
2007-09 Legislative Appropriations	19.47	2,535,546	997,486	3,533,032
Increase (Decrease)	7.53	$1,320,222	$0	$1,320,222

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$3,510,192	$345,576	$3,855,768
2007-09 Legislative Appropriations	2,391,980	143,566	2,535,546
Increase (Decrease)	$1,118,212	$202,010	$1,320,222

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $291,928 for the following:			
Costs to continue fiscal year 2009 salary increases	$44,780		$44,780
5 percent per year salary increases	143,422		143,422
Health insurance increases	80,626		80,626
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	23,100		23,100
Total	$291,928		$291,928
2. Provides additional base funding from the general fund to replace a reduction in federal funds, including funding for 8.60 FTE positions. Funds can only be used to the extent that federal funds become unavailable. See **Other Sections in Bill**.	$826,284		$826,284
3. Provides ongoing funding for extraordinary repairs of $36,638, the same amount of extraordinary repairs base funding for the 2007-09 biennium			
4. Provides **one-time funding** for maintenance and repairs	$45,576		$45,576

5. Provides **one-time funding** for the construction of a greenhouse at the Towner State Nursery	$300,000	$300,000
6. Removes one-time funding for major capital projects provided in the 2007-09 biennium (storage building and outdoor restroom facilities)	($120,000)	($120,000)
7. Removes one-time funding for extraordinary repairs provided in the 2007-09 biennium	($23,566)	($23,566)
8. Adjusts the number of FTE positions by 1.07 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control		

Other Sections in Bill

Federal funding - Section 7 provides that funding of $826,284 provided to the Forest Service to replace a reduction of federal funding can only be used on a dollar-for-dollar basis to offset the federal funding reduction.

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Continuing Appropriations

There are no continuing appropriations for this agency.

Major Related Legislation

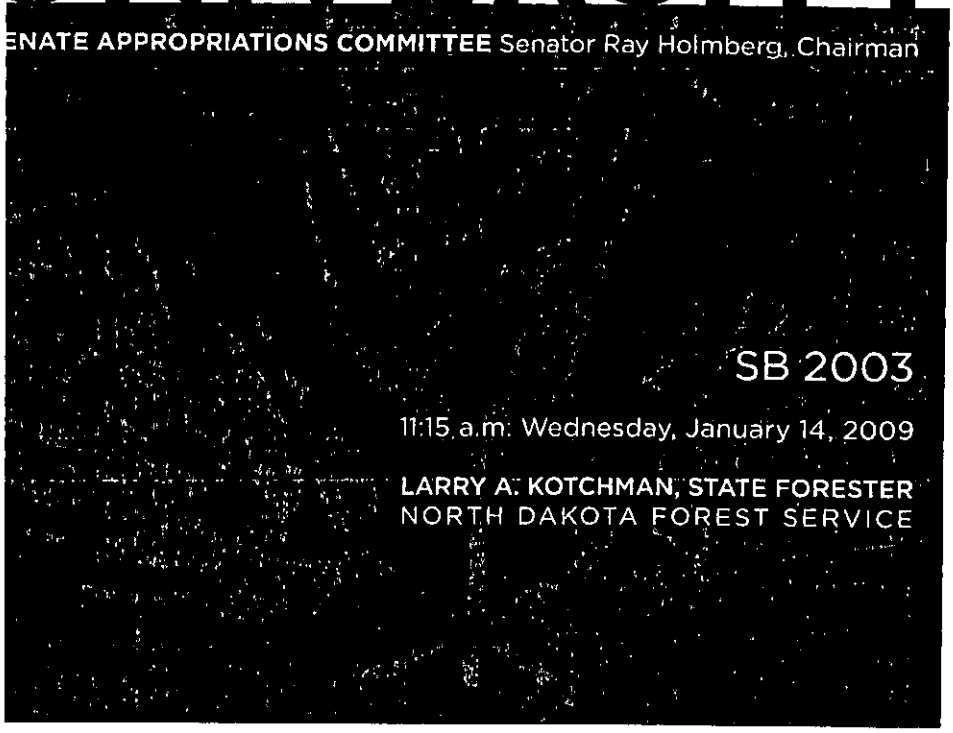
At this time, no major legislation has been introduced affecting this agency.

ATTACH:1

With the exception of the following page Same testimony given to House & Senate

NORTH DAKOTA STATE UNIVERSITY

ENATE APPROPRIATIONS COMMITTEE Senator Ray Holmberg, Chairman



SB 2003

11:15 a.m. Wednesday, January 14, 2009

LARRY A. KOTCHMAN, STATE FORESTER
NORTH DAKOTA FOREST SERVICE

NDSU

North Dakota Forest Service

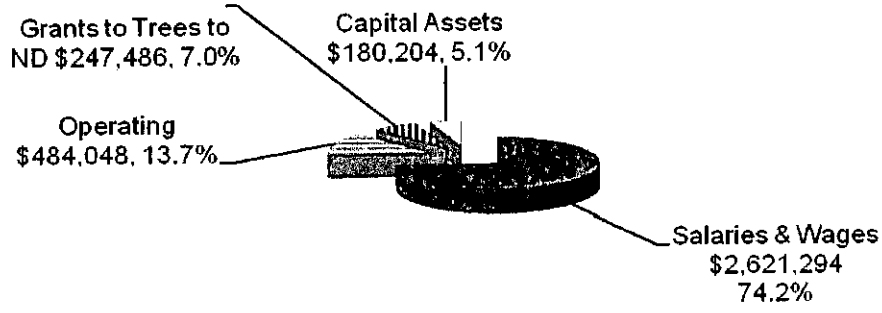
2009-2011 Biennial Budget Request

Sustainable Forestry Programs

- Summary of Agency Services
- 2007-2009 Funding
- 2009-2011 Funding Request
  - Priority #1 - Parity
  - Priority #2 – Replace Lost Federal Funding
  - Priority #3 – Program Enhancement
  - 2009-2011 Capital Assets
- Executive Budget Recommendations
- 2009-2011 Budget Detail

2007-2009 Funding Appropriation

The 2007-2009 appropriated budget for the North Dakota Forest Service is $3,533,032 including $997,486 generated by income from tree seedling sales and the Trees for North Dakota Trust Fund. The General Fund appropriation is $2,535,546.



The 2007-2009 Operations budget includes salaries and wages and operating expenses for 19.19 FTE and 45 seasonal positions that provide public forestry services.

- Operations.....$3,352,828

The 2007-2009 Capital Assets budget provides necessary repairs for 24 office, shop, storage and recreational buildings at Bottineau, Lisbon, Towner and Walhalla. The budget includes one capital project.

- Capital Project – Two storage buildings and one outdoor ADA restroom.....$120,000
- Extraordinary Repairs – Includes $23,566 in one-time funding for capital assets base increase and deferred maintenance.
  - State forest recreation area repairs.....$26,472
  - Field office repairs.....$21,000
  - Towner Nursery residence improvements.....$7,732
  - State forest recreation area improvements.....$5,000
  - Totals.....$60,204

Total.....$180,204

NORTH DAKOTA FOREST SERVICE
2007-09 Appropriation Status Report

	Original Appropriation	Adjusted Appropriation	Expenditures Through 11/30/2008	Balance	Percent Remaining
By Line Item					
Operations	3,352,828	3,352,808	2,007,873	1,344,955	40%
Capital Assets	180,204	180,204	153,551	26,653	15%
Total	3,533,032	3,533,032	2,161,424	1,371,608	39%
By Source					
General Fund	2,535,546	2,535,546	1,321,069	1,214,477	48%
Special Fund	997,486	997,486	840,355	157,131	16%
Total	3,533,032	3,533,032	2,161,424	1,371,608	39%

As of November 30, 2008, approximately 40% of the operations budget and 85% of the capital assets budget have been expended.

Biennium Carryover

The 2005-2007 biennium carryover is $210,965. The carryover originated from greater than anticipated revenues generated by tree sales at Towner State Nursery. $40,000 was used for plant improvements at field offices, $30,000 for equipment purchases and $73,988 for operating expenditures for Towner State Nursery. The balance of $66,977 will be held in reserve.

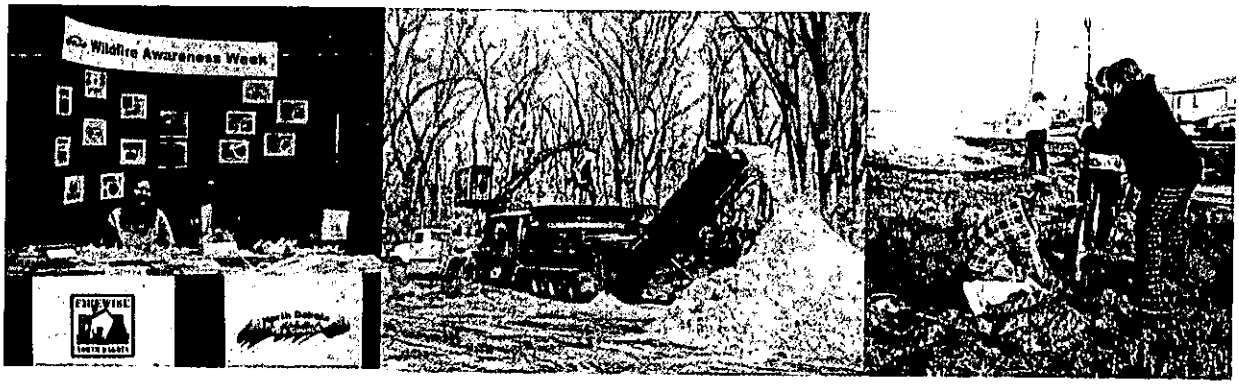
2009-2011 Funding Request

Total 2009-11 Base Funding Increase	**$1,469,455**
Budget Categories	
Parity (priority #1)	$350,606
Replace Lost Federal Funding (priority #2)	$826,284
Program Enhancements (priority #3)	$292,565

The total requested base budget increase for Operations is $1,469,455. Operations fund public forestry services provided by the North Dakota Forest Service through field offices at Bismarck, Bottineau, Carrington, Fargo, Grafton, Lisbon, Towner and Walhalla.

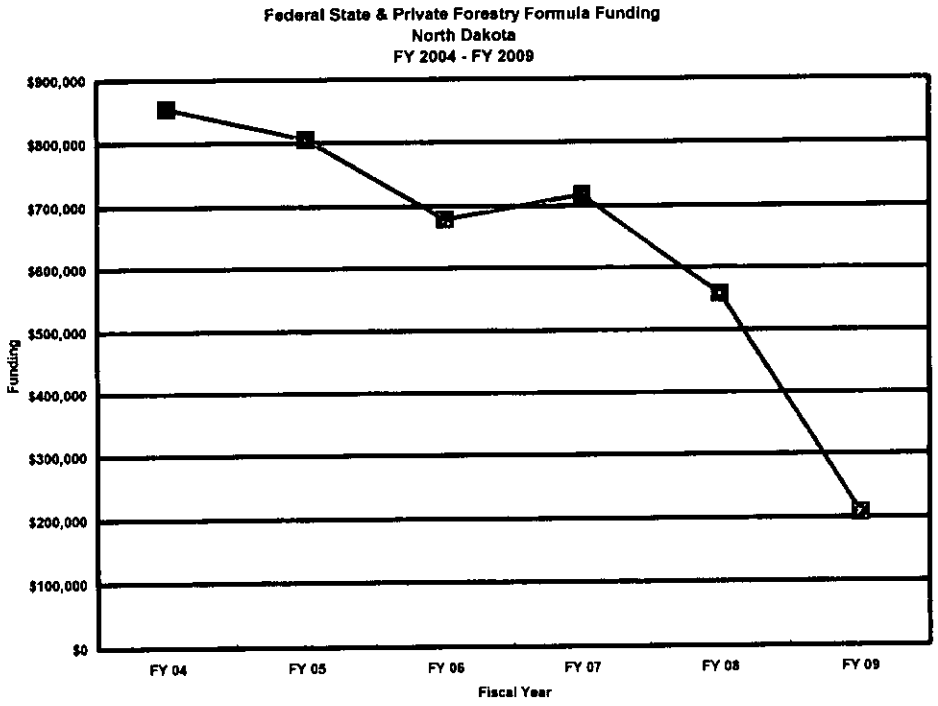
Priority #1
Funding of 100% of Parity
$350,606

Priority # 1 requests a $350,606 parity increase for the Forest Service, including $44,780 for costs-to-continue the 2008-09 salary increase of 5%; $202,100 for a 2009-11 salary increase of an average 7% per year; $65,530 for 2009-11 health insurance premium increases of 10% per year; and $23,100 for operating inflation of 2% for FY 2010 and 2.2% for FY 2011, and $15,096 for a utilities increase.



Priority #2
Replace Lost Federal Funding
$826,284

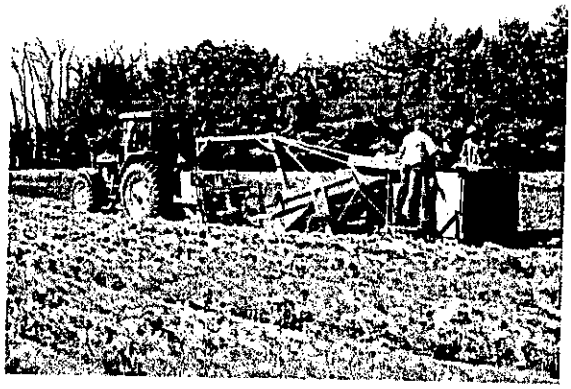
Priority #2 requests $826,284 to replace lost federal formula funding in State and Private Forestry provided by the USDA Forest Service. The loss of this federal funding jeopardizes the support of 7.6 FTE responsible for providing forestry assistance. A "Redesigning the North Dakota Forest Service Initiative" addresses the shortfall in federal funding for forestry programs benefiting communities, fire districts and private forest landowners. Declining federal support for key State and Private Forestry programs is reducing formula funding to state forestry agencies. North Dakota's annual formula funding is projected to decrease from $855,100 in FY 2004 to $208,803 in FY 2009. This 75% reduction is seriously threatening Community Forestry, Fire Protection, Forest Health and Forest Stewardship program services.



FY 04 – FY 08 are actual funding allocations. FY 09 is the projected funding allocation based on the president's budget.

Priority #3
Program Enhancements
$292,565

Priority #3 requests $292,565 to restore 1.0 FTE eliminated because of lost federal funds in 2007-09; to cover rising tree production program costs at Towner State Nursery; replace specialized forestry equipment at Towner State Nursery; and program costs at field offices in Bottineau, Lisbon and Walhalla.



2009-2011 Capital Assets

Extraordinary Repairs and a one-time Deferred Maintenance Request

The North Dakota Forest Service is responsible for maintaining buildings and facilities at five locations. Buildings at Bottineau, Lisbon and Walhalla deliver forestry services while the Towner State Nursery provides tree seedlings to the citizens of North Dakota. Recreational improvements are also located on the State Forests. Capital assets consist of 41 office, shop and storage buildings. The buildings are valued at $2,166,044. Building ages vary from 1 year to 78 years. In addition, the infrastructure associated with these facilities is valued at $1,321,738.

The North Dakota University System office identified $249,643 in outstanding deferred maintenance from the Forest Service 2006 Master Plan, adjusted for 2007-09 funding plus Consumer Price Index (CPI).

Total 2009-2011 Extraordinary Repairs and Deferred Maintenance Request	**$150,578**
Budget Categories	
Extraordinary Repairs	$ 36,638
Deferred Maintenance (one–time)	$113,940

Extraordinary repairs include improvements and repairs to field offices and state forest recreational areas. The 2009-11 funding request for extraordinary repairs is $36,638. Improvements include energy efficient heating and repairs to sidewalks, parking areas, roads and trails at state forest recreation areas and the Bottineau and Lisbon field offices. The budget also includes $113,940 in one-time funding for facility deferred maintenance. Deferred maintenance projects are needed to replace doors/windows/siding/flooring coverings at the Walhalla field office, upgrade electrical/heating/plumbing at the Towner State Nursery residence, replace siding/shingles/windows at Towner State Nursery irrigation building, and additional building repairs at Bottineau and Lisbon.

Executive Budget Recommendations

Provides an increase of $291,928 for parity, which includes an annual 5 percent salary increase, actual health insurance of $825.97 per month, operating inflation at 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011 and utility increases equivalent to 14.8 percent.

Authorizes a funding source change of $826,284 from the general fund to replace federal funds that will likely not be reauthorized to support 7.6 existing FTE. One position has already been eliminated due to federal budget reductions. The general fund monies will only be available to the Forest Service at the same rate federal funds are not received.

Approves $300,000 for the construction of a new greenhouse in Towner, North Dakota.

Provides $45,576 for maintenance and repairs of buildings.

ND Forest Service
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1)	(2)	(3)
	ND Forest Service		
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	**$ 2,535,546**	**$ 2,535,546**	**$ -**
Base Adjustments	**(143,566)**	**(143,566)**	**-**
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**2,391,980**	**2,391,980**	**-**
Prioritized SBHE Needs Based Request:			
Parity	350,606	291,928	(58,678)
Replace lost federal forestry funding	826,284	826,284	-
Program Enhancement-10% base funding increase	292,565	-	(292,565)
Total Requested Increase in GF Base Funding	1,469,455	1,118,212	(351,243)
Total Base General Fund Request & Recommendation	**3,861,435**	**3,510,192**	**(351,243)**
One-time Budget Requests:			
Deferred Maintenance	113,940	45,576	(68,364)
Total One-time Budget Request & Recommendation	**113,940**	**45,576**	**(68,364)**
2009-11 State-funded Projects	300,000	300,000	-
Total 2009-11 General Fund Request & Recommendation	**$ 4,275,375**	**$ 3,855,768**	**$ (419,608)**

NORTH DAKOTA FOREST SERVICE
Status of 2007- 09 Extraordnary Repairs & Capital Projects

	Revised Budget 2007-09	Expenses As Of 12/9/2008	Balance	% Remaining
Extraordinary Repairs				
Misc. Small Projects < $50,000	20,684	18,918	1,766	
Mechanical/Electrical Upgrades	21,732	9,943	11,789	
Building Exterior	6,000	4,643	1,357	
Utilities/Infrastructure	8,000	3,561	4,439	
Paving and Area Lighting	3,788	3,788	0	
Total Extraordinary Repairs	60,204	40,853	19,351	32.14%
Capital Projects				
Vault Toilet at Twisted Oak	10,000	10,000	0	
Stoarge Bldg at Han's Bay	15,000	14,580	420	
Storage Bldg at Botno Field Ofc	95,000	95,000	0	
Total Capital Projects	120,000	119,580	420	0.35%
Total Capital Assets	180,204	160,433	19,771	10.97%
Sources of Capital Funding				
General Fund	180,204	160,433	19,771	10.97%
Local Funds	0	0	0	0.00%
Total Funding Sources	180,204	160,433	19,771	10.97%

SB 2003
March 4, 2009
attachment #4

SB 2003

10:30 a.m. Wednesday, March 4, 2009
LARRY A. KOTCHMAN, STATE FORESTER
NORTH DAKOTA FOREST SERVICE

NORTH DAKOTA STATE UNIVERSITY

House Appropriations Committee
Education and Environment Division
Representative Bob Skarphol, Chairman

NDSU

North Dakota Forest Service

2009-2011 Biennial Budget Request

Sustainable Forestry Programs

- Summary of Agency Services
- 2007-2009 Funding
- 2009-2011 Funding Request
  - Priority #1 - Parity
  - Priority #2 – Replace Lost Federal Funding
  - 2009-2011 Capital Assets
- Executive Budget Recommendations
- Senate Budget Recommendations
- 2009-2011 Budget Detail

A Message from the State Forester

NDSU The NDSU-North Dakota Forest Service is organized under the North Dakota Board of Higher Education. The agency is administered by a State Forester who reports to the President of North Dakota State University at Fargo, and supports the land grant mission in public service. The mission of the North Dakota Forest Service is to "**care for, protect and improve forest resources to enhance the quality of life for future generations.**"

This 2009-2011 Biennial Budget Request summary is intended to provide the information you need to determine funding levels for forestry programs benefiting communities, fire districts and private forest landowners. Please feel free to contact us at any time if you need additional information.

Larry A. Kotchman, State Forester

CONTACT

Larry A. Kotchman, State Forester
NORTH DAKOTA FOREST SERVICE
Molberg Forestry Center
307 First Street East
Bottineau ND 58318-1100
larry.kotchman@ndsu.edu
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CONTACT

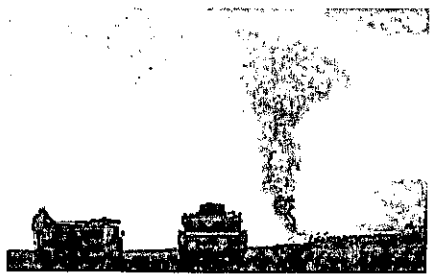
Dr. Joseph A. Chapman, President
NORTH DAKOTA STATE UNIVERSITY
Department 1000
PO Box 6050
Fargo ND 58108-6050
joseph.chapman@ndsu.edu
Telephone: (701) 231-7211

Summary of Agency Services

A wide variety of customers depend on the North Dakota Forest Service for technical, financial and educational forestry assistance. The State Forester administers forestry programs serving communities, rural landowners and soil conservation districts, rural fire districts, schools and citizens of North Dakota. All the programs utilize a voluntary, educational and incentives-based approach to address natural resource needs and customer demands.

The agency also operates a nursery at Towner specializing in the production of 1.2-million conifer (evergreen) tree stock in over thirty species and stock types. The nursery is the sole supplier of evergreen seedlings in North Dakota. The agency also owns and manages approximately 13,278 acres of state forest lands.

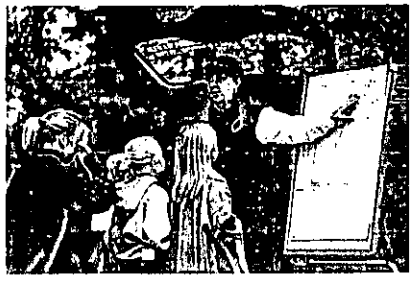
Community Forestry means conservation activities in city parks, tree-lined streets or other green spaces within the community. Most of North Dakota's residents live in 372 cities and towns. The Community Forestry Program administers financial assistance programs that provide funds for tree planting and other forestry development projects each year. The agency also provides leadership and technical assistance for tree planting plans, management plans, shade tree ordinances, pest surveys and tree workshops.



Fire Protection ensures the protection of lives, property and natural resources by training, organizing and equipping North Dakota's 376 rural volunteer and 12 career fire departments. A Cooperative Fire Protection Assistance Program provides departments assistance in organizing, training, planning, purchasing or repairing equipment. A companion program, the Federal Excess Personal Property (FEPP) program, loans surplus federal equipment to departments for enhancing firefighting capabilities. Community protection is improved through grants for wildfire hazard mitigation and "FireWise" landscape projects. Fire prevention is stressed through the distribution of Smokey Bear materials.

Forest Health ensures the productivity and growth of North Dakota's private, community and state forests. Each year the North Dakota Forest Service conducts surveys to assess forest health conditions and trains public and private land managers on insect and disease management. North Dakota participates in the Great Plains Tree and Forest Invasives Initiative to identify contingency measures for minimizing the threat of invasive species such as emerald ash borer.

Forest Stewardship focuses on improving the management of our forest resources by educating and assisting non-industrial private landowners on how to better manage, protect and utilize their native and planted forest resources. This is accomplished through the development of a Forest Stewardship Plan and direct financial assistance for forest improvement practices.



Information and Education offers youth and adults the knowledge and skills they need to make wise decisions about the conservation and wise use of North Dakota's forest resources. The ND Forest Service, in conjunction with the NDSU Extension Forester, sponsors "Project Learning Tree" workshops for teachers and youth leaders working with students in grades K-12. The program also handles the daily requests for forestry information and the publication of educational materials.

Towner State Nursery produces 1.2-million conifer (evergreen) seedlings in over thirty different species and stock types annually for distribution to landowners. The trees are used for farmstead, living snow fence, field windbreaks, wildlife, forestry and other conservation plantings. The nursery is a self-supporting operation, and since 1927 has sold over 78 million trees. The nursery also provides tree improvement services, such as testing, evaluation, selection and development of improved nursery stock for forestry and conservation plantings.

State Forests provide wildlife habitat, clean air and water, recreational opportunities, forest products, scenic beauty and other conservation benefits. The North Dakota Forest Service owns five state forests comprising approximately 13,278 acres. State Forests play an important role in the economic well-being of several rural communities by attracting hunters, hikers, campers, skiers, snowmobilers, tourists and other outdoor enthusiasts.

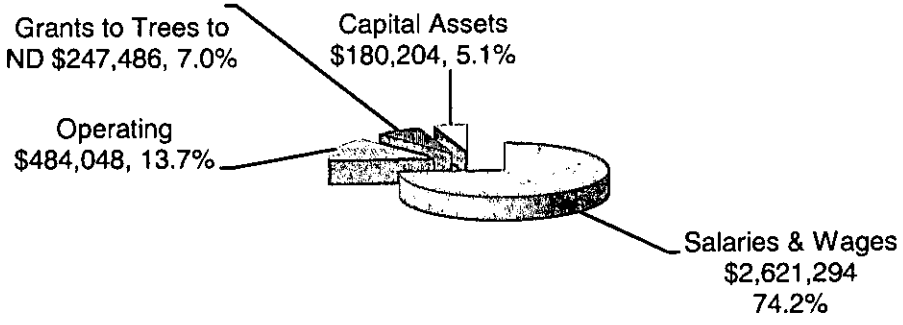
The North Dakota Forest Service provided technical, financial and educational assistance to 17 counties, 102 fire departments, 172 communities, 3,890 landowners, 1,875 K-12 teachers and 42,270 K-12 students during 2005-2007. Program highlights include:

Forestry and Fire Management awarded $279,519 in community forestry grant funds for tree planting and other forestry development projects; funded $1,241,518 in cooperative forestry landowner assistance; provided $835,526 in incentives for living snow fence projects protecting interstate, state, county, township and BIA roads; enrolled 655 landowners with 41,370 acres in the Forest Stewardship Tax Law; and provided 8,800 training hours to enhance rural fire department capacity. The Forest Service reached 1,875 teachers and 42,270 students through educational workshops, poster contests, eco-education camps, conservation days, school presentations and the high school Envirothon program.

Nursery and State Forests produced and marketed 1,395,228 high quality tree seedlings from Towner State Nursery to North Dakota customers for conservation plantings. The trees included 31 species and stock types. Tree orders are shipped to over 700 soil conservation districts, natural resource agencies and private landowners each year. State Forests leased 1,385 acres for haying and grazing to 11 landowners.

2007-2009 Funding Appropriation

The 2007-2009 appropriated budget for the North Dakota Forest Service is $3,533,032 including $997,486 generated by income from tree seedling sales and the Trees for North Dakota Trust Fund. The General Fund appropriation is $2,535,546.



The 2007-2009 Operations budget includes salaries and wages and operating expenses for 19.19 FTE and 45 seasonal positions that provide public forestry services.

- Operations.....$3,352,828

The 2007-2009 Capital Assets budget provides necessary repairs for 24 office, shop, storage and recreational buildings at Bottineau, Lisbon, Towner and Walhalla. The budget includes one capital project.

- Capital Project – Two storage buildings and one outdoor ADA restroom.....$120,000
- Extraordinary Repairs – Includes $23,566 in one-time funding for deferred maintenance to be spent on field office repairs $60,204

Total.....$180,204

NORTH DAKOTA FOREST SERVICE
2007-09 Appropriation Status Report

	Original Appropriation	Adjusted Appropriation	Expenditures Through 1/31/2009	Balance	Percent Remaining
Expenditures by Line Item					
Operations	3,352,828	3,352,808	2,250,134	1,102,674	33%
Capital Assets	180,204	180,204	180,020	184	0%
Total	3,533,032	3,533,012	2,430,154	1,102,858	31%
Expenditures by Source					
General Fund	2,535,546	2,535,546	1,589,034	946,512	37%
Special Fund	997,486	997,486	841,120	156,366	16%
Total	3,533,032	3,533,032	2,430,154	1,102,878	31%

As of January 31, 2009, approximately 67% of the operations budget and 100% of the capital assets budget have been expended.

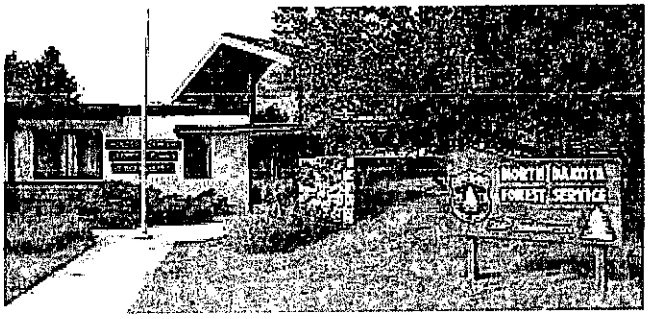
Biennium Carryover

The 2005-2007 biennium carryover is $210,965. The carryover originated from greater than anticipated revenues generated by tree sales at Towner State Nursery. $40,000 was used for plant improvements at field offices, $30,000 for equipment purchases and $73,988 for operating expenditures for Towner State Nursery. The balance of $66,977 will be held in reserve.

2009-2011 Funding Request

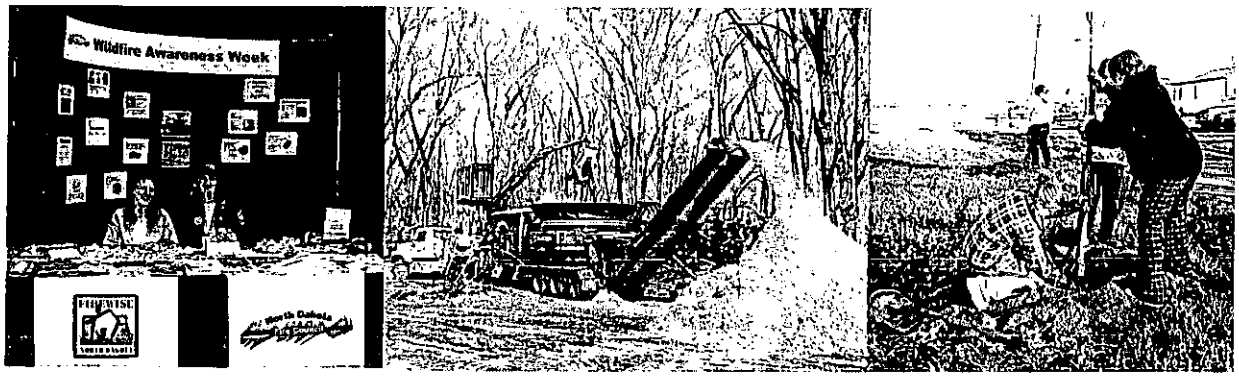
Total 2009-11 Base Funding Increase	**$1,118,212**
Budget Categories	
Parity (priority #1)	$291,928
Replace Lost Federal Funding (priority #2)	$826,284

The total requested base budget increase included in the Executive Recommendations (SB 2003) for Operations is $1,118,212. Operations fund public forestry services provided by the North Dakota Forest Service through field offices at Bismarck, Bottineau, Carrington, Fargo, Grafton, Lisbon, Towner and Walhalla.



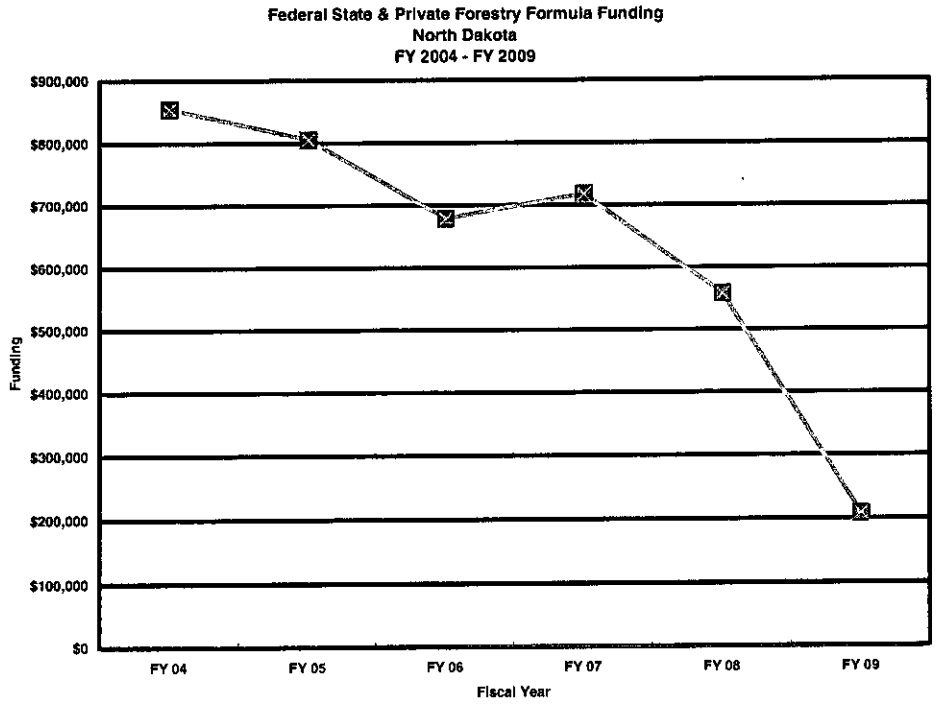
Priority #1
Funding of Parity
$291,928

The Executive Recommendations (SB 2003) requests a $291,928 parity increase for the Forest Service's Priority #1 budget need, including $44,780 for costs-to-continue the 2008-09 salary increase; $143,422 for a 2009-11 salary increase of an average 5% per year; $65,530 for 2009-11 health insurance premium increases of 10% per year; $23,100 for operating inflation of 2% for FY 2010 and 2.2% for FY 2011; and $15,096 for a utilities increase.



Priority #2
Replace Lost Federal Funding
$826,284

SB 2003 requests $826,284 for the Forest Service's Priority #2 budget need to replace lost federal formula funding in State and Private Forestry provided by the USDA Forest Service. The loss of this federal funding jeopardizes the support of 7.6 FTE responsible for providing forestry assistance. A "Redesigning the North Dakota Forest Service Initiative" addresses the shortfall in federal funding for forestry programs benefiting communities, fire districts and private forest landowners. Declining federal support for key State and Private Forestry programs is reducing formula funding to state forestry agencies. North Dakota's annual formula funding is projected to decrease from $855,100 in FY 2004 to $208,803 in FY 2009. This 75% reduction is seriously threatening Community Forestry, Fire Protection, Forest Health and Forest Stewardship program services.



FY 04 – FY 08 are actual funding allocations. FY 09 is the projected funding allocation based on the president's budget.

2009-2011 Capital Assets

Extraordinary Repairs and a one-time Deferred Maintenance Request

The North Dakota Forest Service is responsible for maintaining buildings and facilities at five locations. Buildings at Bottineau, Lisbon and Walhalla deliver forestry services while the Towner State Nursery provides tree seedlings to the citizens of North Dakota. Recreational improvements are also located on the State Forests. Capital assets consist of 41 office, shop and storage buildings. The buildings are valued at $2,166,044. Building ages vary from 1 year to 78 years. In addition, the infrastructure associated with these facilities is valued at $1,321,738.

The North Dakota University System office identified $249,643 in outstanding deferred maintenance from the Forest Service 2006 Master Plan, adjusted for 2007-09 funding plus Consumer Price Index (CPI).

Total 2009-2011 Extraordinary Repairs and Deferred Maintenance Request	**$82,214**
Budget Categories	
Extraordinary Repairs	$ 36,638
Deferred Maintenance (one–time)	$ 45,576

Extraordinary repairs include improvements and repairs to field offices and state forest recreational areas. The 2009-2011 base funding request for extraordinary repairs is $36,638. Improvements include energy efficient heating and repairs to sidewalks, parking areas, roads and trails at state forest recreation areas and the Bottineau and Lisbon field offices. The Executive Recommendations (SB 2003) also includes $45,576 in one-time funding for facility deferred maintenance. Deferred maintenance funding is needed for building upgrades at the Walhalla field office.

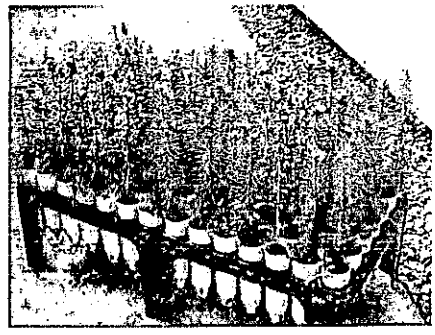
2009-2011 Capital Assets

Capital Projects Request

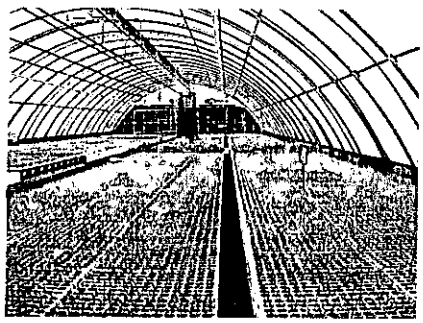
Greenhouse – Towner State Nursery	$300,000
SBHE Policy 902.1 Criteria	
Total Project Costs	$300,000
Funding Source	General Fund
Estimated Change in Operating Costs	New greenhouse construction technology and materials will reduce maintenance and heating costs. They would also meet life, health and safety requirements to comply with local, state and federal law requirements.

SB 2003 includes $300,000 in general funds for a greenhouse at Towner State Nursery. The NDSU-North Dakota Forest Service owns and operates the 160-acre Towner State Nursery. The nursery specializes in the production of bare-root and container seedlings to meet the conservation tree planting needs of the state. Approximately one million bare-root seedlings are grown in fields whereas container seedlings are produced within a greenhouse. Towner Nursery produces 60,000 container seedlings annually. Although this number is small in comparison to bare-root seedlings, the demand for container seedlings is increasing.

Container seedling production at the nursery is limited by the size of the existing greenhouse. The current greenhouse was constructed in 1976 and is antiquated for the current tree production and safety needs. Specifically, the heating system is inefficient and expensive to operate, and the greenhouse lacks forklift accessibility, and lacks a cement floor that has led to nitrite contamination of ground water. The construction of a new greenhouse facility would address compliance issues with the Safe Water Drinking Act resulting from high nitrate levels in the ground water at Towner State Nursery. Nitrate levels are measured monthly and the State Health Department monitors the nursery's nitrate management program. Samples have exceeded the maximum contaminant level, which is a violation of the Act. Nitrates from fertilizers used in the irrigation system infiltrate the soils creating groundwater contamination.



This contamination poses a safety hazard, conflicts with the conservation goals of the Forest Service, and could lead to cessation of greenhouse tree production at the nursery if corrective actions are not taken. This capital project would replace the existing greenhouse with a new facility including containment and recycling systems to eliminate nitrate contamination.



Concurrent with these existing conditions, the greenhouse lacks sufficient space to test additional species. Assessing and evaluating new species and seed sources is critical to continue tree production and tree planting efforts in North Dakota in light of the emerald ash borer, Dutch elm disease, gypsy moth, and other invasive pests that threaten the state's tree resources.

The new greenhouse would correct significant deferred maintenance by replacing the existing structure constructed in 1976. The present greenhouse is a hoop design with polycarbonate lexan roof glazing and wooden side walls. The greenhouse is in average condition. The high moisture environment for tree production requires the replacement of the wood sidewalls and the roof glazing every ten years. The new greenhouse will be a single gable design with straight sidewalls and a peaked roof. The proposed greenhouse measuring 42 feet wide and 120 feet long would replace the existing structure (tree production space within the current greenhouse is 30' x 90'). The new greenhouse would include containment and recycling systems to eliminate fertilizer in the irrigation water from passing through the floor into the groundwater.

Tree production would be expanded by 30,000 trees annually while providing adequate space to test and produce new species and seed sources. New construction would also include construction of a new shade house facility that would share the fertilizer containment system. The current greenhouse would be used as a solar cone drying facility to aid seed handling at the nursery.

A new greenhouse would 1) expand container tree production, 2) allow for testing of new species and seed sources so new tree species can be introduced, 3) eliminate nitrate contamination of groundwater, and 4) reduce labor and heating costs.

Executive Budget Recommendations

The Executive Recommendations (SB 2003) provide an increase of $291,928 for parity, which includes an annual 5 percent salary increase, actual health insurance of $825.97 per month, operating inflation at 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011 and utility increases equivalent to 14.8 percent.

The recommendations authorize a funding source change of $826,284 from the general fund to replace federal funds that will likely not be reauthorized to support 7.6 existing FTE. One position has already been eliminated due to federal budget reductions. The general fund monies will only be available to the Forest Service at the same rate federal funds are not received.

It approves $300,000 for the construction of a new greenhouse in Towner, North Dakota.

The budget provides $45,576 in one-time funding for deferred maintenance projects.

Senate Budget Recommendations

The Senate Budget Recommendations provide for the funding levels included in the Executive Recommendations (SB 2003).

ND Forest Service
Comparison of SBHE General Fund Revised Request to
Executive Recommendation & Engrossed SB2003

	(1)	(2)	(3)	(4)
	ND Forest Service			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
2007-09 Original General Fund Appropriation	**$ 2,535,546**	**$ 2,535,546**		**$ 2,535,546**
Base Adjustments	**(143,566)**	**(143,566)**		**(143,566)**
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**2,391,980**	**2,391,980**	**-**	**2,391,980**
Prioritized SBHE Needs Based Request:				
Parity	350,606	291,928		291,928
Replace lost federal forestry funding	826,284	826,284		826,284
Program Enhancement-10% base funding increase	292,565	-		-
Total Requested Increase in GF Base Funding	1,469,455	1,118,212	-	1,118,212
Total Base General Fund Request & Recommendation	**3,861,435**	**3,510,192**	**-**	**3,510,192**
One-time Budget Requests:				
Deferred Maintenance	113,940	45,576		45,576
Total One-time Budget Request & Recommendation	**113,940**	**45,576**	**-**	**45,576**
2009-11 State-funded Projects	300,000	300,000		300,000
Total 2009-11 General Fund Request & Recommendation	**$ 4,275,375**	**$ 3,855,768**	**$ -**	**$ 3,855,768**

NORTH DAKOTA FOREST SERVICE
2009-2011 Budget Request
Including Executive Recommendations and Senate Adjustments

BASE BUDGET:	Operations	Capital Assets & Equip > $5K	Total	Gen Fund	Other Funds	Total Funds
2007-09 Appropriation Budget						
Operations	3,352,828		3,352,828	2,355,342	997,486	3,352,828
Capital Assets	-	180,204	180,204	180,204	-	180,204
Total 2007-09 Appropriation			3,533,032	2,535,546	997,486	3,533,032
Less One-Time Allocations:						
Deferred Maintenance	-	(23,566)	(23,566)	(23,566)	-	(23,566)
Capital Projects	-	(120,000)	(120,000)	(120,000)	-	(120,000)
Total Adjusted 2007-09 Budget Base	3,352,828	36,638	3,389,466	2,391,980	997,486	3,389,466
Add: Operating						
Continue 2008-09 Salary Increase	44,780	-	44,780	44,780		44,780
Adjusted Health Insurance Increases	65,530	-	65,530	65,530		65,530
Operating Inflation (2% for FY10 & 2.2% for FY11)	23,100	-	23,100	23,100		23,100
Salary Increases (7% & 7%)	202,100	-	202,100	202,100		202,100
Utilities Increase	15,096	-	15,096	15,096		15,096
Replace Lost Federal Forestry Funding	826,284	-	826,284	826,284		826,284
Program Enhancement - 10% base funding Increase	292,565	-	292,565	292,565		292,565
Total Operating Increases	1,469,455	-	1,469,455	1,469,455	-	1,469,455
Add: Capital Assets						
Capital Project 2009-11	-	300,000	300,000	300,000	-	300,000
Capital Assets Base Increase (Improvements)	-	-	-	-	-	-
Optional Deferred Maintenance Increase	-	113,940	113,940	113,940	-	113,940
Total 2009-11 Budget Request	4,822,283	450,578	5,272,861	4,275,375	997,486	5,272,861
Executive Recommendation						
Salary Increases (5% & 5%)	(58,678)	-	(58,678)	(58,678)		(58,678)
Program Enhancement - 10% base funding Increase	(292,565)	-	(292,565)	(292,565)		(292,565)
Optional Deferred Maintenance Increase	-	(68,364)	(68,364)	(68,364)	-	(68,364)
Total 2009-11 Budget Executive Recommendation	4,471,040	382,214	4,853,254	3,855,768	997,486	4,853,254
Senate Adjustments	-	-	-	-	-	-
Total 2009-11 Exec Recommend & Senate Adjustments	4,471,040	382,214	4,853,254	3,855,768	997,486	4,853,254

NORTH DAKOTA FOREST SERVICE
Status of 2007- 09 Extraordinary Repairs & Capital Projects

	Revised Budget 2007-09	Expenses As Of 01/31/2009	Balance	% Remaining
Extraordinary Repairs				
Misc. Small Projects < $50,000	20,684	17,566	3,118	
Mechanical/Electrical Upgrades	21,732	9,943	11,789	
Building Exterior	6,000	4,643	1,357	
Utilities/Infrastructure	8,000	3,561	4,439	
Paving and Area Lighting	3,788	3,788	0	
Total Extraordinary Repairs	60,204	39,501	20,703	34.39%
Capital Projects				
Vault Toilet at Twisted Oak	10,000	10,000	0	
Building Improvements - Field Ofcs	40,000	20,939	19,061	
Stoarge Bldg at Han's Bay	15,000	14,580	420	
Storage Bldg at Botno Field Ofc	95,000	95,000	0	
Total Capital Projects	160,000	140,519	19,481	12.18%
Total Capital Assets	220,204	180,020	40,184	18.25%
Sources of Capital Funding				
General Fund	180,204	180,020	184	0.10%
Local Funds	40,000	0	40,000	0.00%
Total Funding Sources	220,204	180,020	40,184	18.25%

SB 2020
March 4, 2009
attachment # 5

Same given to the Senate

NORTH DAKOTA STATE UNIVERSITY

HOUSE APPROPRIATIONS COMMITTEE, EDUCATION & ENVIRONMENT DIVISION

Rep. Bob Skarphol, Chairman

SB 2020

Wednesday, March 4, 2009

GENE GRIFFIN, DIRECTOR

Upper Great Plains Transportation Institute, NDSU

Upper Great Plains Transportation Institute
North Dakota State University

The Upper Great Plains Transportation Institute educates people, conducts research, and provides outreach in small urban and rural transportation and logistics to enhance the mobility of people, goods, and agricultural commodities. It accomplishes this mission by:

- Developing and applying knowledge, information and innovation in the public and private sector to improve competitiveness, efficiency, safety, and personal mobility.
- Educating, training and mentoring transportation practitioners and leaders in a rapidly advancing and increasingly complex field with sophisticated technology applications.
- Excelling as one of the premier university transportation centers in the U.S. so that it can continue to attract talent and funding to enhance North Dakota's economy and quality of life.

PROGRAM AREAS

Research and Outreach Programs

- Advanced Traffic Analysis Center (ATAC)
- Agricultural and Industrial Freight Center
- Biennial Strategic Freight Analysis Center
- Department of Transportation Support Center (DOTSC)
- Mountain-Plains Consortium (MPC)
- North Dakota Local Technical Assistance Program (NDLTAP)
- Rural Transportation Safety and Security Center (RTSSC)
- Small Urban & Rural Transit Center (SURTC)
- Transportation Learning Network (TLN)
- Transportation Safety Systems Center (TSSC)

Academic Programs

- Ph.D. in Transportation and Logistics
- Master of Managerial Logistics
- Transportation Option, masters in Civil Engineering and Agribusiness and Applied Economics

Upper Great Plains Transportation Institute at a Glance

9	established program areas.
19	classes offered in the past year attended by 262 students.
27	research publications published in 2007 and 2008 in addition to several refereed journal papers and dissertations.
41	number of government, industry and stakeholder workshops.
49	total number of graduate students enrolled in transportation-related programs, including 22 Ph.D. students (up from six when the program was launched in 2002); 14 masters students in the transportation option programs in agribusiness and applied economics and civil engineering; and 13 in the Masters of Managerial Logistics program.
108	total current UGPTI employees including 43 full-time staff members, 22 part-time employees, 22 undergraduate student employees and 21 graduate student employees.
571	Number of people who attended and provided input during regional workshops on transportation needs and funding decisions hosted by the UGPTI across the state in early 2008.
737	Participants in SURTC training sessions on transit management, risk management and other topics in 2008.
1678	Total number of participants in 29 North Dakota Local Technical Assistance Program training sessions for a total of 15,666 participant hours of training.
4,127	practicing professionals who attended seminars, workshops and short courses offered by the Mountain-Plains Consortium including those offered via the Transportation Learning Network.

Selected Program Accomplishments

RESEARCH

Agricultural Products

North Dakota grain movement. Researchers summarize grain movement reports from each elevator in North Dakota. Annual reports and monthly updates are used to encourage competition within the grain industry and to identify research needs and market trends.

Rail updates. The UGPTI provides the USDA with updated market and service information for the rail section of the weekly Grain Transportation Report.

Quality assurance for ND grain. Researchers developed an overview of the quality assurance programs commonly utilized by the grain and food industry. It is a resource for N.D. grain facilities to use as they seek new opportunities to market North Dakota producers' grain.

Ethanol's road impact. Staff members assessed the demands that a proposed ethanol processing plant would impose on state and county highways. Their computer models predict corn flows from farms to the plant and estimate the improvement needs for individual routes.

Study examines biofuel development and use. State and federal legislative action is necessary if alternative fuels are to become a steadier, viable fuel option, according to a new report on biofuels. The study provides an overview of alternative fuel use and potential in the region along with a cost-benefit analysis of switching from traditional to alternative fuels such as ethanol and biodiesel.

Intelligent Transportation Systems

Regional ITS architecture updates. A regional intelligent transportation system (ITS) architecture provides a framework for supporting ITS deployment by defining services, developing system requirements, identifying information flows, defining and coordinating agency roles, and integrating functions across jurisdictional lines. ATAC has been a resource for the NDDOT and ND MPOs for developing and maintaining their regional ITS architectures.

North/West passage pooled fund study, phase III. The North/West Passage Corridor encompasses the states along I-90/I-94 from Wisconsin to Washington and is an FHWA Transportation Pooled Fund (TPF) Study. ATAC recently developed the North/West Passage Corridor Advanced Traveler Information System (ATIS) website. The purpose of the website is to provide one location to view corridor-wide traveler information and link to additional detailed information for each of the member states.

Tri-level ramp operational study. To address congestion in Fargo, ATAC assisted the NDDOT in assessing the operational performance of the existing conditions and various geometric designs between the I-94 & I-29 interchange and the I-94 & 25th St. interchange. The analysis included determining the vehicle paths through the area and simulating various designs for both existing and projected 2030 conditions.

GF school safety study. ATAC conducted pedestrian safety and traffic circulation evaluations at three schools in Grand Forks to provide short- and long-term improvement strategies. Recommendations ranged from updating pavement markings and signage around the schools to making geometrical changes to sidewalks, parking lots, and curbs.

Work zone study. The research examined the application of two classes of traffic analysis models to evaluate the traffic impacts of work zone activities so that safety can be improved.

More ATACid's are used by researchers across the U.S. ATAC's controller interface device (ATACid), developed over several years, has seen a surge in interest and sales. Units have been sold to research centers at the University of Tennessee, University of Minnesota – Duluth, and the City of Edmonton, ON. Other ATACid users include the University of Nevada Las Vegas, University of Virginia, Texas Tech University, and Siemens ITS. The ATACid enables researchers/agencies to model complex traffic control problems using an actual traffic signal control system within a traffic simulation model.

Bus priority. ATAC helped Fargo-Moorhead's Metropolitan Area Transit in assessing the use of traffic signal priority devices on buses. Traffic signal priority (not traffic signal pre-emption used by emergency vehicles) allows buses to emit a signal that allows a green light for the bus in certain situations. The pilot program showed the devices can reduce travel time and improve efficiency. The research also identified routes that could benefit most from the devices.

Metropolitan Transportation Planning

ATAC houses the regional travel demand models of the three metropolitan planning organizations in North Dakota. As such, ATAC provides, maintains, runs and updates these models to support transportation planning activities. Researchers analyzed several corridors and interchanges in the Fargo metropolitan area to assist in designing improvements that will reduce congestion and improve safety. The analysis is also used in long-term transportation planning.

Transit and Personal Mobility

Coordination in southwest North Dakota. UGPTI and the NDDOT are working together to explore possibilities for region-wide coordinated transportation in southwestern North Dakota. The vision is for all transit providers in the region, including schools, private operators, human services, and transit agencies to coordinate services.

Tribal transit needs assessment. UGPTI researchers conducted a needs assessment to help identify the Indian reservations across the nation most in need of transit services. The assessment identified tribal transit needs for the distribution of funding under the 2005 SAFETEA-LU federal highway bill which created a new program (5311c) to provide funding for tribal transit services in non-metropolitan areas.

Biodiesel use in Fargo-Moorhead MAT buses. UGPTI teamed with the Fargo-Moorhead Metropolitan Area Transit (MAT) to determine how beneficial biodiesels really are. The study found that the switch to biodiesel has been a success. Minimal maintenance problems have occurred, and marketing of their biodiesel use has resulted in positive exposure throughout the community.

What's the best transit fit? Agencies that provide transit in small urban and rural areas are being encouraged to coordinate their services. Researchers are trying to determine ways in which transit services can be organized to work best in certain communities or circumstances.

Student attitudes and use of transit. SURTC continued to survey NDSU students on their attitudes toward transit and their use of campus and municipal transit services. The information will be useful as NDSU and other campuses look at enhancing and marketing transit services.

Building a better bus. SURTC has been working with the Federal Transit Administration to bring together bus manufacturers, bus equipment manufacturers, transit agencies, paratransit agencies and others to design a better small bus. The effort grew out of a study of the bus manufacturing industry conducted by SURTC and supported by the FTA.

Mobility of elderly women. Research showed levels of mental acuity and self-efficacy have a significant impact on mobility of elderly women living in rural areas. The research focused on women because their need for mobility is often particularly acute in rural areas.

Transportation Planning

GIS technology assessment. UGPTI researchers collected information from state departments of transportation and metropolitan planning organizations in the mountain-plains region to learn how they were using geographic information systems (GIS) technology in transportation planning. The information will help agencies explore improved uses for this powerful technology and will be a resource for DOTs and MPOs as they look for potential areas of collaboration and cooperation.

Modeling pavement deterioration. UGPTI and University of Wyoming researchers are studying data from highways across the region to develop a computer model that predicts how long various pavements will last, how fast they deteriorate and when they need repair or replacement. The model, designed for cold-weather regions, will help highway planners manage their highway repair and replacement programs.

Estimating road investment needs. The UGPTI and the NDDOT analyzed highway investment needs in North Dakota and estimated the benefits of making the investments. Total investment needs across the state were estimated to be about $539.5 million annually.

Study shows highways inadequate. A study of North Dakota's freight system and freight growth quantifies growth of freight movement in the state over the past 50 years and finds that the state's highway system has not kept pace. The study concludes that ag production, manufacturing and energy production in the state will be hampered if infrastructure concerns are not addressed.

Predicting pavement performance. The UGPTI is updating the NDDOT forecast of pavement performance with a recently developed performance modeling tool. Performance criteria for all the preservation, rehabilitation and reconstruction strategies the NDDOT employs are important to develop and understand in managing the current highway network and planning for the future.

Other Research

Supply chain support. Researchers from UGPTI and the NDSU Department of Industrial and Manufacturing Engineering helped Border States Electric develop a network optimization model to find ways to reduce costs for the Fargo-based electrical supplier while improving response time, reliability and other factors. Several doctoral students were involved in the project.

Targeting safety concerns. Because North Dakota ranks worst in the nation for increased fatalities per drivers' miles traveled per year, the NDDOT's Office of Traffic Safety asked UGPTI to study the issue. The study focused on men age 18 to 34 because they are involved in more fatal crashes than females and other age groups. The researchers focused on two key issues: Driving while impaired by alcohol and seatbelt use. The findings will help the DOT customize media campaigns and education programs for the at-risk drivers' group.

OUTREACH

UGPTI hosts statewide discussion on mobility and transportation. In March and April, the Institute hosted regional workshops in Williston, Dickinson, Minot, Bismarck, Devils Lake, Jamestown, Grand Forks, Mandan and Fargo to discuss mobility needs and the state of North Dakota's transportation infrastructure. Nearly 600 people attended the sessions. A summary of the discussions was presented to the North Dakota Legislature's Interim Transportation Committee in Fargo June 19.

Integrating security into small MPO planning. UGPTI is working with the Fargo-Moorhead Metropolitan Area Planning Organization to develop transportation security plans because planning for disruptions is essential for managing security issues and for promoting safe recovery. The study will help the area meet the U.S. DOT mandate to incorporate security into its planning.

Flagger training. NDLTAP developed flagger-training materials that will be used by all flaggers in North Dakota. The materials include a handbook and a computer-based training presentation. Prior to the first day on the job, all flaggers must view the presentation and pass a short test to be certified.

Training for transportation technicians. The NDDOT, with the support of NDLTAP, provided training for the new transportation technician series within the department. Twenty-eight NDDOT maintenance transportation technicians participated in a 32-hour course, "Introduction to Highway Construction."

Coordination summit held. A Transit Coordination Summit April 9 in Bismarck was sponsored by SURTC and AARP North Dakota. Nearly 100 transit managers, county commissioners, state legislators, human service providers, and department of transportation professionals shared ideas and concerns and heard details about NDDOT's regionalization plan.

Vision Safe Drive Conference held. The first Vision Safe Drive Conference was held in November 2007 in Bismarck. More than 100 leaders and experts in traffic safety from eight states and the District of Columbia exchanged ideas on emerging issues, successes, and challenges. Another conference is scheduled for May 2009 in Rapid City.

Issue briefs published. The Rural Transportation Safety and Security Center has published "Issue Briefs" on rural traffic safety issues. The on-going series highlights key issues and provides background for public policy debate. Briefs have highlighted deer-vehicle collisions, driver drinking, speeding, risky driving behavior by young males, and graduated driver's license programs.

National Summit on Ag and Food Truck Transport. More than 350 transportation and policy experts participated in the National Summits on Agricultural and Food Truck Transport in December 2007 and December 2008 in Washington, DC. The conferences examined the impact of farm and energy policy changes on domestic agricultural production and processing and the ability of commercial agricultural trucking to meet demands of agricultural shippers while facing increasing energy costs, and environmental concerns.

Software for motor carrier safety. UGPTI's TSSC continues to develop and maintain high-quality software for use by federal and state commercial vehicle safety specialists nationwide. The software applications are used by specialists to help in conducting inspections, checking on driver's license status, reviewing information from past inspections, reviewing carriers' safety and violation history, and developing case files for enforcement activities.

Border help. TSSC is working with the Federal Motor Carrier Safety Administration and U.S. Customs and Border Protection to improve truck and bus safety and security at U.S. borders. The center is helping to bridge FMCSA and CBP computer systems and databases to facilitate the clearance of commercial carriers, vehicles and drivers. The goal is to identify and contain unsafe vehicles while speeding the flow of safe vehicles and goods crossing the border.

Setting research agenda for human service transport. At the national Human Service Transportation Research Summit in January 2008, SURTC staff facilitated activities aimed at identifying and prioritizing research opportunities. The staff then used the information to author a national research agenda.

NDinfo.org is an online transportation service directory. Through a contract with the NDDOT, the UGPTI developed a statewide online transportation service directory allowing individuals to access information about transit services across the state.

Dakota Transit Association partnership. SURTC has partnered with the DTA during the past year and has provided enhanced training opportunities, identified strategies to increase funding for member operations, promoted rural transportation nationally, and increased education and advocacy efforts.

Risk management for transit. SURTC has developed a comprehensive training course that addresses four major issues – people, property, reputation, and money – as geared specifically to transit.

Transit coordination. As federal and state mandates push transit agencies and human service agencies to coordinate their services, UGPTI specialists have become the go-to experts for rural agencies. They have developed training on how to develop coordination plans.

Transit safety and security. SURTC staff have been certified by the Community Transportation Association of America to conduct transit safety and security assessments. Reviewers visit transit systems and determine if they meet industry benchmarks for safety and security. In those areas where they fall short of the benchmarks, they offer suggestions on how to improve.

Planning to succeed in the transit business. An intensive business plan training course offered by SURTC provides small urban and rural transit agencies with a jump start on developing a business plan. The course gives transit managers hands-on experience with information that is specific to their own agency.

Introduction to transit management. SURTC developed an "Introduction to Transit Management" course. The course is designed for new transit managers.

TLN doubles technical courses. The TLN reached more than 1,250 people in nine weeks through six work zone safety courses. Attendance has doubled from last year.

TLN introduces Web conferences. The TLN added another aspect to its training offerings by making Web conferences available. This technology allows people to receive training at their own desks, an advancement that will extend TLN's reach.

TLN works with new partners. TLN developed new partnerships with the American Traffic Safety Services Association and the Occupational Safety and Health Administration and expanded its relationships with the Federal Highway Administration and the National Highway Institute.

Concrete information. The UGPTI, through its TLN, launched a series of technical seminars on concrete to improve the skills of workers with the NDDOT, contractors, counties and cities across North Dakota. Topics were selected to address common problems encountered when using concrete in transportation infrastructure projects.

JTRF special transit issue. UGPTI published a special transit issue of the Journal of the Transportation Research Forum. Two articles were authored by UGPTI staff. The issue was sponsored by the American Public Transportation Association.

Traffic Operations Roundtable. ATAC continues to support traffic engineers across North Dakota and the region by hosting semi-annual roundtable meetings. Established in 2004, the roundtable allows peers to share experiences and ideas and identify critical transportation issues. Meetings include general discussions, technical tours, and presentations/training opportunities. These elements provide professional development hours that are applied to licensing certificates.

LTAP Clearinghouse. The UGPTI works with the American Road and Transportation Builders Association in Washington, DC, to manage the National Local Technical Assistance Program/Tribal Technical Assistance Program Clearinghouse. The UGPTI provides technical assistance in upgrading the national LTAP website and is exploring new technology applications and other methods of technology transfer.

EDUCATION

Growth of doctoral program continues. When NDSU launched its doctoral program in Transportation and Logistics in 2002, six students were enrolled. During the 2007-2008 academic year, enrollment was 23 students.

Scholarships awarded. Four $1,500 scholarships are funded each year at NDSU by the Mountain-Plains Consortium. Twenty-six scholarships have been awarded since they were established in 2002.

Managerial logistics. The UGPTI coordinates the NDSU Masters of Managerial Logistics program. This intensive 12-month program is intended primarily for military officers and Department of Defense civilians. In October, the name of the program was renamed from Masters of Military Logistics to reflect the broader nature of the program.

Student activities.

- Ph.D. student Xianzhe Chen was nominated for the IBM Fellowship Program.
- Ph.D. Students Yolanda Carson and Chris Enyinda and NDSU faculty member Won Koo received a best paper award at the Global Academy of Business and Economic Research International Conference in September 2008.
- Ph.D. student Subhro Mitra won a geographic information systems student paper contest sponsored by the American Association of State Highway and Transportation Officials.
- Ph.D. student Junwook Chi was awarded the Transportation Research Forum's Graduate Paper Award.
- Master's degree student Natalie (Beck) Easterday was named SURTC's Outstanding Student of the Year by the U.S. Department of Transportation University Transportation Center program.
- Ph.D. student Marc Scott gained hands-on experience as an intern at the Transit Authority of River City in Louisville, KY, during the summer of 2008.

MPC and TLN offer more graduate courses. The courses address transportation career tracks that demand more advanced knowledge. The courses were:

- *Airport Planning and Design* - South Dakota State University
- *Public Transportation* - North Dakota State University
- *Transportation Modeling*- University of Utah
- *Pavement Materials* - University of Wyoming

New graduate program under development. The UGPTI is working with the NDSU College of Graduate and Interdisciplinary Studies to develop a Transportation and Urban Systems degree program. The program, if approved, will include a master of science in transportation and urban systems as well as a certificate in transportation and urban systems.

Seminar series continues. The UGPTI continues to sponsor a series of transportation related seminars during the academic year. The seminars provide helpful updates on transportation research and issues at the local, regional and national level.

Real-world design. DOTSC utilizes civil and construction engineering student interns to develop highway improvement projects.

- Nine design projects completed in the last year by DOTSC students were built during the 2008 construction season.

- Of the 18 engineering students that worked at the DOTSC in the past year 10 graduated and are active in the engineering field: seven work for the NDDOT, one is pursuing a graduate degree from NDSU, one is employed at the Missouri DOT, and one went to work for BNSF Railroad.

Activity sheet project. In May 2007, the DOTSC information technology students started work on a Web-based project creation and ranking system for NDDOT. Each biennium, activity sheets for projects are to be created outlining purpose and costs. Finalized activity sheets will be brought to the ND state legislature for budgeting.

UGPTI Future Directions 2009-2011

Secure additional funding and construct Center for Transportation Studies building: Institute staff are housed in three separate buildings on the NDSU campus, limiting their ability to collaborate and share resources. Currently we do not have space to resolve this issue. Finding the remaining funds for a transportation center that will allow the UGPTI to add greater value to North Dakota will be of the highest importance.

Successfully re-compete for regional university transportation center: The Mountain-Plains Consortium (MPC), the Region 8 university transportation center sponsored by the U.S. Department of Transportation, is critical to the long run success of the UGPTI. Positioning the Institute and the MPC for winning the competition will be a first-order priority.

Reauthorize SURTC and RTSSC: The Small Urban and Rural Transit Center and the Rural Transportation Safety and Security Center, programs which make important contributions to mobility, both were authorized and funded as part of SAFETEA-LU. This law expires September 2009 and every effort will be made to assure these programs are included in the new surface transportation bill.

Implement new master's degree in transportation and urban systems: This third degree will round out the graduate education program in transportation at NDSU, complementing the doctorate in transportation and logistics and the master's of managerial logistics. Implementation of this degree will put the transportation education program at NDSU among the elite academic transportation programs at major universities in the United States.

Work with the NDSU administration to create a School of Transportation within the academy: A school will provide a focal point for administering, managing, and marketing the transportation education program within NDSU. What's more, it will symbolize the importance of mobility to our socioeconomic system, and promote interdisciplinary research projects and programs.

Create a new center for transportation applications in sensing and RFID: A modern well-managed transportation system will be dependent on sensing the environment and condition of infrastructure and other factors to enhance operations. The same is true of a cutting edge supply chain. The Institute is uniquely positioned to take advantage of the intellectual capital and facilities at NDSU to make advances in this field with a particular emphasis on RFID.

Develop a transportation security and terrorism program: The U.S. transportation system is vulnerable to terrorism in both rural and urban settings. The Institute has a unique opportunity to establish a nationally recognized program. The UGPTI will work with local and state officials to develop a center that will conduct research to identify strategies and educate and train people to recognize weak points and take corrective actions.

Fully develop the Center for Waterway Freight Analysis: The Corps of Engineers has selected four universities to conduct economic analysis and manage waterborne commerce data - Texas A&M, University of Tennessee, Marshall University, and NDSU. The Institute has been assigned the upper Mississippi, Illinois and Columbia waterways, all of which are important to agriculture.

Develop a three-year multi-modal planning research project: Multi-modal planning, development, and operation of the nation's transportation system are essential to optimize the use of that system and to achieve the national goals of energy independence, reduction of greenhouse gases, and economic efficiency. The institute will partner with OnTrack America and Penn State to develop a planning process and conduct demonstration projects on a state level.

Expand the Advanced Traffic Analysis Center: There is a growing need to apply advanced traffic analysis and management techniques in small- and medium-sized cities so that they can avoid the longer-term problems of congestion and inefficiency. ATAC will adopt a strategy of adding value to these population centers by partnering with other universities and strengthening their program on a national basis.

Improve marketing and partnerships of the transportation education program: Many potential students are not aware of the opportunities to study transportation at the graduate level at NDSU. Additionally, there seems to be a number of potential opportunities to partner with U.S. and foreign universities in transportation education. This effort addresses both of these issues.

Continue to search for funding for agricultural transportation research and outreach: Although individual issues have changed, agricultural transportation issues are as important today as they were 30 years ago. Securing funding to address these issues has been the institute's greatest challenge. A continued effort will be made to fund USDA's university agricultural transportation research and education program.

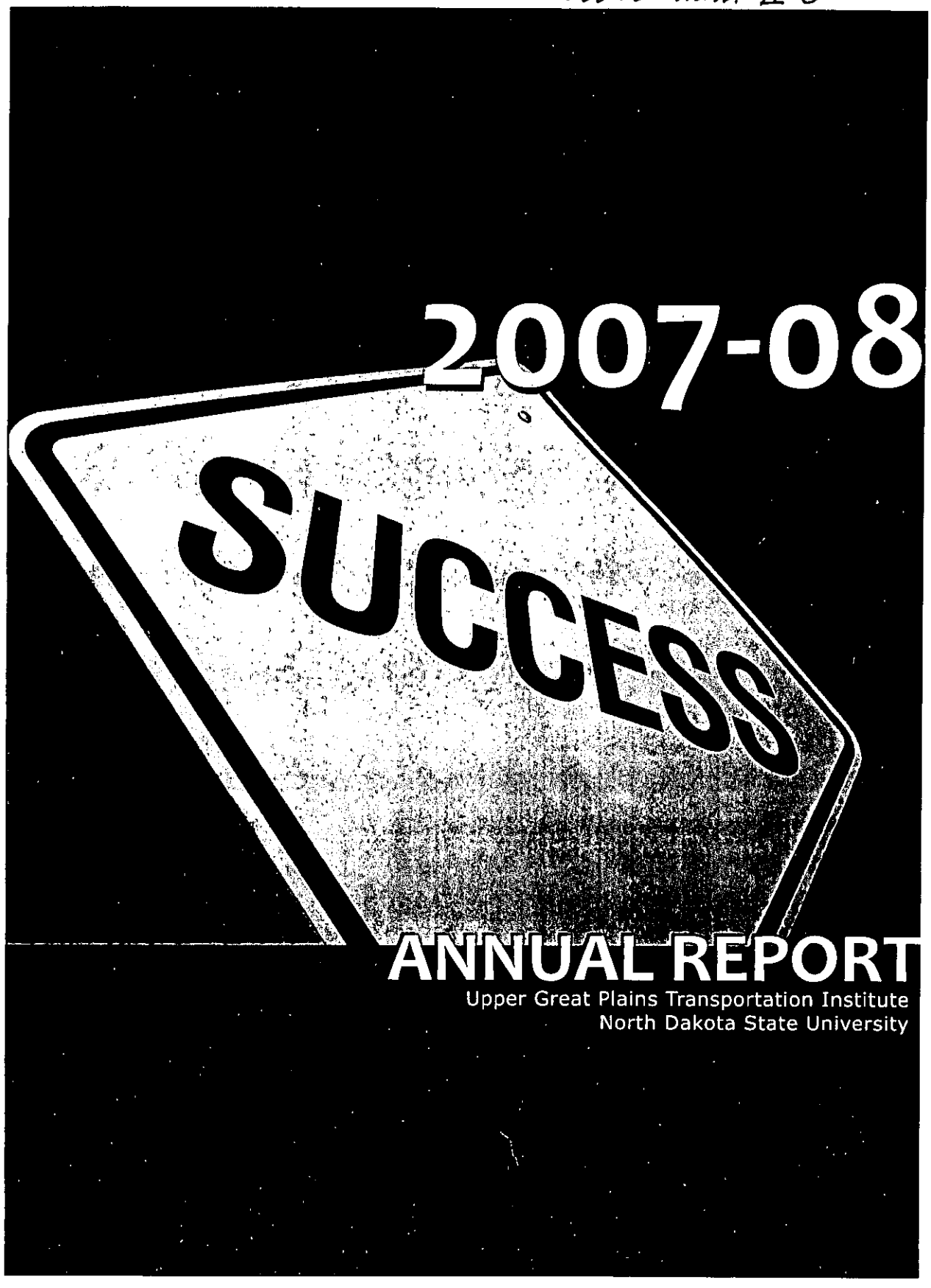
BUDGET, EXECUTIVE RECOMMENDATION AND REQUEST

Although the executive recommendation for General Funds indicated in the budget summary below will not cover all of the administrative costs of the UGPTI, it will enhance its base budget and improve its ability to compete for contracts and grants.

The Institute would like to respectfully request concurrence of the House with the additional spending authority in the amount of $3.0 million for the Center for Transportation Studies building as amended by the Senate. The UGPTI Center for Transportation Studies has been a requested project in the NDSU Campus Master Plan since 2000. It was listed as an approved *Non-State Funded Project Recommended for Inclusion in the 2007-09 Budget Request* for UGPTI and was included in section 3 of HB1020 authorized during the 2007-09 Legislative Assembly in the amount of $5,500,000. UGPTI has since retained an architect to develop plans for the facility in order to obtain a more accurate cost estimate for the project. Because of an increase in size, and due to the increased cost of materials and services since the initial estimation for the facility, UGPTI is requesting that the project now be authorized at $8,500,000. The project is ready to go, the final plans and engineering have been completed, a site has been selected, it is on the STIP, and it is ready to bid. We are hopeful that we can raise the remaining funds through the stimulus package, but we do need additional authority.

	2007-09 Budget	2009-11 Executive Recommendation	Senate Amendment	SB 2020 as Amended
Total All Fund	$27,571,521.00	$23,326,992.00	$3,000,000.00	$26,326,992.00
Less Estimated Income	$26,361,681.00	$21,737,199.00	$3,000,000.00	$24,737,199.00
Total General Funds	$1,209,840.00	$1,589,793.00		$1,589,793.00
One Time Funding Item				
Capital Assets	$5,500,000.00		$3,000,000.00	$3,000,000.00

SB 2020
March 4, 2009
attachment # 6



ANNUAL REPORT

Upper Great Plains Transportation Institute
North Dakota State University

The **Upper Great Plains Transportation Institute** is an independent research and education center at NDSU. Administratively, it is directly responsible to the university provost. The Institute conducts research related to the immediate and long-term transportation needs of the region and disseminates information through conferences, workshops and seminars.

The research program is guided, in part, by an advisory council composed of representatives of various organizations, industries and agencies affecting or affected by transportation. The program areas focus on specific transportation issues, but, united within the UGPTI, they share expertise, staff and other resources to form an overall program with the flexibility to address emerging challenges and opportunities.

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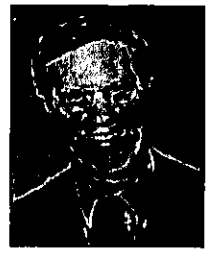

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DIRECTOR'S MESSAGE

Gene Griffin

The roads draped across the prairie landscape like ribbons and the sturdy bridges reflected in our region's rivers and lakes are picture-postcard pretty. As long as we can get to where we're going, most of us don't give a thought to the maintenance and upgrade needs of our transportation infrastructure.

We forget that mobility of persons and freight underpins all of the critical elements of a civilized society – education, health care, governance, justice, education, commerce, and communications. Mobility is a necessary condition for socioeconomic success. We are fortunate that previous generations designed a system that was flexible and durable enough that we've been able to take it for granted. We have reached a critical time when that may no longer be true. A review of history indicates that each time our country has undergone an economic transformation, the demand for mobility has increased. That trend continues today.

The number of passenger miles traveled has more than tripled since 1960. Air passenger miles have increased by more than 18 times. Paratransit trips have increased from 68 million annually in 1990 to more than 114 million. Truck tons have increased by more than a factor of 10 since 1950. Rail tons have more than doubled. Small parcel shippers, a relatively new segment in freight mobility that includes UPS and Fed Ex, have grown from a $22.5 million business in 1990 to more than $55.5 million today. The volume of freight shipped by container has more than tripled since 1990.

Corresponding transportation growth has occurred in North Dakota. An increase in alternative and traditional energy development has placed a tremendous strain on the rural road network in some areas of the state. Today's agriculture production and processing requires an integrated transportation system with a global reach. Manufacturers in the region require complex supply chain management solutions to remain competitive.

That demand for mobility translates to congestion in our largest cities and greater wear and tear on the transportation infrastructure, especially in rural areas like those found on the Upper Great Plains. In workshops across the state, we heard from local decision makers, business owners and citizens concerned about the state of North Dakota's infrastructure. They described increasing demands on roads, bridges and transit systems. The region's population is aging and many essential services are concentrated in a few population centers. At the same time costs to maintain transportation infrastructure are escalating rapidly and there are declining resources at both the state and federal levels. North Dakota is not alone in facing these concerns.

The Upper Great Plains Transportation Institute has grown into a broad program with multiple areas of expertise including agricultural transportation, freight planning, economic analysis, traffic analysis, transit, rural road safety and others. The dedicated and talented staff are well-versed in the challenges facing transportation in our region and globally. We are already engaged in research and outreach to help the region address the increasing demands on our transportation infrastructure. This report highlights our work to improve the competitiveness of the region's businesses, to assure that transportation investments are as effective as possible, and to improve the quality of life for those that live here.

One benefit of the UGPTI and its programs is the visibility that it brings to transportation issues. Our state, region and nation face critical decisions related to mobility. Our work helps bring those issues into focus for the public and for policy makers. Now, more than ever, society must recognize that mobility is vital to our future.

The work described in this report is made possible by a significant investment by the state of North Dakota and our other partners. These partnerships bring not only dollars, but ideas and innovations to the UGPTI and this region. At the same time, our partners' continued confidence in us is an acknowledgement of our abilities and accomplishments.

Thank you for your interest in our work and in the nation's transportation system.

PROGRAM AREAS

Academic programs offered include an interdisciplinary Ph.D. program in transportation and logistics and a transportation option in the master's degree programs in civil engineering and agribusiness and applied economics. Graduates are prepared for careers in wholesale and retail business, construction, consulting, and government. A master's in military logistics (name changed to managerial logistics in October 2008) is also offered. UGPTI academic programs are largely funded by the Mountain-Plains Consortium and the Department of Defense. *Go to page 27 for more information.*

The **Advanced Traffic Analysis Center (ATAC)** enhances transportation systems in small to medium-size cities by using advanced traffic analysis and intelligent transportation systems to improve safety and mobility. The center's primary role is to support decision makers responsible for planning, operating and funding transportation systems at the local, regional and state level. Primary efforts focus on intelligent transportation systems, traffic operations and travel demand modeling. *Go to page 29 for more information.*

The **Agricultural and Industrial Freight Center** promotes the efficient use of resources and enhances the competitiveness of agricultural products in the region. Staff members evaluate transportation industry trends, policy, and rates – all factors that are critical to maintaining product quality and helping businesses and producers reach key markets. They also examine supply chain management and transportation-related economic development initiatives to enhance the competitiveness of agribusinesses in the region.
Go to page 30 for more information.

The **Department of Transportation Support Center (DOTSC)** provides intellectual capital to the NDDOT to solve complex problems. The center also addresses regional issues within North Dakota and the surrounding states. The center includes a student roadway design section supervised by on-site DOT design staff to employ, train and utilize undergraduate students in DOT design projects. The center's information technology center integrates NDSU computer science and management information systems students with real-world information technology issues and projects related to the DOT.
Go to page 32 for more information.

The **Mountain-Plains Consortium (MPC)** conducts research, education and training on transportation infrastructure and the movement of passengers and freight. It is a competitively selected university program sponsored by the U.S. Department of Transportation, attracting the nation's best talent to study transportation and develop new transportation strategies and concepts. The consortium includes North Dakota State University, Colorado State University, South Dakota State University, the University of Utah, and the University of Wyoming. *Go to page 33 for more information.*

The **North Dakota Local Technical Assistance Program (NDLTAP)** fosters safe, efficient, environmentally sound, and cost-effective highway, road, and street systems by exchanging transportation technology with North Dakota's local units of government and the transportation community. NDLTAP accomplishes this effort through training, technical assistance, and information services as part of the Federal Highway Administration's nationwide LTAP network.
Go to page 35 for more information.

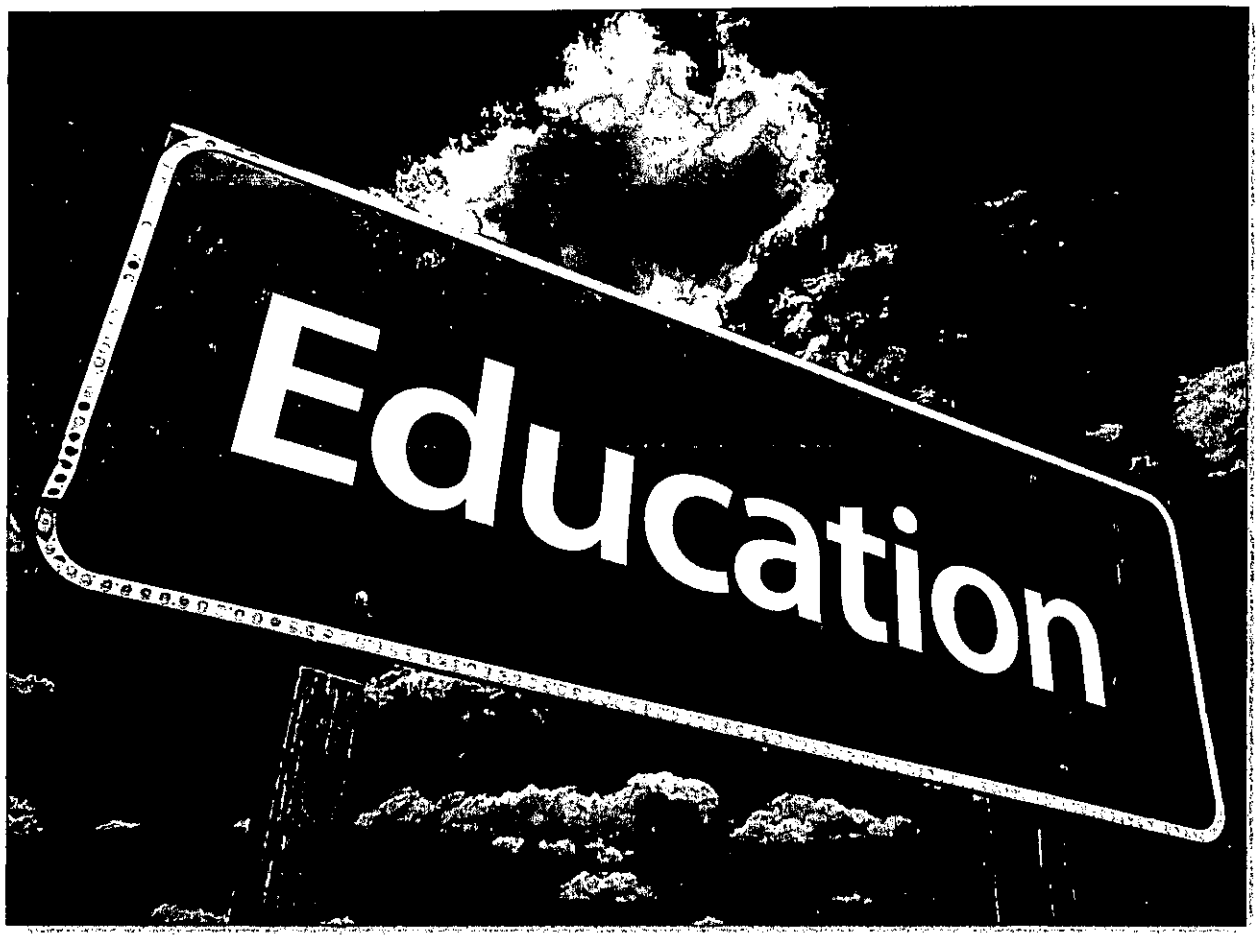
The **Small Urban & Rural Transit Center (SURTC)** provides transit stakeholders, users, suppliers and agencies information and training on technology and improved management and operations to increase the mobility of small urban and rural residents through improved public transportation. Research focuses on transit coordination, ITS applications and mobility planning. *Go to page 37 for more information.*

The **Biennial Strategic Freight Analysis Center** addresses key issues in North Dakota transportation. Each biennium, the program focuses on an economic sector important to the state with the goal of improving the competitiveness of firms through transportation enhancement in North Dakota. The current effort focuses on freight planning.
Go to page 31 for more information.

The **Transportation Learning Network (TLN)** is an interactive conferencing network linking the transportation departments in Montana, North Dakota, and Wyoming and the Mountain-Plains Consortium universities. TLN supports quality transportation through a network of people and technology that serves TLN members by enhancing communication, education, professional development, technology transfer and research.
Go to page 38 for more information.

The **Transportation Safety Systems Center (TSSC)** develops and maintains software used by state and federal safety specialists nationwide at weigh stations and ports-of-entry for inspecting commercial vehicles. Additional software is used by safety specialists during on-site reviews of commercial carriers. In addition, the center is also extensively involved in safety-related research and analysis to improve targeting of enforcement efforts and enhance software programs.
Go to page 39 for more information.

The **Rural Transportation Safety and Security Center (RTSSC)** promotes and enhances the region's transportation safety and security through research, education, and outreach in partnership with stakeholders. It is a collaborative effort between the Upper Great Plains Transportation Institute and the NDDOT, with funding from the Federal Highway Administration. *Go to page 36 for more information.*



UGPTI education programs are designed to prepare tomorrow's transportation professionals. Students learn from staff involved in research and outreach programs so they are able to apply theory and case studies to real-world situations. Students apply classroom lessons through their intimate involvement in the Institute's research and outreach programs. The Institute's programs benefit from the students' enthusiasm, skills and creativity.

EDUCATION

Ph.D. program continues to grow. When NDSU launched its doctoral program in Transportation and Logistics in 2002, there were six students enrolled. During the 2007-2008 academic year, enrollment had grown to 23 students. The growth in the program indicates continued interest by students in transportation and logistics as an academic field and recognition that NDSU provides an excellent program. "National studies indicate that demand for graduates trained in transportation will continue to grow," notes Denver Tolliver, associate director of the UGPTI and director of its education programs.

Military logistics. The UGPTI coordi-nates the Masters of Military Logistics program offered by NDSU. This intensive 12-month program is offered to officers and military civilians. It provides them with the latest transportation and logistics research, technology and applications needed to improve the efficiency, effectiveness and responsiveness of logistical and transportation systems within the military. The first class graduated in 2007. There are five students enrolled in the program for the 2008-2009 academic year. In October, the name of the program was changed to Masters of Managerial Logistics to reflect the broader nature of the program.

New graduate program under development. The UGPTI is working with the NDSU College of Graduate and Interdisciplinary Studies to develop a Transportation and Urban Systems degree program. The degree program, if approved, will include two new degrees, a master of transportation and urban systems degree and a master of science in transportation and urban systems as well as a certificate in transportation and urban systems. The first degree is targeted at mid-career professionals and other candidates who do not wish to conduct advanced research. The second is aimed at individuals with strong research interests and capabilities. The certificate will be targeted at practicing professionals. The new degrees will be interdisciplinary in nature and will be part of the existing Transportation and Logistics program coordinated by the Upper Great Plains Transportation Institute. In addition to the UGPTI, the departments of Architecture and Landscape Architecture; Civil Engineering; Geosciences; Sociology and Anthropology; and Criminal Justice and Political Science will participate.

TLN and MPC offer more graduate courses. The TLN and the MPC offered four graduate courses during the past year. "Our accessibility through the internet and our relationships with universities and departments of transportation are expanding our audience," notes TLN director Julie Rodriguez. "Many career tracks within transportation are requiring more advanced knowledge. The reduced travel time and costs associated with taking graduate classes, short courses or seminars through the TLN are huge advantages." The courses were:

- *Airport Planning and Design* was taught by Hesham Mahgoub at South Dakota State University. The course was geared to engineering students who would like to understand how airports are designed and planned. The course covered aircraft vehicle performance and airport interaction, airport planning, and analysis methods in airport engineering.
- *Public Transportation* was taught by Jill Hough at North Dakota State University. The course included concepts and models used in the transit industry for both rural and urban settings. The course also covered policy issues, government's role in transit, transit planning, demand forecasting, performance evaluation and system costing.
- *Transportation Modeling* was taught by Aleksandar Stevanovic at the University of Utah. The course addressed important transportation modeling techniques from theoretical and practical perspectives. The course taught modeling through the application of various commercial transportation modeling packages. The packages are used to support the most important aspects of traffic and transportation analyses.
- *Pavement Materials* was taught by Khaled Ksaibati at the University of Wyoming. The course focused on the most important aspects of asphalt pavements, giving students a working knowledge in selecting materials for pavement construction, testing aggregates and bituminous materials, designing and testing asphalt mixtures, evaluating the performance of flexible pavements, and rehabilitation strategies for deteriorated pavements.

Seminar series continues. The UGPTI continues to sponsor a series of transportation-related seminars during the academic year. The seminars provide helpful updates on transportation research and issues at the local, regional and national level. The series is focused on UGPTI staff, but is open to the public. The 23 topics offered during the 2007-2008 academic year ranged from updates on UGPTI research to presentations on topics such as transportation planning, electric vehicles, and alternative fuels. The seminar series was resumed in the fall of 2008.

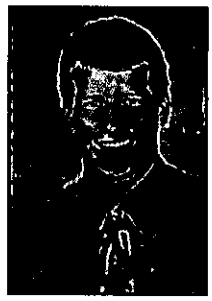
Student Activities

Chen nominated. NDSU Ph.D. student Xianzhe Chen has been nominated by Jun Zhang, Department of Industrial and Manufacturing Engineering, for the IBM Fellowship Program which is a worldwide competitive program. Xianzhe has been working with Zhang on his thesis topic of Supply Chain Management. Zhang noted "Xianzhe has been doing a phenomenal job researching and applying supply chain data."

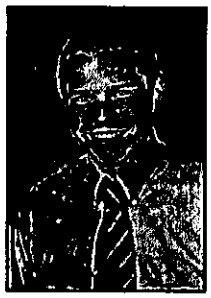
Chen

Bruins

Geu


Loegering

Scholarships awarded. The UGPTI awarded four scholarships at its annual Awards Banquet. The $1,500 scholarships are awarded each year through the Mountain-Plains Consortium with funding from the US DOT University Transportation Centers program. Since 2002, 26 scholarships have been awarded. Daniel Leek Geu received the Paul E.R. Abrahamson Scholarship. Geu is majoring in agricultural economics. Geu came to the United States from southern Sudan in east Africa 14 years ago and hopes to specialize in areas such as agricultural transportation, logistics, or marketing. David Bruins, Michael Grundman and Joshua Loegering received Transportation Engineering Scholarships. The scholarships recognize academic achievement and promote the education of transportation students at NDSU. Bruins is a senior in civil engineering and a native of Watford, ND. Bruins has been employed by the Fargo District of the North Dakota Department of Transportation and at the DOT Support Center at NDSU. Grundman is a senior in civil engineering from Osakis, MN. He works at the Advanced Traffic Analysis Center. Loegering is a senior in civil engineering and originally from Milaca, MN.


Grundman

Scott

Easterday

Student honored. Natalie (Beck) Easterday was named SURTC's Outstanding Student of the Year by the U.S. Department of Transportation University Transportation Center program. Easterday received the award in January during the Transportation Research Board's Annual Meeting in Washington, D.C. The award recognized Easterday's excellent communications skills and her academic contributions. Easterday is a master's student studying emergency management at NDSU. She also holds a bachelor's degree in business administration. The honor included a trip to the TRB meeting and a $1,000 award. Each year, the U.S. DOT recognizes an outstanding student from each participating University Transportation Center. Easterday was a graduate research assistant with SURTC. She has done research examining the planning differences between rural and urban communities with regard to the use of public transportation in emergency operations.

Student gains transit expertise as intern. Transportation and Logistics Ph.D. student Marc Scott gained a wealth of hands-on experience as an intern at the Transit Authority of River City in Louisville, KY, during the summer of 2008. The internship was an outgrowth of outreach activities conducted by SURTC with the Transit Authority of River City. In Louisville, Scott worked on finance issues for the agency, developing spreadsheet models, investment analysis of various fleet purchase options, and developing reports and white papers for staff and administration. He also assisted with public meetings focused on proposed fee increases and service charges. The meetings ranged from a session with Louisville's mayor and a presentation to the Louisville Metropolitan Council to one-on-one visits with transit riders. "With Marc's internship in Louisville, we were also able to help bridge the gap between research and issues challenging the industry. Marc now has a perspective that he would never have gained only at the university and that perspective enriches our work," says SURTC director Jill Hough.

Department of Transportation Support Center Activities

Real-world design. The Engineering Center at DOTSC has been utilizing civil and construction engineering interns to develop multiple highway improvement projects over the past year. These projects include concrete pavement repair, asphalt pavement overlay, small urban reconstruction, multi-use trail, interstate reconstruction, and safety (turning lanes) projects. Nine projects were completed in the last year. All nine projects are being built during the 2008 construction season across the state of North Dakota.

In addition to the completed projects, preliminary engineering work has begun on five new projects and the final design is active on four projects. One of these improvements is a widening, full depth reclamation, and hot bituminous pavement project. This project will blend the existing surfacing and base together, in-place, on the roadway. Portland cement and water will be added to the blended material to form a stabilized base for the roadway. Hot bituminous pavement will then be laid over the top of the new base layer. This is a fairly new technique for North Dakota, and will be the third project built in the state using this method. Additional projects follow.

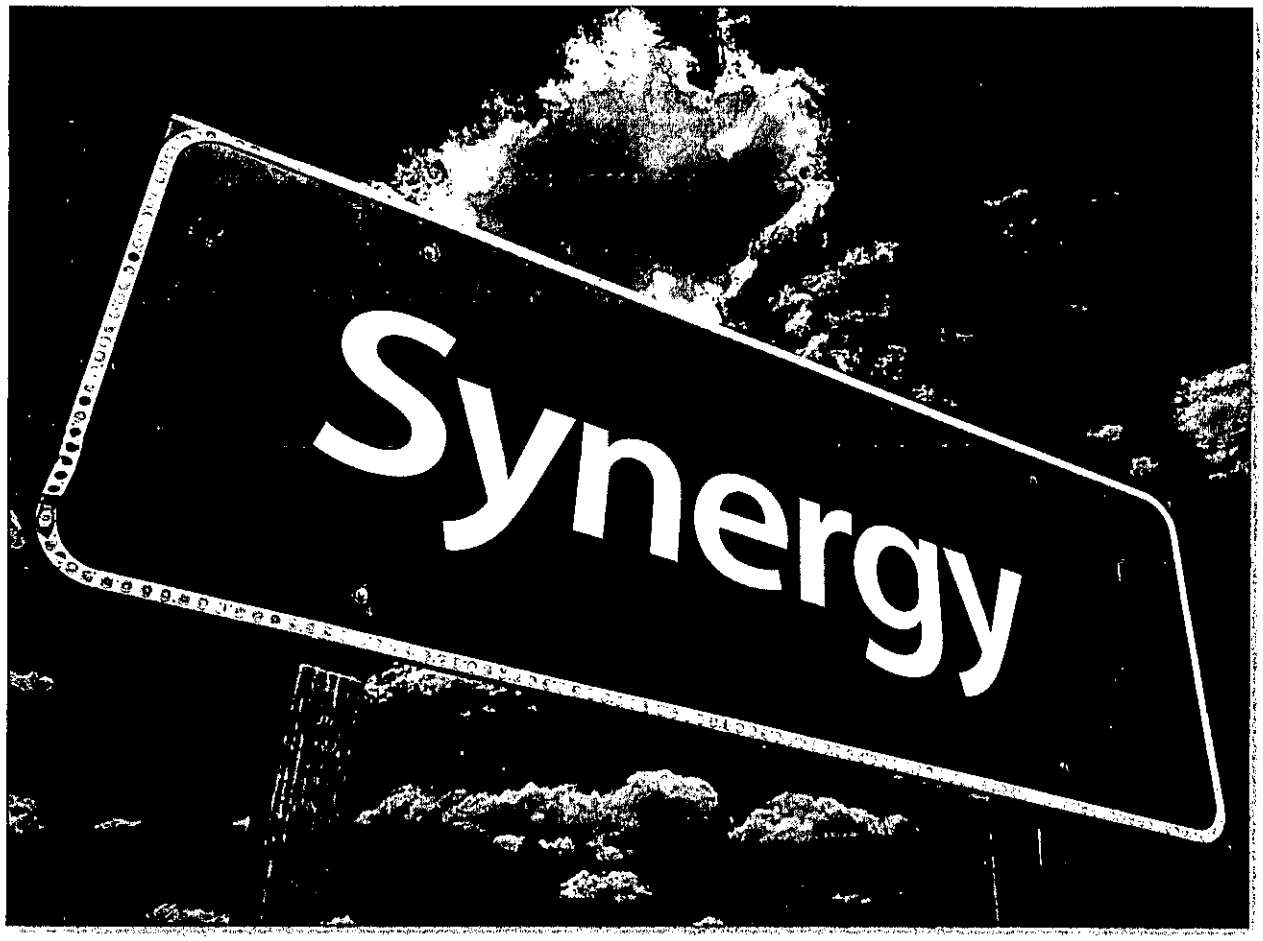
- **Putting experience to work.** Eighteen different civil and construction engineering students have worked at the DOTSC in the past year. Of those, ten have graduated from their respective program and are active in the engineering field. Seven have gone to work for the NDDOT, one is pursuing a graduate degree from NDSU, one is employed at the Missouri DOT, and one went to work for BNSF Railroad.

- **Activity Sheet project.** In May 2007, the DOTSC information technology students started work on a Web-based project creation and ranking system for NDDOT. Each biennium, activity sheets for projects are to be created outlining purpose and costs. The hierarchical user role structure would approve and rank activity sheets. When the final ranking is complete, the finalized activity sheets will be printed and brought forth to the ND state legislature for budgeting. As of June 2008, a final revision was in progress before project completion.

- **Pavement performance project.** In June 2008, this project was starting its first stage. Its purpose is to offer an interface for graphing pavement data. These graphs would illustrate the reliability of different pavement preservation techniques depending on different factors.

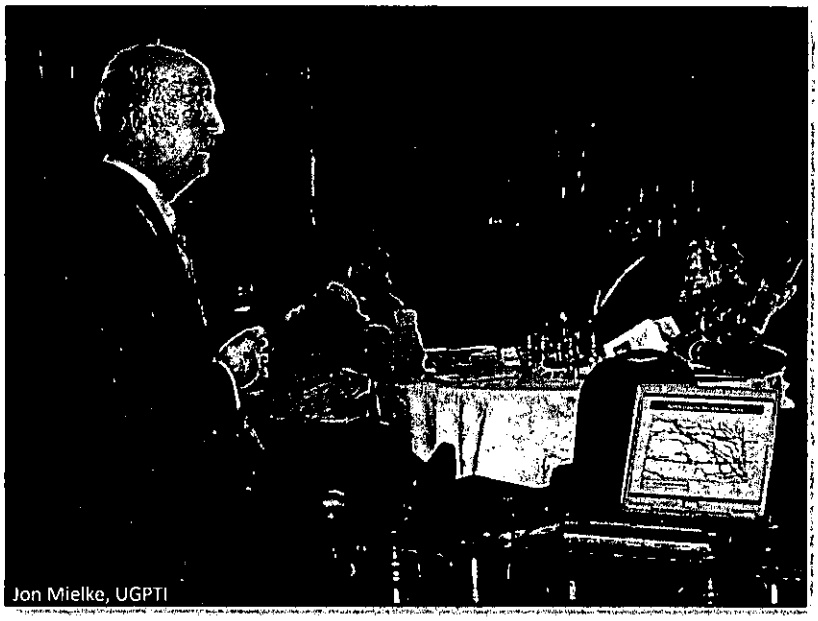
- **ITS device management system project.** In May 2008, the DOTSC information technology students were introduced to a project for NDDOT to create a Web-based system to catalog ITS devices and track trouble tickets for the devices. The FHWA requires such an application so that they can get reports easily from the NDDOT about different ITS devices. This project must be completed by October 2009 as specified by the FHWA.

- **Software updates.** The DOTSC information technology department also worked to convert and/or update existing programs to run with updated software programs. These programs can help store data in a way that is easily accessible and maintainable.



UGPTI staff members have close working relationships with professionals in government agencies and industry. Many UGPTI staff members have work experience as consultants and transportation professionals. Those relationships and that experience are channeled into training programs and applied research. In addition, staff members are resources for colleagues to consult on emerging issues and technology. Results from the Institute's research programs are key components of outreach efforts.

OUTREACH


Jon Mielke, UGPTI

UGPTI hosts statewide discussion on mobility and transportation. The Upper Great Plains Transportation Institute hosted a statewide discussion on the mobility needs of North Dakota and the state of its transportation infrastructure.

In March and April, the Institute hosted regional workshops in Williston, Dickinson, Minot, Bismarck, Devils Lake, Jamestown, Grand Forks, and Fargo. A statewide conference to summarize input and tap input from state leaders was held in Mandan May 1. Nearly 600 people attended the sessions. A summary of the discussions was presented to the North Dakota Legislature's Interim Transportation Committee in Fargo June 19.

"People expect a lot out of North Dakota's transportation system," says Jon Mielke, a UGPTI researcher and one of the organizers of the sessions. "Demands on that system, both for personal mobility and for economic activity, are growing. At the same time, costs to maintain and improve the system are escalating and revenues are not keeping pace."

At the statewide meeting May 1, UGPTI researcher Alan Dybing presented results of a study that showed the annual roadway and bridge funding needs for North Dakota at nearly $540 million. At the same time, the Federal Highway Trust Fund is expected to be depleted next year with the projected loss of $70 million in federal highway funding as a consequence.

Complicating the problem has been inflation in the cost of building materials and fuel. Representatives from the city, township, county, and state levels outlined how budgets are being squeezed. Mielke notes that the producer price index increased by 32 percent from 2001 to 2005. Revenue for the state highway system increased by only 18 percent during that time. From 2001 to 2008, the North Dakota Department of Transportation experienced construction cost increases of approximately 60 percent.

"The result of that reduced buying power is deferred maintenance," Mielke says. But deferring maintenance on the state's road network is expensive because pavement deterioration is an accelerating process. Ride quality on new pavement declines by about 40 percent over the first 20 years of its life. After that, pavement deteriorates much more rapidly. That means a road rehabilitation project that occurs when pavement is 20 years old will cost 400 percent to 500 percent more if the project is delayed 7-8 years.

Francis Ziegler, director of the North Dakota Department of Transportation, said the state's highway system is in a preservation mode and that 39 percent of the asphalt roadways are considered mediocre. He noted that demands on the road system are increasing. Manufacturing, energy production, and crop production have all increased substantially in the state with a corresponding need for freight mobility.

Mark Johnson, executive director of the North Dakota Association of Counties, says with about half of all county roads in the state in fair condition and about one-third considered poor, delay is not an option. "We need to invest in our road network and now is the time to do it. We no longer have the comfort of expecting or waiting for federal funds," he says.

Expenses that are escalating faster than revenues are also a problem for the state's transit agencies. "We need to look at the human factors involved with these issues," Pat Hansen said. Hansen is program director at South Central Adult Services, which provides transit services for the Valley City area.

"Roads and bridges are important, but we're transporting people, sometimes up to 300 miles round trip, for very important medical services," Hansen says. "Mobility is not just about cost, it's about quality of life. I appreciated that I was able to make that point."

Hansen says the meetings performed the important task of providing the same information to transit operators, transportation officials, and state and local decision makers across the state. "I have a much better idea of what transportation issues are facing the state and I can see the legislative issues and challenges that we're facing."

UGPTI director Gene Griffin told the group that several strategies could be employed to address the situation.

"We will need to continue to work smarter and make better use of our scarce resources," he said. That ability is currently limited by technology, institutional barriers and collective and individual pride. We can make great strides if we can overcome those barriers or at least push them back."

Griffin also noted that decision makers will need to set clear priorities that take into account transportation needs. "This rationalization requires political will," he said. "But the result will be a transportation system that meets the state's fundamental needs and a set of minimal demands."

With innovation and a rationalized approach to demands within the state will come a need for additional funds, Griffin said. "There is a growing recognition among federal, state, and local agencies, as well as within the private sector, that maintaining and enhancing our transportation system needs to be a priority."

The Mountain-Plains Consortium, NDLTAP, and SURTC provided support for the effort.

Integrating security into small MPO planning. When disaster strikes, being prepared can make all the difference. That's why UGPTI researcher Mark Lofgren is working with the Fargo-Moorhead Metropolitan Area Planning Organization to develop transportation security plans. Because so much of what occurs in a community depends on transportation, planning for disruptions is essential for managing security issues and for promoting safe recovery. The goal of the study is to help the Fargo-Moorhead area meet the U.S. Department of Transportation mandate to incorporate security into its planning documents and processes. In addition, the plan will serve as a model for smaller MPOs looking for ways to integrate and sustain security initiatives in their own transportation planning activities. In many instances security activities may be related to other planning factors such as safety, accessibility, and efficiency. Federal instructions recognize the relationships and encourage MPOs to address security in ways that are efficient and effective. The work will provide insight for interagency coordination in transportation aspects of disaster and security events.

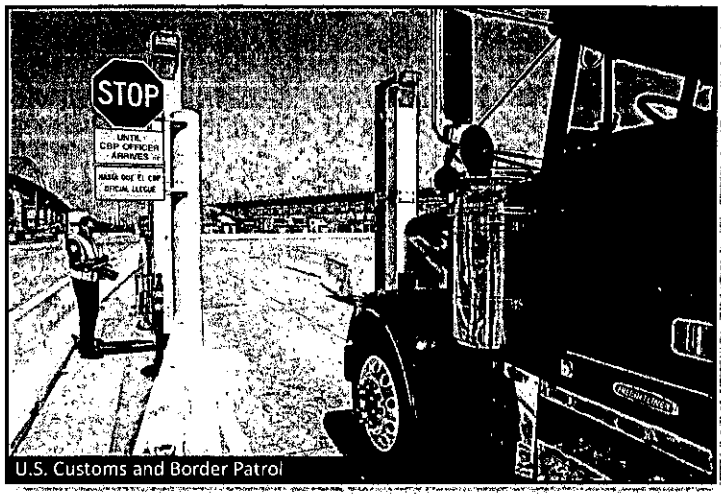
Developing a vision for mobility. Eight national organizations joined in an effort to create a new national "vision" for transportation to maintain America's place in the world economy and way of life. UGPTI director Gene Griffin and associate research fellow Kathryn Harrington-Hughes helped organize the effort and develop recommendations. On May 21-23, more than 150 representatives of both public and private sector transportation and industry organizations were invited to convene at a national conference to help develop this vision. To lay the groundwork for the deliberations, nine working groups produced recommendations on subject areas. Topic areas included: freight; highways, travel, and tourism; freight and passenger rail; transit and intercity bus; metropolitan mobility; sustainable transportation; advanced technology and innovation; highway safety; and funding. Participating organizations included the American Association of State Highway and Transportation Officials, AAA, American Council of Engineering Companies, American Public Transportation Association, American Road and Transportation Builders Association, American Trucking Associations, Associated General Contractors and the Association of American Railroads.

Flagger training. NDLTAP developed a flagger-training module that will be viewed by all flaggers in North Dakota. The module includes a handbook and a presentation. Prior to the first day on the job, all flaggers must view the presentation and take a short quiz to ensure they know and follow the guidelines.

Flagger training.

Training for transportation technicians. The North Dakota Department of Transportation, with the support of NDLTAP provided training for the new transportation technician series within the department. Twenty-eight NDDOT maintenance transportation technicians participated in a 32-hour course entitled "Introduction to Highway Construction." The course provided the new transportation technicians with an introduction to basic skills such as math, plan reading, materials, construction inspection, and traffic control. The various course topics were instructed by DOT and UGPTI staff members. This instruction has been initiated by the department to give transportation technicians an opportunity to better understand the skills required to inspect DOT construction projects.

Vision Safe Drive Conference held. The first Vision Safe Drive Conference was held in November 2007 in Bismarck. Representatives from eight states and the District of Columbia were present with more than 100 attending and almost



U.S. Customs and Border Patrol

National Summit on Ag and Food Truck Transport

30 speakers. The conference provided a venue for leaders and experts in traffic safety to exchange ideas on emerging issues, success, and challenges. The discussions were used to prioritize research and outreach needs for the region as well as create a unified vision for traffic safety. Conference sponsors included the Rural Transportation Safety and Security Center, the Mountain-Plains Consortium, NDDOT and the North Dakota Division Office of the FHWA. Another conference is scheduled for May 2009 in Rapid City.

Issue briefs published. The Rural Transportation Safety and Security Center has published a series of "Issue Briefs" on rural traffic safety issues. The on-going series highlights key issues and research and are designed to provide background for public policy debate and prioritizing by local agencies. The briefs have highlighted deer-vehicle collisions, driver drinking, speeding, risky driving behavior by young males, and graduated driver's license programs.

National Summit on Ag and Food Truck Transport. More than 200 attendees and 40 speakers participated in the first-ever National Summit on Agricultural and Food Truck Transport for the Future held in Washington, D.C. in December 2007. The event was organized by the Agricultural and Food Transporters Conference of the American Trucking Associations and the UGPTI with support from the U.S. Department of Agriculture, the U.S. Department of Transportation and the Mountain-Plains Consortium. The summit examined the impact of farm and energy policy changes on domestic agricultural production and processing and the ability of commercial agricultural trucking to meet demands from the environment on trucking and agriculture. A second summit is scheduled for December 2008.

Software for motor carrier safety. Staff at UGPTI's TSSC continue to develop and maintain high-quality software for use by federal and state commercial vehicle safety specialists nationwide. The work is funded by the Federal Motor Carrier Safety Administration. The software applications are used by specialists in many functions, including helping to conduct inspections, checking on driver's license status, reviewing information from past inspections, reviewing carriers' safety and violation history, and developing case files for enforcement activities. This FMCSA work is the primary activity of the Transportation Safety Systems Center.

Border help. TSSC is working with the Federal Motor Carrier Safety Administration and U.S. Customs and Border Protection to improve truck and bus safety and security at U.S. borders. The center is helping to bridge FMCSA and CBP computer systems and databases to facilitate the clearance of commercial carriers, vehicles and drivers. The goal is to identify and contain unsafe vehicles while speeding the flow of safe vehicles and goods crossing the border.

Setting research agenda for human service transport. The Community Transportation Association of America's National Resource Center for Human Service Transportation relied on SURTC expertise in January 2008 when it convened its national Human Service Transportation Research Summit in Washington, D.C. The summit drew together representatives from industry, government, and academia to participate in a series of activities aimed at identifying and prioritizing research opportunities in the field. The activities were facilitated by SURTC staff members including Jill Hough, Jim Miller, Jeremy Mattson, and David Ripplinger. SURTC used the results from the activities to author a national research agenda. The center anticipates that organizations such as the Federal Transit Administration, the Transit Cooperative Research Program, University Research Centers and others will use the agenda to guide their research investments.

NDinfo.org is an online transportation service directory. Through a contract with the NDDOT, the UGPTI developed a statewide online transportation service directory. The NDinfo.org website enables individuals to access information about available transit services across the state. Currently, researchers with the UGPTI's Small Urban & Rural Transit Center are updating database information on transit providers, adding route maps to the site and developing a trip planner.

SURTC-Dakota Transit Association partnership. The Dakota Transit Association has contracted with SURTC to provide an executive director. SURTC outreach and training coordinator Gary Hegland currently fills that role.

During the past year, the association has enhanced training opportunities, identified strategies to increase funding for member operations, promoted rural transportation nationally, and increased education and advocacy efforts.

Risk management for transit. Risk management for transit operators is often focused on minimizing vehicle accidents, but SURTC's training coordinator Gary Hegland has developed a comprehensive training course that addresses four major issues – people, property, reputation, and money – as geared specifically to transit. He has presented the course in Texas and Minnesota and has spoken on risk management for transit at a number of other locations across the country. He has been spicing up his training sessions with "Turning Point" technology. The technology is an audience response system integrated into his PowerPoint presentation that allows the audience to submit answers to questions using a hand-held keypad.

Transit coordination. As federal and state mandates push transit agencies and human service agencies to coordinate their services, UGPTI specialists have become the go-to experts for rural agencies. Gary Hegland, SURTC's training coordinator, and Carol Wright, SURTC's associate director for training and outreach have developed training on how to develop coordination plans. Hegland spoke at the Montana Transit Association Spring Conference in April. About 30 operators were in attendance to learn about implementing a coordination plan in their own communities. Hegland used the River Cities coordination plan that he wrote for Pierre, South Dakota as a primary example. Wright spoke at the Colorado Association of Transit Agencies Conference and Expo in September 2008. She discussed finding coordination partners and breaking down barriers.

Transit safety and security. Gary Hegland was certified by the Community Transportation Association of America as a transit safety reviewer who can conduct transit safety and security assessments. Reviewers visit transit systems and determine if they meet industry benchmarks for safety and security. In those areas where they fall short of the benchmarks, they offer suggestions on how to improve. Carol Wright offers training on developing safety and security plans. In November 2007, Hegland performed an assessment for Anchorage Public Transit and was able to offer strategies for improving driver and vehicle safety. In September 2008, Carol Wright conducted a half day workshop for the Colorado Association of Transit Agencies on safety, security and emergency management. Wright also serves on the FTA's Bus Safety and Security Work Group.

Planning to succeed in the transit business. An intensive business plan training course provides small urban or rural transit agencies with a jump start on developing a business plan. The course gives participating transit managers hands-on experience with information that is specific to their own agency. "This is intensive training on a very complex topic," says Carol Wright, SURTC's associate director for training and outreach. "Participants provide information to SURTC ahead of time, so that we can plug it into the business plan outline they'll be using during the training." Affiliated faculty member Jim Miller is the lead instructor for the training. Participants learn to implement performance measures and assemble a business plan using financial data and demographic information that is specific to their own agency. "They leave with a business plan for their agency that is ready to put into action," Wright says.

Introduction to transit management. Learning by doing may work, but it may not be the most effective and efficient way to manage a small transit agency. That's why SURTC developed an "Introduction to Transit Management" course. "The course is designed for new transit managers to allow them to learn the ropes and hit the ground running," notes Carol Wright, SURTC's associate director for training. "It's also for transit people in the industry who are ready to expand their knowledge base." So far, the course has been taught in North Dakota and Alaska. There has been interest in the course from Colorado, Iowa, South Dakota, Texas, Wyoming, Utah and other states. The course is augmented with state-specific examples provided by department of transportation officials at each location. This course is designed to provide a broad-based knowledge of basic concepts related to transit operations, funding, record keeping, compliance issues, etc.

Risk management training

Gary Hegland

TLN work zone safety course

TLN work zone safety course

SURTC's goal is to develop a certificate program as part of the completion of course requirements. As part of the course, each student will receive a 600-page training and resource manual.

Revising ND's state transit management plan. Researchers helped the NDDOT refine its statewide transit management plan to better reflect state-specific regulations and requirements for transit operations. The focus was on requirements for federal funding. The new version of the plan reflects NDDOT and other state regulations as well as updates to federal regulations. Every state is required by the Federal Transit Administration to have a statewide plan. The plan should be a valuable tool for state officials as well as for transit managers to assure they are complying with requirements of their major funding providers.

Improved transportation coordination endorsed. Mobility for residents of North Dakota took a significant move forward in April with a pledge from Lieutenant Governor Jack Dalrymple to work to improve coordination among transit providers in the state. "The endorsement of this concept puts it on the front burner, politically, and will help make it a priority across the state," notes UGPTI's Carol Wright. The endorsement came during a Transit Coordination Summit April 9 in Bismarck. Also at the event, Dave Leftwich of the North Dakota Department of Transportation outlined the state's regionalization plan which will promote the NDDOT's coordination efforts. The event was sponsored by SURTC and AARP North Dakota. Within transportation, the terms coordination, cooperation, and collaboration all refer to groups of people, programs, and/or funding sources working together to improve services to clients through a more unified approach. Nearly 100 transit managers, county commissioners, state legislators, human service providers, department of transportation professionals, and others attended the conference.

TLN doubles technical courses. The TLN reached more than 1,250 people in nine weeks through six work zone safety courses. The number is more than doubled from last year. "For comparison," said TLN director, Julie Rodriguez, "last year we only had four events with attendance in the triple digits, this year we had 12."

TLN starts Web conferences. The TLN added another aspect to its training modules by making Web conferences available. The new technology will allow people to receive training at their own desks. This advancement will extend TLN's reach.

TLN sees increase in sites and partners. WYDOT added TLN sites in Riverton and Gillette. The addition of these two sites puts the total of regular TLN sites to 35. TLN also developed new relationships with the American Traffic Safety Services Association and the Occupational Safety and Health Administration and expanded its relationships with the Federal Highway Administration and the National Highway Institute.

JTRF special transit issue. Last year, public transportation in the United States had the highest ridership in the past 50 years. This year, ridership has increased even more. That makes a special issue of the Journal of the Transportation Research Forum especially timely. UGPTI's Jill Hough served as guest editor. Articles cover topics as diverse as the effects of gasoline prices on bus ridership to measures for transit network performance. Other topics include bus emissions and bus transit route design. Two of the articles were authored by UGPTI staff. "The Effects of Gasoline Prices on Bus Ridership for Different Types of Transit Systems" was written by Jeremy Mattson and "Hedonic Value of Transit Accessibility: An Empirical Analysis in a Small Urban Area" was written by former associate research fellow Xinyu Cao and Jill Hough. The special issue was sponsored by the American Public Transportation Association and was made available at APTA's annual Expo and meeting early in October 2008.

Transit business planning. When one of the region's most successful transit agencies decided to develop an updated business plan, it asked the UGPTI for help. River Cities Public Transit (RCPT) provides public transportation to Pierre, SD, and surrounding areas and has experienced phenomenal growth and success over the past six years. As of 2007, RCPT offered more than 250,000 one-way trips per month in an eight-county region serving a population of about 32,000 people. Despite its success, the RCPT's board and its manager, Ron Baumgart, asked SURTC to review its operations and to formulate a detailed business plan. The process helped RCPT to identify additional public transit markets, forecast future capital and fund needs, and communicate a clear vision to its stakeholders.

LTAP Clearinghouse. The UGPTI works with the American Road and Transportation Builders Association in Washington, DC, to manage the National Local Technical Assistance Program/Tribal Technical Assistance Program Clearinghouse. The program serves as an exchange for highway transportation-related technology and information for local units of government and state LTAP centers. The UGPTI provides technical assistance in upgrading the LTAP website and is exploring new technology applications and other methods of technology transfer that could be applied by centers across the country. The TLN and the ND LTAP are integral parts of this effort.

Intro to Transit Management training

Carol Wright

Ayman Smadi

SMADI

Smadi earns Fulbright appointment. A prestigious Fulbright Scholar grant allowed advanced research fellow Ayman Smadi to spend 10 months teaching and helping develop research programs at the University of Jordan in Amman.

In January, Smadi began teaching a graduate course in urban transportation planning. He has also been helping develop the university's transportation research program. He says the effort will help Jordan address critical transportation needs through education and research. "Jordan has made great strides toward modernizing its economy and implementing sweeping reforms. Transportation is a key ingredient for supporting continued growth and development," Ayman says.

Smadi is a native of Jordan and is now a U.S. citizen. "I spent the first half of my life in Jordan and the second half in the United States, so in a sense I feel like I am bi-cultural," Smadi says. "This is not only an excellent professional opportunity, it is also an opportunity to help NDSU link to quality students from Jordan who want to eventually study in the United States."

Smadi earned a master's degree in civil engineering from the University of Oklahoma and a doctorate in civil engineering from Iowa State University. He has been at the UGPTI since 1993 and has been director of the UGPTI's Advanced Traffic Analysis Center since 1998. Smadi will continue to serve in that capacity during the Fulbright award term. Smadi says the success of the project will lead to a long lasting program of collaborative transportation education and research between NDSU and Jordanian universities in the areas of transportation and logistics. "We have had several positive experiences with graduate students recruited from the University of Jordan and this project could solidify a formal link to recruit highly qualified students to NDSU's Transportation and Logistics graduate program."

He also will explore research opportunities for the UGPTI in areas related to transportation planning and logistics and supply chain management. Smadi noted that rapid growth in the Middle East region has attracted private and public transportation expertise from around the globe. "This project will allow UGPTI to gain international experience and exposure in the region. As a researcher and educator, the experience will provide me with additional insights and allow me to develop international case studies that can enhance the UGPTI program."

Smadi is one of about 800 U.S. faculty and professionals who will travel abroad through the Fulbright Scholar Program. Recipients of Fulbright awards are selected on the basis of academic or professional achievement, as well as demonstrated leadership potential in their fields. The Fulbright program's purpose is to build mutual understanding between the people of the United States and the rest of the world. The program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs.

UGPTI research programs have roots that are more than 40 years deep. Originally focused on North Dakota commodity transportation, the Institute's research portfolio is now national in scope. The focus of that portfolio is on the mobility of people and freight in rural areas and communities and small cities.

RESEARCH

Intelligent Transportation Systems

Regional ITS architecture updates. A regional ITS architecture provides a framework for supporting ITS deployment by defining services, developing system requirements, identifying information flows, coordinating agency roles, and integrating functions across jurisdictional lines. Having a current regional ITS architecture is a requirement for receiving federal funds for ITS projects. ATAC has been a resource for the NDDOT and ND MPOs for developing and maintaining their regional ITS architectures. The update process is needed to reflect new ITS priorities and strategies, account for expansion in ITS scope, and allow for evolution and incorporation of new ideas. ATAC researchers have completed the required updates for the MPOs of Fargo-Moorhead and Bismarck-Mandan. Currently, updates of the NDDOT statewide architecture and the Grand Forks-East Grand Forks MPO are underway.

ITS architecture training. Regional ITS architectures are meant to be actively used as tools for the deployment of ITS projects. Information in the ITS architecture, such as operational concepts and functional requirements, serve as starting points for key steps in the systems engineering process that is required for ITS projects. ATAC researchers are working with the NDDOT on developing training to familiarize DOT central office and district staff with the architecture and its use. A portion of the training will focus on using Turbo Architecture, a software application that supports the development of regional and project architectures. Turbo provides a graphical user interface to a database that contains all information pertaining to a region's ITS architecture. Through Turbo, trainees will have a means to access the architecture to retrieve information, make required changes, and generate various reports. Once the training course is developed, NDDOT plans to make it available to MPOs in the state that are maintaining their own ITS architectures.

North/West passage pooled fund study, phase III. The North/West Passage Corridor encompasses the states along I-90/I-94 from Wisconsin to Washington and is an FHWA Transportation Pooled Fund (TPF) Study. The vision for the corridor is to influence ongoing standards development and utilize effective methods for sharing, coordinating, and integrating traveler information across state borders. ATAC researchers have been involved in the study since its initial phase. ATAC recently developed the North/West Passage Corridor Advanced Traveler Information System (ATIS) website. The purpose of the website is to provide one location to view corridor wide traveler information, and to link to additional detailed information for each of the member states. Having the information available from one source will help travelers make route decisions based on road conditions, and to alert travelers to potential problem areas on the corridor. The website provides a core system that, in the future, can be expanded to support additional ATIS functions and provides a test-bed for corridor-wide consistent event description.

Traffic Operations

Tri-level ramp operational study. Operational deficiencies along I-94 have been developing in recent years within the Fargo-Moorhead metropolitan area. One such area is the section of I-94 between I-29 and 25th St., which experiences congestion during the afternoon peak period. ATAC assisted the NDDOT in assessing the operational performance of the existing conditions and various geometric designs between the I-94 & I-29 Interchange and the I-94 & 25th St. Interchange. The major components of the analysis included determining the vehicle paths through the study area and simulating various design alternatives for both existing and projected 2030 conditions. Key measures of effectiveness (MOE) from the simulation analysis were compared among the simulation scenarios, which provided insight for selecting the most appropriate design alternative.

GF school safety study. ATAC continued its effort of improving school zone safety by conducting pedestrian safety and traffic circulation evaluations at three schools in Grand Forks: Phoenix Elementary School, Lake Agassiz Elementary School, and South Middle School. The main objectives were to evaluate pedestrian safety and traffic circulation at each of the schools and provide short and long-term improvement strategies. Areas of analysis included traffic control (pavement markings, signage), pedestrian activity, parking issues, and pick-up/drop-off areas. Each school's existing conditions were documented based on site visits, so recommendations could be made regarding any potential

improvements. The study provided several short- and long-term solutions for each school. The recommendations ranged from updating pavement markings and signage around the schools, to making geometrical changes to sidewalks, parking lots, and curbs. In addition to making recommendations on engineering enhancements at each of the schools, other aspects such as education and enforcement were discussed.

Work zone study. The focus of this research was to meet the growing need for accurate and practical methods to support traffic analysis in work zones. Road construction and maintenance activities have become a common feature for many U.S. roads over the last few years due to aging infrastructure. This research examined the application of two classes of traffic analysis models, macroscopic sketch analysis (QuickZone) and microscopic traffic simulation (Dynasim and VISSIM), to evaluate the traffic impacts caused by work zone activities. The research evaluated the application of these tools to an urban interstate work zone. Specifically, this research examined the following: 1) how the use of traffic analysis models relates to federal requirements about considering traffic impacts of major construction projects, 2) the accuracy of model results in comparison to real-world conditions, and 3) modeling effort and data requirements of these models.

More ATACid's are used by researchers across the U.S. ATAC's controller interface device (ATACid), developed over several years, has seen a surge in interest and sales. Several new units have been sold recently to research centers at the University of Tennessee, University of Minnesota – Duluth, and the City of Edmonton, ON. Other ATACid users include the University of Nevada Las Vegas, University of Virginia, Texas Tech University, and Siemens ITS. The ATACid enables researchers/agencies to model complex traffic control problems using hardware-in-the-loop-simulation, which allows an actual traffic signal control system to be used within a traffic simulation model, such as VISSIM, Dynasim, and CORSIM.

Metropolitan Transportation Planning

ATAC houses the regional travel demand models of the three metropolitan planning organizations in North Dakota. As such, ATAC provides, maintains, runs and updates these models to support transportation planning activities. The multi-year partnership is supported by the NDDOT, the Grand Forks-East Grand Forks Metropolitan Planning Organization, the Fargo-Moorhead Metropolitan Council of Governments, and the Bismarck-Mandan Metropolitan Planning Organization. During the 2007-2008 fiscal year, ATAC performed the following projects:

- Completed a major update of the F-M Metro COG Regional Travel Demand Model to reflect the transportation and socio-economic changes since the previous model update. Performed network and traffic data revisions to the model's structure to account for residential and commercial growth and changes in the road network and travel patterns. The updated model was calibrated to the 2005 conditions and will be used to support long-range transportation plans for the Fargo-Moorhead region.
- Completed an analysis to assist in designing the new I-94 and 9th/57th St. Interchange between Fargo and West Fargo. ATAC provided various options for expanding 9th/57th St. and Co Rd. 17 (Sheyenne St.) to accommodate the projected growth to the southwest portion of the metro area.
- Completed an analysis to assist the 25th St. Corridor study in Fargo (from 13th Avenue South to 32nd Avenue South). ATAC provided analysis which focuses primarily on the congestion that occurs in the peak hour at the 25th Street/I-94 interchange.
- Completed an analysis to assist the 64th Ave. S. (57th Street to University Drive) & 25th Street (52nd Ave S to 100th Ave S) Corridor studies in Fargo. The analysis provided future traffic projections studies where the focus is on identifying 2030 traffic conditions for the study area.
- Completed an analysis to assist the 76th Ave. S. Bridge study which included analyzing a 2030 scenario with/without the 70th/76th Ave. S. bridge in place under different area development options in the Fargo-Moorhead area. The main focus of the study was to quantify the impact of the bridge (or lack thereof) on the transportation system under the year 2030 traffic and development conditions.
- Completed a major update of Bismarck-Mandan MPO's Regional Travel Demand Model to account for transportation and socio-economic changes that occurred since the previous model update. The update included improvements in the model's ability to correctly estimate roadway capacities through the addition of intersection geometries and intersection controls as part of the modeled network. The updated model was calibrated to current conditions and is being used to support long-range transportation plans in the Bismarck-Mandan metropolitan area.
- Used the Bismarck-Mandan MPO's Regional Travel Demand Model to generate travel projections to the year 2035. These projections are used for road and traffic management planning.

Transit and Personal Mobility

Brookings transit study. South Dakota State University may be an NDSU rival on the football field, but SDSU and its home city of Brookings, SD, looked to NDSU and the UGPTI to make its transit system a winner. The Brookings Area Transit Authority (BATA) asked SURTC to explore possible opportunities to provide better transit service to students. In 2006, BATA identified the possibility that transportation needs of SDSU community members were going unmet. Researcher David Ripplinger developed a survey to gather information from SDSU students, faculty, and staff; attended public meetings; and sought the guidance of an advisory board. BATA is considering several recommendations. Based on the results of the campus transit research, the City of Brookings also asked UGPTI to help identify gaps between transportation needs and services in Brookings. The study was motivated by a desire among members of the Brookings City Council to revisit the city's role in providing community transportation, including the process of allocating local funds to support transportation service providers.

Coordination in southwest North Dakota. UGPTI and the NDDOT are working together to explore possibilities for region-wide coordinated transportation in southwestern North Dakota. The vision is for all transit providers in the region including schools, private operators, human services, and transit agencies, to coordinate services. Researcher David Ripplinger is identifying transportation needs and resources to determine how they match up. A project working group from the region is guiding the work. One component of the study is to determine what transit service providers need to do to facilitate the process of co-mingling riders. The study will also identify technology that will be required to make such a coordinated transportation operation work.

Tribal transit needs assessment. UGPTI researchers Jon Mielke and David Ripplinger conducted a needs assessment to help identify the Indian reservations across the nation most in need of transit services. The assessment identified tribal transit needs for the distribution of funding under the 2005 SAFETEA-LU federal highway bill. This bill created a new program (5311c) to provide funding for tribal transit services in non-metropolitan areas. There are approximately 332 federally recognized Indian tribes in the lower 48 states. The needs assessment is a good starting point to identify areas of high need using census based demographic data related to mobility dependent populations such as seniors and the disabled.

Biodiesel use in Fargo-Moorhead MAT buses. UGPTI teamed with the Fargo-Moorhead Metropolitan Area Transit (MAT) to determine how beneficial biodiesels really are. MAT has been using biodiesel mixed fuels in its buses for more than a year and is examining the effects biodiesel has had on its bus fleet and the Fargo-Moorhead community. SURTC researcher Del Peterson examined the direct effects of the F-M MAT using biodiesel mixed fuels. He interviewed MAT and city officials to identify changes they have seen since the switch to biodiesel from both a bus fleet and public relations perspective. The study found that the switch to biodiesel has been a success. Minimal maintenance problems have occurred, and marketing of their biodiesel use has resulted in considerable positive exposure throughout the community. There was little or no decrease in fuel efficiency. The study also revealed the high costs of maintaining "cutaway" buses and indicated that MAT maintenance staff has done an excellent job of controlling costs.

What's the best transit fit? Agencies that provide transit in small urban and rural areas are being encouraged to coordinate their services. In some areas, all transit has been consolidated with one agency. Some agencies serve one community or county while others serve an entire region. Researcher David Ripplinger is trying to determine ways in which transit services can be organized to work best in certain communities or circumstances. "Properly organizing services is a way to most efficiently meet widely varied mobility needs of rural areas," he says. He will look at the costs of various organizational structures and study the economies of scale, scope, density and capacity of transit agencies. He will use the information to develop a planning framework for policy makers and regional administrators.

What do 'small urban' and 'rural' really mean? When it comes to using the terms "rural" and "urban" in discussions about public policy and research related to transit, perceptions are important. "What 'rural' means to most people in Washington, DC, means something significantly different to people on the Great Plains or the Mountain West," notes researcher David Ripplinger. He worked with graduate research assistant Natalie Easterday and SURTC director Jill Hough to examine USDA, U.S. Census Bureau and FTA data to find definitions. They used those definitions to develop a transit-specific set of classifications. The two-part classification will help distinguish rural areas within counties that may otherwise be classified as urban because they contain an urban center. Ripplinger is now looking at what transit services exist within the different classifications across the country.

Student attitudes and use of transit. Researcher David Ripplinger continued to survey NDSU students on their attitudes toward transit and their use of campus and municipal transit services. The same group of students has been surveyed each of the past three years to monitor any changes in attitudes or behavior regarding transit. "The survey will allow us to be much more confident in determining why students do or don't use transit," Ripplinger says. In addition, the information will be useful as NDSU and other campuses look at enhancing and marketing transit services.

Agricultural Research

North Dakota grain movement. The Agricultural and Industrial Freight Center summarizes grain movement reports from each elevator in North Dakota to describe distribution patterns and shipment characteristics including destination, mode (rail or truck), origin, time, and commodity. Annual reports and monthly updates are used to encourage competition within the grain industry and to identify research needs and market trends.

Rail updates. The UGPTI provides the USDA with updated market and service information for the rail section of the weekly Grain Transportation Report.

Quality assurance for ND grain. The competitive position of grain producers is continually influenced by the environment, agronomics, markets, and policy. Researchers developed an overview of the quality assurance programs commonly utilized by the grain and food industry as a resource for N.D. grain facilities to use as they seek new opportunities to market North Dakota producers' grain. The QA programs may be used by firms to exhibit that they are compliant with quality standards monitored through a third-party auditing system. The researchers described several alternatives that may be adopted based on individual business competencies, products, and goals. The research was supported by the USDA and the North Dakota Department of Agriculture.

Ethanol's road impact. Staff members assessed the demands that a proposed ethanol processing plant would impose on state and county highways. Researchers developed computer models to predict corn flows from farms to the plant, assign the flows to the highway network, estimate the annual truck trips and equivalent single axle loads, and estimate the highway improvement needs for individual routes and segments.

Transportation Planning

GIS technology assessment. UGPTI researchers collected information from state departments of transportation and metropolitan planning organizations in the mountain-plains region to learn how they were using geographic information systems (GIS) technology in transportation planning. Their effort identified GIS applications, hardware platforms, and communication technologies and how they are used by the agencies. They also identified data standards and sources. The information will help agencies explore improved uses for this powerful technology and will be a resource for DOTs and MPOs as they look for potential areas of collaboration and cooperation.

Modeling pavement deterioration. UGPTI and University of Wyoming researchers are studying data from highways across the region to develop a computer model that predicts how long various pavements will last, how fast they deteriorate and when they need repair or replacement. The model, designed for cold-weather regions, will use traffic counts and environmental measurements such as solar radiation, temperature extremes and precipitation. It will help highway planners manage their highway repair and replacement programs.

Estimating road investment needs. The UGPTI and the NDDOT analyzed highway investment needs in North Dakota and estimated the benefits of making the investments. The study provided information to citizens, transportation planners and policy makers about the state's highway system, future investment needs and the economic benefits of making necessary investments. The study found that the state will need to invest more than $242 million annually over the next 20 years to maintain state roads and bridges. County roads and bridges will require an investment of more than $259 million annually during that time. Roads and bridges in townships, small cities and urban centers will require an investment of more than $136 million annually. Total investment needs across the state were estimated to be about $539.5 million annually.

Other Research

Supply chain support. UGPTI associate director Denver Tolliver along with Canan Bilen-Green and Om Yadav, faculty members in the NDSU Department of Industrial and Manufacturing Engineering, helped Border States Electric improve its ability to serve one of its biggest customers. The researchers developed a network optimization model to find ways to reduce costs for the Fargo-based electrical supplier while improving response time, reliability and other factors as Border States Electric works with Alliant Energy, an energy holding company with electric and gas utility operations in Iowa, Minnesota and Wisconsin. Several doctoral students were involved in the project.

ACADEMIC PROGRAMS:
Students and Grads Reflect Program Excellence

When NDSU launched its doctoral program in Transportation and Logistics in 2002, there were six students enrolled. Faculty and students recognized the growing need for doctoral-level graduates who could apply their intellect to transportation challenges and opportunities that were growing in complexity.

Today that foresight is reflected in a program that is continuing to grow, students who are achieving national recognition and graduates who are proving their mettle in faculty and research positions.

"National studies indicate that demand for graduates trained in transportation will continue to grow," notes Denver Tolliver, associate director of the UGPTI and director of its education programs. "Our goal was to establish an academically rigorous program that was engaged with the unique challenges faced by transportation and logistics. Recruitment and the achievements of our students and graduates indicate that we've been successful."

During the 2007-2008 academic year, enrollment had grown to 23 students. The growth in the program indicates continued interest by students in transportation and logistics as an academic field and recognition that NDSU provides an excellent program.

Students Yolanda Carson and Chris Enyinda are earning their second Ph.D.s. Carson's first was in industrial engineering and systems science in 1998 from the State University of New York at Binghamton, NY. Enyinda's first was in applied economics from the University of Tennessee in Knoxville. Their willingness to pursue an additional Ph.D. in transportation and logistics is evidence that transportation and logistics is a growing field and there is a greater recognition of that field in academia.

Enyinda and Charles Briggs are on leave from staff positions at Alabama A&M University in Normal, AL, while attending NDSU. Enyinda is a professor and coordinator of the Logistics/ Supply Chain Management Program at Alabama A&M.

Enyinda, Briggs and Won Koo recently received a best paper award at the Global Academy of Business and Economic Research International Conference in September 2008 for their paper, "The role of competitive intelligence leverage in supply chain risk management strategy." Koo is a professor

of agricultural and applied economics at NDSU and Enyinda's advisor. The paper has been published in the Global Academy of Business and Economic Research Proceedings. It is also being considered for publication in the Journal of Global Business and Research.

Previous students have accomplished similar achievements.

Subhro Mitra graduated at the end of the fall 2007 semester. Mitra's dissertation was titled "Development of a Statewide Freight Transportation Model to Assess the Impact of Highway Spring Load Restrictions."

In March, Mitra won a student paper contest sponsored by the American Association of State Highway and Transportation Officials. Mitra presented the paper, "Analyzing satellite imagery to develop freight generation data," at the American Association of State Highway and Transportation Officials' Geographic Information Systems for Transportation Symposium in Nashville, TN. Mitra has also presented papers at the Transportation Research Board annual meeting and was an invited speaker at a transportation and highway engineering conference in India. Mitra has been employed by the UGPTI as a GIS-specialist/ transportation engineer since November 2006 and prior to that as a graduate research assistant with UGPTI.

Junwook Chi graduated at the end of the spring 2008 semester. He, too, had served as a graduate research assistant at the UGPTI. While earning his Ph.D., Chi conducted research including a study on airfare differences between small and metropolitan areas and a study on the evaluation of the viability of intermodal facilities. At the annual meeting of the Transportation Research Forum in Fort Worth in March, Chi was awarded the organization's Graduate Paper Award. His paper was titled "Pricing Behaviors in the U.S. Airline Industry."

Chi is now on the staff of Marshall University in Huntington, WV, as a full-time researcher. He manages research conducted for the U.S. Army Corps of Engineers on U.S. inland waterways. The projects include transportation rate analysis, commodity valuation analysis, and Ohio River basin regional input analysis. NDSU, Texas A&M, the University of Tennessee and the University of Toledo are involved in the projects and Chi serves as an independent technical reviewer.

The first graduate of the program, Sang Young Moon is on the staff of the Korea Institute for Industrial Economics and Trade in Seoul, South Korea. He graduated in 2006.

"The quality of our students and their accomplishments speaks for themselves. Recruiting students and building support for our program becomes much easier when you can point to those kinds of achievements," Tolliver says. In a relatively short amount of time, NDSU's transportation and logistics program has established itself as a program with students and graduates that are among the best anywhere."

Carson

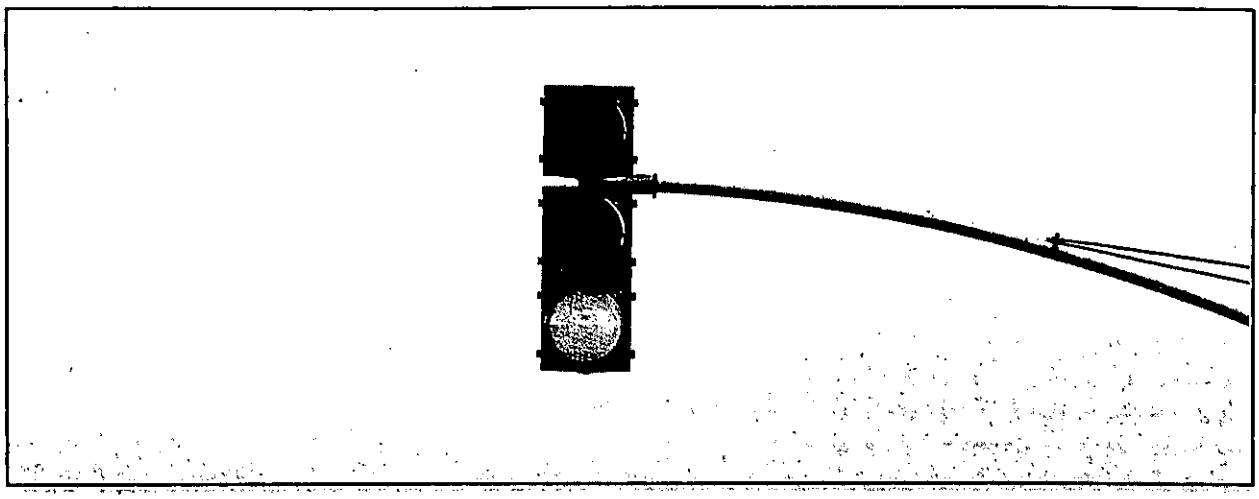
Enyinda

Briggs

Moon

Chi

Mitra



ADVANCED TRAFFIC ANALYSIS CENTER:
Buses Get the Green Light and Gain Efficiency

A pilot program to more efficiently move buses along their routes in Fargo is off to a good start, thanks to laboratory simulations by UGPTI's Advanced Traffic Analysis Center.

The Advanced Traffic Analysis Center provided technical assistance to Fargo-Moorhead's Metropolitan Area Transit (MAT) bus administrators the past year after MAT administrators expressed an interest in installing traffic signal priority devices on buses. Traffic signal priority allows buses to emit a signal that allows a green light for the bus in certain situations, thereby helping bus drivers complete routes efficiently and on time.

Transit signal priority has been used in large metropolitan areas for many years. However, traffic signal priority should not be confused with traffic signal pre-emption, which is the traffic signal changing emissions that emergency vehicles use to turn lights green and reach the emergency faster. Traffic signal priority doesn't mean buses get a green light at every traffic signal, said Shawn Birst, who led ATAC's technical assistance effort. Rather, Birst said, traffic signal priority works on certain bus routes at certain intersections and in the right circumstances to grant a bus priority at a traffic signal.

The end result of traffic signal priority is supposed to be time savings.

A real-life on-the-street pilot program by MAT, with statistics compiled by ATAC, showed that traffic signal priority devices are doing what they're supposed to do: Reduce overall travel times on the transit route.

Metro Area Transit spent less than $10,000 on signal emitters for buses and invested transit staff and traffic engineers' time to implement the program. In exchange for the time and financial investment, Metro Area Transit gained efficiency on the pilot program bus route.

Birst said bus efficiency is especially meaningful in times of $3.50 to $4 per gallon gas prices. He pointed out several examples of improved efficiency:

- The bus itself is more fuel efficient because it stops and starts less frequently.
- Higher gas prices usually translate to more people parking their cars and opting for mass transit. As more people use the bus, routes can become longer because more stops are needed to pick up more people. With transit signal priority, some time lost with frequent passenger pickups can be made up if the bus stops at fewer red lights during the course of its 30- or 60-minute route.
- ATAC researchers calculated an average time savings of two minutes, 10 seconds on the pilot program route (with a 95 percent confidence rate).
- Besides identifying equipment that would be useful on the buses, ATAC also helped identify and avert a situation that would have caused a monumental traffic snarl.

Originally, Metro Area Transit hoped to test transit signal priority on 13th Avenue South, a major south Fargo arterial route that goes past West Acres Shopping Center and traverses the city's busiest commercial corridors. By conducting mock bus routes in ATAC's traffic-control laboratory at NDSU, researchers discovered traffic signal priority would benefit buses to the detriment of other vehicles. In the lab, ATAC researchers realized that going ahead with the plan to use traffic signal priority on 13th Avenue South would have caused major frustrating delays for motorists in their own cars and unsafe situations at left-turn lights on 13th Avenue.

As a result of the traffic lab findings, Birst and other researchers recommended that traffic-signal priority be used on non-arterial streets in Fargo. Consequently, the 13th Avenue South signal-priority plan was scrapped and the pilot program was put into practice on a Broadway bus route in north Fargo. Broadway is a minor arterial street that's busy but carries much less traffic than multi-lane 13th Avenue South.

Birst gives kudos to the transit and engineering departments of Fargo and Moorhead for working together so well. "The public was served and that was the No. 1 priority."

AGRICULTURAL AND INDUSTRIAL FREIGHT CENTER:
Biofuels Development, Use is More Complex Than it Sounds

State and federal legislative action is necessary if alternative fuels are to become a steadier, viable fuel option, according to a study on biofuels in the Mountain Plains Region.

The conclusion is part of a major study, "Implications of Alternative Fuel Use and Regulations in the Mountain Plains Region," prepared by the Agricultural and Industrial Freight Center in mid 2008 with support from the MPC. The study sought to provide an overview of alternative fuel use and potential in the region along with a cost-benefit analysis of switching from traditional to alternative fuels, such as ethanol and biodiesel. The report indicates that legislation will be necessary to encourage the purchase of alternative fuels when prices don't spur motorists to make that choice at the pump.

Both biodiesel and ethanol derive from crops. The states of the Mountain Plains Region include Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming – rural states with long driving distances and established agricultural industries. While agricultural producers continue to produce crops to meet food market needs, some producers are leaning more toward ethanol and biodiesel production, which can give rise to a "food vs. fuel" debate.

Developing biofuels and using them in personal and mass-transit vehicles is a hot topic for environmental and financial reasons, namely all-time high prices for fossil fuels. The study examines the direct and indirect costs associated with switching to alternative fuels, particularly the two most popular biofuels – ethanol and biodiesel.

Data indicate factories are gearing up to provide more alternative fuel products. Consider these numbers:

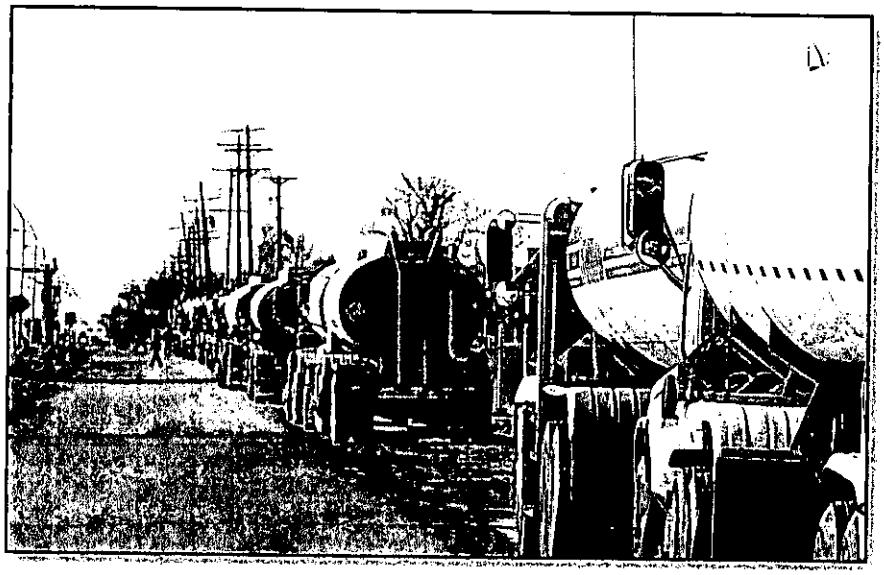
- Today the United States has 105 biodiesel production facilities. Another 77 are being built.
- Today the United States has 114 ethanol refineries. Another 78 are under construction.

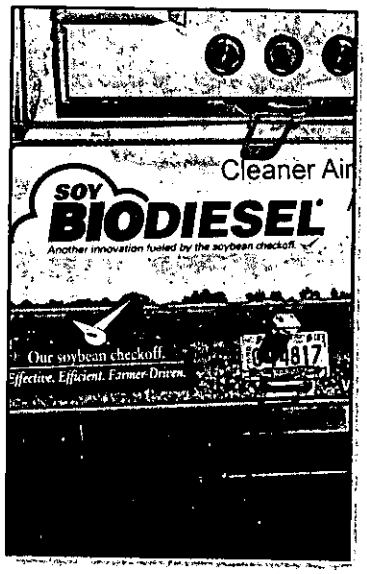
"There's such a complexity to the topic of biofuels," said Mark Lofgren, associate research fellow at UGPTI and lead author of the study. "People are confused about alternative fuels but they're also concerned about the environment as well. Some people think they'll have better gas mileage but that's not the case." Nor are biofuels necessarily better for vehicles or easy to use in the North Country.

"While biofuels provide alternative energy sources, they need to be looked at carefully for cost-benefit analysis," Lofgren said.

Although ethanol and biodiesel fuels provide an alternative source for fueling U.S. transportation, biofuels cannot be solely relied on in any scenario, the study concludes. Even if all the corn, soybeans and canola produced in a year were put into making biofuels, the crop products would only put a dent in the fuel needs of the United States. Other alternatives are needed to completely displace traditional fuels, Lofgren said.

However, using biofuels also has advantages that should not be overlooked. First, the agricultural economy of the region could benefit from the potential for ethanol and biodiesel markets. Second, room exists for growth in the alternative fuel market if customers have an easier time finding stations that sell biofuels. Finally, the study notes that alternative fuel use is promising for the environment and for decreasing the United States' dependence on foreign oil.



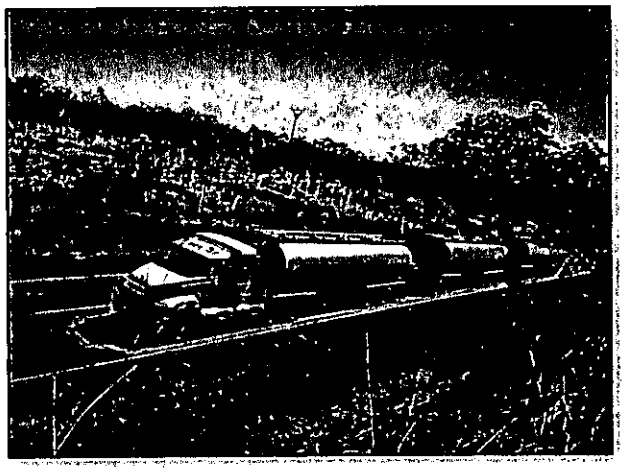


BIENNIAL STRATEGIC FREIGHT ANALYSIS CENTER:
Study Shows Highways Inadequate for Manufacturing, Energy and Ag Sectors

A long, hard look at North Dakota's freight system and freight growth during the past biennium has revealed pressing needs with the state highway system.

During the first half of the 2007-2009 biennium, the UGPTI's Strategic Freight Analysis Center conducted a study to provide information pertaining to freight and freight growth the past 50-60 years.

Mark Berwick, program director of the Biennial Strategic Freight Analysis Center, said, "The highway system that exists in North Dakota was developed long ago for lower freight volumes moving in smaller vehicles over short distances." Berwick sites a pressing need for a system of freight transportation and logistics that provides for efficient movement of goods as the key to economic health in the state and region.



Key points of the study include:

- **Gross state product**: North Dakota's gross state product (adjusted for inflation) more than tripled from 1963 to 2005.
- **Ag production**: Tonnage of agriculture production more than tripled from the 1940s to today on a decade average annual basis. Better crop inputs, enhanced crop genetics and changes in planting choices contributed to the tonnage increases. Another finding is that changes from small grains to sugarbeets, potatoes or even corn have bumped up the tonnage of crop commodities coming off the land. For example, 50-bushel-per-acre wheat nets about 3,000 pounds per acre, but sugar beets can produce 20 tons per acre or more, equating to 40,000 pounds per acre. Consequently, higher production necessitates larger and heavier trucks on all roads. Plus, crop commodity trucks often now travel longer distances. However, Berwick points out that larger, heavier trucks may cause less damage to roads than smaller trucks hauling the same amount of product.
- **Manufacturing sector**: Employment in manufacturing grew 144 percent from the 1960s to today, according to the study. While it is easy to quantify agricultural tonnage, it is more difficult to equate manufacturing in terms of tonnage increases on the roadways. Best estimates are that the tonnage of manufacturing-related freight moving over the transportation system has more than tripled since 1960.
- **Coal, oil and gas:** Coal mining and related coal-fired electricity plants are a relatively stable industry in the state because the demand for electricity is constant or increasing. On the other hand, oil and gas exploration is a volatile industry. Oil was discovered in Williams County in western North Dakota in the early 1950s, igniting the first oil boom in the state. The second oil boom was a result of the Arab oil embargo of the 1970s. Today a new boom is occurring because of technological innovation in extraction that have accompanied the new assessments of the Bakken Formation.

Coal mining, concentrated in the central part of the state, has minimal impact on the highway system because coal-fired plants are near the mines and coal exports move via rail. The oil industry, though, creates a major impact on the highway system. Often, oil wells are drilled in places where infrastructure — rural state highways and township roads — is inadequate to support the weight and volume of trucks, Berwick notes. The study reveals that roads and bridges in areas of heavy oil exploration require much more frequent maintenance.

In all, the study provides a picture of a road and highway system that is 50-80 years old and has not kept up with advances in the state's main economic engines: Agriculture, manufacturing and energy production. "As freight traffic increases so does the need for infrastructure," Berwick said. "Transportation is the core of many businesses in the state and without the infrastructure future growth may be hampered."

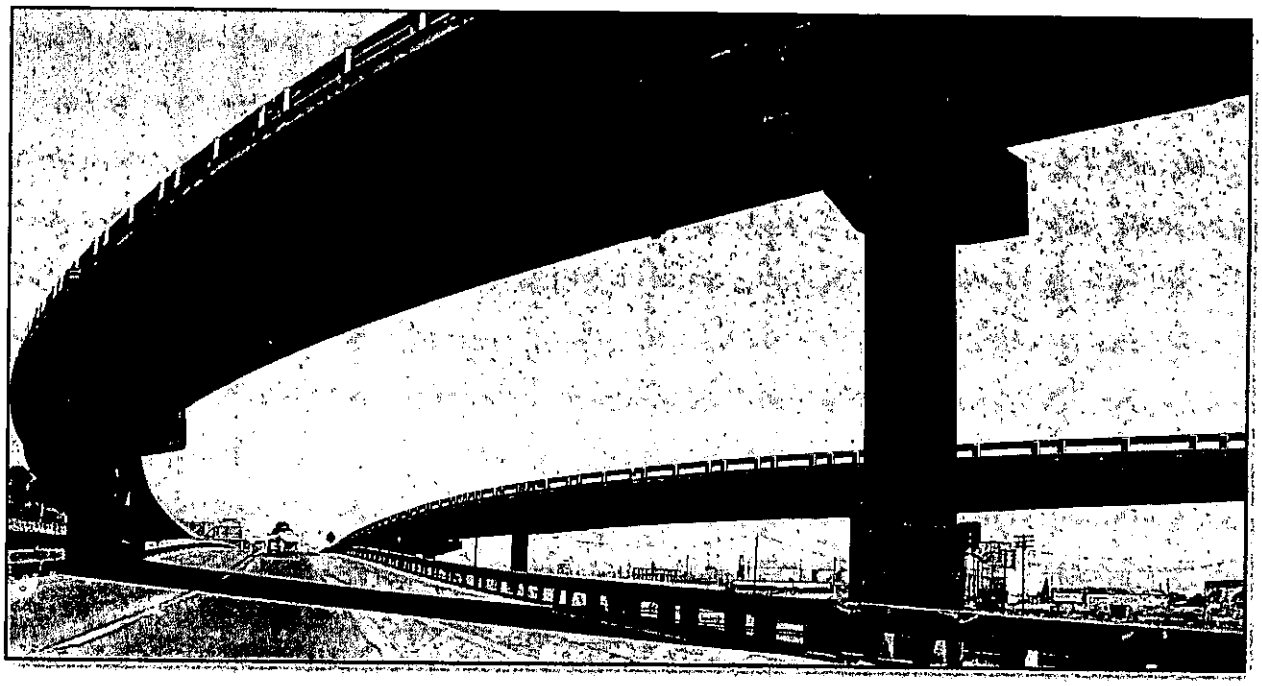
- Nondestructive testing for pavements
- Characterization of common materials for M/E design
- Mechanistic empirical pavement design implementation
- Materials conservation
- Quantification of in-place properties of pavement sections for rehab
- Use of marginal materials to develop high-quality pavements
- Low-volume road design in Mechanistic-Empirical Pavement Design Guide
- Use of Mechanistic-Empirical Pavement Design Guide to evaluate load limits during weak periods
- Benefit and cost-effectiveness of quality assurance specifications

Bridge Panel. The collapse of the I-35 bridge in Minneapolis has focused a spotlight on bridge maintenance and construction. Participants identified topics related to bridge maintenance and management as well as inspection strategies. Topics identified in the session included:

- Concrete cracking/bridge deck cracking
- Construction practices and design
- Asset management: strategic failure risk
- Inspection vs. NBIS inspection and sufficiency rating
- Alternatives to current deicing techniques/neutralize deicer
- Scour of soft rocks
- Effectiveness, monitoring, durability of thin overlays
- Cost benefits of self consolidating concrete
- Cumulative damage due to overweight trucks
- Signal mast arms performance testing of state-specific connections
- Culvert durability/plastic/concrete pipe group
- Deck treatments
- Inspection timing and reliability
- Bridge health monitoring
- Rehabilitation using advanced composites
- Performance of thin bond overlays
- LRFD calibration and strut & tie model

"There is a two-fold benefit to this approach," remarked Tolliver. "The first is the synergy of bringing these people together to brainstorm on common concerns and opportunities. The second will be to raise awareness among DOT staff and others of the research capabilities within the MPC."

The input from the workshops is already reflected in the list of projects undertaken by the MPC for the coming year.



NORTH DAKOTA LOCAL TECHNICAL ASSISTANCE PROGRAM:

Combining Creativity and Collaboration

Now in its second year as part of the UGPTI, the North Dakota Technical Assistance Program is using creativity and collaboration to leverage the combined resources of the now fully merged organizations.

Bringing LTAP into the family has resulted in a greater array of training opportunities for more transportation professionals and related professionals at a lower price, according to NDLTAP director Gary Berreth.

For decades the boundaries of transportation training programs were limited by the size of the conference room at a given state department of transportation office – and the number was usually 30 people. Berreth and program manager Dave Levi blew the lid off that numerical cap during the past year, hosting training sessions for 200 and 300 people at a time. They did so by teaming with UGPTI's interactive videoconference capabilities and by tapping any business or organization that had the technical equipment to host a videoconference.

Berreth and Levi's willingness to move outside DOT offices for training had several effects — some humorous —but most just plain useful and efficient:

- Under the heading of somewhat unusual, Levi and Berreth hatched the idea of hosting a training session in Jamestown at the State Hospital, which specializes in treating people with mental health and addiction problems. Initially, some work zone traffic control conference attendees were surprised by the location, but after the training session attendees remarked they had no idea the State Hospital was so well equipped for video conferences. "We've taken the philosophy that our clients will get the training they need," Berreth said. "It doesn't matter where they are, we'll get the training to them."
- Work zone traffic control training was the chief focus of NDLTAP the past year, part of the federal government's push to reduce the number of accidents and deaths in work zones. However, the work zone training was a tall order since the federal government required anybody who works in a road construction zone to have the training but did not have money to provide the training in sparsely populated rural states. NDLTAP, based in Bismarck, partnered with UGPTI's Transportation Learning Network, based in Fargo, to deliver training to federal, state and local government construction zone workers who needed the training to comply with the federal regulation.
- In the process of searching for good videoconference sites, Berreth and Levi also played diplomats, bringing together long-standing competitive engineering firms. For example, Levi identified a certain engineering firm with good videoconference facilities. Once the firm learned that its employees could obtain needed training at a bargain price the firm was willing to meet NDLTAP's request to open its facilities to competitors who needed the same training. "The biggest advantage is saving on travel time and travel expenses," Levi said. "Plus, the cost of hiring the instructor is spread over 300 students instead of 30."

"There's been a tremendous increase in the number of people receiving training," Berreth noted, nearly a tenfold increase in participant numbers for some types of training. Berreth said training clientele has grown to include local governments such as city, county and township staff, contractors, consultants, utility workers and the Federal Highway Administration. Additionally, NDLTAP responded affirmatively to requests for specialized training from the North Dakota Association of Counties, National Association of County Engineers-North Dakota Chapter, American Public Works Association-ND Chapter, North Dakota Traffic Engineers, Associated General Contractors of North Dakota and the Tribal Technical Assistance Program.

RURAL TRANSPORTATION SAFETY AND SECURITY CENTER:

Young Male Drivers Call for Stricter DUI and Seat Belt Enforcement

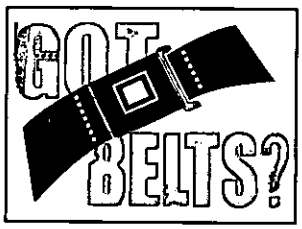
Neighboring states North Dakota and Minnesota claim unique distinctions in traffic crash fatality statistics. Minnesota ranks best in the nation for decreased traffic fatality rates the past few years.

North Dakota, on the other hand, ranks worst in the nation for increased fatalities per drivers' miles traveled per year.

Concerned about the unacceptably high crash death rate, the North Dakota Department of Transportation commissioned a study to pinpoint causes of the problem, specifically focusing on young males. Men 18 to 34 are involved in more fatal crashes than females and other age groups.

Staff at the DOT want to understand the behaviors and mindsets of the young male high-risk group.

The NDDOT's Office of Traffic Safety asked UGPTI's Rural Transportation Safety and Security Center in Fargo to tackle a study on the topic. Tamara VanWechel, a research associate at UGPTI in Fargo, conducted 14 focus groups throughout North Dakota. The focus groups — basically guided group interviews — gathered input and opinions from 92 young men.



The research report, co-authored by VanWechel, her assistant Laurel Benson and center director Kim Vachal, focused on two themes: Driving while impaired by alcohol and seatbelt use.

Here is what the researchers found:

Seat belts

- Only half the men in the focus groups reported using seat belts.
- Young men in larger cities (vs. small cities or rural areas) were more likely to use seat belts.
- Young males are more likely to use seat belts when on highways or long trips.
- Young men are more likely to buckle up if their wives, children or family members are in the car.
- Becoming a father was the event that most often prompted a man to begin buckling up.
- Although young men tend to ignore North Dakota's secondary seat belt enforcement law, the group still identified seat belt use as an important public safety issue and they said penalties should be stiffer to encourage compliance.

Drinking and driving

- The young men identified drinking and driving as a serious problem.
- Participants said drinking and driving is a problem because people think they are "OK" to drive, but after a few drinks their perception of "OK" is off.
- Police officers either "look the other way" in smaller communities or enforcement is inadequate in rural areas.
- The drinking culture in North Dakota makes drinking and driving seem acceptable.
- DUIs are socially accepted in the state and not viewed as a "big deal."
- Participants said when they go out for an evening of drinking they try to have a designated driver, a friend on hand to call for a ride, walk home or call a cab.
- However, roughly eight of the groups brought up problems with taxis. Many people said they would use a taxi to get home from the bar if they were more readily available and ran later.
- Approximately 10 of the groups believed that DUI penalties need to be stiffer to be effective in decreasing drunk driving.
- Job-retention was important for participants; the men said keeping their jobs was a motivator to avoid drinking and driving.
- Another common theme involved drinking-establishment responsibility. The groups thought bars should carry some responsibility for their patrons.

Ready for action

"Driving under the influence and failing to use seat belts are large contributors to crashes and fatalities in North Dakota," VanWechel said. "We anticipate that our findings from these focus groups will help the DOT make the most effective investment it can in an effort to reduce those crash numbers and improve safety."

VanWechel also advised considering short-term and long-term solutions for the drinking-and-driving problem. "Something needs to be done in the short term to decrease accidents resulting from drinking and driving," she said, "but a cultural shift seems necessary in order to delve into the root of the problem, as it was perceived by the focus group deliberations. Parenting and family values were noted as being at the heart of making real changes."

The results will allow the state Office for Traffic Safety to customize media campaigns and education programs for the at-risk drivers' group. The knowledge gained will hopefully be used to reduce fatalities and injuries in the target group and for all people on the road who potentially could be affected by poor driver behavior, VanWechel said.

The project was financed by the NDDOT, the Mountain-Plains Consortium and UGPTI's Rural Transportation Safety and Security Center.

SMALL URBAN & RURAL TRANSIT CENTER:
Rising Gas Prices and the Effect on Bus Ridership

As gas and diesel prices climbed to $4 per gallon and higher in late 2007 and early 2008, a researcher at the Small Urban & Rural Transit Center was on the topic, analyzing how rising gas prices affect bus ridership.

Jeremy Mattson, an associate research fellow at SURTC, spent December 2007 to June 2008 exploring the effect rising gas prices have on 11 small- to medium-size transit agencies in the Midwest and Mountain-Plains region.

It's a fact that bus ridership has been increasing across the country and some observers have linked rising gas prices to increased transit ridership. However, few studies have been conducted to confirm the relationship of rising gas prices to higher bus ridership, or measure the extent of the increase – until now.

UGPTI's study findings include some expected and not-so-expected scenarios:

- A potential positive aspect of the rising cost of fuel is an increase in transit ridership because some drivers park their vehicles and opt for the bus to save money on gas.
- Mattson says study results indicate a 10 percent increase in gas prices generally leads to an increase in ridership of about 1 to 2 percent, though in some cases the increase was as high as 5 percent.
- People do not necessarily respond immediately to a spike in gas prices. If someone decides to start riding the bus, he or she may not begin riding until a few weeks or months after the initial gas price spike.
- Residents of smaller cities are slower to move toward mass transit in response to higher gas prices compared to people in large urban areas. Mattson surmises the difference is due to small town residents being less familiar with their transit options. In the long run, however, Mattson predicts that ridership in small urban and rural areas can increase as much or more as in large cities.
- Ridership on long-distance commuter routes may be more sensitive to gas prices since those who travel longer distances are more affected by rising petroleum prices.
- Over the past several years, fuel expenses increased more than 20 percent per year for most transit agencies. For most transit agencies, the increase in fuel expenses has been much greater than the increase in fare revenues.

The hidden hurt of rising fuel prices is felt by transit agencies. While headlines and press releases herald rising bus ridership rates because people are parking their cars, what doesn't get much attention is the fact that the buses need the same amount – or more – of that expensive fuel, particularly if ridership increases enough to warrant more or longer routes. The question then becomes a conundrum: Do transit agencies absorb fuel prices by requesting more money from government funding sources? Or do transit agencies reduce services, such as curtailing hours or operation or the number of routes?

The results of the study indicate that higher gas prices have led to increases in bus ridership, but other factors often have greater impacts, such as service changes or changes within the community that create increased demand for transit.

While the study answered the initial question "What effect do rising gas prices have on bus ridership?" the study's author already knows what needs to be examined next: How can transit agencies best resolve the financial and client service conundrum caused by higher fuel prices?

- Mattson believes additional research would be useful to help transit systems manage increasing fuel costs and the associated financial uncertainties.

TRANSPORTATION LEARNING NETWORK:
Blending High-Tech and Hands-on Learning

More training for more people at more places. That was the chief accomplishment of the Transportation Learning Network the past year. Expect even more next year.

Next year the network's director hopes to touch more people in the name of preventing work zone crashes.

Julie Rodriguez, director of the Transportation Learning Network (TLN), knows that something as simple as how and where orange cones are placed in a work zone can save lives.

Plenty of motorists, whizzing past orange cones and workers on the roadway, recognize highway work zones as danger zones. However, motorists wrongly assume that work zones are primarily dangerous for construction workers. The fact is, motorists — not road workers — more frequently suffer injuries and even death in work zone crashes, says Rodriguez, citing work-zone crash statistics.

In spring 2008 TLN scheduled multiple training sessions via video conferencing, which allowed workers ranging from transportation planners, heavy-equipment operators, utility workers, temporary traffic signers and emergency first responders to take training sessions that would otherwise have been prohibitive because of travel costs.

The workshops included:

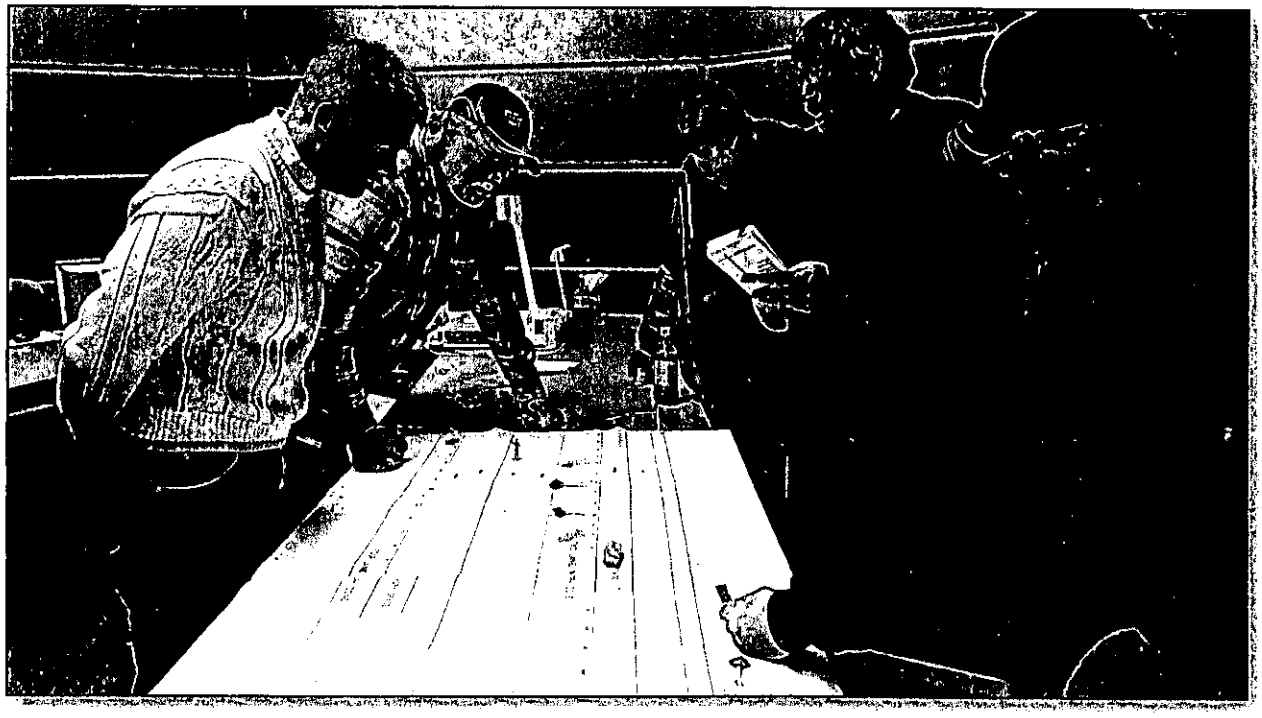
- A traffic control technician course;
- Work zone traffic control for maintenance operations;
- Occupational Safety and Health Administration (OSHA) work zone safety;
- Advanced work-zone management;
- Traffic safety workshops;
- A traffic control supervisor's training course

The traffic-control technician workshop proved wildly popular with 339 participants at sites in North Dakota, Montana and Wyoming. "It was the largest training event we had this year," Rodriguez said, largely because the federal government required the course for almost anybody involved with roadwork.

The instructor, a professional engineer from Washington, D.C., flew into Fargo and presented the traffic-control technician workshop March 3 in Fargo. The workshop also was filmed and transmitted live to 27 interactive video conference sites.

Rodriguez and colleague Dave Levi innovated to reach past broadcasting workshops only to state Departments of Transportation in TLN's four-state region of North Dakota, South Dakota, Montana and Wyoming. Besides broadcasting to DOT offices, the workshop was beamed to the 27 pre-determined gathering places chosen for attendees' convenience.

"We used some unconventional sites we hadn't used before – Ulteig Engineering's conference room in Fargo, the State Hospital in Jamestown, a rural electric cooperative conference room in Hettinger and several others," Rodriguez said. "We've also reached beyond our network for training, and that's something we're proud of this year. Traditionally, training has been limited to 30 people gathered in a classroom. We expanded that reach tenfold and brought safety training to people who wouldn't have been able to attend."



TRANSPORTATION SAFETY SYSTEMS CENTER:
Improving Safety Through Software

COMPASS Provides Direction for Safety Software

With technology advancing daily, the 10-year-old collection of software that the Federal Motor Carrier Safety Administration (FMCSA) uses to collect and analyze commercial vehicle company census and safety data is due for a makeover.

To date, the TSSC's expertise has been primarily in developing the mission critical software for laptop computers used by federal and state commercial vehicle inspectors and investigators. So it makes sense that the center would play a pivotal role in transforming and updating that software. Having functional systems is critical to tracking the more than 3.5 million commercial vehicle inspections every year. Currently commercial transport companies and enforcement personnel use up to 20 different programs to query, check, and enter data, file required reports and schedule compliance reviews and safety audits.

The effort, called COMPASS, is more far-reaching than updating software. "FMCSA's initiative will transform the way FMCSA does business and implement an information technology solution that improves the agency's ability to save lives," notes TSSC director Brenda Lantz. "The initiative will create a single source for safety data while improving data quality."

The FMCSA is in the third year of a long-term process of consolidating and updating its computer operations into a system that closely aligns with the agency's objectives. "Combining those systems will make them much more efficient and user friendly," Lantz says. While the existing applications have functioned well, compatibility with new security requirements and computer operating systems is adding urgency to the effort.

The COMPASS system is being designed so that it will be flexible enough so that its data and capabilities can be used in new applications designed by other state and federal agencies. A prototype of the software should be ready in 2009. In the early stages of the process, TSSC and FMCSA staff along with clients defined strengths and weaknesses of the existing suite of software so those could be considered in the COMPASS initiative. FMCSA and other clients will test the prototype to help refine the system, making it more functional and user-friendly.

Each member of the TSSC staff has expertise in specific software related to enforcement and compliance. Because COMPASS consolidates those applications, TSSC staff members are working together to assure their components are compatible and work together efficiently. "This is really a team effort for us," Lantz notes.

PUBLICATIONS

Staff Papers

SP-166 Campus Transit Development Planning: A Case Study
SP-167 City of Brookings: Transportation Gap Analysis & Recommendations
SP-168 North Dakota Grain Facility Supply Chain Quality Assurance Project

Department Publications

DP-183 North Dakota Strategic Freight Analysis: Summary Report
DP-184 North Dakota Strategic Freight Analysis
DP-185 North Dakota Strategic Freight Analysis: Truck Size and Weight Issues in North Dakota
DP-189 Neighborhood Design and Aging: An Empirical Analysis in Northern California
DP-190 Gender-Role Based Differences in Time Allocation: A Case Study of Shenzhen, China
DP-191 Hedonic Value of Transit Accessibility: An Empirical Analysis in a Small Urban Area
DP-192 Realized Travel Demand and Relative Desired Mobility of Elderly Women in Rural and Small Urban North Dakota
DP-193 Feasibility of a Logistics Center Including Container/Trailer Intermodal Transportation in the Fargo/Moorhead Area
DP-194 Business Plan for River Cities Public Transit
DP-195 Advanced Small Transit Vehicle Technology Study
DP-196 Underride Safety Protection: Benefit-Cost Assessment of Rear-Impact Guards for the North Dakota Farm Truck Fleet
DP-197 Tribal Transit Demographic Need Indicators
DP-198 North Dakota Grain and Oilseed Transportation Statistics, 2006-07
DP-199 Annual North Dakota Elevator Marketing Report, 2006-07
DP-200 Biodiesel Use in Fargo-Moorhead MAT Buses
DP-201 Effects of Rising Gas Prices on Bus Ridership for Small Urban and Rural Transit Systems

MPC Publications

MPC 07-188 Dynamic Impact Load Tests of a Bridge Guardrail System
MPC 07-189 Relating Wildlife Crashes to Road Reconstruction
MPC 07-190 Durability and Ultimate Flexural Loading of Shear Spike Repaired, Large-Scale Timber Railroad Bridge Members
MPC 07-191 Legal Establishment of County Roads in Wyoming
MPC 07-192 Recycled Glass Utilization in Highway Construction
MPC 08-193 Trucking Churn Industry
MPC 08-197 Load Testing of Wood-Concrete Beams Incorporating Recycled Utility Poles
MPC 08-198 Flexible Highway Barriers
MPC 08-199 Integrating Security into Small MPO Planning Activities
MPC 08-200 Adaptive Signal Control V: SCATS Evaluation in Park City, Utah

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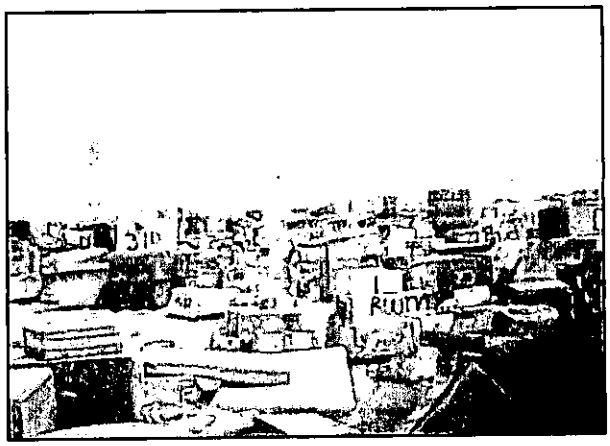
Transportation RFID Working Group

The Transportation RFID Working Group has been assembled to share ideas and explore research opportunities related to the implementation of RFID technology in transportation operations and infrastructure. The Upper Great Plains Transportation Institute has assumed a leadership role in the working group. Partners in the effort include Alien Technology, Axcess International, Bentley Systems Inc., Killdeer Mountain Manufacturing, NDSU Center for Nanoscale Science and Engineering (CNSE), Science Applications International Corporation (SAIC), North Dakota Department of Transportation.

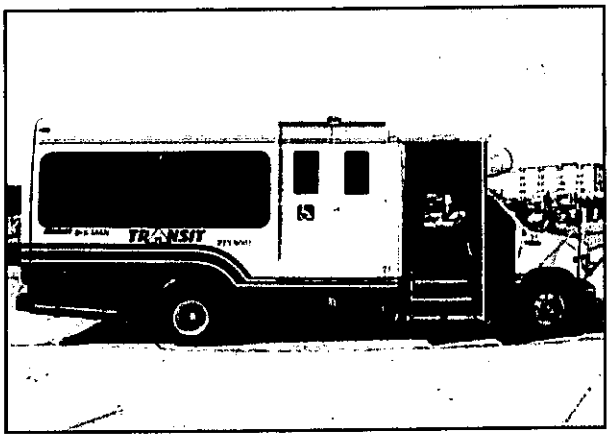
The following projects are under consideration or in the initial phases of implementation.

Energy harvesting to charge active tag batteries. UGPTI is working with Axcess Inc. to field test an energy harvesting power generator for sensing applications. Energy harvesting technology promises to deliver self-sufficient power for wireless sensing and mobile computing applications. Numerous energy harvesting techniques such as parasitic radio frequencies, solar, air-flow, pressure variation, vibration, thermoelectric, and triboelectricity have been proposed for wireless sensor devices. It is likely that some combination of energy harvesting approaches will be needed for any given application. The i-VIBES device could be used for applications where adequate vibrations are available to power wireless sensors for in-transit asset visibility, remote intelligence gathering, mobile surveillance, and reconnaissance applications. Commercial applications can include remote machine health and environmental safety monitoring, asset tracking, and condition-based monitoring of sensitive asset throughout the retail supply chain. UGPTI in conjunction with the North Dakota Department of Transportation is providing various types of maintenance equipment to be outfitted with the vibration energy harvesters and tested to determine the amount of power that can be generated. In the truck field test circuits will be run on different roadways of a known International Roughness Index. A test of the energy harvester will also be conducted on a bridge structure to determine how the vibration from passing traffic can supply power.

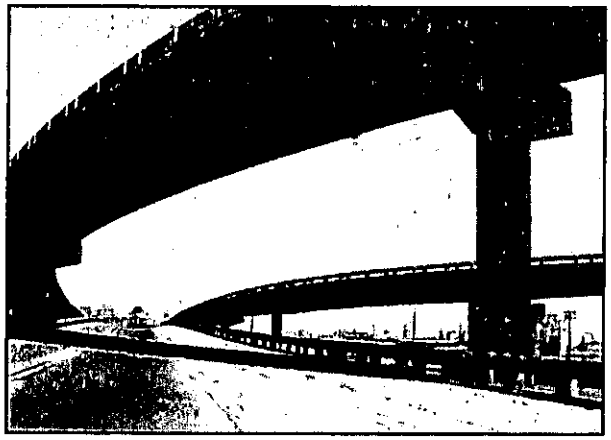
Container Location and Autonomous Search System (CLASS). This innovation will provide the Department of Defense with an automated and secure means to remotely search, locate, and manage containers and their contents in remote depots that supply nearby battlefields and zones of conflict. Military personnel will be able to efficiently pinpoint and retrieve containers based on their content in a fully automated and paperless fashion. The system will combine several different technologies including, RFID, geo-spatial location, secure wireless communications, remote database synchronization and management, computer search engines, and computer generated three-dimensional representation. Researchers will explore the feasibility of this concept.



RFID Cookbook for FIATECH. The capital projects industry is beginning to use radio frequency identification (RFID) technology in the supply chain to achieve financial benefits, but there is not a comprehensive reference book available to guide users through the process. FIATECH, a consortium of companies in the capital projects industry, has recently selected a team led by UGPTI to produce an RFID Cookbook, complete with details on the utensils and ingredients needed, as well as the recipe for implementation. The Cookbook content will be a collaborative effort, compiled from information on products from manufacturers, data from capital projects industry companies, standards from global organizations, and input from academic institutions. The objective of this collaborative effort is to provide FIATECH members with valuable information on the use of RFID technology in the Capital Projects Industry.



Utilizing RFID in Transit. UGPTI is working with local shareholders in southwest North Dakota to improve the efficiency of personal transportation providers through lower costs or increased levels or quality of service. One challenge facing the industry is the accurate and timely collection of boarding and departure data which can be used for fare determination, billing, reporting, operations management, and planning. The solution: providing riders with a plastic fare card with an embedded RFID chip which is automatically read when riders board or alight from the vehicle. This passenger identification information will then be used to determine fares, bill passengers, report to oversight and funding agencies, improve daily operations, and be used for system planning.

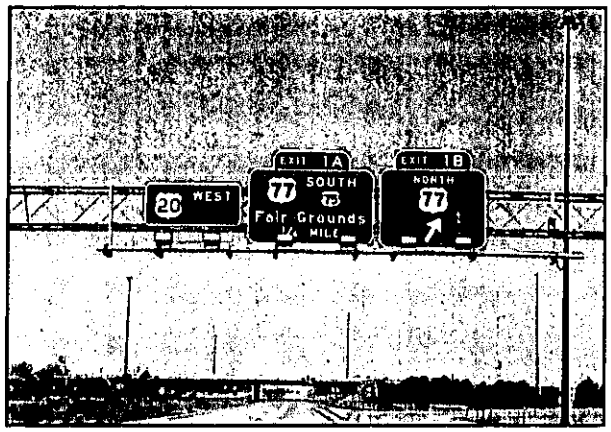


Bridge Sensing from the Inside Out.

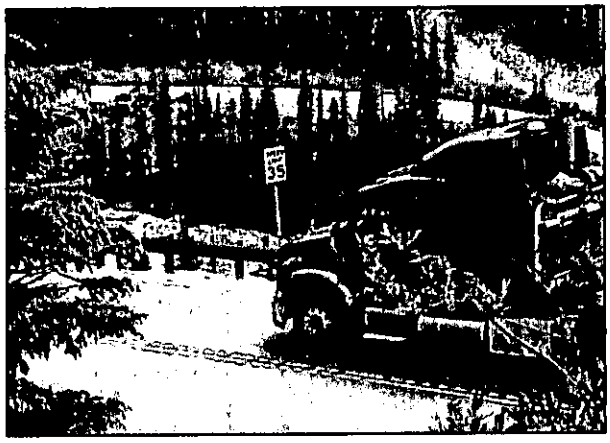
There is a pressing need to create a new advanced, responsive, network-capable, nondestructive evaluation and test sensing system to cost effectively and quantitatively inspect and evaluate the structural integrity of the nation's bridges.

According to the Bureau of Transportation Statistics, there are 600,022 bridges in the United States and Puerto Rico of which 72,274 are structurally deficient and another 81,269 are functionally deficient. These rankings are based on visual inspections only. Corrosion is a worldwide problem. The United States alone spends over $300 billion annually on corrosion-related expenses in multiple modes from transportation to the defense industry. The indirect costs, such as loss of human productivity and product delivery, are estimated at an additional $250 Billion annually. This research will to develop a systems approach to determine the probability of corrosion developing within the bridge structure by monitoring the environmental elements that lead to the development of corrosion as well as the progression of corrosion as it grows.

Highway Sign Inventory, Inspection, and Reflectivity Management System (H-SIIRMS). This system will give state DOTs tools to vastly improve highway sign management and reduce costs simultaneously utilizing a number of advanced sensing and computer technologies. The system will remotely identify a sign by type and location, enter a date/time stamp, evaluate the physical condition of the sign and test its reflectivity from a vehicle at highway speeds. The inventory aspect of the system will utilize RFID, GIS and GPS technology. The physical inspection will use high-resolution cameras, a highway sign database system, and recognition software. The reflectivity test will incorporate a sophisticated optical system that measures the amount of light beam reflected from the sign. These technologies and system components will all be incorporated into a single handheld RFID reader, camera and light beam emitter/receiver in a piece of hardware that can be operated by technicians. Information from the system will be fed into an on-board computer that can be uploaded to a central server through remote communications on a periodic basis as necessary.



Commercial Vehicle RFID Initiative.



In 2006, 146,700 large trucks were involved in traffic crashes across the United States; 4,732 of those were fatal crashes resulting in 4,995 deaths. An additional 90,087 people were injured. This level of accidents is a result of more registered trucks on the road with increasingly more miles traveled each year. This research will design and create a prototype that uses RFID technology to help identify commercial vehicles for enforcement screening. The objective is to put more focus on non-compliant or high risk carriers and trucks. Electronic identification will enhance and streamline this process.

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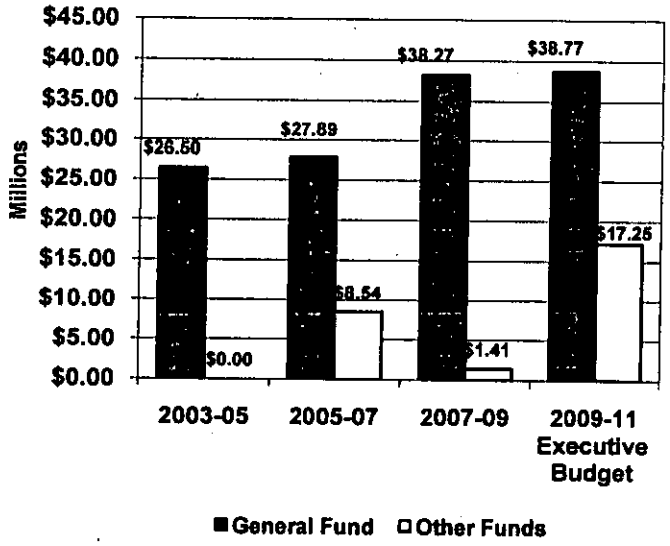
Department 241 - Minot State University
Senate Bill No. 2003

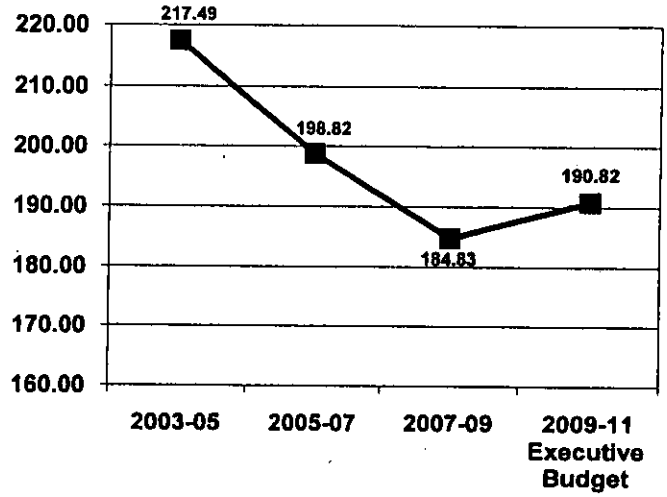
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	190.82	$38,766,984	$17,250,000	$56,016,984
2007-09 Legislative Appropriations	184.83	38,267,401	1,406,615	39,674,016[1]
Increase (Decrease)	5.99	$499,583	$15,843,385	$16,342,968

[1]The 2007-09 appropriation does not include general fund carryover spending authority of $1,142.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$34,421,873	$4,345,111	$38,766,984
2007-09 Legislative Appropriations	30,691,992	7,575,409	38,267,401
Increase (Decrease)	$3,729,881	($3,230,298)	$499,583

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $3,373,083 for the following:			
Costs to continue fiscal year 2009 salary increases	$527,093		$527,093
5 percent per year salary increases	1,688,016		1,688,016
Health insurance increases	780,539		780,539
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	102,932		102,932
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	274,503		274,503
Total	$3,373,083		$3,373,083
2. Provides equity funding of $272,798 (The executive recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$272,798		$272,798
3. Provides ongoing funding for extraordinary repairs of $596,870, the same amount of extraordinary repairs base funding for the 2007-09 biennium			

4. Provides funding for emergency preparedness and security, including funding for 1 FTE security position. **The Senate removed this funding and related FTE position.**	$84,000		$84,000
5. Provides **one-time funding** for repairs, maintenance, and security	$595,111		$595,111
6. Provides **one-time funding** for major capital projects, including boiler replacement ($10,000,000), a student wellness center ($10,000,000), and parking lot repair ($1,000,000). **The Senate increased special funds authority for the student wellness center by $5,000,000.**	$3,750,000	$17,250,000	$21,000,000
7. Removes one-time funding for extraordinary repairs provided in the 2007-09 biennium	($855,874)		($855,874)
8. Removes one-time funding for major capital projects provided in the 2007-09 biennium	($6,719,535)	($1,406,615)	($8,126,150)
9. Adjusts the number of FTE positions by 4.99 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office security and emergency preparedness line item be used for the benefit of institutions under its control.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Bonding authorization - Section 15 authorizes the State Board of Higher Education to issue revenue bonds for the student wel enter project ($10,000,000).

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

Minot State UNIVERSITY

Be seen. Be heard.

January 13, 2009
3:00 p.m.

with exception of following pages same testimony to Senate and House

61st Legislative Assembly
SENATE APPROPRIATIONS COMMITTEE HEARING

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MINOT STATE UNIVERSITY

Mission/Vision

Minot State University achieves notable successes in the classroom, in faculty research and scholarships, in the work of its Centers of Excellence—the Rural Crime and Justice Center, the North Dakota Center for Persons with Disabilities and the Center for Extended Learning and in many efforts to plan for the future. It is through these efforts that the university focuses on its mission:

> *Minot State University is first and foremost dedicated to the success of all students: their growth and development as educated citizens, their confidence, and their life-long devotion to the common good and the welfare of others.*

1. Enrollment: Current and Projected

Enrollment fell slightly from 2004 to 2007, but in the last year Minot State University enrollment showed noticeable increases in various categories, particularly in online, Canadian, Ward County and Native American students. Since 1997, the headcount and Full Time Equivalent numbers have increased, revealing notable changes in enrollment patterns.

- Official 2008 fall semester headcount enrollment was 3,432, a slight increase from those registered in fall 2007.
- Small decreases were shown in 3% fewer transfer students, a 17% decrease in full-time graduate students and a 2% decrease in new first-year students.
- Increases were realized in a number of encouraging areas, including Ward County students (9%), part-time undergraduate students (2%), Native American students (5%), Canadian students (15%), non-Canadian International students (42%), face-to-face off-campus students at the Minot Air Force Base or Bismarck (4%) and e-learning/online students (5%).
- The fall 2008 enrollment of 3,432 compares to the fall enrollment of six years ago in 2002 at 3,625. Full-time equivalent enrollment of 2,721 in fall 2008 compares to 2,999 FTE in 2002.
- In 10 years, Minot State University's enrollment has remained stable but with slight declines in the last few years (see the following tables). Enrollment changes have occurred in the type of student enrolled, particularly in the shift from face-to-face to online courses and programs. The mixture of courses at Minot State University provides students with more choices and additional options for classes and programs. At the same time, these trends compel the university to reallocate and consolidate resources, reassign loads and accommodate different student demands and expectations for new programs and for virtual courses and support. This dynamic puts immense pressure on the existing infrastructure, faculty loads, professional development, technology support and assignments. The past enrollments and the projections to 2013 reveal an expectation for growth, but one that must be supported with effective enrollment management decisions and strategies.

2. Differentiation: Characteristics of the university that make Minot State unique

The core of Minot State University's Vision 2013 is embracing the philosophy of place and engagement. The vision rests on the assumption the university will provide an extraordinary connection between academic subjects and the reality of life on the Great Plains, between theory and practice and between the local and the global. Strategy two of Vision 2013 states the university will "foster engaged learning and place for the benefit of students." Accompanying that strategy is an expectation for achieving exceptionally high-quality teaching and engaged learning. The university values the linkage of theory with practice, of reinforcing learning by doing. Critical thinking, problem solving, analytical/scientific reasoning, quantitative and qualitative judgments and written and oral communication are all aspects of the research enterprise and are skills that are ultimately enhanced when students conduct research with faculty. These experiences will build life skills that students will draw from regardless of what career path they chose, or opportunities or challenges they will face in life. A few notable examples of initiatives and programs are:

- The CASCLS (Collaboration for the Applied Study of Cognition and Learning Sciences) brings together multiple disciplines from across campus to support this project. This program will blend neuroscience with instructional pedagogy to cutting-edge instruction in the classroom as we prepare future generations of North Dakota teachers.

- A new program in Sports Physiology and Athletic Training is in the final stages of North Dakota University System approval.

- The Nursing Department is responding to the needs of the region by operating a foot/wellness clinic at Henry Towers in Minot. It provides the opportunity to dedicate learning spaces to simulation training. It is increasingly difficult to find clinical space for nursing students. Having a clinical space at a unique setting off campus will mitigate the difficulty of placing nursing students in existing clinical settings.

- To address the growing demand for entrepreneurship, technology and the energy sector, the College of Business is developing new academic programs focused on energy, economics and finance.

- Faculty are currently in the final stages of completing the paperwork and review necessary to establish a new program called Community Studies and the Environment.

- The university is also responding to educational and workforce needs by partnering with tribal schools, colleges and other four-year schools in offering programs and courses needed in these communities.

- The Department of Communication Disorders continues to have a national and international reputation as one of the best programs in the country. Admission into the program is very selective and students are being recruited by potential employers before they graduate.

- Minot State University was selected, along with 13 other four-year schools from across the country, to participate in the Foundations of Excellence in the First College Year, directed by the Policy Center on the First Year of College. This is a highly selective process and provided the university with the resources to complete a comprehensive campus review on how we address the needs of first-year students. Currently plans are underway to implement the major recommendations in the first-year self study, such as a new first-year seminar, learning communities, and advising center.

- The university has signed partnership agreements with universities in Denmark, Sweden, Norway, Turkey, China and South Korea, providing the foundation for program articulation, student and faculty exchanges and summer study tours. As a result of these agreements, there have been student exchanges, visiting professors, international study tours and classes and other cultural exchanges and discussions.

- The Job Corps Executive Management Program is the only program of its kind in the country. It represents a partnership among Minot State University, the United States Department of Labor and Job Corps programs from across the country, and is designed to provide graduate-level education to rising Job Corps executives. The program is delivered using a hybrid of the latest information and online instructional technology and face-to-face instructional pedagogy.

- The North Dakota Center for Persons with Disabilities on the campus continues to be a national leader in developing policy and addressing the needs of disabled populations. NDCPD recently started a new pilot project addressing the special needs of families with autistic children in rural areas.

- The Rural Crime and Justice Center continues to lead public awareness activities regarding methamphetamine usage to more than 60,000 people from across North Dakota. RCJC has developed a protocol for testing the residual effects of methamphetamine labs in collaboration with the Department of Chemistry at Minot State. These efforts have resulted in their invitation to collaborate with the Environmental Protection Agency in the development of remediation protocol for methamphetamine labs and dump sites. RCJC just completed a grant providing for the planning of a North Dakota Victims Assistance Academy and are preparing a follow-up grant to establish the first North Dakota Victims Academy at Minot State University in the summer of 2009.

3. Collaboration: How we are working with others to strengthen our services and university

- Minot State University welcomed the first group of Chinese exchange students from SIAS International University in the fall of 2007. The 15 Chinese students and their American counterparts are part of the Intercultural Graduate Management Cohort. The on-campus version of the College of Business's Master of Science degree in management lasts 12 months.The objectives of the MSM program are to develop leadership, management and communication skills in an applied context. Chinese and American students also teamed up on work related projects.

- Minot State joined ranks with three Native American tribes. Minot State University signed three-year partnership agreements with Turtle Mountain Community College, United Tribes Technical College and Fort Berthold Community College. The university and the tribal colleges agreed to a "two-plus-two" collaboration model, which means the courses students complete at the tribal colleges will apply toward four-year degrees at Minot State University.

- Minot State also signed an agreement with PaiChai University in Daejon, South Korea. PaiChai boasts a new business program that is taught in English. Minot State University faculty will have the opportunity to teach at PaiChai, and PaiChai faculty would teach at Minot State.

- The university has also signed partnership agreements with Kadir Has University in Istanbul, Turkey; Telemark University College near Skien, Norway (the sister city of Minot); Kristianstad University in Kristianstad, Sweden; and Aalborg University in Aalborg, Denmark.

- Minot State University, in connection with The Language Company, will start an English as a Second Language institute in the summer of 2009. The institute will provide superior English language instruction and cultural activities to students worldwide. A six-month renovation of two floors in Dakota Hall will house the ESL institute. The university expects as many as 50 students per four-week session. The ESL institute will provide strong English language support to international students to ensure their success. The institute will also boost overall enrollment, as a high percentage of ESL graduates are college bound and a high number of those students choose to extend their learning at the host university. It is well known that international students boost the economy of the local community, contribute in many ways to campus activities and establish strong ties to the host institution. Experience shows that nearly 25% of the international students decide to reside in their local communities after graduation.

- The Western North Dakota Energy Impact Symposia is proposed to study the multi-faceted impact of the development of energy resources in and on North Dakota and the surrounding region. Representing collaboration between Dickinson State University and Minot State University, this symposia series will examine broadly the impact of energy development in the region and the trends and strategies for coping with that impact. Williston State College and Bismarck State College are also members of this collaboration and will be focusing on workforce development.

- Minot State University and Dickinson State University are uniquely positioned to bring together members of the target audience: individuals at governmental, industrial and educational institutions that have potential to influence energy management in the state. The symposia, funded with federal appropriations, would be formatted as a two-year series, initiated at Minot State University in spring 2010, followed by a symposium at DSU in fall 2010. As the four symposia are offered, relationships among the stake-holding agencies will be developed to sustain implemented solutions. The symposia will address the immediate issues during the two-year grant period and look for solutions. The continuing needs will be addressed by the universities, working closely with state and industry support after the initial 4 symposia.

- Minot State University continues to maintain a strong relationship with the campus in Bottineau. Minot State University-Bottineau maintains an office and offers classes on the Minot State campus. Articulation arrangements, shared services and mutual support are the hallmarks of this unique cooperation.

4. Accomplishments: Selected achievements revealing institutional growth and effectiveness

- Great Plains Scholar Awards: Fall 2008 numbers are positive and indicate the scholarship award program has had a favorable impact on ACT scores. The objective to increase the number of students with an identified ACT of 26-29 and ACT of 30 or higher by 10% was reached. Another positive indicator is that the number of students with ACT scores of 30 from 2007 to 2008 showed an 80% increase.

- Completed formal long-range master plan and identified prioritized initiatives and schedule for campus growth and improvement. The two-year process and completed plan, led by master planning architects and including the campus community and constituents from off campus, has led to a design replicating North Dakota geological features and a sense of place. Other major renovations to the campus provide for improvements in access and aesthetics.

- Landscaping plan completed and selected projects undertaken. Detailed landscaping and design plans provide detail for improvements and a long-term schedule for completion.

- Contracted with an architect to begin the initial phase of planning and designing a proposed wellness center. Initial vision has expanded to a Health & Wellness Center.

- Installed new building signage.

- Emergency Operations Planning Committee was appointed in September 2007 and a plan was completed in 2008.

- Minot State University's economic impact on the state and region has risen in just seven years from $89 million in FY1999, to $119 million in FY2004, to $135.1 million in FY2008.

- In September 2008, Minot State University received formal notification from the Higher Learning Commission that the university passed its ten-year accreditation review in good standing, meeting all criteria for accreditation and garnering high praise from the team of peer evaluators. The Higher Learning Commission's Board of Trustees validated the recommendation of the Institutional Actions Council of the Higher Learning Commission of the North Central Association.

- To address a serious need for improved faculty and staff salaries, the university formed a compensation task force in October 2006, comprised of faculty, staff and administrators, to study existing salaries, identify comparable national benchmarks for each classification and to develop a five-year plan and goal for reaching agreed-upon objectives for salary levels. The first year has resulted in a detailed analysis and recommendations for salary enhancements. The university has identified individual salary disparities and used a pool of funds to increase all salaries and to address individual classification inequities. The university is on track at this point to reach its goals by FY2012. To continue our effort, we project the need for minimum salary increases of 5% for each of the next three years. A list of ten aspiration peers in the Great Plains has been developed as well and their salaries studied and identified as objectives for improving salaries and institutional competitiveness.

- Minot State University invested $350,000 of upgrades into the Student Center Atrium, starting at the end of 2007 and finishing in August of 2008. The changes include a new location for an upgraded Post Office, flooring replaced, fresh paint, new furniture, a remodeled pool entrance, coffee shop (Java Lodge) open, computer hot zone added, informational TV screen and wall murals added to the lower and second floors. The changes bring the Student Center and associated services well into the 21st century.

- A $387,000 project, funded by the state legislature, to replace an outdated floor system in the Dome is complete. The improvements allow Minot State University to, once again, host local and regional indoor track meets and, most important, ensure the visiting public a safe experience while attending community and university events at the Dome.

- Minot State University's long-term strategic plan has Swain Hall becoming an academic building, housing the full College of Education and an expanded Human Performance program and adding new classrooms and laboratory space for the sciences. As a part of the strategic plan, seven million dollars were set aside in the 07-09 biennium for abating asbestos, replacing electrical and HVAC and remodeling the entire building to best reflect Minot State University's current and future needs in Swain Hall. As of the beginning of 2009, 100% of the abatement process and 65% of the demolition and structural work on new floors have been completed. The largest portion of the project is set to begin in the spring of 2009 and will include a complete remodel of the 55-year-old facility.

5. Financial planning: Monitoring the budget, anticipating needs and handling deferred maintenance

NDUS Campuses

Comparison of SBHE General Fund Revised Request And Executive Recommendation

Minot State University

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	**$38,267,401**	**$38,267,401**	**$0**
Base Adjustments	**(7,575,409)**	**(7,575,409)**	**-**
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**30,691,992**	**30,691,992**	**-**
Prioritized SBHE Needs Based Request:			
Parity	4,063,787	3,373,083	(690,704)
Emergency Preparedness/Security	84,000	84,000	-
Equity	504,677	272,798	(231,879)
Two and Four-Year College Affordability	986,640		(986,640)
Bismarck Higher Education Center			-
Total Requested Increase in GF Base Funding	5,639,104	3,729,881	(1,909,223)
Total Base General Fund Request & Recommendation	**36,331,096**	**34,421,873**	**(1,909,223)**
One-time Budget Requests:			
Deferred Maintenance	1,487,778	595,111	(892,667)
Emergency Preparedness/Security	1,545,618		(1,545,618)
STEM Initiative	400,400		(400,400)
Pay-off special assessments			-
Bismarck HE Center			-
Total One-time Budget Request & Recommendation	**3,433,796**	**595,111**	**(2,838,685)**
2009-11 State-funded Projects	3,750,000	3,750,000	-
Total 2009-11 General Fund Request & Recommendation	**$43,514,892**	**$38,766,984**	**($4,747,908)**

Estimated Tuition Increases Needed to Fund Student Share of Parity Scenarios

		Assumes 5% annual salary increases							
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Est Add'l Revenue Generated by 1%/Yr Tuition Incr 1/	Student share, assuming 5% Salary Increase	Est Revenue 0% 2yr campuses & 4% for others	State Increase Needed to limit 09-11 tuition incr to 0% @ 2yr campuses & 4% for others	Est Revenue 2% 2yr campuses & 4% for others	State Increase Needed to limit 09-11 tuition incr to 2% @ 2yr campuses & 4% for others	Est Revenue 4% for all campuses	State Increase Needed to limit 09-11 tuition incr to 4% for all campuses (not < $0)	Note Est Tuition Incr Using Stdnt Shares in LTFP
BSC	341,334	974,105		974,105	682,668	291,437	1,365,336	-	2.9
LRSC	104,809	260,572		260,572	209,618	50,954	419,236	-	2.5
WSC	50,994	256,124		256,124	101,988	154,136	203,976	52,148	5.0
UND	1,848,414	9,167,817	7,393,656	1,774,161	7,393,656	1,774,161	7,393,656	1,774,161	5.0
Med	343,856	2,142,850	1,375,424	767,426	1,375,424	767,426	1,375,424	767,426	6.2
NDSU	1,645,668	8,499,080	6,582,672	1,916,408	6,582,672	1,916,408	6,582,672	1,916,408	5.2
NDSCS	162,307	991,697		991,697	324,614	667,083	649,228	342,469	6.1
DSU	259,301	1,112,953	1,037,204	75,749	1,037,204	75,749	1,037,204	75,749	4.3
MaSU	79,554	474,830	318,216	156,614	318,216	156,614	318,216	156,614	6.0
MiSU	280,721	1,816,276	1,122,884	693,392	1,122,884	693,392	1,122,884	693,392	6.5
VCSU	113,704	631,704	454,816	176,888	454,816	176,888	454,816	176,888	5.6
MiSU-BC	36,525	172,331		172,331	73,050	99,281	146,100	26,231	4.7
TOTAL	5,267,187	26,500,339	18,284,872	8,215,467	19,676,810	6,823,529	21,068,748	5,981,486	
2-Yr Campus Total		2,654,828	-	2,654,828	1,391,938	1,262,890	2,783,876	420,847	
Other Campus Totals		23,845,511	18,284,872	5,560,639	18,284,872	5,560,639	18,284,872	5,560,639	

Deferred Maintenance	
SBHE 2009-11 Request for MiSU	
Herb Parker Stadium Seating (A)	$422,778
Dome Fire Alarm Upgrade (A)	75,000
Administration HVAC 1st & 3rd Floor	300,000
Administration Fire Alarm System (A)	75,000
Administration Door Signage/ADA (A)	75,000
Old Main Windows	500,000
Library Door Hardware/ADA (A)	40,000
(Estimated Costs)	1,487,778
Executive Recommendation	595,111
Difference unfunded	(892,667)
(A) Health and Safety issues would be priority at the level of the executive recommendation	

6. Capital needs and priorities: Capital projects

	Approved Budget	SBHE recommended State funded portion from SBHE Capital Project Priority list	MiSU-Local funding
Coal Boiler/Physical Plant	10,000,000	3,750,000	6,250,000
Health & Wellness Center	15,000,000	0	15,000,000

2007 - 2009 Continuing Capital Projects

	Current Approved Budget	State Appropriated	Local Required Share	Amounted needed to complete as orginally designed
Swain Hall	7,036,150	6,332,535	703,615	3,000,000

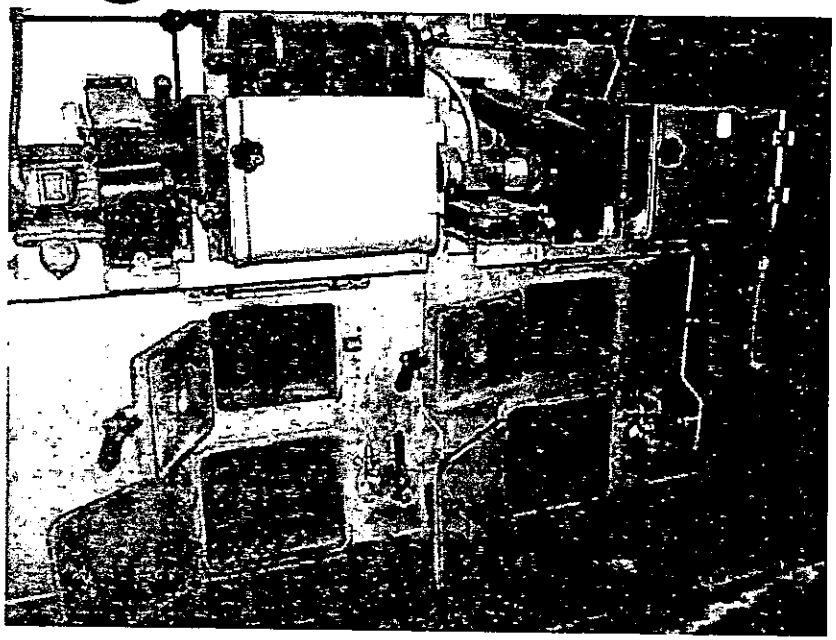
Boiler project:

Minot State University is requesting funds to replace the existing coal-fired boiler with a new high-pressure steam boiler, with traveling grate stoker capable of producing 30,000 pounds of steam per hour. Additional work required by this project would include the replacement of the coal receiving system and replacement of the ash handling system. New emissions control fly ash collectors and bag house upgrades will make exhaust from the heating operations more environmentally friendly. Modifications will be made to the existing heating plant to accommodate the new equipment, and the maintenance facilities will be relocated to the north part of the campus.

Currently Minot State University's coal boiler is broken and not in use. Minot State University has to run the backup natural gas/fuel oil boilers. It is critical that Minot State University move forward to use coal as a primary fuel source rather than natural gas or diesel fuel, which are very expensive and not cost effective over the long term. It is anticipated that natural gas will go to $13.25 a decatherm or higher, thereby raising fuel costs to an unmanagable level.

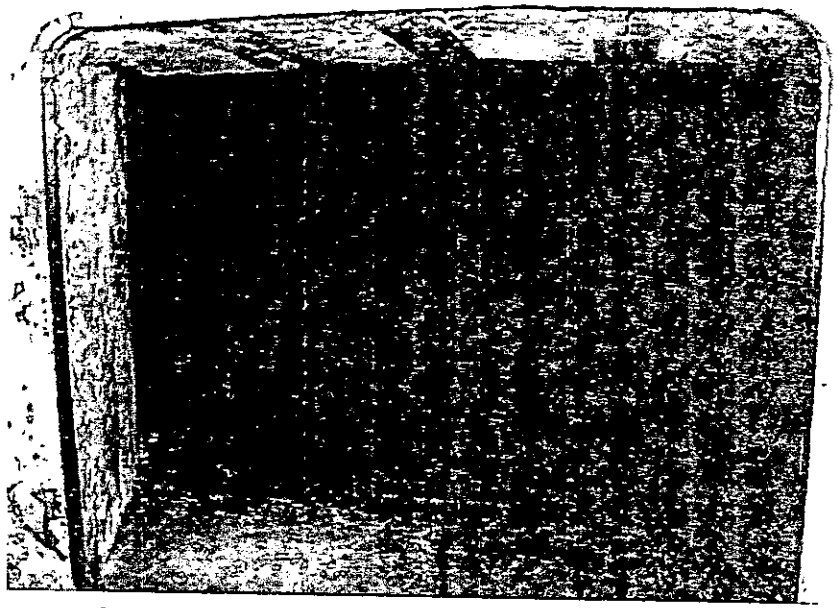
The current coal boiler stoker combination is rated to produce 20,000 lbs stm/hr continuously with short-term capacity to produce 22,000 lbs stm/hr. On a cold winter day the actual load required to maintain heat on the Minot State University campus is approximately 24,000 lbs stm/hr. The result being that Minot State University has to run a second natural gas/fuel oil boiler to supplement the current coal boiler, to meet increasing demands.

Total cost is $10 million ($8.75 million for the new boiler and $1.25 million for plant renovation). These estimates include the cost of the new boiler and site renovation, involving site development, grading, surfacing, utilities, storm sewer, management, building components, engineering and architecture.

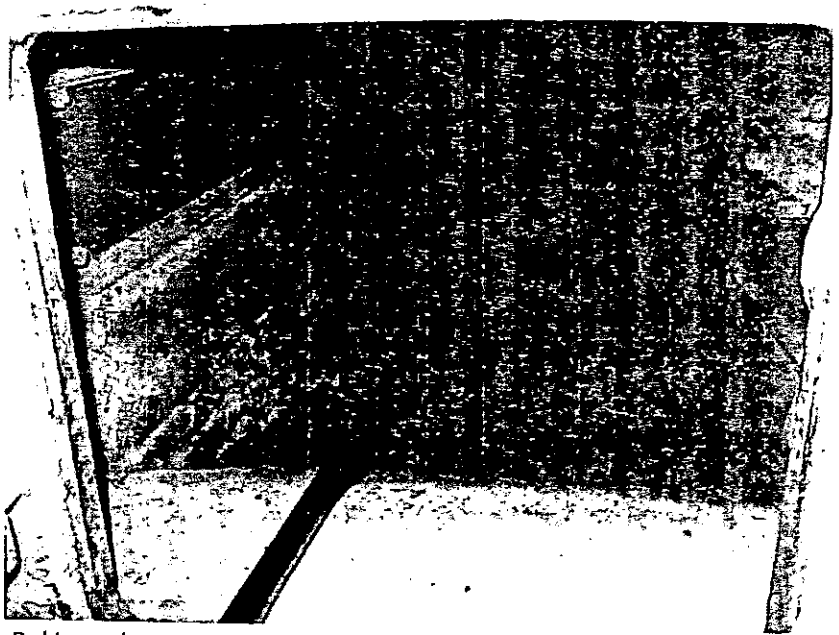


Outside access to rake coal ashes

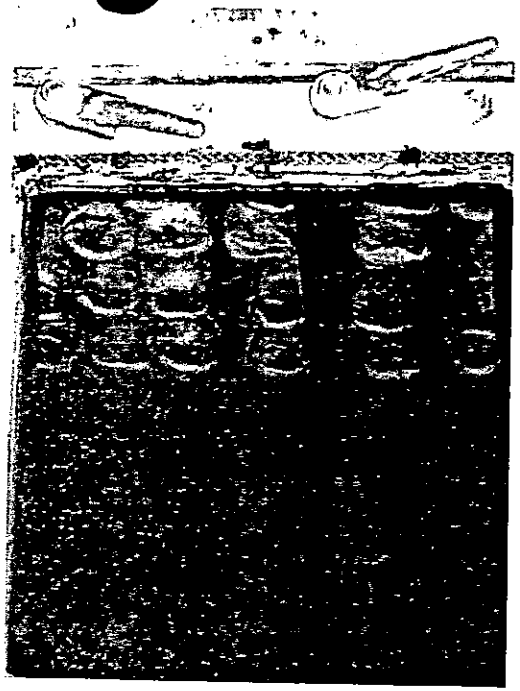
Raking ashes



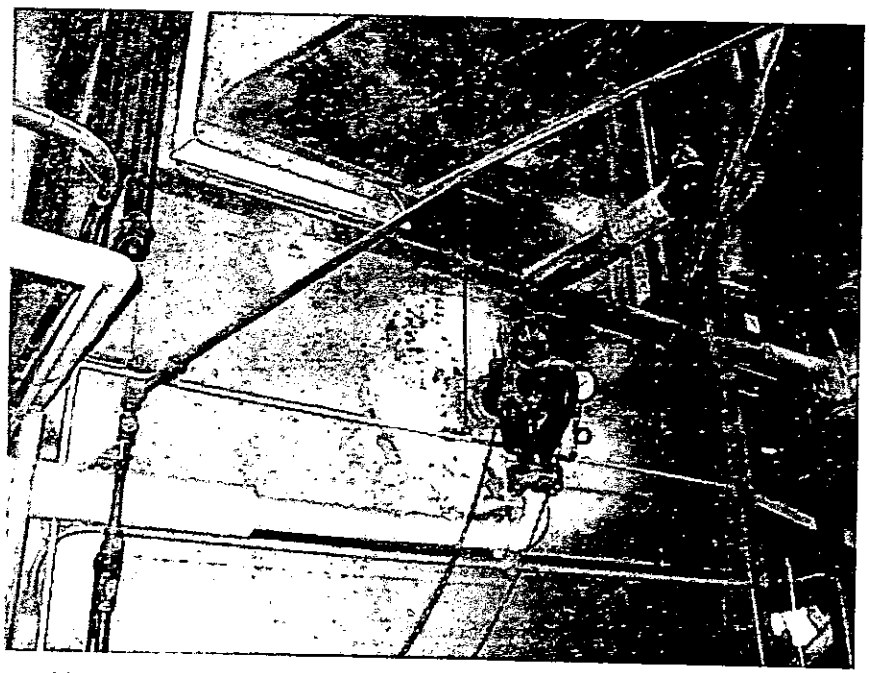
Grates for coal burning that are warped



Raking ashes

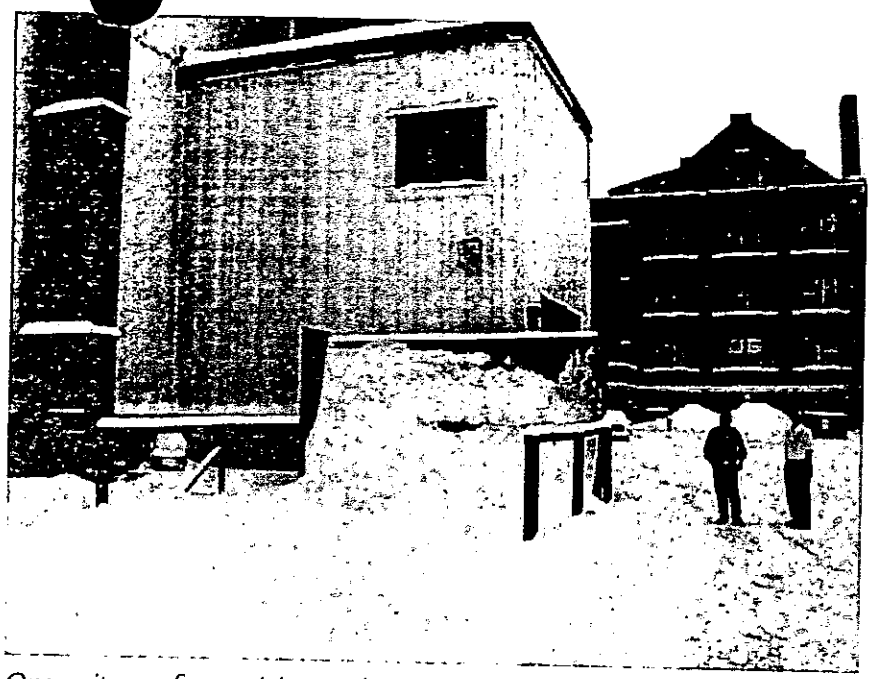


Bag house to be replaced with newer technology precipitator



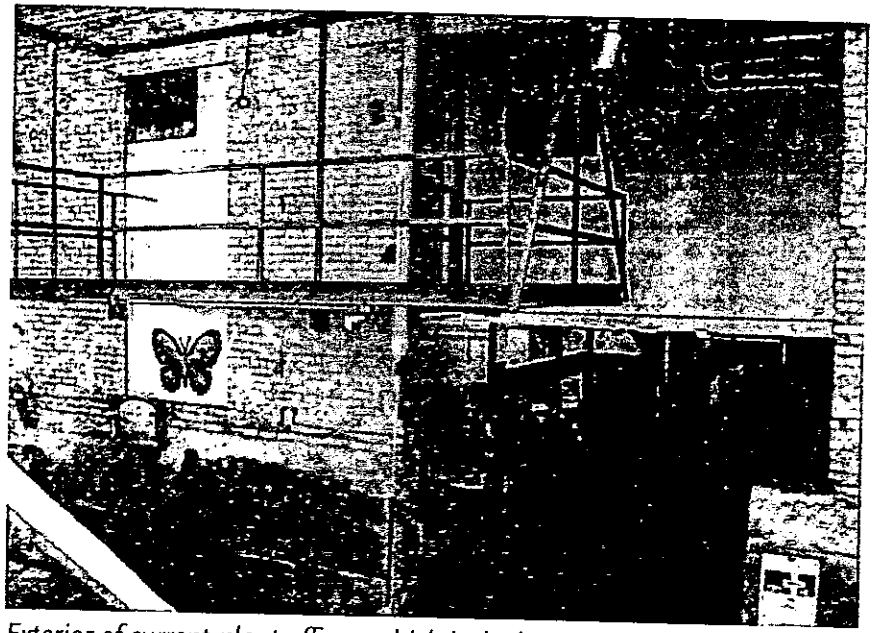
Coal boiler case failure due to deteriorated inner liner in coal burner

Coal boiler case failure due to deteriorated inner liner in coal burner

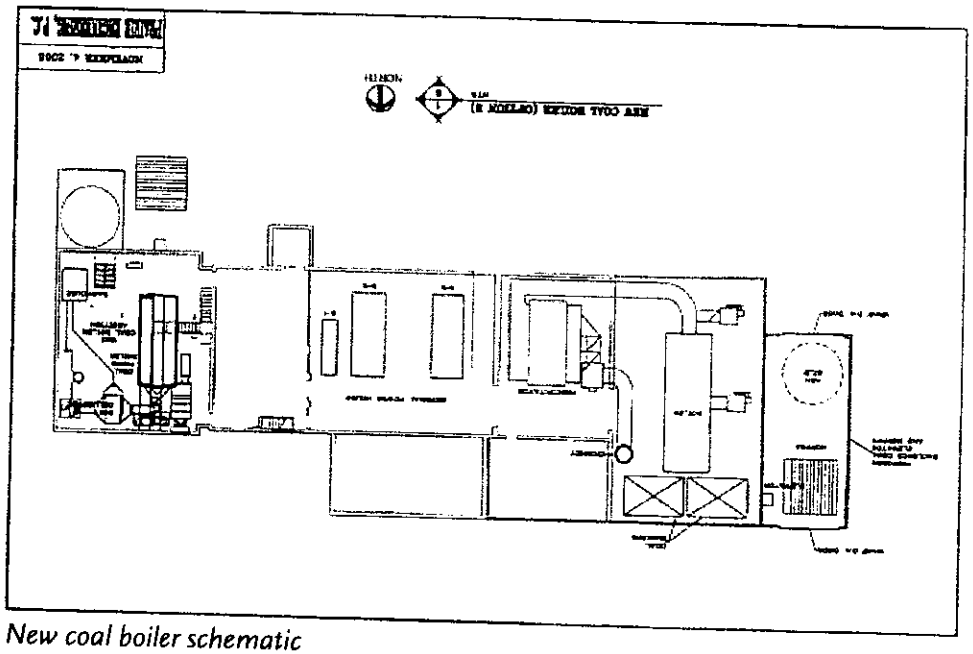


Open pit area for receiving coal

Coal receiving open pit and interior ash loading



Exterior of current plant offices, which is the location for the new coal boiler



New coal boiler schematic

Swain Hall additional funding

The remodeling of Swain Hall into an academic building was approved by the legislature in 2007. At that time the appropriation was for $6,332,535 in state funds and $703,615 in local funds. Since 2006 the cost of oil, labor and materials has gone up considerably, which has resulted in a revised architect's estimate of project costs in a range of $9.2 to $10.6 million. Minot State University is requesting an additional $3 million in new funds to help cover the cost of the project due to market increases beyond our control.

Health and Wellness Center:

The Health and Wellness Center is a concept designed to incorporate all aspects of a campus devoted to fostering education on health-related majors and healthy life-styles in modern state-of-the-art facilities. It will do this by bringing together related programs into a new facility that will promote a synergistic sharing of ideas.

Part of the need for the new center arose from the remodeling of Swain Hall into an academic building. The Swain remodeling, projected to be complete in two years, will provide a home for the College of Education and Health Sciences in addition to expanded classroom, office and lab space for education and the sciences. Displaced from the building by the remodeling were the existing student fitness center, football offices and locker rooms. The gymnasium in Swain that previously served as a multi-purpose facility handling athletic practices, intramurals and other student activities will now serve as the primary pedagogical laboratory for the Department of Teacher Education and Human Performance.

This idea of an expanded wellness center was first suggested by campus master planners as a way to better utilize the swimming pool and locker rooms in the Student Center. Concerns with space limitations at that site resulted in consideration being given to other possible locations. The one that made the most sense to project architects is adjacent to the Dome. This site will take advantage of some features already in place in that fine facility. Racquetball courts, locker rooms, workout areas and a walking/running track already exist in the Dome. By adding to it there will be the opportunity to create an even more useful building.

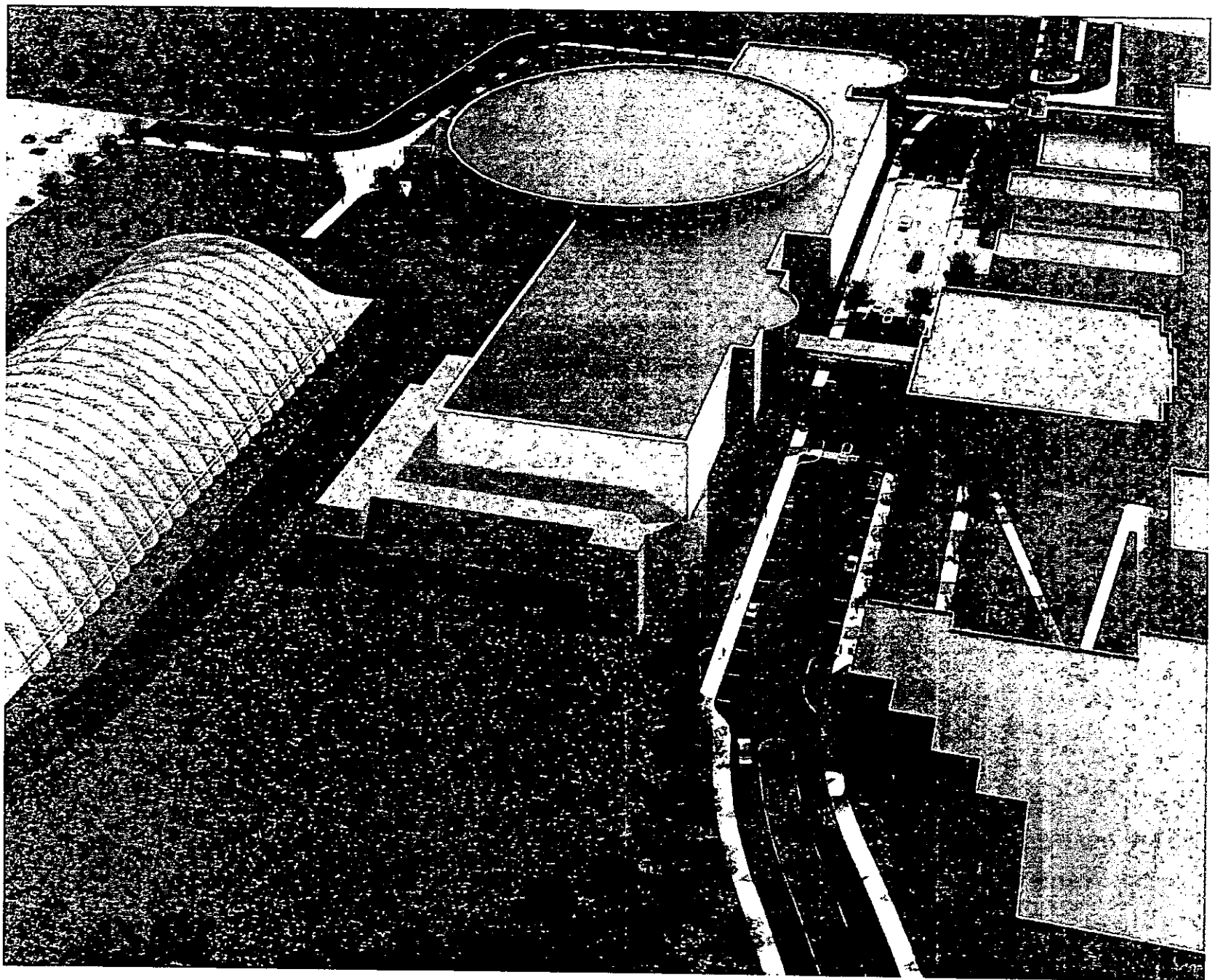
At the same time and as part of a desire to improve services to students, there is an opportunity to house student health, disability, testing and counseling services in a more accessible location for students. Couple this with the potential to address a long needed location for child care services and it creates a powerful argument for a new building. At the same time it provides a logical home for the fitness center component as well as potentially addressing some needs for the athletic department. Faculty and staff could also benefit from the facility. The need to keep employee health insurance cost increases down has resulted in an attempt to emphasize healthier lifestyles through the implementation of a faculty and staff wellness program.

The final piece of this dynamic puzzle is the need for more space for one of the most in-demand majors on campus: nursing. A plan to expand facilities for a growing nursing program adds to the list of critical needs and has resulted in the new working concept of a Health and Wellness Center. An expanded nursing program would include state-of-the-art simulation laboratories and potential new related programs in geriatrics/gerontology, sports medicine and athletic training. This expanded program has potential to support and provide new services for retired populations while also providing academic training for healthcare professionals and collaboration with community and regional health providers.

The nursing program would be relocated to the new center as a result of a significant increase in demand and because of its quality reputation. Minot State University is currently only able to admit about one third of those qualified who apply (18 out of 54 are admitted annually). There is also demand for increasing nursing outreach and support activities within our region.

The estimated cost for the project is $15 million. Funding could come from a combination of student fees and private fundraising. The State of North Dakota would be asked to fund the academic portion of the building estimated at approximately one third of the overall project cost.

A Minot State University Health and Wellness Center would allow for combining all facets of wellness into a common facility. Physical and mental health would be joined with health-related curricula to address all aspects of a comprehensive campus wellness program responding to these demands. Minot State University believes this project supports our Vision 2013 strategic plan by helping to ensure future institutional viability, vitality and growth.



Proposed Health and Wellness Center and Community Bowl looking east on 11th Avenue

Community Bowl/Stadium repairs and improvements:

Currently, Minot State University football/track stadium bleachers are deteriorating at an accelerated rate. The bleacher concrete foundations are failing, causing the lower areas to buckle and the upper areas to pull away from the sidewalk, allowing water and ice to get behind the structure. The infiltration of water and ice is compounding the deterioration process and an opening of 4 to 6 inches on average is showing up on top, allowing more water to get in. This opening on top coupled with the crumbling lower bleachers is creating a safety and health problem. It is realistic to expect that the deterioration will reach a point where the stadium will have to be closed if the problem is not corrected. The correction is a full replacement of the stadium structure at an estimated cost of $10 to $15 million. Minot State University therefore has been working with local schools and the City of Minot to develop a Community Bowl/all-purpose area-wide sports facility. The result is that Minot State University, along with local partners, want to develop a Community Bowl on the Minot State University campus. The planning for this facility would complement the developing plans for the Health and Wellness Center approved earlier by the North Dakota University System. Minot State University's intent is to develop a design concept to be presented to the campus and the Minot area with an estimated cost, to assess public interest in proceeding with the project. If there is an appropriate level of interest in proceeding with the project then the university and their project partners would use the design concept to solicit funding from multiple sources. Possible funding sources would come from a vote of the Minot people, a capital campaign, private funding and capitol maintenance funds from the system. If sufficient funds can be identified, then Minot State University and their partners would proceed with the project.

SB 2003
March 5, 2009
attachment #3

Minot State UNIVERSITY

Be seen. Be heard.

March 5, 2009
9:00 a.m.

61st Legislative Assembly
HOUSE APPROPRIATIONS COMMITTEE HEARING

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Appendix A A1

MINOT STATE UNIVERSITY
Statutory Authority and Description

Statutory Authority

North Dakota Constitution, Article VIII, Section 6; North Dakota Century Code Chapters 15-10 and 15-13.

Agency Description

Minot State University is a comprehensive public university whose purpose is to foster the intellectual, personal and social development of its students, and to promote the public good through excellence in teaching, research, scholarly activity and public service. The university offers a wide array of undergraduate programs in the liberal arts and the professions. Graduate education includes masters programs in communication disorders, criminal justice, education, management, mathematics, music, science and special education. One education specialist degree is offered in school psychology.

MINOT STATE UNIVERSITY

Mission

Minot State University achieves notable successes in the classroom, in faculty research and scholarships, in the work of its Centers of Excellence — the Rural Crime and Justice Center, the North Dakota Center for Persons with Disabilities and the Center for Extended Learning and in many efforts to plan for the future. It is through these efforts that the university focuses on its mission:

> *Minot State University is first and foremost dedicated to the success of all students: their growth and development as educated citizens, their confidence, and their life-long devotion to the common good and the welfare of others.*

Vision 2013

Minot State University will achieve national distinction as one of the premier public, regional universities in the "great" Great Plains.

- Create and promote a distinctive mission, vision and premier institutional character based on curricula and services known for high quality, engagement, relationship to place, and the integration of knowledge, theory and practice. [Distinctive Mission]
- Raise academic standards and expectations exceptionally high for quality teaching and engaged learning; create and sustain a dynamic place and engaged campus atmosphere and design conducive to high-quality learning and student support. [High Quality Learning and Achievement]
- Recruit, retain, and support well-qualified faculty and staff as valued members of an inclusive community, dedicated and devoted to the institutional mission, to engaged learning, and to student support and success. [Educational Excellence and Attainment]
- Develop and support a diverse, multicultural, and inclusive campus community [Accessibility]
- Provide students with a strong and engaging academic experience for intellectual and personal growth, formation of sound character, and development of abilities and skills required for success in future careers and endeavors. [Attainment]
- Enhance and strengthen the university's mission and purview to include civic engagement, experiential learning, and activities focused on collaboration, partnerships, community relations and involvement; complementing the institution's educational function through a concerted and deliberate effort to connect higher education and the common good. [Contributions to North Dakota and the Greater Good]
- Ensure the university's future viability, the vitality of its campus proper, and its success and competitiveness [Competitiveness and Affordability]

North Dakota Roundtable Goal

Minot State University will participate as a member of the North Dakota University System and support actively the North Dakota Roundtable Goal through the annual fulfillment of the Cornerstone Goals.

- To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable University System. [Contribution to Economic Development]

Minot State University 2008-2009 Cornerstone Goals

Cornerstone Goal #1 — Economic Development Connection: Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

- Enhance the economic development of the region through targeted projects led by Minot State University
  - Support the State Energy and Water appropriations bill through workshops and symposia
  - Offer a minimum of two energy workshops in conjunction with the Petroleum Technology Transfer Council and plan and prepare for sustainability symposia

- Work with local partners to identify collaborative efforts to enhance economic development
  - Increase MSU's capacity to provide specialized workshops, conferences, and training events through the Rural Crime & Justice Center, the Prairie Community Development Center, Center for Extended Learning and the ND Center for Persons with Disabilities, develop and offer specialized training for professionals from around the state
  - Continue to seek partners for a Centers of Excellence Project
  - Work with community leaders and area school boards to obtain a Community Bowl on the campus of MSU

Cornerstone Goal #2 — Education Excellence: Provide high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, and knowledgeable contributing members of an increasing global, multicultural society.

- Promote our distinctive mission, vision, and premier institutional character based on curricula and services known for high quality, engagement, relationship to place, and the integration of knowledge, theory and practice
  - Develop action plans to implement recommendations from the FOE study including campus based student advising for first year students, a first year seminar which would include engagement/activities in the community
  - Continue development of specialized programs that engage students and focus on our place in the Great Plains
  - Identify one time start up funds to hire a director and associate director for the Center of the Applied Study of Cognition & Learning Sciences.
  - Develop and seek NDUS approval, for implementation of new academic programs supporting, MSU's mission to the Great Plains, i.e., seek stage two approval for new degree programs in Energy Economics and Finance, Athletic Training, Community Studies and the Environment, Bioinformatics and Computational Biology, Environmental Geochemistry, and Forensic Chemistry
  - Establish and hire a Director for the Center for Engaged Teaching and Learning. The mission of the center is to assist faculty in developing engaged teaching and experiential learning opportunities for students designed to link theory and practice. Progress will be measured by looking for improvement in NSSE and FSSE scores

- Establish an ESL program to support international student preparation for success in college.
  - Sign partnership agreement with The Language Company bringing ESL training to MSU
  - Renovate portion of first floor of Dakota Hall into small classrooms and office space for the ESL program
  - Refine admissions language proficiency requirement to allow admission of students who have completed level 9 of ESL program and minimum TOEFL score

Cornerstone #3 — Flexible and Responsive Systems: Create a University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state.

- Develop programs that will provide flexible and efficient use of resources
  - Develop information sheet on energy conservation measures for campus community
  - Replace aging coal boiler with newer more efficient coal boiler or alternative fuel boiler
  - Implement recycling program on campus
  - In conjunction with campus master landscaping plan begin to replace non-native plants with plants native to North Dakota
  - Study the possibility of offering a tuition incentive to students involved in the dual credit program
  - Review dual credit processes and increase the numbers of dual-credit students by 20%
  - Using data obtained from Bismarck area surveys, develop program offerings based on findings

Cornerstone Goal #4 — Accessible System: Create a University System which is proactively accessible to all areas of ND and seeks students and customers from outside the state.

- Pursue strategic partnerships and initiatives for the recruitment and retention of students
  - Continue recruiting efforts in western Canada, Washington, and at tribal colleges
  - Increase recruitment activities in Washington and Minnesota, and enroll 10% more students from those respective states
  - Actively recruit and support Native American students as a part of the partnership agreements with tribal colleges. Increase the number of students by 10%
  - Increase number of international students by 10%
  - Establish the on-campus infrastructure to support international programs and initiatives
  - Create and staff a Canadian Student Advisor position within the Office of International Programs
  - Create promotional materials that address International Student concerns and interests
  - Submit a Flat Rate Tuition proposal to the SBHE for implementation in the 2009-10 school year as an incentive for out-of-state students to attend MiSU
  - Write a proposal and secure funding through Title IV

Cornerstone Goal #5 — Funding and Rewards: Develop a system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System.

- Review waiver program and develop recommendations for changes that will help the institution control costs, support Vision 2013 as it relates to serving diverse populations, and serve as a recruitment tool
  - Assess current waiver program and restructure to meet needs of diverse students
  - Review the Great Plains Scholarship program as well as reward system for Graduate students and revise to attract more students

- Support faculty and staff as valued members of an inclusive community, dedicated to engaged learning, student success, and institutional mission
  - Continue efforts with the Compensation Task Force and develop standards for merit pay increases
  - Review aspiration peers and formulate recommendation based on data
  - Implement program for faculty sabbaticals as well as mini sabbaticals for staff

- Increase the number of activities and subsequent fund raising through a strong and responsible advancement and foundation program
  - New alumni events in North Dakota and throughout the region
  - Hire a Major Gifts officer to help with identification, qualification and stewardship of major gift prospects with a 20% increase in giving
  - Identify campus priorities and determine volunteer leadership in preparation of a capital campaign

Cornerstone Goal #6 — Sustaining Vision: Develop a structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

- Encourage campus-wide engagement in understanding and realizing the vision and the Roundtable
  - Two open forums will be held to encourage campus-wide engagement in meeting the objectives of the vision and the Roundtable
  - University Cabinet members will review the results of the cornerstone goals and disseminate the results to their constituents
  - The Office of Public Information will engage small groups of campus constituents in an effort to build better communications in sharing successes. These will be published in regular campus publications
  - A President's report listing accomplishments in meeting strategic initiatives defined in Vision 2013, will be published and distributed throughout the region
  - The Office of Public Information will work with campus constituents to assure that Minot State University is well represented during the NDUS Legislative Showcase
  - Marketing and public information will organize a Business After Hours event in March focusing on the cornerstone goals and how MSU helps meet the needs of the region

Selected achievements

Attainment

- Great Plains Scholar Awards: Fall 2008 numbers are positive and indicate that the scholarship award program has had a favorable impact on ACT scores. The objective to increase the number of students with an identified ACT of 26-29 and ACT of 30 or higher by 10% was reached. Another positive indicator is that the number of students with ACT scores of 30 from 2007 to 2008 showed an 80% increase.
- In September 2008, Minot State University received formal notification from the Higher Learning Commission that the university passed its ten-year accreditation review in good standing, meeting all criteria for accreditation and garnering high praise from the team of peer evaluators. The Higher Learning Commission's Board of Trustees validated the recommendation of the Institutional Actions Council of the Higher Learning Commission of the North Central Association.
- To address a serious need for improved faculty and staff salaries, the university formed a compensation task force in October 2006, comprised of faculty, staff and administrators, to study existing salaries, identify comparable national benchmarks for each classification and to develop a five-year plan and goal for reaching agreed-upon objectives for salary levels. The first year has resulted in a detailed analysis and recommendations for salary enhancements. The university has identified individual salary disparities and used a pool of funds to increase all salaries and to address individual classification inequities. The university is on track at this point to reach its goals by FY2012. To continue our effort, we project the need for minimum salary increases of 5% for each of the next three years. A list of ten aspiration peers in the Great Plains has been developed as well and their salaries studied and identified as objectives for improving salaries and institutional competitiveness.

Accessibility

- Completed formal long-range master plan and landscape plan and identified prioritized initiatives and schedule for campus growth, improvement, and accessibility. The two-year process and completed plan, led by master planning architects and including the campus community and constituents from off campus, has led to a design replicating North Dakota and sense of place. Other major renovations to the campus provide for improvements in access and aesthetics.
- Contracted with an architect to begin the initial phase of planning and designing a proposed wellness center. Initial vision has expanded to a Health & Wellness Center.
- Emergency Operations Planning Committee was appointed in September 2007 and a plan completed in 2008 to provide a template for safety, security, and responsiveness.
- Minot State University had $350,000 of upgrades for the Student Center Atrium, starting at the end of 2007 and finishing in August of 2008. The changes include a new location for an upgraded Post Office, flooring replaced, fresh paint, new furniture, a remodeled pool entrance, coffee shop (Java Lodge) open, computer hot zone added, informational TV screen and wall murals added to the lower and second floors. The changes bring the Student Center and associated services well into the 21st century. [Student Accessibility]
- A $387,000 project, funded by the state legislature, to replace an outdated floor system in the Dome is complete. The improvements allow Minot State University to, once again, host local and regional indoor track meets and, most important, ensure the visiting public a safe experience while attending community and university events at the Dome.

Contributions to Economic Development

- Minot State University's economic impact on the state and region has risen in just seven years from $89 million in FY 1999, to $119 million in FY 2004, to $136.5 million in 2006, to $135.1 million in FY2008.
- The Western North Dakota Energy Impact Symposia is proposed to study the multifaceted impact of the development of energy resources in and on North Dakota and the surrounding region. Representing a collaboration between Dickinson State University and Minot State University, this symposia series will examine broadly the impact of energy development in the region and the trends and strategies for coping with that impact. Williston State College and Bismarck State College are also members of this collaboration and will be focusing on workforce development. Minot State University and Dickinson State University are uniquely positioned to bring together members of the target audience: individuals at governmental, industrial and educational institutions that have potential to influence energy management in the state. The symposia, funded with federal appropriations, would be formatted as a two-year series, initiated at MSU in spring 2010, followed by a symposium at DSU in fall 2010. As the four symposia are offered, relationships among the stake holding agencies will be developed to sustain implemented solutions. The symposia will address the immediate issues during the two-year grant period and look for solutions. The continuing needs will be addressed by the universities, working closely with state and industry support after the initial 4 symposia.
- Minot State University continues to maintain a strong relationship with the campus in Bottineau. MSU-Bottineau maintains an office and offers classes on the Minot State campus. Articulation arrangements, shared services, and mutual support are the hallmarks of this unique cooperation.
- Minot State joined ranks with three Native American tribes. MSU signed three-year partnership agreements with Turtle Mountain Community College, United Tribes Technical College and Fort Berthold Community College. The university and the tribal colleges agreed to a "two-plus-two" collaboration model, which means the courses students complete at the tribal colleges will apply toward four-year degrees at Minot State University.

Globalization

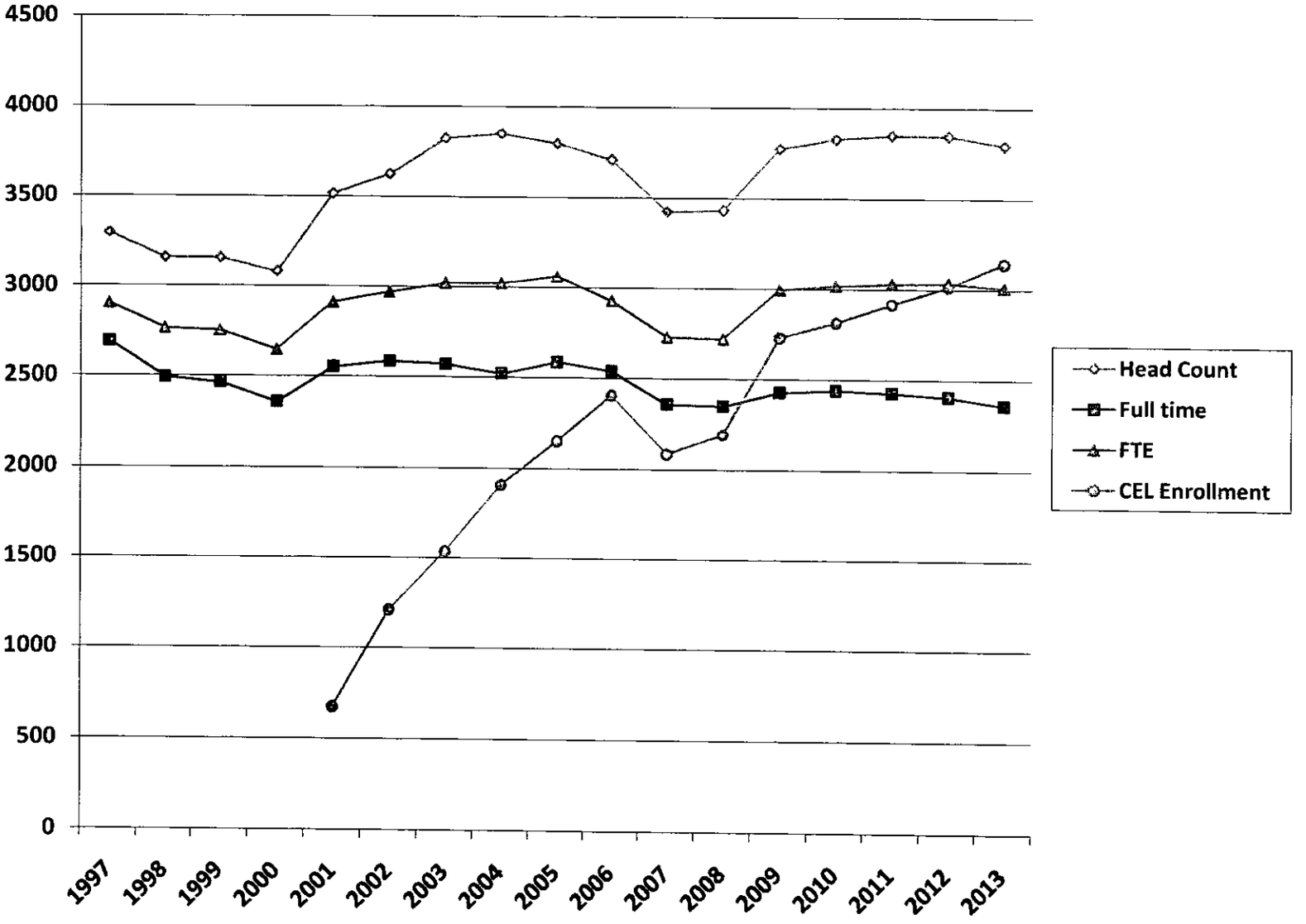
- Minot State signed an agreement with PaiChai University in Daejon, South Korea. PaiChai boasts a new business program that is taught in English. MSU faculty will have the opportunity to teach at PaiChai, and PaiChai faculty would teach at Minot State. The university has also signed partnership agreements with Kadir Has University in Istanbul,Turkey; Telemark University College near Skien, Norway (the sister city of Minot); Kristianstad University in Kristianstad, Sweden; and Aalborg University in Aalborg, Denmark.
- Minot State University welcomed the first group of Chinese exchange students from SIAS International University in the fall of 2007. The 15 Chinese students and their American counterparts are part of the Intercultural Graduate Management Cohort. The on campus version of the College of Business's Master of Science degree in management lasted 12 months. The objectives of the MSM program are to develop leadership, management and communication skills in an applied context. Chinese and American students also teamed up on work related projects.
- Minot State University, in collaboration with The Language Company, has opened an English as a Second Language institute. The institute will provide superior English language instruction and cultural activities to students worldwide. A six-month renovation of two floors in Dakota Hall has been completed to house the ESL institute. The university expects as many as 50 students per four-week session. The ESL institute will provide strong English language support to international students to ensure their success. The institute will also boost overall enrollment, as a high percentage of ESL graduates are college bound and a high number of those students choose to extend their learning at the host university. It is well known that international students boost the economy of the local community, contribute in many ways to campus activities, and establish strong ties to the host institution. Experience shows that nearly 25% of the international students decide to reside in their local communities after graduation.

Enrollment: Current and Projected

Enrollment fell slightly from 2004 to 2007, but in the last year MSU enrollment showed noticeable increases in various categories, particularly in online, Canadian, Ward County and Native American students. Since 1997, the headcount and full-time equivalent numbers have increased, revealing notable changes in enrollment patterns.

- Official 2009 spring semester headcount enrollment was 3,322, a zero percent change from those registered in Spring 2008.
- Small decreases were shown in 9% fewer transfer students, and a 14% decrease in full-time graduate students.
- Increases were realized in a number of encouraging areas, including Ward County students (6%), part-time undergraduate students (6%), Native American students (5%), Canadian students (15%), non-Canadian International students (80%) and face-to-face off-campus students at the Minot Air Force Base or Bismarck (3%).
- The Spring 2009 enrollment of 3,322 compares to the spring enrollment of six years ago in 2003 at 3,469. Full-time equivalent enrollment of 2,589 in Spring 2009 compares to 2,611 FTE in 2003.
- In 10 years, MSU's enrollment has remained stable but with slight declines in the last few years (see the following tables). Enrollment changes have occurred in the type of student enrolled, particularly in the shift from face-to-face to online courses and programs. The mixture of courses at MSU provides students with more choices and additional options for classes and programs. At the same time, these trends compel the university to reallocate and consolidate resources, reassign loads and accommodate different student demands and expectations for new programs and for virtual courses and support. This dynamic puts immense pressure on the existing infrastructure, faculty loads, professional development, technology support and assignments. The past enrollments and the projections to 2013 reveal an expectation for growth, but one that must be supported with effective enrollment management decisions and strategies.

Degree Credit Fall Enrollment Comparison
Fall 1997-2008 Actual, Projected to 2013



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Minot State University Headcount (HC) and Full-time Equivalent (FTE)
1997-2008

Year	Headcount	% Change	FTE*	% Change
1997	3294	----	2727	----
1998	3156	-4.0	2597	-4.8
1999	3155	0.0	2588	-0.3
2000	3081	-2.3	2491	-3.7
2001	3515	14.1	2739	10
2002	3625	3.1	2999	9.5
2003	3825	5.5	2839	-5.4
2004	3851	0.7	2844	0.2
2005	3798	-0.8	2884	1.4
New FTE formula initiated in 2006				
2006	3712	-2.3	2928	n/a
2007	3424	-7.8	2730	-6.8
2008	3432	0.2	2720	-0.3

MSU Headcount by Enrollment Type*

Year	On Campus		Online		Off Campus *(MAFB,*		Non-Canadian		Canadian		Total International	
2003	2860	75%	853	22%	548	14%	41	1%	184	5%	225	6%
2004	2699	70%	1059	27%	466	12%	36	1%	209	5%	245	6%
2005	2755	73%	1118	29%	511	13%	25	1%	234	6%	259	7%
2006	2647	71%	1304	35%	490	13%	29	1%	253	7%	282	8%
2007	2512	73%	1152	34%	387	11%	33	1%	238	7%	271	8%

**The percentage of headcount by enrollment type is based on the headcount in the top table.*

NDUS Campuses

Comparison of SBHE General Fund Revised Request to Executive Recommendations & Engrossed SB2003

	Minot State University			
	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustment	Engrossed SB2003
2007-09 Original General Fund Appropriations	$38,267,401	$38,267,401		$38,267,401
Base Adjustments	(7,575,409)	(7,575,409)		(7,575,409)
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	$30,691,992	$30,691,992	-	$30,691,992
Prioritized SBHE Needs Based Request:				
Parity	4,063,787	3,373,083		3,373,083
Emergency Preparedness/Security	84,000	84,000	($84,000)	-
Equity	504,677	272,798		272,798
Two and Four-Year College Affordability	693,392		693,392	693,392
Bismarck Higher Education Center				
Total Requested Increase in GF Base Funding	$5,345,856	$3,729,881	$609,392	$4,339,273
Total Base General Fund Request & Recommendation	**$36,037,848**	**$34,421,873**	**$609,392**	**$35,031,265**
One-time Budget Request:				
Deferred Maintenance	1,487,778	595,111		595,111
Emergency Preparedness/Security	1,545,618			-
STEM Initiative	400,400			-
Bismarck HE Center				-
Total One-Time Budget Request & Recommendation	$3,433,796	$595,111	$0	$595,111
2009-11 State-Funded Projects	$3,750,000	$3,750,000	$0	$3,750,000
General Total 2009-11 General Fund Request & Recommendation	**$43,221,644**	**$38,766,984**	**$609,392**	**$39,376,376**

Minot State University
Appropriated Summary
For Fiscal Years 2006-2009

	'05-'07 Biennium		'07-'09 Biennium	
	2005-2006	2006-2007	2007-2008	2008-2009
	Actual	Actual	Actual	*Actual
REVENUES:				
General Fund	$13,602,624	$13,998,346	$15,062,362	$8,376,603
Tuition	9,198,660	9,843,314	10,372,906	10,026,854
Total Revenue	$22,801,284	$23,841,660	$25,435,268	$18,403,457
EXPENSES:				
Salary & Benefits	$17,956,203	$18,330,497	$19,422,533	$12,660,170
Operating & Equipment				
Other Operating	3,836,184	4,228,617	4,077,803	2,834,189
Utilities	1,085,213	1,135,552	1,194,615	748,934
Equipment	125,293	107,080	68,660	27,591
Total Operating	$5,046,690	$5,471,249	$5,341,078	$3,610,714
Total Expenses	$23,002,893	$23,801,746	$24,763,611	$16,270,884

*As of 2-26-09

Note:	'05-'07 Biennium	'07-'09 Biennium	'09-'11 Biennium
Parity	$1,176,190	$2,541,169	$3,373,083
Equity	$149,314	$338,104	$272,798

Minot State University
Status of 2007-2009 One-time Deferred Maintenance and 2005-2007 Appropriation Carryover

2007-09 One-time Deferred Maintenance (Reporting Required per HB1003-Section 19 (2007)	*Total Received*	*Expended to Date*	*Balance to be used by 6/30/09*
Building Exterior (Examples - roof repairs & exterior door replacements)	$107,826.26	0.00	$107,826.26
Mechanical/Electrical Upgrades (Examples - chiller & furnace/boiler repairs & replacements)	672,866.00	$499,848.25	173,017.75
Interior Finishes (Example - floor covering)	39,213.00	0.00	39,213.00
Emergency Preparedness Infrastructure	35,968.74	13,678.63	22,290.11
Status of 07-09 One-time Deferred Maintenance	$855,874.00	$513,526.88	$342,347.12

2005-07 Carryover			
Roof Replacements Carryover	$36,135.74	0.00	$36,135.74

Extraordinary Repairs 2007-2009

Project	*Budgeted*	*Expended to date*	*Available*
Projects under $50,000	$109,870.00	$109,870.00	0.00
Switch/Modular Messaging	115,000.00	81,006.65	$33,993.35
Campus Signage	75,000.00	75,000.00	0.00
Administration Reroof	72,000.00	0.00	72,000.00
University Lighting Improvement	75,000.00	75,000.00	0.00
Campus Announcement System	150,000.00	0.00	150,000.00

Status of 07-09 Extraordinary Repairs	$596,870.00	$340,876.65	$255,993.35

2009-2011 One-time Deferred Maintenance

2009-11 One-time Deferred Maintenance	*Requested*
Building Exterior (Examples - roof repairs & exterior door replacements)	$500,000.00
Mechanical/Electrical Upgrades (Examples - chiller & furnace/boiler repairs & replacements)	450,000.00
Interior Finishes (Example - floor covering)	115,000.00
Paving and Area Lighting	422,778.00
2009-11 One-time Deferred Maintenance	**$1,487,778.00**

Other Major Capital Projects as approved by the 2007-2009 Legislature

Project	General Fund Authorization	Other Funds	Expenditures to Date	Available Funding
Dome-Athletic Floor Replacement	$387,000	$44,500	$385,440.24	$46,059.76
Dakota Hall Elevator*	0	340,000	0	
Pioneer Hall Elevator*	0	$363,000	0	

*On hold at this time

Minot State University
Grants Summary
Fiscal Years 2006-2009

FY '06	FY '07	FY '08	*FY '09	TOTAL
$7,825,087	$4,201,778	$6,565,070	$4,062,134	$22,654,069

*FY '09 is year to date (2/26/09)

Major Awards in FY '09

CORE — $520,000 for FY '09 — North Dakota Center for Persons with Disabilities (NDCPD) is a Minot State University Center of Excellence dedicated to those with Developmental Disabilities. NDCPD serves the disability community in North Dakota through a wide range of activities as described in the Developmental Disabilities Act of 2000. The CORE grant is one of the major funding sources for NDCPD to keep achieving goals in the area of disabled persons.

Comprehensive Employment System — $750,000 for FY '09 — Medicaid Infrastructure Grant is intended to enhance state Medicaid programs and services to promote linkages between Medicaid and other employment-related service agencies. This grant also aids in developing a comprehensive system of employment supports for persons with disabilities.

JCEMP — $718,226 for FY '09 — The Job Corps Executive Management Program delivers a customized masters degree program for Job Corps management personnel. JCEMP combines both online instruction and eight weeks of on campus instruction.

RMEP — $666,401 for FY '09 — The Rural Methamphetamine Education Project (RMEP) is used to educate people in the state of North Dakota about methamphetamine. The project focuses on prevention, as well as child endangerment, public awareness and treatment topics.

No Child Left Behind Math Grant — $448,643 for FY '09 — The program offers graduate courses and degrees for teachers at all grade levels K-12. The grant pays 100% of participating teachers' tuition and fees, on-campus housing, books, mileage, and stipends.

Salary

The Compensation Task Force was commissioned by the President of MSU in October 2005. The President further charged the CTF with examining our current salaries, comparing those to peer institutions, studying the compensation packages and the current processes for making decisions on salary increases and communicating those decisions. Further, the task force was asked to come forward with a five-year plan and salary goals.

Five Year Plan Detail

Year	100% Market Rate Total	Projected Actual Salary	Salary Increase Amt	65% State Share	35% MSU Share	Salary Increase %	Compa-Ratio
FY2007	$14,693,008	$13,286,680	N/A	-	-	N/A	90.40%
FY2008	15,061,161	13,908,770	$622,090	$404,359	$217,731	4.68%	92.30%
FY2009	15,512,995	14,623,882	715,112	464,823	250,289	5.14%	94.30%
FY2010	15,978,385	15,369,383	745,502	484,576	260,926	5.10%	96.20%
FY2011	16,457,737	16,146,454	777,070	505,096	271,974	5.06%	98.10%
FY2012	$16,951,469	$16,951,469	$805,015	$523,260	$281,755	4.99%	100.00%

Benefits are not included in this chart

The five-year plan projects increases in the market rate of 3% each year. The compa-ratio column (salary divided by market rate) contains the true goals of the plan. We have enjoyed success with our plan as market rates have not increased as much as expected. Currently, the overall compa-ratio for Minot State University is 96%.

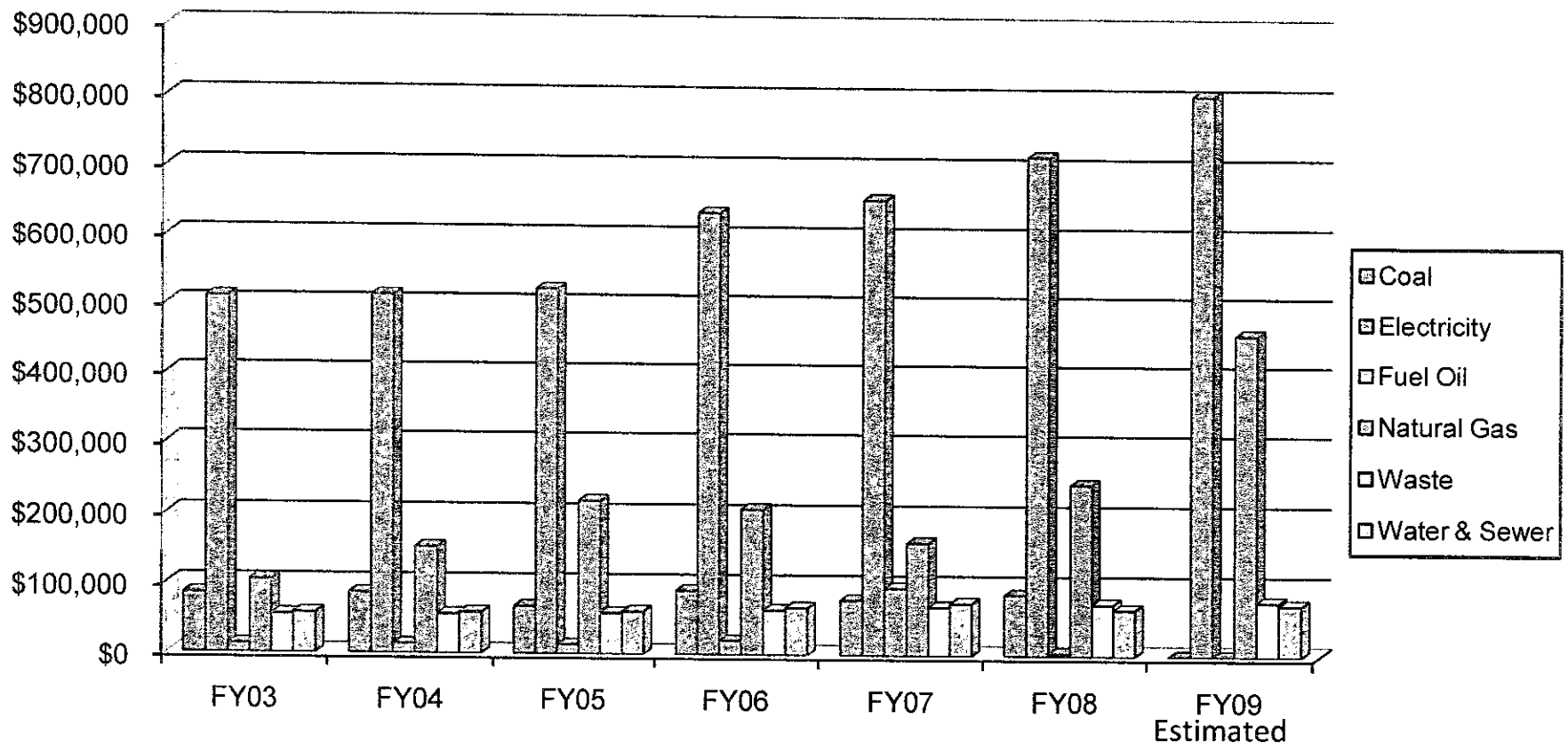
The source of the market rates for most classified staff is Job Service of North Dakota. Other classified staff and administrators use market rates provided by the College and University Professional Association for Masters institutions with similar annual budgets. CUPA data is also used as the basis when determining market rates for faculty positions. This national data is factored by the cost of living in North Dakota.

Historical general fund appropriations per FTE student:

	State Share	MSU Share
FY2004	45%	55%
FY2005	40%	60%
FY2006	38%	62%
FY2007	37%	63%
FY2008	38%	62%

Projected general fund appropriations per FTE student for FY2009 to FY2012 — 65% state and 35% MSU.

Utility Costs FY03-FY09



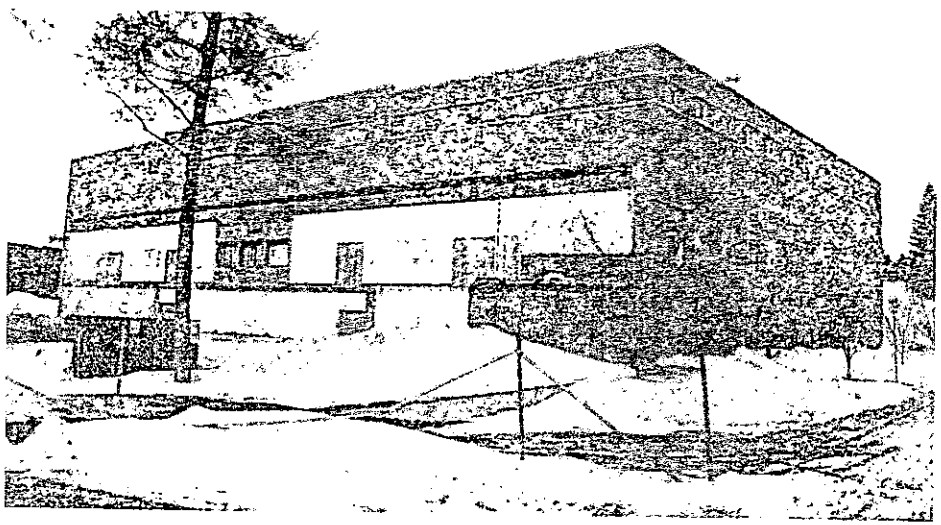
Capital needs and priorities: capital projects

Swain Hall

Currently Approved Budget	State Appropriated Funds	Local Funds	Additional State Appropriations Needed to Complete Project as Currently Designed
$7,036,150	$6,332,535	$703,615	$6,129,975

The remodeling of Swain Hall, from a building used as an athletic facility for the past 55 years, into an academic building, was approved by the North Dakota Legislature in 2007. Once complete, the facility will house the full Department of Teacher Education and an expanded Human Performance program. The Center for the Applied Study of Cognition and Learning Sciences will find its home on the second floor of Swain Hall, along with clinics and labs. As well, the remodel will include new classrooms and laboratory space, on the third floor, for the sciences.

- In 2006, Minot State University developed a budget of $7 million to renovate Swain Hall.
- In 2007, the Legislature approved $6,332,535 in state funds for the project, with Minot State providing $703,615 in local funds.
- In 2008, after two years of near record-high increases in construction costs, architects estimated the 4-floor renovation of Swain Hall would require between $9.2 and $10.6 million.
- In 2009, Minot State bid out the final phase of the Swain Hall renovation project and received low bids from local contractors that would put the total cost for the project at close to $13.2 million.
- Minot State University has currently spent $1,441,758 state funding and $63,345 local funding on the Swain Hall renovation project to gut the building. We now have a shell with nothing inside.



The renovation of Swain Hall and its transformation to an academic building is a critical part of Minot State University's long-term strategic plan. Having sufficient, quality space for teacher education, human performance training and multiuse classrooms for a broad range of topics truly provides for the needs of the student population. **Minot State University is requesting an additional $6.1 million in new state funds to cover the cost of the project due to market increases beyond our control.**

Main Coal Boiler and Physical Plant Building

SBHE Recommended State Funding
$3,750,000

Currently, Minot State University's coal boiler is inoperable and has not been in use since December of 2007. Minot State has to run the backup natural gas/fuel oil boilers to heat the campus' 22 buildings. Using natural gas or diesel fuel as a primary fuel source is very expensive and not cost effective over the long term. Experts predict a rise in natural gas prices, approaching $10 to $12 per decatherm, which would raise fuel costs to an unmanageable level.

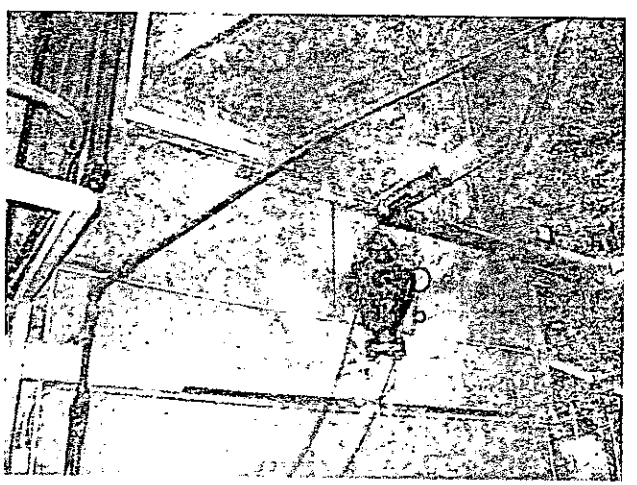
As of late 2008, Minot State University made plans to either refurbish the current 27 year old coal-fired boiler or replace it with a new high-pressure boiler. Either of these two options would require significant changes to the existing heating plant, and the maintenance facility will be relocated to the north part of campus, at a cost of $1.25 million.

Potential solutions to campus heating and cooling

- Option 1: Refurbish the existing coal boiler with $2.5 million in state funds and have it last for 4-8 years. Then, MSU will need to install a new boiler in 4-8 years, which is estimated to cost $15 million.
- Option 2: Install a new coal boiler, with $9-10 million in state funds, which is estimated to last 30-40 years.
- Option 3: Explore a new opportunity in alternative energy. In the past 2 months, Minot State University has contracted with an engineering design company for a Geothermal Feasibility Study. Using existing tunnels and much of the same HVAC systems in Minot State buildings, a geothermal option of heating and cooling the entire campus is estimated to cost $10-15 million. A geothermal infrastructure could last 150-200 years. Once started, switching Minot State University to geothermal would take between 2 and 3 years to complete in designated phases.
- Option 4: No changes to the existing plant or coal boiler. Heat the entire campus using natural gas or diesel fuel. The current cost to heat Minot State University on natural gas alone is more than double what it would cost to heat it with coal.

With the recommendation from the State Board of Higher Education and the Governor's office, Minot State University is projected to receive $3.75 million in state funds designated towards this heating project. ($1.25 million to relocate and renovate the physical facilities plant, $2.5 million to refurbish the existing coal boiler.)

Raking Ashes

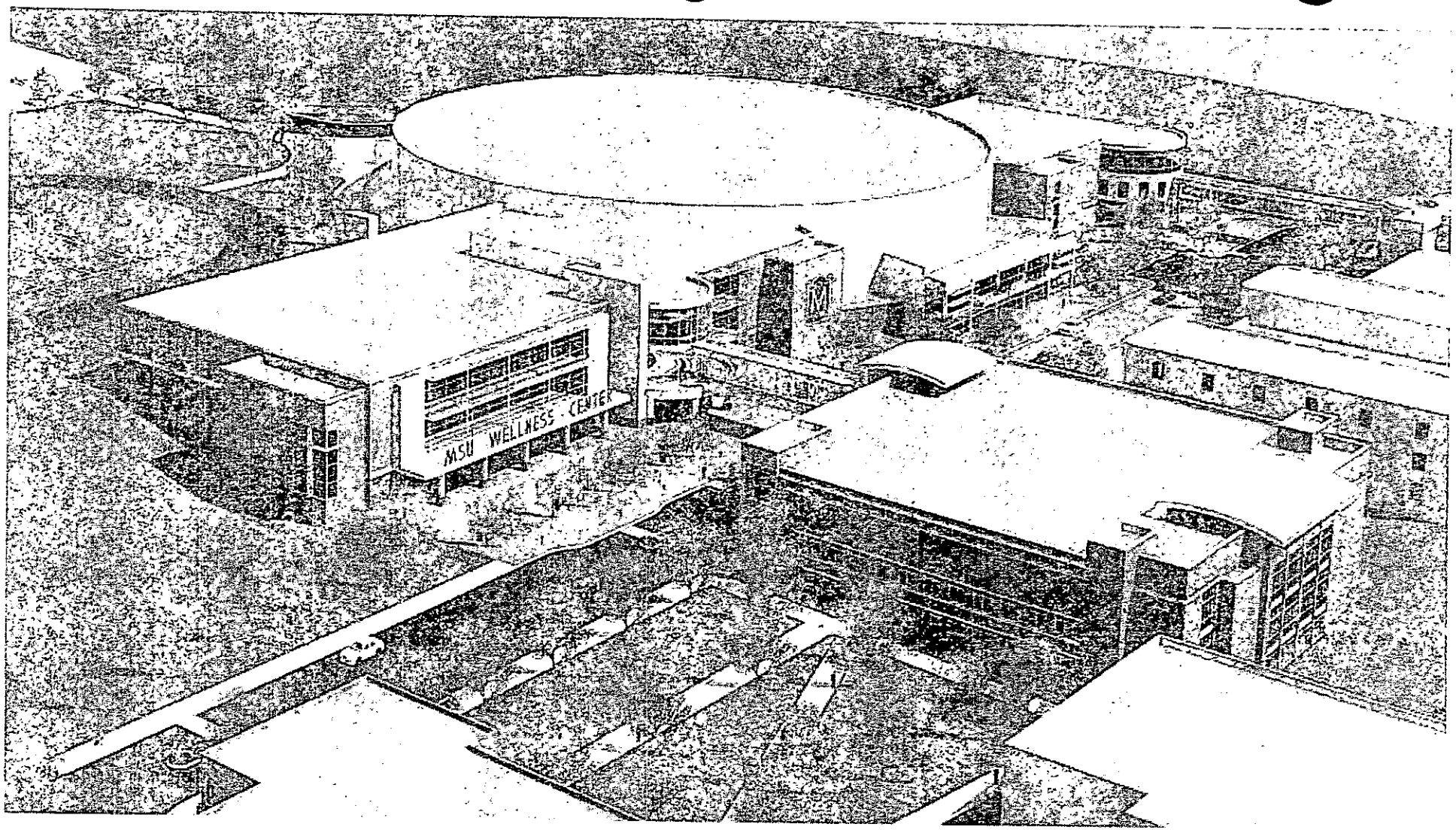


Coal boiler case failure due to deteriorated inner liner in coal boiler

Health and Wellness Center

A Minot State University Health and Wellness Center would allow for combining all facets of wellness into a common facility. Physical and mental health services would be joined with health-related curricula to address all aspects of a comprehensive campus wellness program. Part of the rationale for this building is the need to replace the student fitness center displaced in the remodeling of Swain Hall. Phase I will house the student fitness and activities center. The Student Government Association Senate and Minot State University President, Dr. David Fuller, have already approved a student university fee increase to support a $10 million bond for financing Phase I.

The need for Phase II of the building is to provide more space for one of the most in-demand majors on campus — nursing. This second phase would provide for an expanded nursing program that would include state-of-the-art simulation laboratories and potential new related programs in geriatrics/gerontology, sports medicine, and athletic training. This expanded program has the potential to support and provide new services for retired populations while also providing academic training for health care professionals and collaboration with community and regional health care providers. At the same time and as part of a desire to improve services to students there is an opportunity to house student health, disability services, testing and counseling services in a more accessible location for students. Couple this with the potential to address a long needed location for child care services and it creates a powerful argument for this new building. The estimated cost for the total project is $15 million. The State of North Dakota is being asked to fund the Phase II portion of the building estimated at approximately one third of the overall project cost.



MSU Wellness Center Conceptual Rendering

Summary and future considerations

As Minot State University approaches its centennial celebration in 2013 and the fulfillment of the many strategic initiatives and plans, the university and the community remain optimistic about the future and the promise of the institution. The recent Higher Learning Commission accreditation review and the institution's self study show that Minot State University operates with integrity, is guided by a responsible mission and set of core values, and is well prepared to meet future challenges and opportunities. This optimism is reflected in a number of initiatives and commitments to address challenges and to respond to exciting new directions:

- Vision 2013 and its devotion to place and public engagement.
- Strategic plans for competing directly with premier universities of the Great Plains.
- A primary focus on academic quality and improved student learning and success.
- Enrollment management improvements to strengthen recruitment and retention.
- A promising "Grow North Dakota" initiative for attracting students and workforce to North Dakota from other states and countries.
- A new international program to strengthen global education and recruitment, and diversity.
- New commitments to the environment.
- Significant state-of-the-art upgrades to student facilities and classrooms.
- Significant increase in student engagement on campus.
- A responsible and focused effort to raise salaries to competitive levels.
- Professional campus infrastructure and landscape designs
- Improved marketing and visibility.
- New curricula programs responsive to state-wide and national needs.
- New efforts support faculty and professional training.
- A strong commitment to shared governance and active participation by Faculty Senate, Staff Senate, and the Student Government Association in the operation and direction of the university.
- Significant progress in improving support and success of first-year students through the Foundations of Excellence for First-Year Students Program (a cohort of 13 schools in which we are selected to participate).
- A soon-to-be announced Comprehensive Capital Campaign.
- A strong Board of Regents focused on strategic improvements and support of the university.
- And a faculty, staff, student body, and general community who contribute daily to the success of the university and its vision for outstanding education and support of the common good.

Thank you for your attention and your support of Minot State University.

Appendix A

MINOT STATE UNIVERSITY (MSU) ROUNDTABLE CORNERSTONE GOALS

2007 - 2008 Academic Year

Cornerstone Goal #1 – Economic Development Connection: Increase the direct connections and contributions of the University System to the economic growth and social vitality of North Dakota.

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
1. Enhance the economic development of the region through targeted projects led by Minot State University's Prairie Community Development Center and the office of research and sponsored programs.	Sep-07	May-08	**Develop, propose, and secure funding for a North Dakota Center of Excellence project focused on regional economic development.**	**Partially Accomplished** Partnered with InfoTech, SRT, and MADC to propose to develop Great Plains Knowledge and Data Center (GPKDC), a Centers of Excellence Project. Proposed a $3.5 million project for a five-year program to the Center of Excellence Commission. The Great Plains Knowledge and Data Center was approved by COE, SBHE, and Legislature at $2.1. Application withdrawn by MSU in August 2008 due to inability to provide private partner expected and exclusive ownership and use of the data equipment. ND Century Code and OMB policies prohibited the transfer of the equipment to a private sector partner.
			Provide consulting, contractual services, and grants management for government agencies. Increase MSU's capacity to provide specialized workshops, conferences, and training events.	**Accomplished** MSU is a partner in Western ND Consortium funded through federal appropriation. Proposed contract with FBCC/First Nations Innovations/Three Affiliated Tribes for consulting on business management, personal finance, and potential business incubator. Additional engagement by campus leaders in energy initiatives: Prairie Climate Stewardship Conference in Bismarck on July 10 and 11, attended by Drs. Cresap and Linrud; "Hydraulic Fracturing" workshop by Petroleum Technology and Transfer Council conducted on August 11 on campus, through arrangement with CEL's .Prairie Community Development Center completed several housing studies for Williston, McHenry County, Tioga, and Northwood by Dr. Ondracek and Mr. Witwer, under auspices of MSU's College of Business

Cornerstone Goal #2 – Education Excellence: Provide high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be life-long learners, and knowledgeable contributing members of an increasing global, multicultural society

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
1. Create and promote a distinctive mission, vision and premier institutional character based on curricula and services known for high quality, engagement, relationship to place, and the integration of knowledge, theory and practice.	Aug-07	May-08	**Achieve the first strategy of the university's strategic plan, Vision 2013: Creating a distinctive mission focused on engagement and place**	**Accomplished** Distinctive mission is published as part of Vision 2013. To help create and reinforce a distinctive vision and mission, all buildings contain framed versions of the mission, vision, values and purpose. Scheduled and held campus-wide forums in fall and spring to engage faculty, staff, and students and help them understand and realize this new vision. Hosted three nationally recognized scholars to campus to lead workshops and to provide direction to campus about engagement and place. Conduct institutional audits and assessments to determine the baseline of engagement and activities related to place. Studied institutional models of engagement and place. Set goals and performance standards for achieving this vision of engagement and place. Identify performance objectives to raise the university's academic program reputation and achieve the distinction as an institution that holds exceptionally high expectations for student learning, through a rigorous course of study, the merger of theory and practice, and objectives related to place.
2. Pursue and secure membership in the Foundations of Excellence for First-Year Programs consortium)	Aug-07	May-08	**Plan and develop a first-rate comprehensive program to support first-year students, their retention, and their success.**	MSU was part of a 2007-08 national cohort of thirteen select 4-year schools dedicated to improving the first year of college through participation in the Foundations of Excellence program conducted by the Policy Center on the First Year of College. An MSU team attended the workshop in North Carolina in summer 2007. Conducted a year-long self-study in consultation with the Policy Center on the First Year of College. Established nine dimensions of excellence committees to conduct study and to engage all members of the campus (faculty, staff, and students) in the work on this goal and objective. Produced a self-study document to guide the development and implementation of the program. A year-long self-study of first-year related activities was completed. This culminated in the development of a final narrative report featuring a "report card" based on institutional performance on nine program dimensions, and an implementation plan. Financial resources will be identified to guide the implementation of the plan over the next three years.

Cornerstone #3 – Flexible and Responsive Systems: Create a University System environment responsive to the prioritized needs of its clients and serves as a model of a flexible, empowering, competitive, entrepreneurial, and rewarding organization for a new economy in a rural state.

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
1. Complete master plan and begin the first phase of planning with selected building projects and a review of campus safety and security.	Jul-07	May-07	**Identify prioritized initiatives in the long-range master plan and implement key initiatives to accomplish the goal to make the MSU campus engaging, attractive, and visually appealing**	**Accomplished** Completed formal long-range master plan and identified prioritized initiatives and schedule. Landscaping plan completed and selected projects undertaken. Contracted with an architect to begin the initial phase of planning and designing a proposed wellness center. MSU contracted with collaborative partners EAPC/OLC to begin initial phase of planning and designing a wellness center. Initial vision has expanded to a Health & Wellness Center. Design concept is due fall 2008. Completed the planning being conducted by the task force assigned to recommend plans and designs for the renovated Swain Hall. Task force planning for remodel of Swain Hall completed. Building vacated and asbestos abatement underway. Landscape development plan completed by landscape architects; plans were shared and feedback solicited from the campus, alumni, and community. Installed new building signage; directional signage will appear in completed landscape plan. Monument sign will be re-bid next year with MSU serving as its own general contractor in an effort to lower the cost.
	Sep-07	Dec-07	**Assess campus infrastructure and procedures to ensure that the campus is safe and secure and prepared for emergencies.** **Appoint an Emergency Operations Committee to examine procedures, to collect and review best practices available in published resources, and to prepare an Emergency Operations Plan (EOP). Align the master plan with best practices for campus safety and security.**	**Accomplished** Emergency Operations Committee (EOP) was appointed in September 2007. A draft of the plan was submitted to University Cabinet in December 2007. Feedback was obtained from campus constituents and a final copy will be presented to President's staff fall 2008. Additionally, a schedule and plan to conduct mock exercises has been completed and slated to begin in the fall.

Cornerstone Goal #4 – Accessible System: Create a University System which is proactively accessible to all areas of ND and seeks students and customers from outside the state.

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	STRATEGIC PLAN KEY RESULTS/MAJOR OUTCOMES	STATUS
Pursue strategic partnerships and initiatives for the recruitment and retention of students	Aug-07	Aug-08	**Set objectives and measurable outcomes, to include:**	**Partially Accomplished and ongoing**
			• **Establish a Great Plains Scholarship award focused on high academic achievement; increase by 10% enrollment of students with identified ACT scores (26-29, and 30).**	• Great Plains Scholar Awards: Preliminary indications for Fall 2008 are positive and indicate that the scholarship award program has had a favorable impact on these categories of ACT scores. Although the Fall 2008 figures are preliminary at the time of submitting this report, the objective to increase the number of students with an identified ACT of 26-29 and ACT of 30 or higher by 10% appears to have been reached. A positive indicator is that the number of students with ACT scores of 30 and higher increased from 5 in 2007 to 9 in 2008, representing an 80% increase. The objective to increase the averages by 10% in those levels appears to have been exceeded.
			• **Review dual credit processes and increase the numbers of dual-credit students by 20%**	• Dual Credit: enrollment not met due to administrative changes in some local schools as well as an increase in seniors taking CLEP exams. Process review includes: offering a mixed classroom environment in the 2009 school year; promotional materials were developed and distributed; additional school visits to area schools not using dual credit option; and examination of tuition incentive programs encouraging students to attend MSU.
			• **Increase recruitment activities in Washington and Minnesota, and enroll 10% more students from those respective states.**	• Washington and Minnesota: transfer articulation agreement was signed with Bellingham Technical College.
			• **Actively recruit and support Native American students as a part of the partnership agreements with tribal colleges. Increase the number of Native American students from 130-150.**	• Native American Enrollment: Three recruitment visits to each ND tribal colleges were held in fall and two visits to each college were held during spring. Total enrollment of Native American students resulted in 126 of which 22 graduated in spring 2008. Fall enrollments showed an 8% increase.
			• **Increase number of international students by 10%.**	• International students: Although there was a slight increase in students it did not meet the 10% goal. However, many new initiatives were implemented to enhance the university experience for International Students.

Cornerstone Goal #4 – Accessible System: Create a University System which is proactively accessible to all areas of ND and seeks students and customers from outside the state. (Cont.)

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	STRATEGIC PLAN KEY RESULTS/MAJOR OUTCOMES	STATUS
			• **Write a proposal and secure funding through Title IV to support for new recruitment and retention initiatives on campus.**	• No new Title IV programs were funded this past year.
			• **Develop Alumni chapters to assist in ongoing advancement and enrollment efforts in ten specified communities.**	• Alumni program: Events held with alumni groups amounted to 8 in the following areas: Minot, Bismarck, Rochester, Minneapolis, Boise, Portland, Denver, and Scottsdale. Additionally, golf events were held in 8 local communities during summer 2008.
			• **Establish the on-campus infrastructure to support international programs and initiatives.**	• International infrastructure: MSU was granted J-1 designated sponsorship in fall 2007. An international student manual was developed; mandatory orientation was implemented; developed study abroad application requirements and process; worked with faculty to develop 2 short-term faculty led study tours. Pursued collaboration with University of the West Indies in Trinidad & Tobago; partnership building trip to Norway, Denmark, Sweden, S. Korea, Turkey, and China. Developed an International Friendship program which matches international students with Minot area families for the purpose of building cross-cultural friendships. Conducted activities for International Education Week: Passport Drive, Chinese Cultural Pavilion, and Trinidad & Tobago presentation

Cornerstone Goal #5 – Funding and Rewards: Develop a system of funding, resource allocation, and rewards that assures quality and is linked to the expressed high priority needs and expectations of the University System.

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
1. Pursue and secure federal, state, and private grants in support of major initiative aligned with the Roundtable and Vision 2013.	Sep-07	Jun-08	**Through the Office of Sponsored Programs and other areas on campus, enhance the opportunities and achievements for securing grants; for example:**	**Accomplished**
			Develop a proposal to submit for a Title III grant award.	Grant was written and submitted
			Write and secure funding in support of a Center of Excellence.	Center of Excellence grant submitted and approved
			Through NDCPD and RCJC, secure private and federal grant awards.	NDCPD and RCJC continue to be self sufficient through external funding sources. NDCPD has acquired a new funding initiative in autism. In conjunction with RSP, NDCPD is investigating federal contracting as a new funding source. Members of NDCPD, RCJC, and RSP are attending a series of NCURA sponsored Federal Research Administration three-day seminars
2. Increase the number of activities and subsequent fund raising through a strong and responsive advancement and foundation program.			**Increased advancement activities will lead to growth in the institutional endowment, increased levels of faculty and staff giving, increases in annual giving, and specialized projects. The result will come from the establishment and cultivation of partnerships with local businesses, industries, and with individuals, to increase participation in MSU development activities; specific outcomes to include:**	**Accomplished**
			• **Increase fund raising activities in colleges by 10%**	Increase in colleges was 10.4%. Board of Regents institutional giving increased by $31,000. Preparations include identification and qualification of major donors. Case preparation and prioritizing Vision 2013 action plans continues. Possible feasibility consultants have been identified.
			• **Increased funds that are raised through the Board of Regents to establish scholarships and support specific projects on campus (e.g., signage, marching band, and advancement personnel).**	
			• **Begin initial steps for a Capital Campaign; to include contracting to conduct a feasibility study, identifying the case, and setting preliminary goals focused on 2013.**	

Cornerstone Goal #6 – Sustaining Vision: Develop a structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
1 Conduct campus-wide forums to engage faculty, staff, and student in understanding and realization of the vision and the Roundtable.	Sep-07	May-08	**Complete a number of activities to communicate the vision and Roundtable.**	**Accomplished**
			• **Contract with a marketing firm to develop campaign for communicating and emphasizing the meaning and outcomes of Vision 2013.**	Contracted with Odney Advertising to conduct audit of marketing materials and to submit plans for marketing Vision 2013. Audit was completed and specific meetings were conducted to discuss plans. A primary plan was submitted for review in summer of 2008.
			• **Conduct individual meetings with departments and units to discuss the vision and the Roundtable goals.**	Individual departmental meetings were not completed, but there were three open forums devoted to the vision and respective Roundtable goals. The University Cabinet conducted three two-hour meetings to review institutional initiatives and plans for meeting Cornerstone Goals. A mid-year review with Cabinet was conducted, and the end-of-the year meeting was completed to review and document progress by teams. The goals and results have been published in the President's Reports, MSU-Inside, and other Public Information announcement.
			• **Engage the University Cabinet (35-member advisory group of all supervisors and senate presidents) in setting the Roundtable goals and disseminating the goals and the results to their constituencies.**	
			• **The Office of Public Information will publicize the goals and the results.**	Two annual reports of achievements were compiled and published. The reports were distributed to all faculty and staff and student leadership at the Fall Convocation.
			• **Regular on-campus open forums will highlight the goals and results.**	
			• **An annual report of achievements for Vision 2013 will be prepared and distributed to all faculty, staff, and student leaders.**	

Cornerstone Goal #6 – Sustaining Vision: Develop a structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision. (Cont.)

CORNERSTONE OBJECTIVES/STRATEGIES	START DATE	COMP. DATE	KEY RESULTS/MAJOR OUTCOMES	STATUS
2. Complete institutional self-study process and report resulting in a successful Higher Learning Commission evaluation and re-accreditation	(Cont)	Apr-08	**Conduct a thorough self-study and institutional analysis to demonstrate that Minot State University deserves re-accreditation for ten years.** • **Establish an effective and inclusive self-study steering committee and process to oversee the study, the report, and the team visit.** • **Produce a self-study report that is honest, critical and responsive to HLC guidelines and criteria.** • **Identify areas of strength and specific challenges for which the institution can address and improve its processes.**	**Accomplished** The university and a large and representative Steering Committee conducted a thorough analysis and self-study. A Self-Study Report was completed with regular and on-going input from faculty, staff, students, and community members. The Report was published and provided to the visiting HLC team. The team reviewed the report and the campus during its three-day visit in April. The team concluded that Minot State University met all criteria for accreditation, commended the university for its outstanding self-study and process, and recommended reaccreditation. The team recommended that the next visit occur in 10 years—the longest amount of time allowed under HLC guidelines.

2-6-07

MINOT STATE UNIVERSITY
FACILITIES, SECTION 900

February 4, 2009

REQUESTED ACTION

Amend the 2007 – 2009 SBHE Capital project through the use of deficiency funding in the amount of $6,129,975 to increase the current funding from $7,036,150 to $13,165,945

BACKGROUND INFORMATION

Based upon a specific study related to the development of our 2000 campus master plan Hunter-Grobe Architects recommended that Swain be remodeled. Based on the Hunter-Grobe recommendation to remodel Swain a construction estimate of $5.8 million was prepared by our Physical Plant Director. The initial estimate of $5.8 million was revised by the Physical Plant Director in April 2006. The revised estimate was $7.036 million. The April 2006 estimated costs included:

Asbestos Abatement	$ 181,500
Remodel/Addition	4,307,600
Electrical/Mechanical Upgrades	2,547,050
Total	$7,036,150

The legislature in April 2007 approved a budget for the project at $7.036 million based upon the April 2006 estimate ($6,332,535 appropriated funds/ $703,615 local funds). An architect was hired in late 2007 and formal project planning began.

Throughout 2008, the architect (Davison Larson Associates) worked on the planning for a remodeled Swain Hall to house Teacher Education, Human Performance, and Science labs. In September 2008, the architect (Davison Larson Associates) prepared an updated estimate of construction costs, which included:

Asbestos Abatement	$ 86,800
Remodel/Addition/Mechanical/ Electrical	9,315,440
Site Development/Utilities	200,000
Fixtures/Furnishings/Equipment	250,000
Architect/Engineer Fees	650,000
Asbestos Report	3,400
Site Survey	8,170
Soil Testing	3,230
Other	141
	$10,517,181

UPDATE:

As a result of the bid opening on February 3, 2009 remodeling costs showed a further escalation in price. The total cost reflected in the lowest bid represents a $6,129,975 increase over the estimated construction costs approved by the legislature in 2007. The most recent construction costs include:

Cost through 2/2/09 appropriated	$ 1,147,838
Cost through 2/2/09 local	63,345
Asbestos Abatement (Change order estimate)	2,500
IT Wireless	24,195
IT Classroom Technology	163,080
IT Data/Voice Switching	96,000
HPER-Gamas List/CASCLS	540,000
Science Lab	90,000
Mackley Construction Demolition	585,526
CBORD Card Key Access	60,000
Remodeling Bid	9,893,461
Unpaid architect/engineering	500,000
Total Budget	$ 13,165,945

Swain Hall Remodel Estimated Cost Projections

	Request Passed 2007 Session *	Request 2009 Session	Revised Cost Projections	Actual Costs through 3-25-09 State Funded	Actual Costs through 3-25-09 Non-State Funded
Asbestos Abatement **	$ 166,500	$ (73,800)	$ 92,700	$ 117,440	
Remodel/Addition **	3,772,600	3,396,695	7,169,295		
Electrical/Mechanical Upgrades **	2,347,050	377,116	2,724,166		
Construction Demolition **	250,000	634,500	884,500	611,794	21,394
Architect/Engineer Fees	500,000	242,000	742,000	328,518	299
Permanent Athletics move to Dome		512,317	512,317	384,006	41,652
Site Survey		8,170	8,170		
Soil Testing		3,230	3,230		
Miscellaneous Costs through 2-2-09 local		56,292	56,292		
IT Wireless - Estimate		24,195	24,195		
IT Classroom Technology - Estimate		163,080	163,080		
IT Date/Voice Switching - Estimate		96,000	96,000		
HPER/CASCLS Program Equipment - Estimate		540,000	540,000		
Science Lab Equipment - Estimate		90,000	90,000		
CBORD Card Key Access - Estimate		60,000	60,000		
Total	$ 7,036,150	$ 6,129,795	$ 13,165,945	$ 1,441,758	$ 63,345

* Request Based on 2005 Estimates

** Adjusted from 2007 presentation for A/E fees and orginial demolotion estimate

Swain Hall Renovation
Minot State University

Minot, ND
PHASE I

BID DATE Ocotober 17, 2008 @ 11:00 am

	Bid Bond	Lic. No.	Base Bid	Total
Separate Construction Bids				
Prime Construction			**Base Bid**	
Mackley Construction	5%	25589A	$884,500.00	$884,500.00
Mattson Construction	5%	68A	$894,000.00	$894,000.00
General Construction			**Base Bid**	
Mackley Construction	5%	25589A	$762,000.00	$762,000.00
Mechanical Construction			**Base Bid**	
Central Mechanical	5%	3459A	$99,450.00	$99,450.00
Dan's Plumbing & Htg	5%	4010A	$140,083.00	$140,083.00
Electrical Construction			**Base Bid**	
Mayer Electric	5%	20018A	$82,595.00	$82,595.00
Apparent Low Bidder				
Apparent Low Totals:				**$944,045.00**

Davison Larson Architects
2705 4th Ave NW - Minot, ND 58703

Swain Hall Renovation - Phase II			Minot State University				Minot, ND
BID DATE	February 3 @ 2:00 pm			Alt G-1	Alt G-2	Alt G-3	
	Bid Bond	Lic. No.	Base Bid	Athl. Train Ctr.	Lab Casewk.	Millwork	Total
Separate Construction Bids							
General Construction			**Base Bid**				
Hight Construction	5%	28529	$ 6,757,738.00	$ 146,807.00	$ 224,393.00	$ 40,357.00	$7,169,295.00
Mattson Construction	5%	68	$ 7,246,200.00	$ 138,545.00	$ 218,908.00	$ 51,145.00	$7,654,798.00
R & K Contractors	5%	1660	$ 7,620,060.00	$ 224,700.00	$ 230,000.00	$ 48,000.00	$8,122,760.00
Rolac Contracting	5%	1292	$ 6,838,000.00	$ 90,000.00	$ 218,000.00	$ 39,900.00	$7,185,900.00
Mechanical Construction			**Base Bid**				
C & C Plumbing & Htg	5%	24367	$ 1,992,346.00	$ 81,574.00	$ 2,999.00		$2,076,919.00
Mowbray & Son	5%	780A	$ 1,775,829.00	$ 74,585.00	$ 4,185.00		$1,854,599.00
Electrical Construction			**Base Bid**				
Electric Service Co	5%	1530	$ 848,488.00	$ 54,545.00			$903,033.00
Main Electric	5%	1141	$ 952,260.00	$ 59,590.00			$1,011,850.00
Mayer Electric	5%	20018	$ 937,200.00	$ 62,100.00			$999,300.00
Wheeler Construction	5%	4124	$ 826,444.00	$ 43,123.00			$869,567.00
* Apparent Low Bidder							
Apparent Low Totals:			**$9,360,011.00**				**$9,893,461.00**

Davison Larson Associates
2705 4th Ave NW - Minot, ND 58703

SB 2003
March 3, 2009
attachment #1

Swain Hall Remodel Estimated Cost Projections

	Request Passed 2007 Session *	Request 2009 Session	Revised Cost Projections
Asbestos Abatement	$ 166,500	$ (73,800)	$ 92,700
Remodel/Addition	3,772,600	3,396,695	7,169,295
Electrical/Mechanical Upgrades	2,347,050	377,116	2,724,166
Construction Demolition	250,000	634,500	884,500
Architect/Engineer Fees	500,000	242,000	742,000
Permanent Athletics move to Dome		512,317	512,317
Site Survey		8,170	8,170
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IT Classroom Technology - Estimate		163,080	163,080
IT Date/Voice Switching - Estimate		96,000	96,000
HPER/CASCLS Program Equipment - Estimate		540,000	540,000
Science Lab Equipment - Estimate		90,000	90,000
CBORD Card Key Access - Estimate		60,000	60,000
Total	$ 7,036,150	$ 6,129,795	$ 13,165,945

NOT INCLUDED IN ORIGINAL ESTIMATE

* Request Based on 2005 Estimates

≈ 35% CONSTRUCTION COST INCREASE
2004 - 2009

Attachment A
3/30/09

Swain Hall

Date	Vendor	State Funded	Non-State Funded
		38500/3070/MISC010014	28100/3000/MISC010014
	Approved Spending Authority	$ 6,332,535.00	$ 703,615.00
10/10/2008	ACME Electric Tool Crib of the North - Relocation		64.50
7/29/2008	Acorn Wire & Iron Works - Relocation	17,330.00	
7/14/2008	Brown & Saenger - Relocation	1,570.00	
10/1/2008	Brown & Saenger - Relocation		5,637.35
1/5/2009	Copy Center - Demolition	29.52	
10/10/2008	Creative Cabinetry - Relocation		222.00
11/14/2008	Enviromental Plant Services - Asbestos	86,800.00	
12/8/2008	Enviromental Plant Services - Asbestos	23,757.09	
1/28/2009	Enviromental Plant Services - Asbestos	1,942.65	
8/20/2008	Exercise Equipment Center - Relocation	7,218.00	
10/6/2008	Fastenal - Relocation		17.27
4/4/2008	GE Credit card - Relocation	79.15	
6/9/2008	GE Credit card - Relocation	124.86	
7/18/2008	GE Credit card - Relocation	492.78	
7/18/2008	GE Credit card - Relocation	283.45	
8/28/2008	GE Credit card - Relocation	1,602.40	
8/28/2008	Huwe House Movers Inc - Relocation	1,700.00	
3/10/2008	I Keating Furniture World - Relocation	1,978.00	
11/13/2007	Kadrmas, Lee Jackson - Design	8,170.00	
4/1/2008	Larson Electric - Relocation	787.58	
6/17/2008	Larson Electric - Relocation	396.00	
7/11/2008	Larson Electric - Relocation	1,562.00	
8/29/2008	Larson Electric - Relocation		7,274.38
8/29/2008	Larson Electric - Relocation	300.00	
10/16/2008	Larson Electric - Relocation		50.00
10/16/2008	Larson Electric - Interior Demolition		21,394.38
10/16/2008	Larson Electric - Interior Demolition	50.00	
11/28/2008	Larson Electric - Interior Demolition	9,924.00	
12/10/2008	Larson Electric - Interior Demolition	200.00	
1/21/2009	Larson Electric - Interior Demolition	300.00	
2/18/2009	Larson Electric - - Relocation	75.00	
12/8/2008	Mackley Construction - Interior Demolition	89,032.50	
1/7/2009	Mackley Construction - Interior Demolition	209,941.20	
2/17/2009	Mackley Construction - Interior Demolition	293,844.30	
6/24/2008	Material Testing Services - Design	2,845.00	
5/30/2008	Minot Daily News - Design	115.54	
10/31/2008	Minot Daily News - Design	213.06	
1/28/2009	Minot Daily News - Design	248.04	
6/24/2008	Minot Lumber & Hardware - Relocation	866.11	
6/27/2008	Minot Lumber & Hardware - Relocation	239.60	
7/15/2008	Minot Lumber & Hardware - Relocation	159.36	
9/16/2008	Minot Lumber & Hardware - Relocation	496.38	
10/6/2008	Minot Lumber & Hardware - Relocation		471.42
12/8/2008	Minot Lumber & Hardware - Relocation	252.98	
3/20/2008	Minot Lumber & Hardware - Relocation	46,513.00	
5/22/2008	Minot Lumber & Hardware - Relocation	966.00	

10/10/2008	Mowbray & Sons Plumbing & Heating - Relocation		237.80
12/3/2008	Mowbray & Sons Plumbing & Heating - Relocation		221.00
8/14/2007	Nester Davison Larson Architects - Design	6,750.00	
9/18/2007	Nester Davison Larson Architects - Design	12,150.00	
10/23/2007	Nester Davison Larson Architects - Design	14,850.00	
11/7/2007	Nester Davison Larson Architects - Design	13,500.00	
1/10/2008	Nester Davison Larson Architects - Design	15,717.50	
2/8/2008	Nester Davison Larson Architects - Design	2,585.00	
2/8/2008	Nester Davison Larson Architects - Design	10,157.50	
4/1/2008	Nester Davison Larson Architects - Design	6,952.50	
4/1/2008	Nester Davison Larson Architects - Design	12,375.00	
6/18/2008	Nester Davison Larson Architects - Design	2,240.00	
6/18/2008	Nester Davison Larson Architects - Design	4,500.00	
7/11/2008	Nester Davison Larson Architects - Design	9,304.25	
7/11/2008	Nester Davison Larson Architects - Design	4,500.00	
9/16/2008	Nester Davison Larson Architects - Design	6,891.63	
9/16/2008	Nester Davison Larson Architects - Design	4,500.00	
10/16/2008	Nester Davison Larson Architects - Design	2,992.49	
10/16/2008	Nester Davison Larson Architects - Design	23,850.00	
12/2/2008	Nester Davison Larson Architects - Design		549.25
12/2/2008	Nester Davison Larson Architects - Design	28,495.08	
12/22/2008	Nester Davison Larson Architects - Design	66,312.76	
1/16/2009	Nester Davison Larson Architects - Design	68,302.88	
8/6/2008	Reimbursement for Plans - Design		(250.00)
9/25/2008	Rolac Contracting - Relocation	244,316.77	
10/31/2008	Rolac Contracting - Relocation	51,790.00	
12/23/2008	Rolac Contracting - Relocation		18,060.00
12/8/2008	Schock's Lock Service - Relocation		1,144.80
6/24/2008	Throsrud Supply Company - Relocation	2,076.25	
7/21/2008	Throsrud Supply Company - Relocation	830.50	
10/10/2008	Tollefson's Retail Group - Relocation		871.63
10/10/2008	Tollefson's Retail Group - Relocation		3,939.43
10/10/2008	Tollefson's Retail Group - Relocation		3,440.00
11/14/2008	Weathermen Inc - Asbestos	3,400.00	
12/8/2008	Weathermen Inc - Asbestos	1,540.00	
9/19/2008	Xcel Energy - Interior Demolition	8,472.00	
	Expenditure Grand Total	$ 1,441,757.66	$ 63,345.21
	Available Spending Authority 3/25/09	$ 1,890,777.34	$ 640,269.79

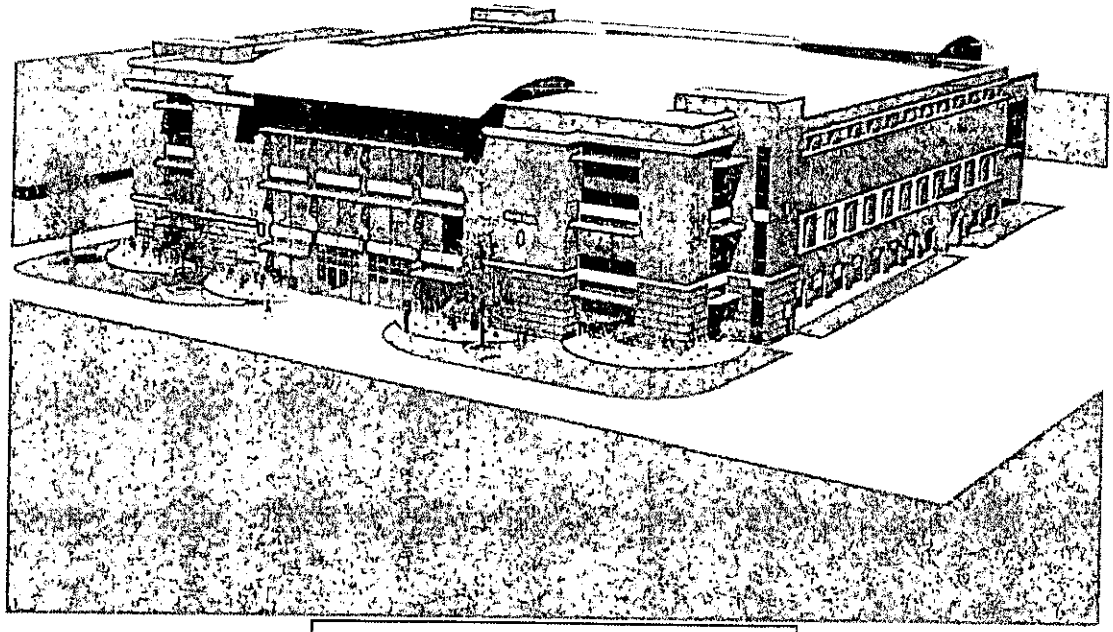
SB 2003
March 30, 2009
attachment # B

Minot State University

Swain Hall Renovations

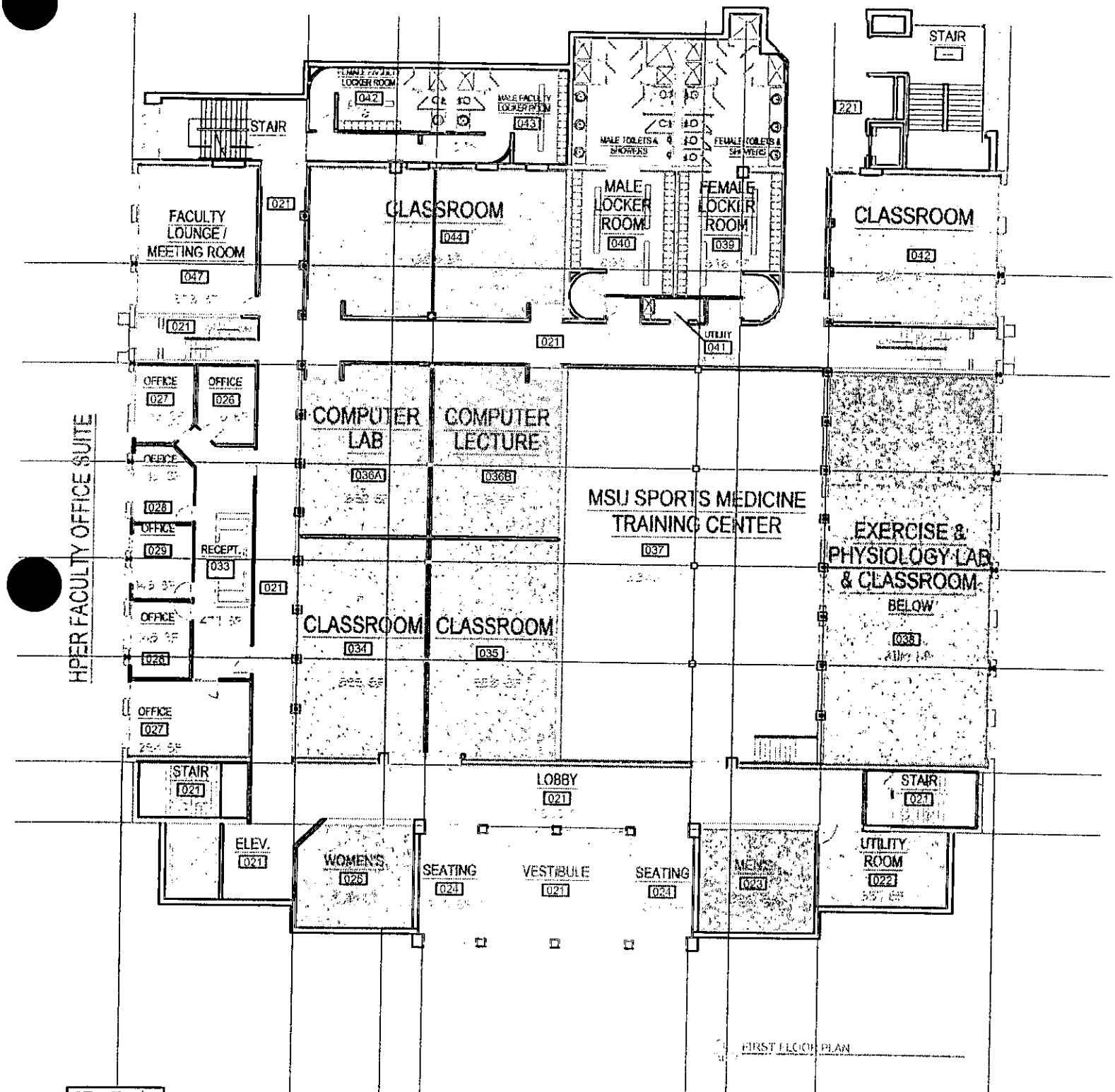
Final Schematic Solution

NOVEMBER 24. 2008



DAVISON LARSON ASSOCIATES
ARCHITECTS & PLANNERS

DAVISON LARSON ASSOCIATES
2705 4th Avenue North West
Minot, ND 58703
Phone: 701-852-4178
Fax: 701-852-4179
Email: DLAarch@srt.com



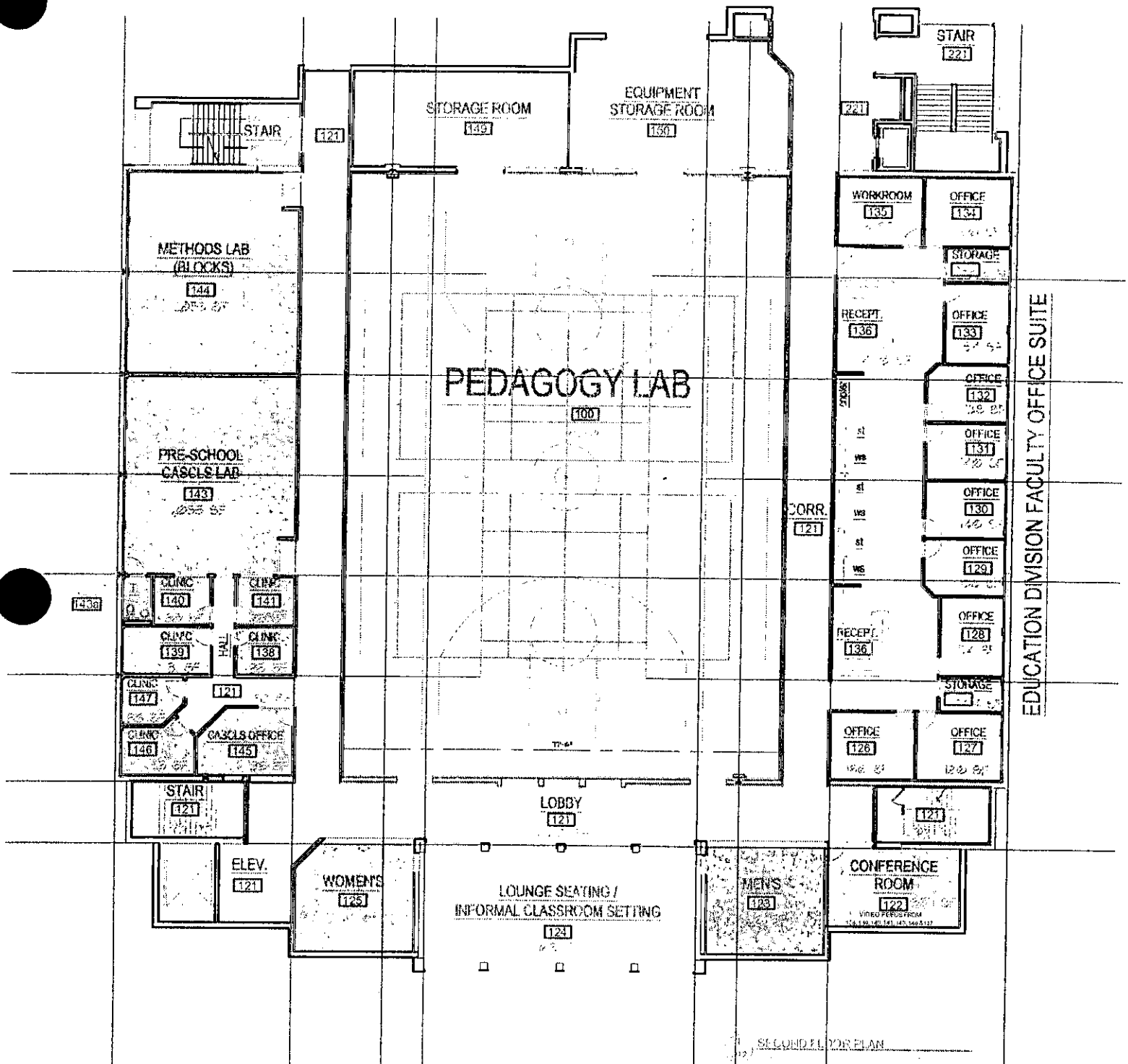
FIRST FLOOR PLAN

FIRST FLOOR PLAN

SWAIN HALL RENOVATION

FINAL SCHEMATIC

September 24, 2008
Revised Nov. 24 200



SECOND FLOOR PLAN

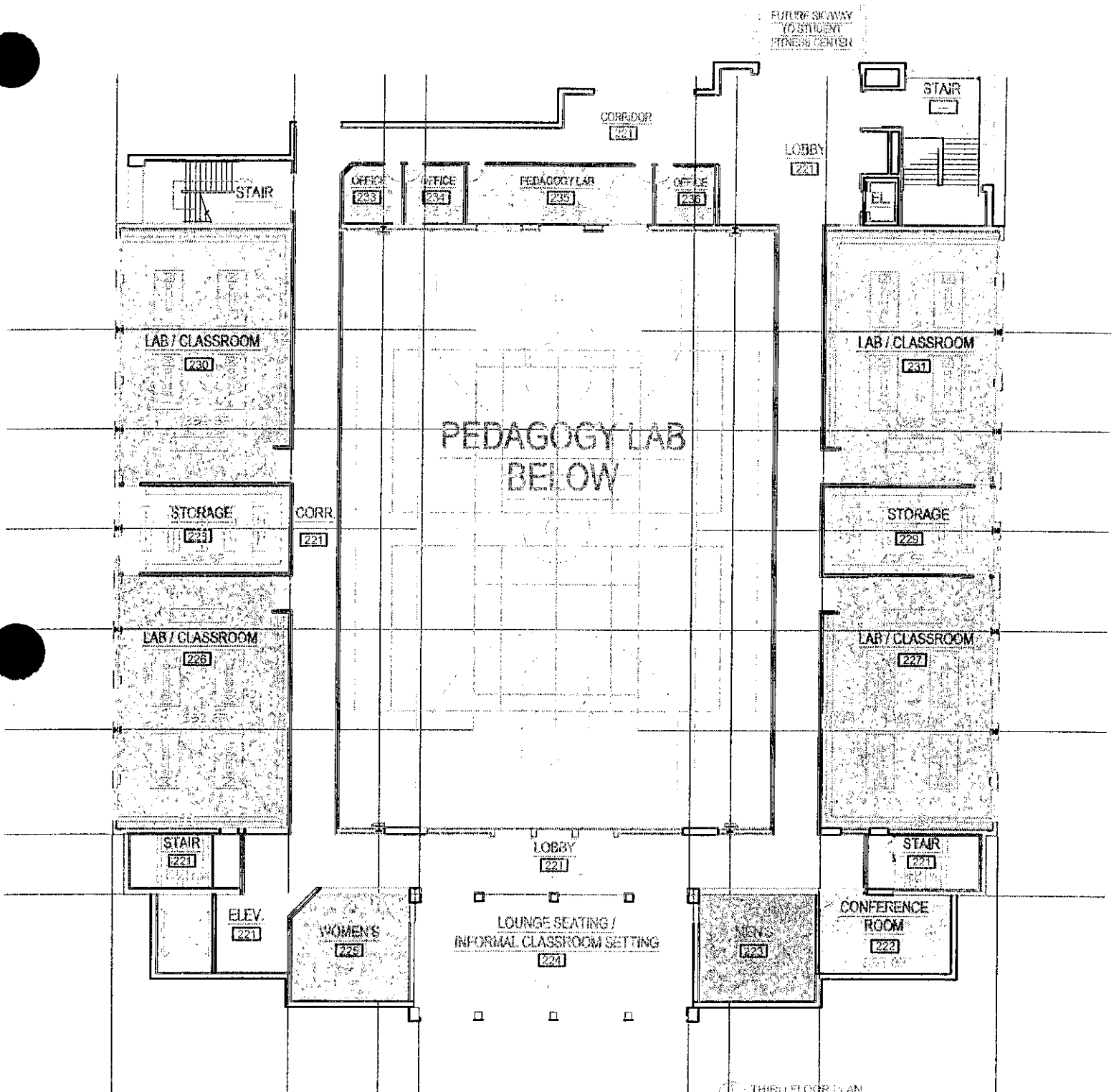
DLA

SECOND FLOOR PLAN

SWAIN HALL RENOVATION

FINAL SCHEMATIC

September 24, 2008
Revised Nov. 24 200



DLA

THIRD FLOOR PLAN

SWAIN HALL RENOVATION

FINAL SCHEMATIC

September 24, 2008
Revised Nov. 24 200

DLA architects
DAVISON LARSON ASSOCIATES • 2705 4TH AVENUE NW • MINOT ND, 58703
PHONE (701) 852-4178 • FAX (701) 852-4179 • EMAIL: DLAARCH@SRT.COM

February 12, 2009

Mr. Roger Kluck, PE
Minot State University
500 University Avenue West
Minot, ND 58707

Re: Swain Hall – Phase II – Reconstruction
Bids – Potential Bid Adjustments

Dear Roger:

As requested, we have had discussions with our engineers and apparent low bidders to try to come up with potential areas that can be looked at to reduce the overall costs associated with Swain Hall. Potential areas for savings:

GENERAL CONSTRUCTION:

- OMIT ACOUSTICAL PANELS AND CEILING CLOUDS IN PEDAGOGY LAB 204
  DEDUCT ($39,123.00)
- OMIT SKYLITES IN PEDAGOGY LAB 204 WHICH INCLUDES ALL STEEL WORK, DEMOLITION, ROOF PATCHING AND SKYLITES.
  DEDUCT ($50,048.00)
- CHANGE PAINT FINISH ON STAIRWAYS TO STANDARD FINISH IN LIEU OF POWDER COAT.
  DEDUCT ($13,750.00)
- ELIMINATE 1 ELEVATOR CAR IN ITS ENTIRETY
  DEDUCT ($71,667.00)
- OMIT SMOKE CONTAINMENT SYSTEM AT ELEVATORS AND INSTALL STEEL DOORS & FRAMES WITH A 1 HOUR RATING WITH MAGNETIC HOLD OPENINGS
  DEDUCT ($43,275.00)
- OMIT MASONRY AT GYM WALLS AND BURNISHED BLOCK CHANGE AT OTHER AREAS
  DEDUCT ($127,000.00)
- OMIT ALL WORK ASSOCIATED WITH LOCKER ROOMS, INCLUDING FLOORS, CONCRETE AND FINISHED FLOOR, WALLS , CEILINGS, & METAL LOCKERS & BENCHES.
  DEDUCT ($149,500.00)
- OMIT GYPSUM PROFILE WALL PANELS
  DEDUCT ($39,000.00)
- OMIT 8 VDS FIRE RATED FRAMES AND 16 LITES OF FIRE RATED SIDELITE GLASS AT FRAMES 123A, 124A, 125B, 127A, 225, 227, 325, 327. CHANGE TO HOLLOW METAL FRAME AND NO SIDELITES
  DEDUCT ($53,371.00)

DLA architects
DAVISON LARSON ASSOCIATES • 2705 4TH AVENUE NW • MINOT ND, 58703
PHONE: (701) 852-4178 • FAX: (701) 852-4179 • EMAIL: DLAARCH@SRT.COM

- OMIT LARGE PROJECTION SCREEN IN PEDAGOGY LAB 204

  DEDUCT ($5,047.00)

- OMIT PEDAGOGY LAB 204 DIVIDER

  DEDUCT ($9,263.00)

- OMIT SUNSCREEN SHADES AT (6) B (6) C (4) D AND (3) E WINDOWS

  DEDUCT ($15,043.00)

- CHANGE WALL INSULATION TO FIBERGLASS BLANKET SYSTEM IN LIEU OF SPRAYED CELLULOSE.

  DEDUCT (39,500.00)

- OMIT MASONRY VENEER ON EAST AND WEST ELEVATIONS FROM GRID E1 TO E7. OMITS BRICK AND PRECAST AND STEEL ANGLE. WALL INSULATION TO BE INSTALLED ON INTERIOR FURRED WALLS.

  DEDUCT (165,060.00)

TOTAL GENERAL CONSTRUCTION DEDUCTS NOT INCLUDING MASONRY WORK:
($820,647.00)

MECHANICAL CONSTRUCTION:

- OMIT ALL WORK ASSOCIATED WITH LOCKER ROOMS, INCLUDING PLUMBING, FIXTURES AND DUCTWORK. ROUGH-IN FOR PLUMBING TO REMAIN.

  DEDUCT ($ PENDING)

TOTAL MECHANICAL CONSTRUCTION DEDUCTS:
($0.00)

ELECTRICAL CONSTRUCTION:

- ELIMINATING THE SURVEILLANCE SYSTEM.

  DEDUCT ($18,000.00)

- ELIMINATING THE FLOORBOXES IN ROOMS 106, 107, 110, 112, AND 118.

  DEDUCT ($25,000.00)

- ELIMINATING THE FLOORBOXES IN ROOMS 213, 214.

  DEDUCT ($7,600.00)

- ELIMINATING ONE HALF OF THE DATA DROPS IN EACH OFFICE OF OFFICE SUIT 108 AND 218. THE ROUGH-IN SHALL REMAIN FOR THE SECOND "DOUBLE DROP".

  DEDUCT ($2,800.00)

TOTAL ELECTRICAL CONSTRUCTION DEDUCTS:
($53,400.00)

TOTAL POSSIBLE PROJECT DEDUCTS:
($874,047.00)

If you need additional information, please let me know.

Sincerely,
DAVISON LARSON ASSOCIATES

Donald L. Davison, Architect

Comparison of One-time Deferred Maintenance Request to Engrossed SB2003 Based on Outstanding Deferred Maintenance From 2006 Master Plan, Adjusted for 2007-09 Funding, Plus CPI Adjustment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	07-09 Outstanding Deferred Maintenance, per 2006 Master Plans	Less 2007-09 one-time deferred maintenance funding	Less deferred maintenance addressed in funded 07-09 capital projects (Enter negative amt)	07-09 Outstanding Def Mnt, less funding in 2007-09 (Col 1 - Cols 2 & 3)	Est increase of 5% per year, based on BLS All Urban Consumer Index for Mpls/St Paul	Balance 07-09 Deferred Mnt (per 2006 Master Plan) adjusted for CPI (Col 4 + Col 5)	Distribution of $50 million in 09-11 Budget Request	Distribution of $20 million included in the 2009-11 Engrossed SB2003
BSC	$2,040,000	($229,711)	($117,920)	$1,692,369	$173,468	$1,865,837	$851,591	$340,637
LRSC	$548,000	($81,942)	$0	$466,058	$47,771	$513,829	$234,518	$93,807
WSC	$1,968,600	($70,723)	$0	$1,897,877	$194,532	$2,092,409	$955,003	$382,002
UND	$40,454,000	($3,628,330)	($1,160,189)	$35,665,481	$3,655,712	$39,321,193	$17,946,685	$7,178,674
NDSU	$30,026,000	($2,516,935)	($900,000)	$26,609,065	$2,727,429	$29,336,494	$13,389,543	$5,355,817
NDSCS	$5,771,000	($633,113)	$0	$5,137,887	$526,633	$5,664,520	$2,585,358	$1,034,143
DSU	$8,893,166	($635,073)	$0	$8,258,093	$846,455	$9,104,548	$4,155,430	$1,662,172
MASU 1/	$10,922,900	($737,937)	($695,000)	$9,489,963	$972,721	$10,462,684	$4,775,300	$1,910,120
MISU	$11,185,000	($855,874)	($7,372,462)	$2,956,664	$303,058	$3,259,722	$1,487,778	$595,111
VCSU	$7,021,000	($537,819)	$0	$6,483,181	$664,526	$7,147,707	$3,262,303	$1,304,921
MISU-B	$531,000	($48,977)	$0	$482,023	$49,407	$531,430	$242,551	$97,021
FOREST SERVICE	$250,000	($23,566)	$0	$226,434	$23,209	$249,643	$113,940	$45,576
TOTAL	$119,610,666	($10,000,000)	($10,245,571)	$99,365,095	$10,184,922	$109,550,017	$50,000,000	$20,000,000

1/ Column 3 also includes the amount of deferred maintenance addressed with part of the $750,000 one-time funding that MaSU received for capital master plan and deferred maintenance.

Projects for which an amount is included in column 3.

Campus and Project	Amount
BSC - Schafer Hall Renovation - 1st Floor	117,920
UND - O'Kelly Hall - Ireland Lab	1,160,189
NDSU - Minard Hall Renovation Phase 1 and II	700,000
NDSU - Ceres Hall Renovation	200,000
	900,000
MaSU - Use of $750,000, net of $55,000 for master plan:	
Electrical Power Upgrades	225,000
Site Improvements- sidewalks and signage	120,000
Main Building Admin Office HVAC Upgrade	70,000
Old Gym ADA, Entrance and Gym upgrades	75,000
Others def mnt projects not yet identified	205,000
	695,000
MiSU-Swain Hall	7,036,150
~~MiSU-Dome Floor~~	336,312
	7,372,462

G:\CATHY\EXCELFIL\BIENNIAL BUDGETS\2009-11 Budget\Engrossed Bills\[Deferred maintenance.xlsx]Summary

Stage II: Formal Request

Program Objectives

The Athletic Training Program is a proposed undergraduate Major for Minot State University. The athletic training program will require 128 credits within the major including the student's general education courses. The courses are aligned with the Commission on Accreditation of Athletic Training Education standards and the Athletic Training Educational Competencies set forth by the National Athletic Trainers Association. The courses offered include those from the Teacher Education and Human Performance Department, the Nursing Department, Biology, and Chemistry. The National Athletic Trainers Association Board of Certification (NATABOC) requires a self-study with two years of data collection. The data will be collected and analyzed at the onset of the program to provide a comprehensive self-study. The Athletic Training Education Program allows for articulation relationships with local hospitals, clinics, and high schools.

The Minot State University Athletic Training Education Program's mission is to provide students with an educational experience that will allow them to successfully complete the National Athletic Trainers Associations Board of Certification Exam. The Mission of the Athletic Training Education Program at Minot State University incorporates the University mission to advance knowledge, as well as the critical and creative thinking skills of the Athletic Training Education Majors.

Minot State University Athletic Training Education Program Goals

1. To provide a comprehensive Athletic Training Education Program that will allow students to successfully complete the National Athletic Trainers Associations Board of Certification Exam.
2. To prepare competent Athletic Trainers who are involved in acting and reflecting on the athletic training educational competencies and content knowledge that they have acquired.
3. To educate students on the National Athletic Trainers Associations Code of Ethics.
4. To provide students with the clinical and sideline skills required to successfully performing the duties of an Athletic Trainer.

Cost and Resources

The cost of the program is expected to be self-supported with student tuition and program fee funds. The facility is currently under construction and has been developed to provide a state of the art facility for athletic training education. The funds to remodel Swain Hall were approved by the Legislature in the last legislative session. The partnership with Trinity Health provides access to modalities and equipment students are required to work with during their education experience until the time that the facility is completed. Students will be required to pay a $250 semester fee for each semester of enrollment of the program to pay for professional clothing for the program, name tags for identification, their sports medicine kits, and equipment to be included in the kits.

Accreditation Requirements

The athletic training program will require 128 credits including the student's general education courses. The courses are aligned with the Commission on Accreditation of Athletic Training Education standards and the Athletic Training Educational Competencies set forth by the National Athletic Trainers Association. The NATABOC requires a self-study with two years of data collection. The data will be collected and analyzed at the onset of the program to provide a comprehensive self-study. The proposed program has been designed to meet the accreditation requirements.

Relationship of the Program

The Athletic Training program will require 128 credits including the student's general education courses. The mission of the Athletic Training Education Program at Minot State University incorporates the University mission to advance knowledge, as well as the critical and creative thinking skills of the Athletic Training Education Majors.

Minot State University Athletic Training Education Program Goals

1. To provide a comprehensive Athletic Training Education Program that will allow students to successfully complete the National Athletic Trainers Associations Board of Certification Exam.
2. To prepare competent Athletic Trainers who are involved in acting and reflecting on the athletic training educational competencies and content knowledge that they have acquired.
3. To educate students on the National Athletic Trainers Associations Code of Ethics.
4. To provide students with the clinical and sideline skills required to successfully performing the duties of an Athletic Trainer.

The Athletic Training major is directly related to the Corporate Fitness major and the Physical Education major at Minot State University. The relationships exist with sharing a common faculty from Instructors to the Dean, sharing a facility with the programs, sharing students within the program, shared equipment, and a shared vision and mission with the Department and University.

The Minot State University Athletic Training Education Program's mission to provide students with an educational experience through the completion of a curriculum geared towards the NATABOC Exam is directly linked to the mission of the North Dakota University Systems Roundtable by sharing and application of knowledge to foster a vital future for students and the community. The practical application nature of the athletic training program is directly linked to the mission of the NDUS Roundtable's mission of "enhancing the quality of life for all those we serve and the economic and social vitality of North Dakota through the discovery, sharing and application of knowledge"(Strategic Plan, P. 5, http://www.ndus.edu/Upload/allfile.asp?id=463&tbl=MultiUse, April 3, 2008). Faculty and Clinical Faculty teaching and guiding students in a learning environment in which students are socially engaged with community members is a prime example of the Roundtables Mission at work in the Minot State University's Athletic Training Program.

The central location of Minot State University provides opportunities for students from around the region access to an Athletic Training Curriculum. The offering of an Athletic Training Curriculum at a centrally located state funded university will provide North Dakota students with an affordable opportunity to become certified and employed as an Athletic Trainer. Currently the University of North Dakota and the University of Mary offer a bachelor's degree in Athletic Training. This would make Minot State University the only public university between Grand Forks and Billings, Montana to offer a bachelor's degree in Athletic Training. The Minot State University Athletic Training Education program would offer the same rigor as the other programs with the additional experience of exposure to rural schools in North Dakota that are included in the clinical instructors areas of coverage for sports medicine.

Relationship to the Roundtable recommendations

Economic Development Connections

The employment outlook for Certified Athletic Trainers is bright. According to the U.S. Department of Labor, Bureau of Labor Statistics, the projected job growth from 2006 to 2017 is 24% (http://www.bls.gov/oco/ocos294.htm, April 3, 2008). This projected growth in the employment outlook reveals an increased need for educating future Athletic Trainers. With the affordable price of education at Minot State University to North Dakota residents, military personnel or military dependents, and non-residents from numerous states and countries the Athletic Training program could favorably impact the economy of North Dakota.

Educational Excellence

The Athletic Training Curriculum is developed to promote lifelong learners. Students in the Athletic Training major will be required to dual major to ensure that students have a source of economic vitality in the case that they do not pass the National Athletic Trainers Board of Certification Exam. The Corporate Fitness Major at Minot State University shares multiple classes with the Athletic Training major and would be a viable option for students to ensure success and career opportunities.

Stakeholders are a very important contributor to degree programs at Minot State University. The stakeholders for the Athletic Training program will be invited to the annual assessment day activities at Minot State University to collaborate on the Athletic Training program. Stakeholders include physicians, clinics, schools, and students. The program allows students to have practical education experiences in the clinical settings in schools, physician offices, sports medicine and physical therapy clinics.

Flexible and Responsive System

The flexibility and responsiveness of Minot State University and the Department of Teacher Education and Human Performance is seen through the move to adopt an Athletic Training program in response to the increased demand in the work force. The involvement of stakeholders in the annual assessment shows the desire of Minot State University to be responsive to the needs of the community and society to which it serves.

Accessible System

The accessibility to the systems is the same as that for any student wishing to attend Minot State University. Students interested in the Athletic Training Major should meet with the Athletic Training Education Program Director and enroll in HPER 128

Introduction to Athletic Training Course, HPER 208, BIOL 220, and BIOL 221 during their first year of course work. Prospective students enrolled in the HPER128 Introduction to Athletic Training Course will be required to keep a journal that will be utilized for selection materials for the program. The journal is a reflection documentation of the observation hours spent in contact with a Certified Athletic Training Clinical Instructor. The journal will contain information regarding the type of observation, the dates of observation, the times of the observation, signatures of the CATCI for the observed dates, and a reflection on what occurred during the observations.

Application to the Athletic Training Major should be made on or before December 1st each year. The application packet should include:

1. The Application Checklist
2. The typed journal from the HPER 128 Introduction to Athletic Training Course
3. 5 letters of recommendation (2 letters of recommendation from Certified Athletic Trainers, 1 personal recommendation, and 2 letters of recommendations from people of knowledge of the applicant's educational potential in the program)
4. Medical Examination
5. Immunization Documentation (HBV documentation or sign waiver declining HBV vaccination)
6. Official University Transcript: Must have a minimum GPA of 3.0. Applicants must have completed HPER 128 Introduction to Athletic Training Course, HPER 208, BIOL 220, and BIOL 221. Students need to have a GPA of 3.0 or greater in the major and no grade below a C in the Athletic Training Major Core coursework.
7. Written statement explaining professional goals

Program Admission Information

The applicants will be ranked according to the information that was submitted in the Application Packet in the following manner.

1. HPER 128Course Journal – 10 pts
2. Transcript, Proof of First Aid/CPR Certification, Medical Examination Form, and Immunization Documentation – 10 pts
3. Recommendations – 10 pts
4. Written Goal Statement – 10 pts

Applicants who meet the application requirements will be granted an interview with the Athletic Training Education Selection Committee. Students will be expected to act and dress for a professional interview. Students will receive a letter regarding the admittance decision within 4 weeks after the interview process.

Prior to admission students must complete and meet course admission and prerequisites. Students are required to submit proof of immunization with the course admission packet to the Director of the Athletic Training Education Program (ATEP). Student who choose not to take HBV immunizations need to complete a HBV Immunization Declined form. At the current time there are no immunizations for hepatitis C and HIV. The medical examination form must be completed prior to student's admission to the program and turned in to the Director of Athletic Training Education

Program. Passing of the medical examination does not ensure acceptance into the program.

The medical examination form must be completed prior to student's admission to the program and turned in to the Director of Athletic Training Education Program. Passing of the medical examination does not ensure acceptance into the program. The medical exam meets the requirements set forth by the CAAHEP for accreditation purposes and ensures that students can fulfill the technical standards to complete the Athletic Training Education Program. If deemed necessary by the physician or program director the student may be referred to special services for further evaluation to determine if the student has special needs that can be met to educate the student.

The first semester of the student's freshman year will offer training and certification in professional rescuer CPR/AED Training. Students may elect to take the Professional Rescuer CPR/AED Training outside of the university setting if the Red Cross or American Heart Association provides it. Students are required to have this training prior to clinical experiences and must maintain currency throughout the entire program. Proof of CPR/AED professional rescuer training will be housed with the Director of the Athletic Training Education Program; the director of clinical education, and must be shown to the clinical site at the beginning of each clinical rotation.

OSHA/Blood borne pathogen training will be completed on a yearly basis in conjunction with Trinity Health. Proof of OSHA/Blood borne pathogen training will be kept on file with the Director of Athletic Training Education Program. The proof will contain, date, time, names of those attended, location of training, the organization offering the training, and the credentials of the individual/s providing the training.

Funding and Rewards

The program will have agreements between Minot State University and Trinity Health for outreach clinical education sites. Minot State University and Trinity Health have had and continue to have a very collaborative relationship in regards to student education and community involvement. The expected increased student population should have a positive impact on Minot State University, the North Dakota University System, and the surrounding community.

Sustaining the Vision

The proposed program would offer students in the surrounding area and global community access to an affordable education at Minot State University. This program has potential to draw Canadian students as well, which can have positive economic impact. The projected 24% job growth from 2006 to 2015 in Athletic Training would ensure North Dakota residence access to a growing job market (http://www.bls.gov/oco/ocos294.htm, April 3, 2008). The assessment system set up for the proposed Athletic Training program would ensure accountability to the NDUS and CAAHEP requirements.

Program Requirements

The Athletic Training Program is a proposed undergraduate Major for Minot State University. The athletic training program will require 128 credits within the major including the student's general education courses. The courses are aligned with the Commission on Accreditation of Athletic Training Education standards and the Athletic

the legislature. He said the faculty feel fortunate to have received the Governor's endorsement of a five percent annual salary increase in 2009-11, especially given what is happening in other states.

- On proposed changes to the CCF bylaws relating to election of officers.

BOARD BUSINESS

Board Policy Manual Revisions

It was moved *by Backes and seconded by Haugen to approve NDSU's request to change the degree and program title of Master of Military Logistics to Master of Managerial Logistics and to approve introduction and first reading, waive the second reading requirement, and approve adoption of amended SBHE Policy 409, as shown on the attached draft, effective immediately.*

Haugen, Andrews, Backes, Kostelecky, Cripe, Shaft, Smith, and Espegard voted aye. The motion carried. Exhibit B.

It was moved *by Backes and seconded by Cripe that HR Policy 31.1 as shown on the attached draft is approved on second reading and final passage, effective immediately, and that amended SBHE Policy 403.7 as shown on the attached draft is approved on second reading and final adoption, effective immediately.*

Espegard, Haugen, Andrews, Backes, Kostelecky, Cripe, Shaft, and Smith voted aye. The motion carried. Exhibits C and D.

Budget and Finance Committee Recommendations

It was moved by Espegard and seconded by Backes to approve the CND Financial System audit responses; to authorize MiSU to charge tuition and mandatory fees, on a per credit hour basis, to students taking 1-12 and over 18 credits, and a flat rate to students taking 13-18 hours, per semester, beginning the Fall 2009; and to approve the 2009-10 Room and Board Guidelines, which include an average five percent salary increase, unless an exception is provided.

Shaft, Smith, Espegard, Cripe, Haugen, Andrews, Backes, and Kostelecky voted aye. The motion carried.

Consent Agendas

Academic Consent Agenda

It was moved by Backes and seconded by Andrews to approve the following academic request:

- Approve Minot State University's request to offer a major in athletic training

Andrews, Backes, Kostelecky, Shaft, Smith, Espegard, Cripe, and Haugen voted aye. The motion carried.

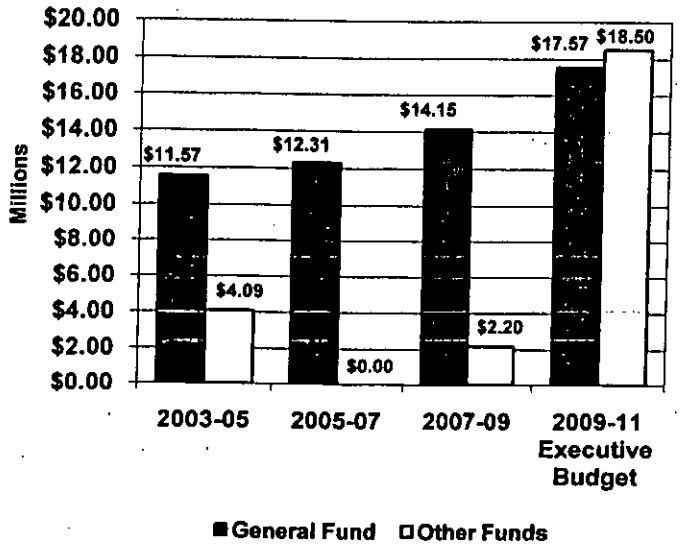
Financial and Facility Consent Agenda

It was moved by Espegard and seconded by Haugen to approve MiSU's request to pursue alternate sources of external funding, including City of Minot funds, for the re-opening of 11th Avenue NW through campus. Projected estimated cost is $2.0 million.

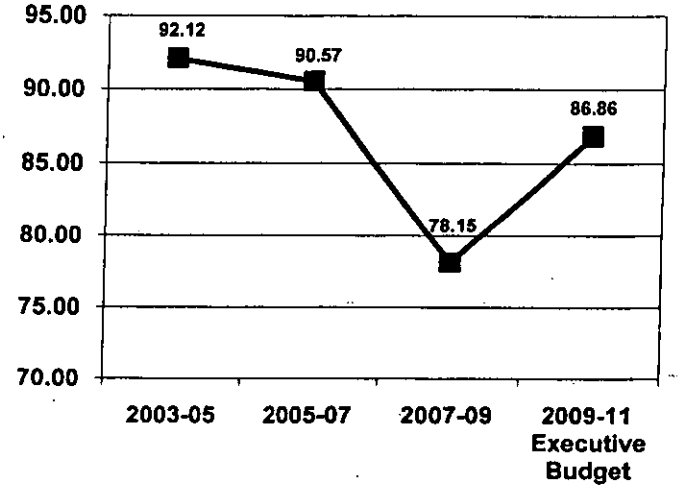
Department 242 - Valley City State University
Senate Bill No. 2003

	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	86.86	$17,572,585	$18,500,000	$36,072,585
2007-09 Legislative Appropriations	78.15	14,146,372	2,200,000	16,346,372
Increase (Decrease)	8.71	$3,426,213	$16,300,000	$19,726,213

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$15,267,664	$2,304,921	$17,572,585
2007-09 Legislative Appropriations	13,608,553	537,819	14,146,372
Increase (Decrease)	$1,659,111	$1,767,102	$3,426,213

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $1,473,976 for the following:			
Costs to continue fiscal year 2009 salary increases	$217,028		$217,028
5 percent per year salary increases	695,031		695,031
Health insurance increases	375,505		375,505
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	82,110		82,110
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	104,302		104,302
Total	$1,473,976		$1,473,976
2. Provides equity funding of $135,135 (The executive recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$135,135		$135,135
Provides ongoing funding for extraordinary repairs of $258,416, the same amount of extraordinary repairs base funding for the 2007-09 biennium			

4. Provides funding of $50,000 for emergency preparedness and security. **The Senate removed this funding.**	$50,000		$50,000
5. Provides **one-time funding** for repairs, maintenance, and security	$1,304,921		$1,304,921
6. Provides **one-time funding** for the development of a campus master plan and campus maintenance	$1,000,000		$1,000,000
7. Provides **one-time funding** for major capital projects, including the renovation of Snoeyenbos Residence Hall ($3,500,000) and an addition to the W. E. Osmon Fieldhouse ($15,000,000)		$18,500,000	$18,500,000
8. Removes one-time funding for extraordinary repairs provided in the 2007-09 biennium	($537,819)		($537,819)
9. Removes one-time funding for major capital projects provided in the 2007-09 biennium (steamline replacement)		($2,200,000)	($2,200,000)
10. Adjusts the number of FTE positions by 8.71 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office security and emergency preparedness line item be used for the benefit of institutions under its control.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Bonding authorization - Section 15 authorizes the State Board of Higher Education to issue revenue bonds for the Snoeyer sidence Hall housing renovations ($3,500,000).

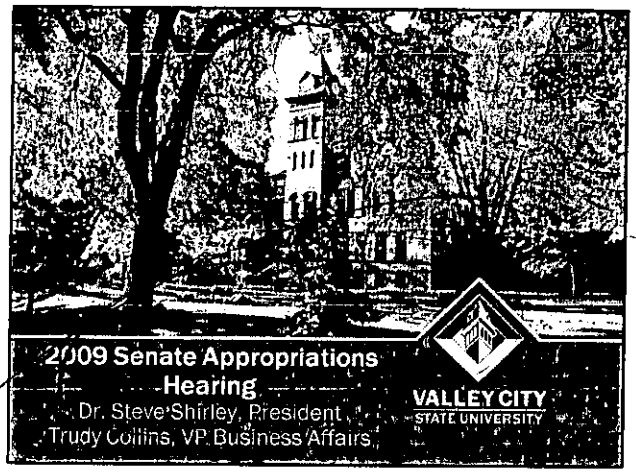
Continuing Appropriations

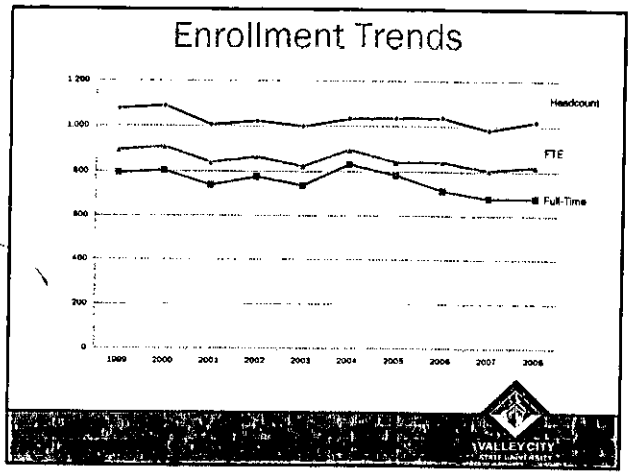
Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

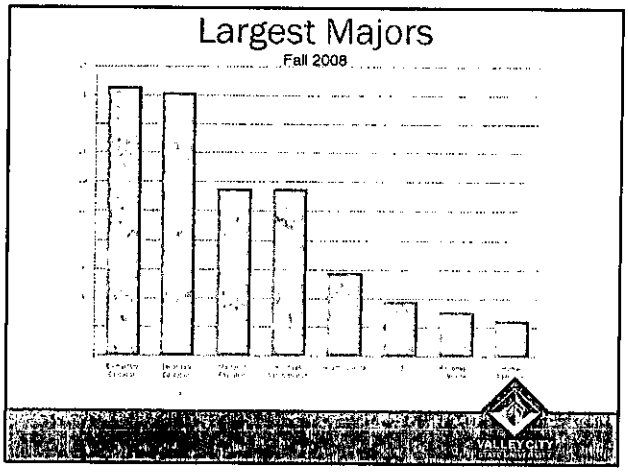
Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

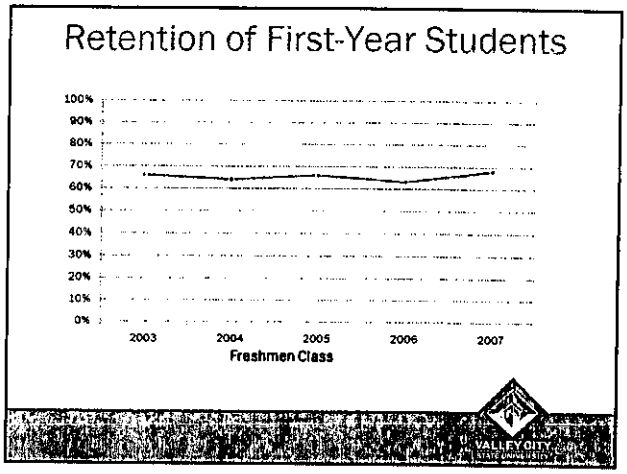
ATTACH:1





With following exceptions some testimony given to House and Senate

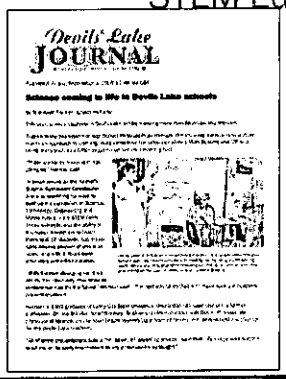




STEM Education: Future Opportunities

- Establish STEM certificates for undergraduate K-12 teacher education
- Continue partnering with the Boston Museum of Science to deliver curriculum workshops for teachers
- Develop graduate courses based on STEM materials and research for VCSU's Master of Education program
- Continue training teachers in STEM methods similar to Devils Lake HS outreach in Summer '08
- Partners: NDSU College of Engineering, ND ESPB, and Boston MOS

STEM Education


Devils Lake JOURNAL

Summer Workshop at Devils Lake High School

"With the ever-changing world we are in, it is absolutely imperative to prepare our kids for the future. The best way to do that is to make sure our teachers are well prepared."

Ryan Hanson, Principal
Devils Lake High School

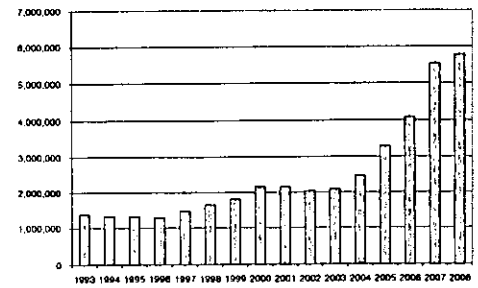
VCSU's Center of Excellence:

Enterprise University

- Collaboration with NDSU Research Technology Park in building their Virtual Incubator on SharePoint technology
- Build and offer Microsoft SharePoint training
- SAP training: Extensive training for Alliance Pipeline in Summer '08; new conversations now with MeritCare
- Project Management and Sure Step training for Microsoft
- Microsoft CRM training materials project for Atidan
- VCSU students and graduates assisting with training

VCSU Foundation Net Assets

Record $2.6 million in major gifts in '05-'07 (7X previous record)



1993-2008

Report on use of one-time funding in the 2007-09 Biennium

- Extraordinary Repairs/Deferred Maintenance
  - Building Exterior $135,000
  - Mechanical/Electrical Upgrades 287,600
  - Paving and Area Lighting 60,000
  - Misc Small Projects <$50 K 55,219
  - Total $537,819

In addition, extraordinary repairs expenditures from the base budget included $258,416 for interior finishes and special assessments

Report on use of 2005-07 Unexpended Appropriations

- An unexpended appropriation amount of $51,092 was carried over from the 2005-2007 biennium to the 2007-2009 biennium. The entire amount was spent in FY 2007-2009 for brick tuck pointing projects.

Overview of 2009-11 Budget Request

Comparison of SBHE General Fund Revised Request and Executive Recommendation

Prioritized SBHE Needs Based Request:	SBHE 2009-11 General Fund Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
Parity	1 758 368	1 473 976	-284 392
Emergency Preparedness/Security	50 000	50 000	-
Equity	350 000	135 135	-214 865
2 and 4 Year College Affordability	268 643		-268 643
Total Requested Increase in GF Base Funding	2,327,011	1,659,111	-667,906
One-time Budget Requests:			
Extraordinary Repairs	3 262 303	1 304 921	-1 957 382
Campus Master Plan/Deferred Min		1 000 000	1 000 000
Emergency Preparedness/Security	778 591		-778 591
STEM Initiative	490 200		-490 200
Pay-off special assessments	32 946		-32 946
Total One-time Budget Request & Recommendation	4,563,040	2,304,921	-2,257,119
2009-11 State-funded Projects Rhoades Science Center	11 245 000		-11 245 000
Revised SBHE Affordability Initiative Budget Request	$18,886		

Overview of 2009-11 Budget Request

Comparison of SBHE General Fund Revised Request and Executive Recommendation

Prioritized SBHE Needs Based Request:	SBHE 2009-11 General Fund Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
Parity	1,758,368	1,473,976	-284,392
Emergency Preparedness/Security	50,000	50,000	-
Equity	250,000	135,135	-114,865
2 and 4 Year College Affordability	268,648		-268,648
Total Requested Increase in GF Base Funding	2,327,016	1,659,111	-667,905
One-time Budget Requests:			
Extraordinary Repairs	3,262,303	1,304,921	-1,957,382
Campus Master Plan/Deferred Mtn		1,000,000	1,000,000
Emergency Preparedness/Security	776,591		-776,591
STEM Initiative	490,200		-490,200
Pay-off special assessments	32,946		-32,946
Total One-time Budget Request & Recommendation	4,562,040	2,304,921	-2,257,119
2009-11 State-funded Projects			
Rhoades Science Center	11,245,000		-11,245,000

Revised SBHE Affordability Initiative Budget Request $176,888

VALLEY CITY STATE UNIVERSITY

Overview of 2009-11 Budget Request

Extraordinary Repairs/Deferred Maintenance

Extraordinary Repairs/Deferred Maintenance Budget by Category	SBHE 2009-11 General Fund Request	Executive Recommendation	Additional Executive Recommendation
Building exterior	800,000	250,000	200,000
Mechanical/electrical upgrades	1,000,000	300,000	240,000
Interior finishes	800,000	300,000	200,000
Structural repairs	100,000	100,000	-
Paving and area lighting	350,000	150,000	200,000
Utilities/infrastructure	160,000	100,000	60,000
Misc small projects <$50 K	52,303	44,921	-
Campus Master Plan	-	-	100,000
Special Assessments	-	60,000	-
Total	**3,262,303**	**1,304,921**	**1,000,000**

VALLEY CITY STATE UNIVERSITY

Capital Project Request

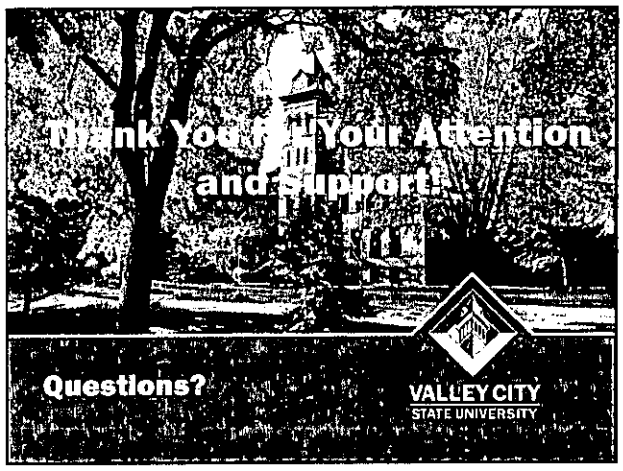
- SBHE requested $11.2 M for renovation and addition to Rhoades Science Center
  - Upgrade science lab and classroom facilities and equipment
  - Relocate labs to the science center from education classroom building
  - Accommodate student demand in Health Sciences
  - Facilitate interest in STEM fields
  - Address deferred maintenance issues
- Executive recommended $1 M for Campus Master Planning and to address deferred maintenance issues associated with older buildings

Rhoades Science Center Built in 1973

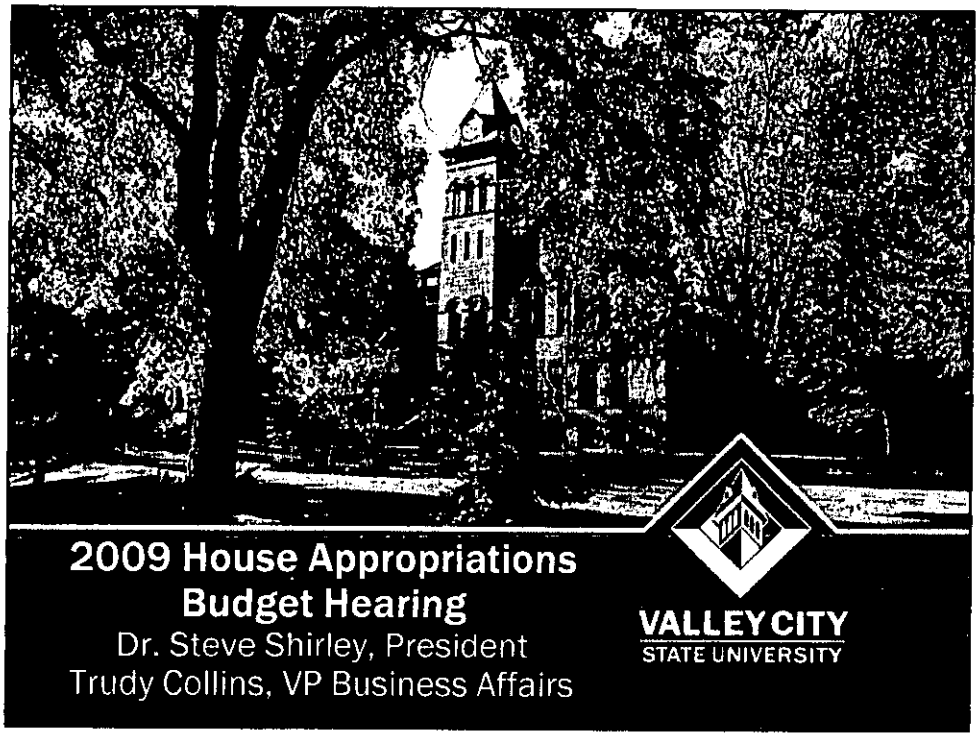
- Outdated
- Air quality issues
- Inadequate space for growing number of enriching undergraduate research experiences
- Crowded science labs have been constructed in classroom building

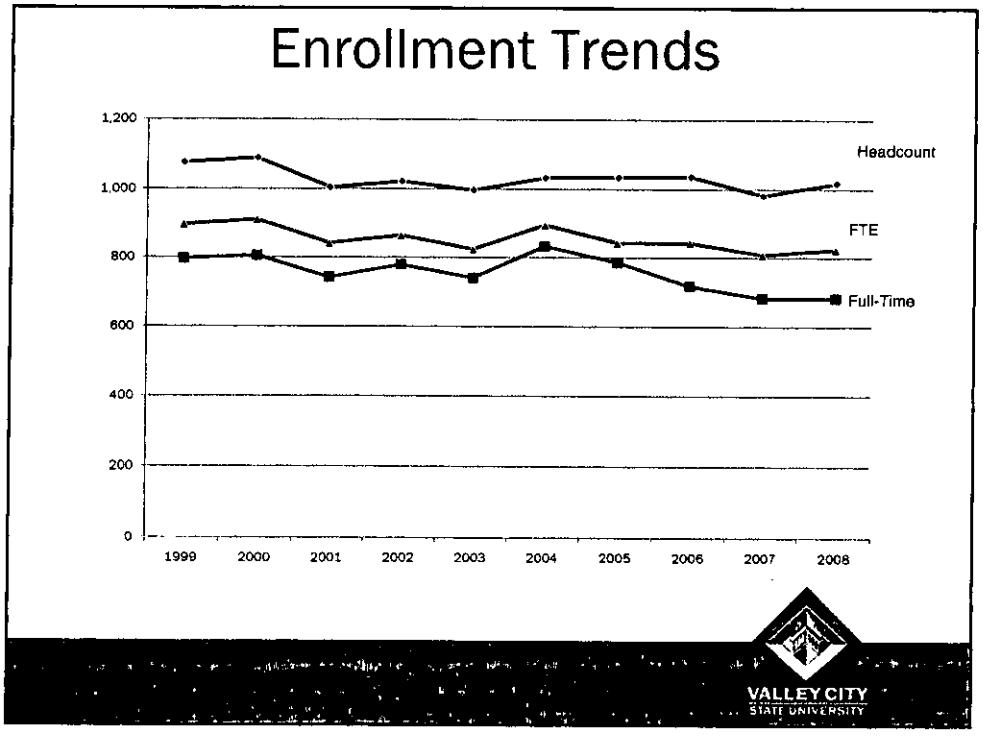
Future Capital Projects

• Life Safety/Accessibility	$ .95 million
- Fire Alarm Updates	
- Foss Music Bldg Elevator	
- Vangstad Fire Escape	
• Vangstad Renovation	$2.25 million
• Rhoades Science Center Addition and Renovation	$10.0 million



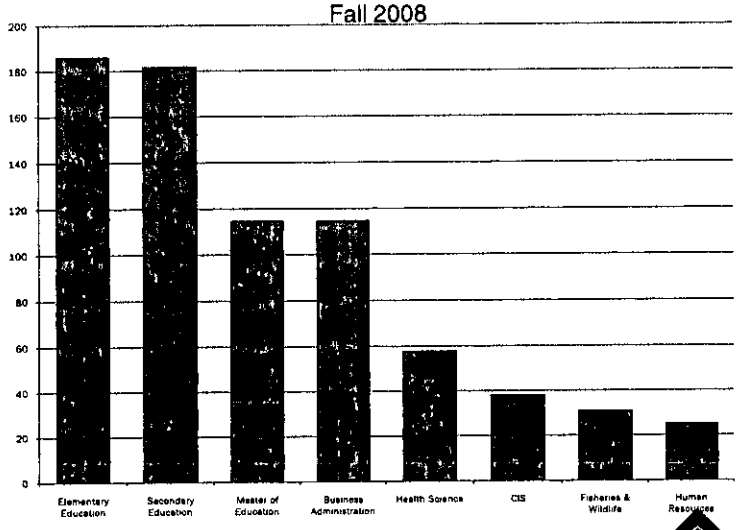
March 4, 2009
SB 2009
attachment #1





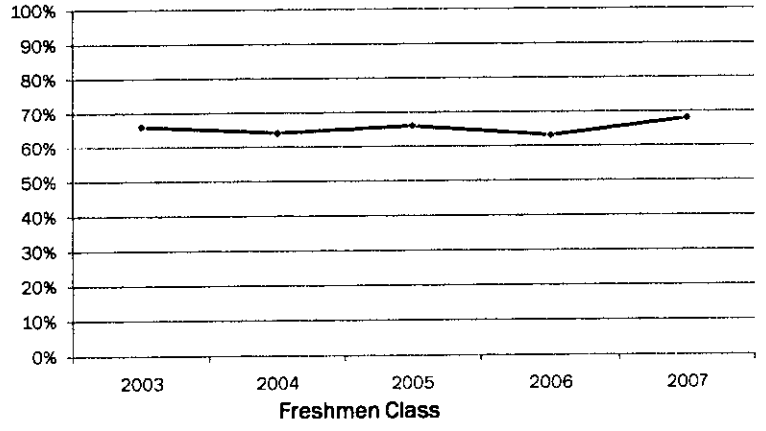
Largest Majors

Fall 2008



VALLEY CITY STATE UNIVERSITY

Retention of First-Year Students

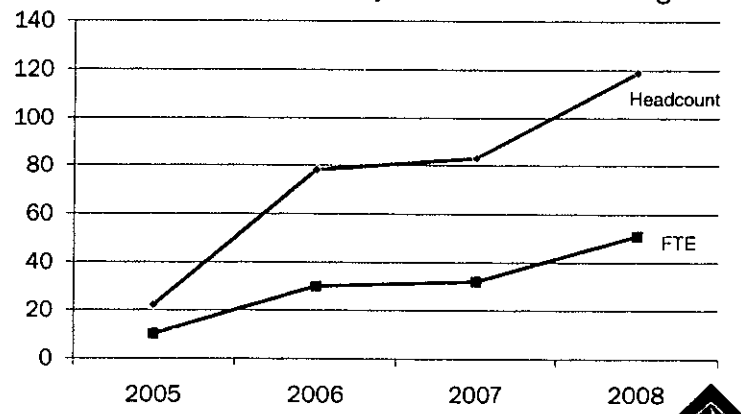


VALLEY CITY STATE UNIVERSITY

Enrollment: Online M.Ed.

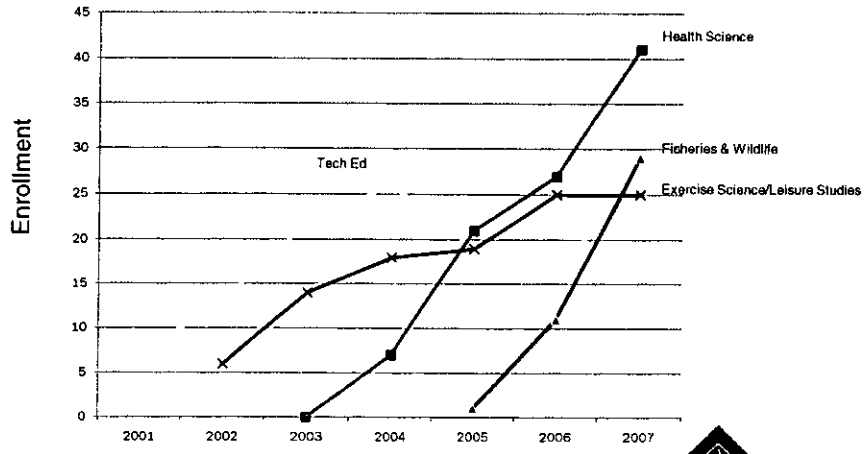
Available Concentrations:

Teaching & Technology
Technology Education
Library & Information Technologies



VALLEY CITY STATE UNIVERSITY

Enrollment: Undergraduate STEM Fields



VALLEY CITY STATE UNIVERSITY

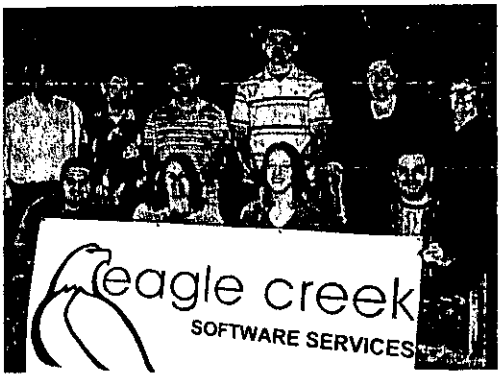
What Makes VCSU Unique?

- Technology Enhanced Learning

VALLEY CITY STATE UNIVERSITY

What Makes VCSU Unique?

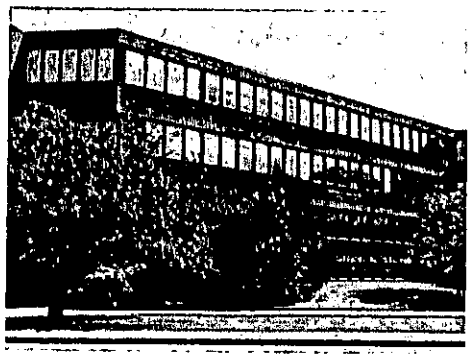
- Technology Enhanced Learning
- 96% in-field placement for graduates and high employer satisfaction



VALLEY CITY STATE UNIVERSITY

What Makes VCSU Unique?

- Technology Enhanced Learning
- 96% in-field placement for graduates and high employer satisfaction
- **Collaboration & Partnerships**



VCSU Elementary Education program delivered at NDSU

VALLEY CITY STATE UNIVERSITY

What Makes VCSU Unique?

- Technology Enhanced Learning
- 96% in-field placement for graduates and high employer satisfaction
- Collaboration & Partnerships
- **World-class excellence in Teacher Education**

Continuous National Accreditation since Founding in 1954

NCATE

The Standard of Excellence in Teacher Preparation

VALLEY CITY STATE UNIVERSITY

VCSU Teacher Education

"...the level of care and high expectations that were set by my instructors has carried through to my position as elementary administrator. I've also worked with many teachers who graduated from VCSU, and consistently find them to be excellent and dedicated instructors. I can count on VCSU graduates to be great teachers."

David Hanson '83
Principal, Wyndmere Public School

National Distinguished Principal (2008)
NDAESP Golden Apple Award (1996)
NDAESP Bell Ringer Award (1989 & 2005)

VALLEY CITY STATE UNIVERSITY

Accomplishments

U.S.News & World Report
America's Best Colleges 2009

Recognized by
U.S.News as a
"Best College"
11 years in a row!

VALLEY CITY STATE UNIVERSITY

Accomplishments

- *Two Highly Successful Re-Accreditation Visits in 2008*

NCATE
The Standard of Excellence in Teacher Preparation

NASM
NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

VALLEY CITY STATE UNIVERSITY

Collaboration & Partnerships

- Boston Museum of Science National Center for Technological Literacy

National Center for Technological Literacy
Museum of Science, Boston

VALLEY CITY STATE UNIVERSITY

Collaboration & Partnerships

- Dakota Nursing Program with MiSU-Bottineau and Valley City Healthcare Providers

VALLEY CITY STATE UNIVERSITY

Collaboration & Partnerships

- Articulation with Wyoming Colleges; now have students from:
  - Northwest College
  - Casper College
  - Central Wyoming College

VALLEY CITY STATE UNIVERSITY

Collaboration & Partnerships

- Delivery of Elementary Education degree to NDSU
- Collaboration with NDSU RTP to build a Virtual Incubator
- Delivering Computer Sci. courses at Turtle Mountain Comm. Coll.
- Partnering with UND to deliver MBA in Valley City
- New Articulations with MN State Technical & Community Colleges

NDSU

NDSU researchTECHNOLOGY PARK, INC.

TMCC turtle mountain community college

UND

Minnesota State Community and Technical College

VALLEY CITY STATE UNIVERSITY

Collaboration & Partnerships

- Computer Information Systems Curriculum and Internships
- VCSU Center of Excellence: Enterprise University

SAP University Alliance

Microsoft

ORACLE

VALLEY CITY STATE UNIVERSITY

STEM Education: Current Initiatives

- $400K Federal appropriation supported through Sen. Dorgan's office
- $490K request supported by NDUS through competitive STEM proposal process
- Create Center for Technology & Engineering Education; and offer STEM certificates
- Summer conference focused on Boston MOS curriculum
- Collaborate with NDSU Engineering Dean; increase pipeline of engineers, scientists, etc. through K-12 Ed.

VALLEY CITY STATE UNIVERSITY

STEM Education

National Center for Technological Literacy

Museum of Science, Boston

July, 2008 Workshop:

"Closing the Technology & Engineering Teaching Gap"

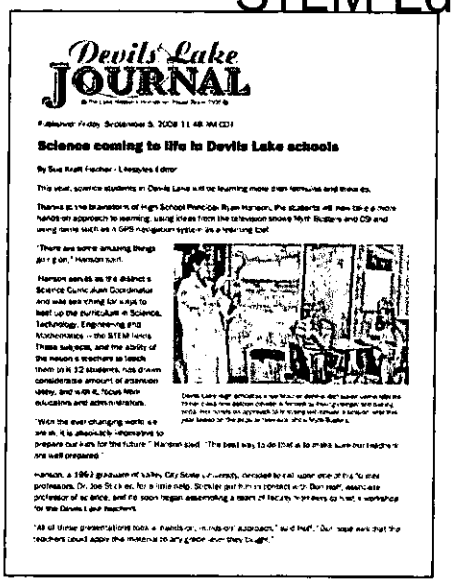
VALLEY CITY STATE UNIVERSITY

STEM Education: Future Opportunities

- Establish STEM certificates for undergraduate K-12 teacher education
- Continue partnering with the Boston Museum of Science to deliver curriculum workshops for teachers
- Develop graduate courses based on STEM materials and research for VCSU's Master of Education program
- Continue training teachers in STEM methods similar to Devils Lake HS outreach in Summer '08
- Partners: NDSU College of Engineering, ND ESPB, and Boston MOS

VALLEY CITY STATE UNIVERSITY

STEM Education



Devils Lake JOURNAL

Science coming to life in Devils Lake schools

Summer Workshop at Devils Lake High School

"With the ever-changing world we are in, it is absolutely imperative to prepare our kids for the future. The best way to do that is to make sure our teachers are well prepared."

Ryan Hanson, Principal
Devils Lake High School

VALLEY CITY STATE UNIVERSITY

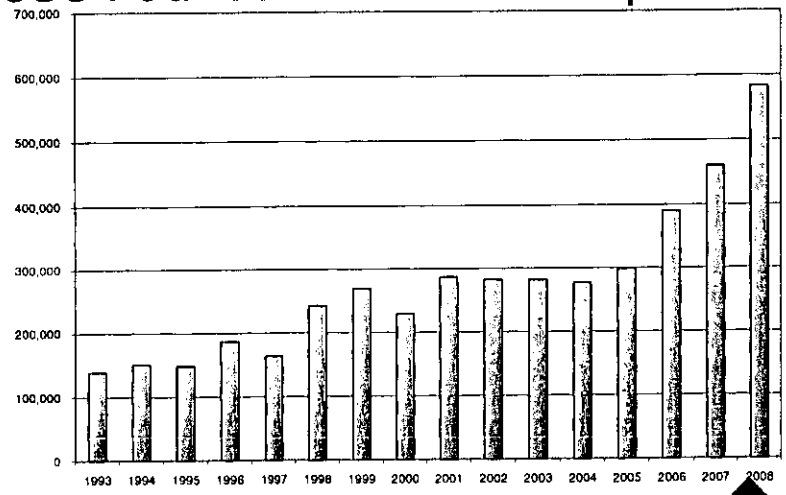
VCSU's Center of Excellence:

Enterprise University

- Collaboration with NDSU Research Technology Park in building their Virtual Incubator on SharePoint technology
- Build and offer Microsoft SharePoint training
- SAP training: Extensive training for Alliance Pipeline in Summer '08; new conversations now with MeritCare
- Project Management and Sure Step training for Microsoft
- Microsoft CRM training materials project for Atidan
- VCSU students and graduates assisting with training

VALLEY CITY STATE UNIVERSITY

VCSU Foundation Scholarships Awarded



1993-2008

VALLEY CITY STATE UNIVERSITY

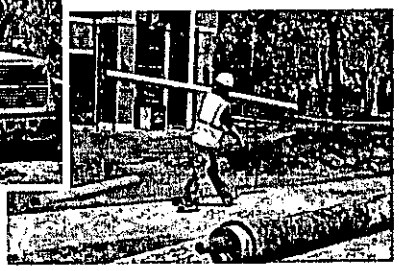
Budget Overview

Trudy Collins
Vice President for Business Affairs

Budget Overview

- Use of FY 07-09 One-time Funding
- Use of Unexpended FY 05-07 Appropriations
- Review of FY 09-11 Budget Request
- Overview of Future Capital Projects

Report on use of one-time funding in the 2007-09 Biennium



Thank You!

VALLEY CITY STATE UNIVERSITY

Report on use of one-time funding in the 2007-09 Biennium

- $2.2 million appropriation from permanent oil tax trust fund
  - Replacement of steam distribution system
  - Thank you ☺ Efficiencies in heating were gained just in time for a cold snowy winter
- $.5 M appropriation from general fund
  - Extraordinary Repairs
  - Deferred Maintenance

VALLEY CITY STATE UNIVERSITY

Report on use of one-time funding in the 2007-09 Biennium

- Extraordinary Repairs/Deferred Maintenance

– Building Exterior	$135,000
– Mechanical/Electrical Upgrades	287,600
– Paving and Area Lighting	60,000
– Misc Small Projects <$50 K	55,219
Total	$537,819

In addition, extraordinary repairs expenditures from the base budget included $258,416 for interior finishes and special assessments

VALLEY CITY STATE UNIVERSITY

Report on use of 2005-07 Unexpended Appropriations

- An unexpended appropriation of $51,092 was carried over from the 2005-2007 biennium to the 2007-2009 biennium. The entire amount was spent in FY 2007-2009 on brick tuck pointing projects.

VALLEY CITY STATE UNIVERSITY

Overview of 2009-11 Budget Request

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB2003
Base Budget Requests:				
Parity	1,758,368	1,473,976		1,473,976
Emergency Preparedness/Security	50,000	50,000	(50,000)	
Equity	250,000	135,135		135,135
College Affordability	176,888		176,888	176,888
One-time Budget Requests:				
Deferred Maintenance	3,262,303	1,304,921		1,304,921
Emergency Preparedness/Security	776,591			
STEM Initiative	490,200			
Pay-off Special Assessments	32,946			
2009-11 State-funded Capital Projects				
Rhoades Science Center Renovation/Addition	11,245,000	1,000,000		1,000,000

VALLEY CITY STATE UNIVERSITY

NDUS Systemwide Budget Request Highlights

- $1,500,000 STEM Teacher Ed Enhancement
- $750,000 Campus Emergency Preparedness & Safety/Security Measures

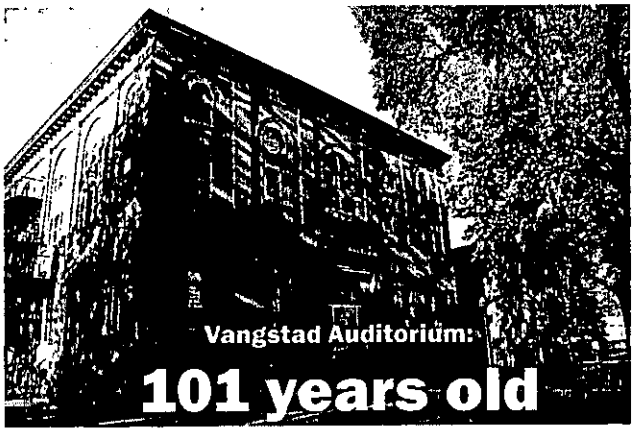
VALLEY CITY STATE UNIVERSITY

Overview of 2009-11 Budget Request Extraordinary Repairs/Deferred Maintenance

Extraordinary Repairs/Deferred Maintenance Budget by Category	SBHE 2009-11 General Fund Request	Executive and Senate Recommendation	Additional Executive and Senate Recommendation
Building exteriors	800,000	250,000	200,000
Mechanical/electrical upgrades	1,000,000	280,000	240,000
Interior finishes	800,000	280,000	200,000
Structural repairs	100,000	100,000	-
Paving and area lighting	350,000	150,000	
Utilities/infrastructure	160,000	100,000	60,000
Misc small projects <$50 K	52,303	44,921	-
Campus Master Plan/Space Utilization Study/ Planning and Design	-	-	300,000
Special Assessments	-	100,000	-
Total	3,262,303	1,304,921	1,000,000

VALLEY CITY STATE UNIVERSITY

Unique Challenges



VALLEY CITY STATE UNIVERSITY

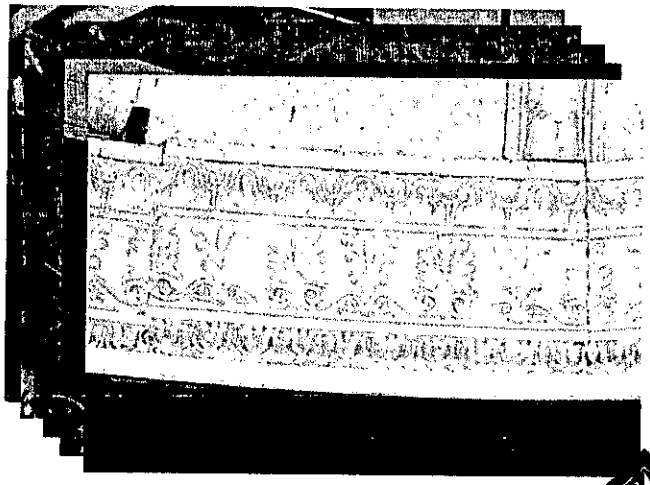
Unique Challenges

Aging Buildings:

McFarland Hall	103 years
Vangstad Hall/Auditorium	101 years
Powerhouse	98 years
Graichen Gym	85 years
McCarthy Hall	78 years
Facilities Services	97 years, 68 years
Allen Memorial Library	56 years
Fieldhouse	48 years, 28 years
Foss Music Hall	45 years
Rhoades Science Center	35 years

VALLEY CITY STATE UNIVERSITY

Deferred Maintenance



VALLEY CITY STATE UNIVERSITY

Capital Project Request

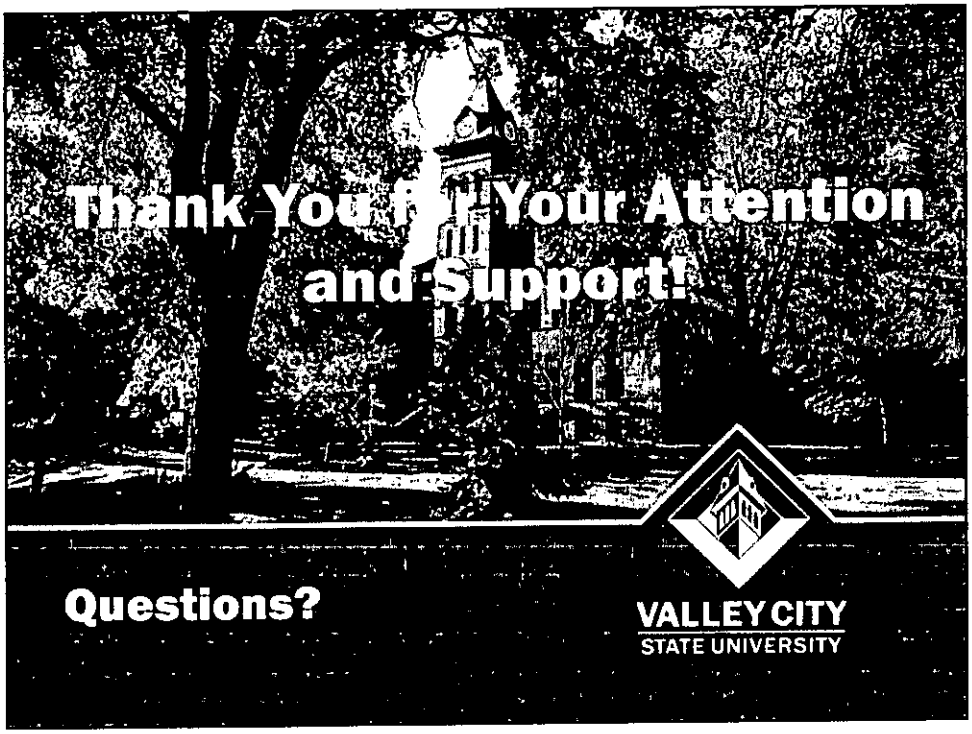
- **SBHE requested $11.2 M**
  - Renovation and addition to the VCSU Rhoades Science Center
- **The Governor recommended $1 M**
  - Create campus master plan
  - Complete space utilization study
    - Overcrowded Science labs
    - Space for undergraduate research
  - Craft architectural design documents
  - Address deferred maintenance backlog

VALLEY CITY STATE UNIVERSITY

Future Capital Projects

- Life Safety/Accessibility — $ .95 million
  - Fire Alarm Updates
  - Foss Music Bldg Elevator
  - Vangstad Fire Escape
- Vangstad Renovation — $2.25 million
- Rhoades Science Center Addition and Renovation — $10.0 million

VALLEY CITY STATE UNIVERSITY



FOR IMMEDIATE RELEASE

Contact: Doug Anderson
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VALLEY CITY
STATE UNIVERSITY

VCSU, Maryland DOE Sign Tech Ed Partnership Agreement

VALLEY CITY, ND – August 30, 2007. The Maryland State Department of Education (MSDE) and Valley City State University (VCSU) have entered into a Memorandum of Understanding to offer VCSU's online programs in Technology Education (Tech Ed) to Maryland teachers.

Dr. Nancy Grasmick, Maryland State Superintendent of Schools, said, "We see this partnership between VSCU and the Maryland State Department of Education as a wonderful opportunity to expand access to pre-service teacher preparation programs in Technology Education. With Maryland's teacher shortage in Technology Education, VCSU is ready to assist in building capacity to fill positions with qualified teachers."

The agreement was announced Friday, August 24, in a memo from Katharine M. Oliver, Assistant State Superintendent of Career Technology and Adult Learning, and John Smeallie, Assistant State Superintendent of Certification and Accreditation. The memo, which was addressed to local directors of Career and Technology Education and Directors of Human Resources, stated:

"According to the 2006-2008 Maryland Teacher Staffing Report, there remains a critical shortage of Technology Education teachers in the state. Meanwhile, the Code of Maryland Regulations (COMAR) requires every high school student to earn at least one credit in Technology Education before graduation. Although teachers need to be properly educated in technology education, the options for technology education teacher education are limited."

The purpose of the agreement is to promote and provide for the ongoing development of teacher education programs in Tech Ed. With the support of MSDE as a partner, VCSU is offering its online tech ed program for addressing the critical shortage of tech ed teachers in Maryland. The intent is to serve individuals who prefer an online program and those who do not have access to the on-campus alternative available within the state. The partnership expands pre-service and in-service options for Maryland teachers at both the undergraduate and graduate levels.

According to the terms of the agreement, MSDE's responsibilities include informing local school systems of the VCSU Tech Ed program as a means of addressing the teacher shortage in Maryland. VCSU's responsibilities including maintaining NCATE accreditation, ND state approval, an alignment to national standards, and informing prospective and current students of Maryland's critical shortage. Shared responsibilities include providing information about Tech Ed teacher education to local school systems, counselors, teachers, and other interested parties.

The agreement begins in the fall of 2007 and will be reviewed annually.

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VALLEY CITY
STATE UNIVERSITY

NCTL and VCSU Partner in National Education Initiative

VALLEY CITY, ND – February 27, 2008. The Museum of Science's National Center for Technological Literacy® (NCTL®) and Valley City State University (VCSU), have completed a Memorandum of Understanding (MOU) leveraging their strengths to bring quality standards-based engineering and technology education to K-12 schools throughout the United States. The goal is to improve the technological literacy of K-12 teachers nationwide and prepare qualified teachers to address the national shortage of technology educators.

Dr. Yvonne Spicer, NCTL vice president for advocacy and educational partnerships, at the Museum of Science, Boston, said, "Engineering builds the thinking and design skills that our students need for today's competitive global economy by asking them to apply their math and science knowledge to solve real-world problems. But to prepare our children for the 21st century, we must give our educators the engineering and technical knowledge they need to teach."

Dr. Ellen Chaffee, president of VCSU, Valley City, North Dakota, said, "Increasing the number of students entering technology and engineering fields is recognized as a critical need in the United States. Our technology/engineering education curriculum can play a strategic role by graduating teachers qualified to improve the technological literacy of their students."

According to the MOU, Valley City State University will become the lead partner in a new K-12 initiative, "Closing the Technology & Engineering Teaching Gap." The initiative will use VCSU's innovative, fully accredited online teacher certification program to increase the number of K-12 educators in technology and engineering who can effectively use NCTL materials . The NCTL will make its curriculum materials and training available to VCSU at favorable rates and inform appropriate audiences and candidates of the opportunity to earn undergraduate and graduate degrees in technology education through distance delivery from VCSU.

The agreement also provides for the institutions to work collaboratively to transform the K-12 system and the postsecondary teacher education system to support and ensure technology literacy in and through all schools. One of the first outcomes of the agreement is planning two or three day workshops for K-12 teachers jointly led by NCTL staff and VCSU faculty. The first of these is planned for the summer 2008 on the VCSU campus.

(more)

The Museum of Science founded the NCTL in 2004 to enhance knowledge of engineering and technology for people of all ages and inspire the next generation of engineers and scientists. The Museum is the only science museum in the country with a comprehensive strategy and infrastructure to foster technological literacy in both science museums and schools nationwide. Through the NCTL, the Museum is 1) developing technology exhibits and programs and 2) integrating engineering as a new discipline in schools via standards-based K-12 curricular reform. Recognizing that a 21st century curriculum must include today's human-made world, the NCTL strives to introduce engineering as early as elementary school and continue it through high school, college, and beyond. The NCTL is helping schools develop standards- and research- based engineering curricula and offering educators professional development, while also advancing public understanding of engineering and technology through museum exhibits, programs, and professional development.

As a national leader in graduating pre-service and in-service K-12 technology educators, VCSU "stands ready to provide a missing piece of the puzzle – teachers who can educate a nation of technologically literate citizens," said Chaffee. The university offers both bachelor's and master's level degrees in Technology Education. Both VCSU and NCTL programs are based on the latest national standards for K-12 engineering and technology literacy standards. Online delivery makes VCSU's programs accessible anywhere an Internet connection is available. "The missions of our organizations are complementary," said Chaffee. "The NCTL creates engaging K-12 engineering curricula and resources, and VCSU produces teachers qualified to use those and related materials most effectively in the classroom. It is a natural fit."

As of December 2007, the NCTL's Engineering is Elementary elementary curriculum had reached over 4,470 teachers and 163,200 students in 42 states (and Washington, DC). In 2007, the Museum of Science launched its first school textbook publishing partnership, introducing its high school course, Engineering the Future®, which has been successfully field-tested in 102 schools. A Building Math middle school curriculum, developed with Tufts University, is also now available.

Valley City State University (VCSU) prepares people for life through visionary leadership and exemplary practices in teaching, learning and service. VCSU is nationally acclaimed for attracting and retaining talented individuals who advance quality learning opportunities and economic growth through technology and innovation.

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VALLEY CITY
STATE UNIVERSITY

FOR IMMEDIATE RELEASE

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Nurse Education Comes to Valley City

VALLEY CITY, ND – May 28, 2008. The North Dakota Board of Nursing recently approved a collaborative nurse education satellite program to be delivered in Valley City by Valley City State University and Minot State University – Bottineau through the Dakota Nursing Program (DNP).

"North Dakota, particularly in rural areas, is facing a critical shortage of qualified nurses in part because the location of education opportunities is a barrier to prospective students who are placebound," said Julie Traynor, Director of the DNP. "Through the North Dakota Nurse Program, we are providing quality nurse education opportunities in locations throughout the state so prospective nurses can study and find employment in towns where they live. Valley City is a great addition to that program."

Under the program, students will use VCSU as their home campus while they complete a nursing certificate program that will be awarded by MSU-Bottineau. VCSU provides the coursework for these students to meet their general education requirements, but they will receive their classroom instruction in nursing via Interactive Video Network (IVN) from MSU-Bottineau. Clinical practice opportunities for these students will be available through healthcare providers located in Valley City including the Sheyenne Care Center and Mercy Hospital. Students admitted into the program will be required to complete three semesters of coursework. Upon successful completion of the 11 month program, students graduate with a certificate in Practical Nursing and are eligible to apply for their Licensed Practical Nurse (LPN) certificate through the National Council Licensure Examination for Practical Nurses.

Craig Christianson, CEO of the Sheyenne Care Center, said, "Having this program in Valley City will be a great help in recruiting nurses, and we are looking forward to working with both VCSU and MSU-Bottineau to wrap this up as quickly as possible."

The program is staffed to accommodate up to 8 students fall semester 2008 and is expected to grow from there.

The Dakota Nursing Program is a nursing education consortium made possible through the collaborative efforts of Bismarck State College, Lake Region State College, Minot State University - Bottineau, and Williston State College. More than 175 future practical nurses and associate degree nurses (two-year registered nurses) are being educated at the four colleges who work together within the Dakota Nursing Program.

###

VALLEY CITY
STATE UNIVERSITY

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VCSU Science Faculty Earn Praise for STEM Workshop

VALLEY CITY, ND – September 04, 2008. Science faculty members from VCSU took time out of their summer schedules to respond to a request from VCSU alum Ryan Hanson '92. Hanson is now the principal at Devils Lake High School and was looking for a way to beef-up the curriculum in Science, Technology, Engineering, and Mathematics -- the so-called STEM fields. These subjects, and the ability of the nation's teachers to teach them to K-12 students today, has drawn a considerable amount of attention lately, and with it, focus from forward-thinking educators.

"With the ever-changing world we are in, it is absolutely imperative to prepare our kids for the future," said Hanson. "The best way to do that is to make sure our teachers are well prepared."

So Hanson went right to the experts: he contacted Dr. Joe Stickler, the Chair of VCSU's Division of Mathematics, Science and Health & Physical Education to ask about the possibility of arranging for a workshop for his faculty. Stickler put Hanson in touch with Don Hoff, associate professor of science. Hoff, who taught high school science for more than 20 years, said, "I had a good idea of what they were looking for."

Hoff and other members of the science faculty put together a set of presentations aimed at improving the capabilities of all teachers in Devils Lake to include STEM topics as they teach. "All of these presentations took a 'hands-on, minds-on' approach. Our hope was that the teachers could apply this material to any grade level they taught," said Hoff.

Two of Hoff's presentations were on Global Positioning System (GPS) navigation. To give it the 'hands-on, minds-on' approach, he put the material into the context of a geocaching format that has become very popular in recent years. He also gave presentations on the geologic history of the earth and on space science history using support materials from NASA. Dr. Andre DeLorme presented on pond ecology, watersheds and drainage, and identification of water insects. Dr. Hilde Van Gijssel borrowed an idea from the 'Myth-Busters' television program to encourage students to use the scientific method to test ideas to determine whether or not they are scientifically sound. Bob Anderson presented on fish identification and ecology (limnology) and on bird identification and ecology (ornithology).

Hanson said the workshop was very well received by the 26 teachers who attended. "It was very successful, and got our teachers excited about extending the curriculum in STEM subjects."

(more)

In addition to the workshop hosted at Devils Lake High School, VCSU's Technology Education department hosted a separate STEM workshop over the summer entitled "Closing the Technology and Engineering Teaching Gap." That workshop introduced K-12 teachers to the STEM based curriculum developed by the Boston Museum of Science and the National Center for Technological Literacy (NCTL). Thirty-five teachers attended from schools across the region.

Valley City State University (VCSU) prepares people for life through visionary leadership and exemplary practices in teaching, learning and service. VCSU is nationally acclaimed for attracting and retaining talented individuals who advance quality learning opportunities and economic growth through technology and innovation.

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VALLEY CITY STATE UNIVERSITY

FOR IMMEDIATE RELEASE

Contact: Doug Anderson
Director of Communications
701-845-7227; doug.anderson@vcsu.edu

New Programs, Collaborations Drive VCSU Enrollment Growth

VALLEY CITY, ND – September 23, 2008. Final fall enrollment figures at Valley City State University (VCSU) showed small increases in headcount and full-time equivalent enrollment amid continued rapid changes in the nature of the student population. Total headcount increased 3.8% from 982 in 2007 to 1,019. Full-time Equivalent (FTE) enrollment increased 2% from 807 in 2007 to 823. Undergraduate headcount of 900 was a slight increase from 2007, while graduate headcount of 119 and FTE of 51 were substantial increases over 2007.

VCSU President Dr. Steve Shirley said this year's growth came from new academic programs and collaborative agreements with other institutions. "The faculty and staff have been working hard to identify unmet needs in higher education and find innovative ways to fill them. We are pleased that these efforts have resulted in increased enrollment in a competitive environment."

VCSU's online Master of Education program continued its growth, with headcount increasing 43% over last year. According to Shirley, growing in-state enrollment stems from the significant need for this type of program while growth in out-state enrollment shows its reputation is growing. The program was first offered in 2005 and is designed to meet the needs of working teachers.

VCSU's recent collaborative efforts have resulted in two agreements that directly affected 2008 enrollment. Under one agreement, VCSU is using distance delivery to offer courses in its Elementary Education major to students who have completed an Associate's degree from Northwest College in Powell, WY. The agreement allows these students to complete VCSU's Bachelor of Science in Elementary Education and become licensed to teach without leaving Wyoming or traveling to the VCSU campus. Under another agreement, VCSU, Minot State University – Bottineau and healthcare providers in Valley City are working together under the Dakota Nursing Program so that students in Valley City can earn a practical nurse certificate or a registered nurse (RN) degree. Shirley said both programs provide new options for students who had been facing unmet educational needs.

Undergraduate programs in Health Science and Fisheries & Wildlife Science have also shown substantial growth, but are beginning to test the capacity of VCSU's science facilities. "Demand for workers in several areas of science is very high and is sure to continue increasing over the long term," said Shirley. "VCSU has exceptional programs that can help meet these needs, but updated and expanded facilities are vital for us to continue our growth." An $11.2 million capital project to renovate and expand VCSU's

(more)

Rhoades Science Center has been included in the State Board of Higher Education's biennial budget request that has been forwarded to the Office of Management and Budget.

Partially offsetting growth was a decrease in the number of incoming freshmen for the first time in seven years. Shirley said, "The number of incoming freshmen is important because it has a direct impact on both current and future enrollment. We are committed to turning this around in coming years." Shirley was pleased with VCSU's retention of first year students which increased to 68%, the highest figure since 2002.

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FOR IMMEDIATE RELEASE

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Director of Communications
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VALLEY CITY
STATE UNIVERSITY

VCSU Partners with Business to Prepare Students for Careers

VALLEY CITY, ND – January 26, 2009. Valley City State University (VCSU) has joined the Americas' SAP® Users' Group (ASUG®) as a University Alliance Program (UAP) member. In advancing its strategic efforts to partner with North Dakota businesses, this new alliance will help prepare VCSU graduates with real-world job skills. This move allows VCSU to incorporate SAP software into its curriculum and interact with dozens of organizations nationwide that use SAP software to drive business operations.

Dr. Steve Shirley, president of VCSU, said, "One of the ways that our Business and Information Technology curriculum is unique is the emphasis on hands-on experience. Partnerships with leading software companies like SAP let us provide our students with an edge over the competition in the job market."

SAP is the world's largest business software company and the world's third-largest independent software provider overall. Its products are collaborative business solutions for all types of industries and for every major market that are used by more than 41,200 customers worldwide.

ASUG's University Alliance Program allows schools of business, information technology, and engineering to use SAP software in the academic environment. This practice enhances the educational experience by giving students opportunities to put theory into practice through hands-on experience with the software.

VCSU is using SAP software in several courses in Business Administration and Computer Information Systems (CIS), and the curriculum is a big hit with students. Richard Gruman, a senior from Fingal, ND majoring in Business Administration, said, "Using SAP in business classes made it more meaningful and easier to understand. I learned a lot about the software and was able to apply it in an actual business sense. " Laura Jorissen, a senior from Valley City, ND majoring in Business Administration with concentrations in Marketing and Management, said, "Many companies are using SAP to help their business, so having experience with SAP listed on your resume is valuable. Every student going into business should take this kind of course."

In addition to its traditional Bachelor's degrees in Business Administration and CIS, VCSU also offers a certificate program in Enterprise Applications that may be completed fully online. This makes the program well-suited for working professionals who want to add qualifications in enterprise systems to their background. The courses also meet requirements for VCSU's Bachelor's degree in CIS.

As part of its membership in ASUG, VCSU also became a member of the nearest regional chapter: the ASUG Minnesota Chapter. Faculty member Sue Pfeifer is already active in the group on the committee

that plans chapter meetings held three times per year in the Twin Cities area. MNSUG and VCSU plan to work together to offer North Dakota and rural Minnesota SAP users opportunities to participate in chapter meetings and regional collaborations.

About ASUG

The Americas' SAP Users' Group (ASUG®) is an independent, volunteer-run organization that facilitates connections among members of the SAP ecosystem. As the most valued voice for SAP customer influence, ASUG maintains its unique position by connecting SAP experts who share their knowledge back with the community—creating an ongoing cycle of shared experience that enables strong business results and real competitive advantage for the entire SAP ecosystem. (www.asug.com).

About Valley City State University

Valley City State University (VCSU) prepares people for life through visionary leadership and exemplary practices in teaching, learning and service. VCSU is nationally acclaimed for attracting and retaining talented individuals who advance quality learning opportunities and economic growth through technology and innovation.

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VALLEY CITY STATE UNIVERSITY

FOR IMMEDIATE RELEASE

Contact: Doug Anderson
Director of Communications
701-845-7227; doug.anderson@vcsu.edu

VCSU Named a 'Best College' 11th Year in a Row

VALLEY CITY, ND – August 22, 2008. Valley City State University (VCSU) has been recognized in the "America's Best Colleges 2009" edition of U.S. News & World Report as one of the top 4 Public Baccalaureate Colleges in the Midwest. This marks the 11th year in a row that VCSU has received this recognition from U.S. News.

Dr. Steven Shirley, president of VCSU, said, "The faculty, staff and students should be very proud of this accomplishment as it is a direct result of their hard work and dedication. Our ranking in the U.S. News survey is an important acknowledgement of the exceptional educational environment at VCSU, and we are pleased to be recognized for providing such a high-quality academic experience."

In the U.S. News rankings, institutions categorized as "Baccalaureate Colleges" focus on undergraduate education, and offer a range of degree programs in the liberal arts and in professional fields such as business, nursing, and education, but grant fewer than 50 percent of their degrees in liberal arts disciplines. VCSU offers over 80 degree programs in Business, Information Technology, Communication Arts, Social Sciences, Education, Fine Arts, Mathematics, Science, Health, and Physical Education. U.S. News surveyed 319 baccalaureate colleges nationwide, and VCSU was the only public university in North Dakota to rank in this category.

VCSU is a leader in the use of technology to enhance learning. In addition to students being issued laptop computers, the learning environment includes high-performance wireless network access throughout campus, high-speed Internet access, "smart" classrooms, and Enterprise software applications that give students access to educational resources anytime and anywhere. With a student-faculty ratio of about 12:1, VCSU offers students personalized attention by highly qualified faculty.

The U.S. News ranking system is based on quantitative measures that education experts have proposed as reliable indicators of academic quality and their nonpartisan view of what matters in education. These measures fall into seven broad categories; VCSU appears to have strengths in average graduation rate (47%), % of classes under 20 students (76%), student/faculty ratio (12/1), % of faculty who are full-time (85%), and alumni giving rate (20%).

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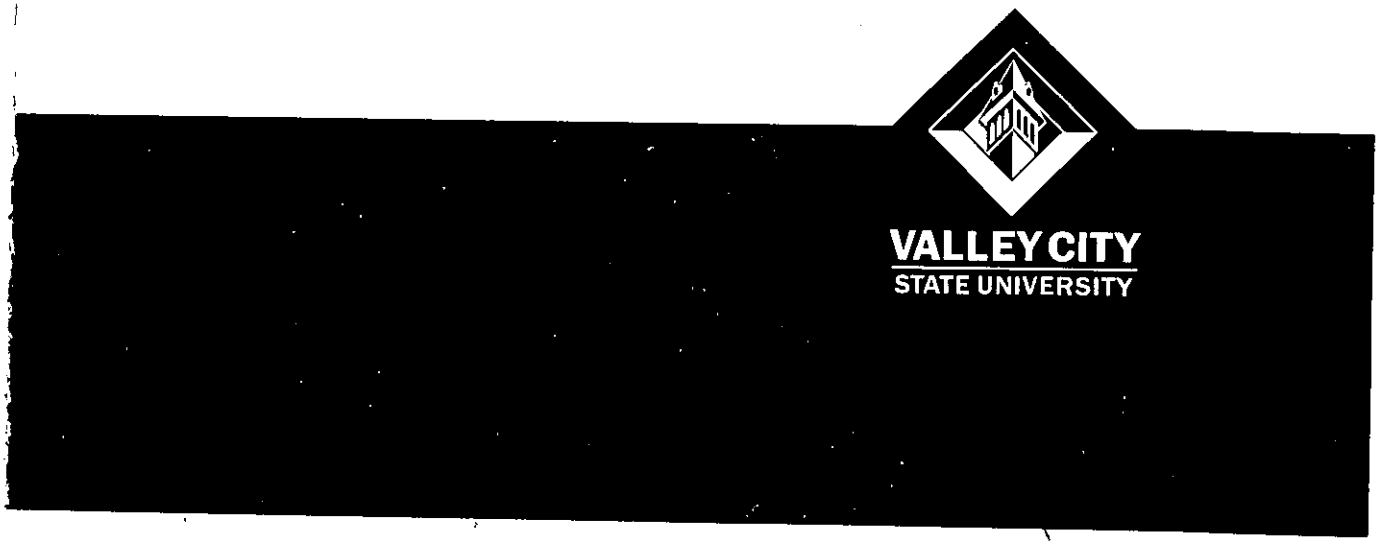
talented individuals who advance quality learning opportunities and economic growth through technology and innovation.###

Economic Impact

Fiscal Years 1999, 2004, 2006 & 2008



Valley City State University

Each of the state's college campuses is an important component of that area's local economy. This brief analysis will provide highlights of an economic impact analysis of Valley City State University in the Valley City area. Key economic indicators estimated in the analysis include direct impacts, total level of economic activity, personal income, retail trade, tax revenues, and employment. Impact for higher education in North Dakota, which was presented in the main body of this report. All dollar values for FY1999, FY2004, FY2006, and FY2008 are presented in terms of current year dollars, i.e., the effects of inflation have not been removed. The Consumer Price Index indicates that inflation during the 9-year period 1999-2008 was 30 percent.

Expenditures by Valley City State University comprise the direct impacts, or "first round effects". Expenditures by Valley City State University were $13.4 million in FY1999, $17.0 million in FY2004, 16.4 million in FY2006, and $18.7 million in FY2008. The increase during the 9-year period was $5.3 million, a 39.7 percent increase. These expenditures were allocated to corresponding sectors of the North Dakota Input-Output Model. The North Dakota Input-Output Model consists of interdependence coefficients, or multipliers, that measure the level of business activity generated in each economic sector for an additional dollar of expenditures in a given sector.

Total impacts associated with Valley City State University were estimated by applying the Input-Output Model coefficients to total expenditures. Total economic impacts were estimated to be $39.3 million in FY1999, $50.1 million in FY2004, $48.8 million in 2006, and $55.7 million in FY2008. The economic impact has increased by 41.7 percent during the 9-year period. The sector that had the largest impact was households (i.e., personal income of area residents) for each year presented. Personal income increased from $15.5 million in FY1999 to $22.1 million in FY2008, a 42.6 percent ($6.6 million) increase. Other sectors receiving major contributions included retail trade, construction, finance, insurance, and real estate, and business and personal services. Increased retail trade activity was estimated to be $9.5 million in FY1999, $11.5 million in FY2004, $11.8 million in FY2006, and $13.0 million in FY2008. This represents a $3.6 million (37.5 percent) increase for the 9-year period. Increased levels of retail trade activity would generate $603,000 in sales and use tax collections for FY2008, compared to $439,000 in FY1999, $533,000 in FY2004, and $603,000 in FY2008. Personal income tax collections were estimated to be $232,000 in FY1999, $289,000 in FY2004, $291,000 in FY2006, and $331,000 in FY2008 as the result of increased economic activity in the household sector.

Levels of business activity resulting from Valley City State University expenditures would support almost 400 secondary (indirect and induced) jobs in 1999, nearly 500 in 2004, and over 500 in 2006 and 2008. These jobs are in addition to the 163 persons employed by Valley City State University in 2008. In 2007, 807 full-time equivalent students were enrolled at Valley City State University.

In addition to the economic impact resulting from the institution's expenditures, spending by students also contributes to the local economy. Direct impacts of student spending in the Valley City area was $6.5 million in the 2008 academic year. Total economic impact was $16.1 million, highlighted by increased retail trade activity of $7.2 million and personal income increase of $3.9 million. These levels of business activity would generate an additional $336,000 sales and use tax revenue, and $58,000 more personal income tax collections. This level of student spending would create enough business activity to support 113 secondary (indirect and induced) jobs.

Direct and Total Economic Impacts for Valley City State University, Fiscal Years 1999 2004, 2006, and 2008 (Current Year Dollars)

Item	FY1999	FY2004	FY2006	FY2008	Change FY1999-2008	Change FY2006-2008
	$000				%	
Direct Impacts:						
General Fund	5,152	5,943	5,850	6,754	31.1	15.5
Nongeneral Fund	7,364	8,657	10,229	10,614	44.1	3.8
Capital Improvements	841	2,423	295	1,291	53.5	337.6
TOTAL	13,357	17,023	16,374	18,659	39.7	14.0
Direct Impacts by I-O Sector:						
Construction	841	2,423	295	1,291	53.5	337.6
Communication and Public Util	794	672	699	618	-22.02	-11.6
Retail Trade	1,413	1,330	1,702	1,525	7.9	-10.4
Finance, Insurance, Real Estate	1,744	2,636	2,532	2,971	70.4	17.3
Business and Personal Services	1,938	2,253	2,849	2,880	48.6	1.1
Households	6,627	7,709	8,297	9,374	41.5	13.0
TOTAL	13,357	17,023	16,374	18,659	39.7	14.0
Total Impacts:						
Construction	1,817	3,648	1,506	2,672	47.1	77.4
Communications and Public Util	2,143	2,367	2,402	2,538	18.4	5.7
Retail Trade	9,479	11,521	11,771	13,032	37.5	10.7
Finance, Insurance, Real Estate	3,558	4,907	4,798	5,548	55.9	15.6
Business and Personal Services	2,650	3,155	3,756	3,909	47.5	4.1
Professional Social Services	1,004	1,254	1,259	1,433	42.7	13.8
Households	15,485	19,295	19,385	22,077	42.6	13.9
Other [1]	3,153	3,960	3,927	4,447	41.0	13.2
TOTAL	39,289	50,107	48,804	55,656	41.7	14.0

[1] Includes agriculture, mining, manufacturing, transportation, and government.

This information is taken from: *Economic Impact of the North Dakota University System* produced by the North Dakota University System Office

Are we ready for *the next Space Race?*

In response to the launch of Sputnik, President Kennedy promised that America would send men to the moon in less than 10 years. To achieve this seemingly impossible goal, Congress passed the National Defense Education Act, an unprecedented $1 billion investment in education to develop the intellectual capital needed to win the Space Race.

Today's "Sputnik" is the rate at which other nations are outpacing us in preparing students to compete in the new global economy.

Once again, education is urgently needed to inspire a new generation of innovators, scientists and engineers.

Strong science, technology, engineering and math (STEM) programs at all levels are vital to America's continued prosperity, competitiveness and security.

VALLEY CITY STATE UNIVERSITY

http://teched.vcsu.edu

America's fading leadership in engineering

In one urgent report after another, business leaders warn about America's dangerous loss of competitive advantage in science, technology, engineering and mathematics — the STEM fields.[1] A consequence of this trend is that America is becoming increasingly dependent on foreign countries for engineering skills. This is having a dramatic impact on our economy and will eventually even pose a threat to our national security.

Engaging and inspiring a new generation of innovators, scientists and engineers

A central cause of this strategic problem is that America's youth are not responding to today's K-12 math and science curriculum. A 2005 survey of American middle school students, sponsored by the Raytheon Company, found 84% would "rather clean their room, eat their vegetables, go to the dentist or take out the garbage than learn math or science."[2]

Changing this attitude is essential to increasing the number of skilled engineers our education system produces. This is the idea behind Technology and Engineering Education.

"Science and math were my son's least favorite subjects, but Technology Education projects made them his favorite subjects in 5th grade! As an added bonus, his school attitude changed completely — now, he is pumped up about school and can't wait to get there. He has had dramatic improvements in positive peer relationships and a noticeable decrease in classroom discipline issues."

Connie Schlittenhardt — Parent of Talon, Grade 5

About the National Center for Technological Literacy

The Boston Museum of Science, through the NCTL, is a leader in promoting technological and engineering literacy. To meet the urgent need for engineering talent, NCTL has developed cutting-edge curriculum and highly engaging classroom materials.

About Valley City State University

A national leader in teacher education, VCSU offers fully-accredited programs in Technology Education that incorporate NCTL curriculum, providing a way to get NCTL's curricula into K-12 classrooms. Because these programs are available online at both the graduate and undergraduate levels, VCSU can produce Technology Education teachers nationwide.

Together, these entities are working to prepare tomorrow's leaders.

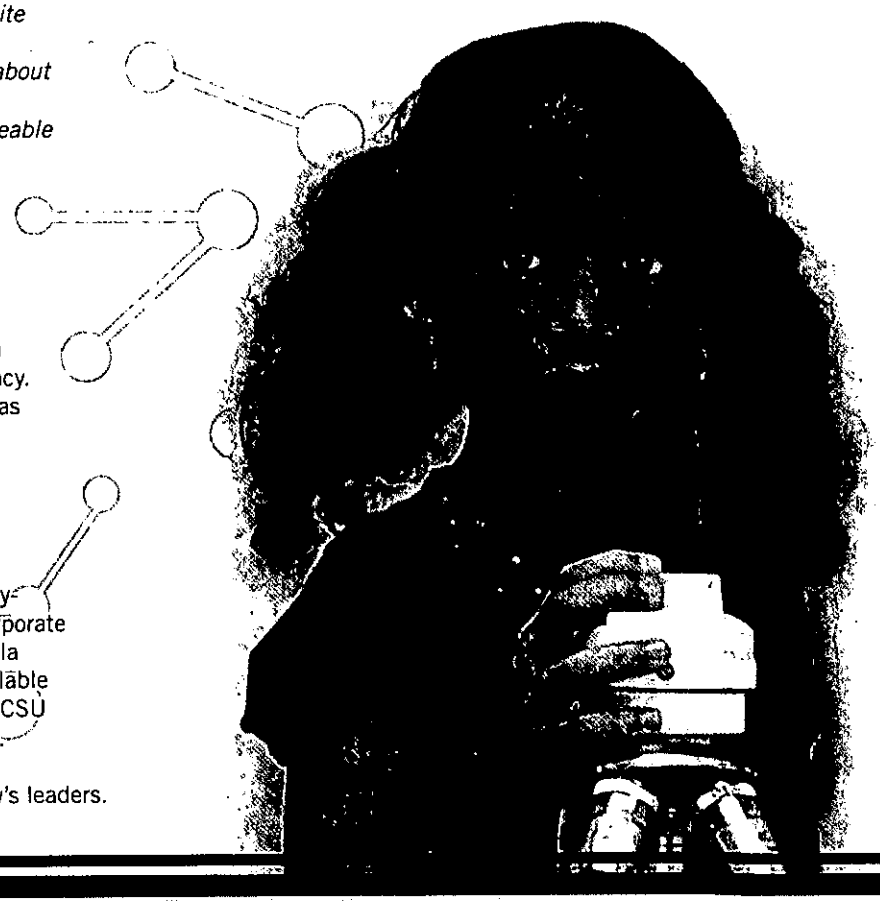
Closing the Technology and Engineering Teaching Gap

The NCTL has named VCSU as the lead partner in a new initiative to bring quality, standards-based engineering and technology education to K-12 schools throughout the country. Their common goals include improving the technological and engineering literacy of K-12 teachers, encouraging enrollment in STEM courses and programs, and addressing the national shortage of technology educators by graduating qualified teachers.

To win today's Space Race

NCTL and VCSU are developing and deploying curriculum in support of technological and engineering literacy — using the analogy of the Space Race, they are "building the rocket." Additional critical components are necessary for a successful launch, including:

- Federal and state scholarships and financial support for teachers to improve their technological literacy,
- True STEM curriculum adopted in all K-12 classrooms nationwide, and
- An awareness of this critical need and a commitment by parents, teachers and administrators to encourage students to engage in the study of technology.



To learn more about the technology education program at VCSU, contact:

VALLEY CITY STATE UNIVERSITY

Valley City State University
101 College Street SW
Valley City, ND 58072
Toll Free: 800-532-8641

http://teched.vcsu.edu

Technology Education
Dr. Don Mugan, *Department Chair*
701-845-7128
don.mugan@vcsu.edu

1. College Learning for the New Global Century, A Report from the National Leadership Council for Liberal Education & America's Promise.
2. Vergano, Dan. (2006, February 28). U.S. could fall behind in global 'brain race,' USA TODAY. Retrieved from http://www.usatoday.com/tech/science/2006-02-08-usa-science_x.htm

VALLEY CITY STATE UNIVERSITY
QUICK FACTS

FRESHMEN APPLICATION REQUIREMENTS:

Must have completed the following requirements in high-school:

- 4 units of English
- 3 units of Mathematics (Algebra I or higher)
- 3 units of Lab Sciences
- 3 units of Social Sciences

To Apply:

- A completed application form
- A non-refundable $35 fee
- An official copy of your high school transcript or proof of successful completion of General Education Development (GED) test
- Verification of measles (MMR) immunization
- Results of the ACT or SAT tests

TRANSFER APPLICATION REQUIREMENTS:

A cumulative grade point average of 2.00 or greater. Students with fewer than 24 transferable credits must provide a high-school transcript or proof of successful completion of the GED test.

To Apply:

- A completed application form
- A non-refundable $35 fee
- An official copy of all transcripts from previously attended institutions
- Verification of measles (MMR) immunization

VCSU TEST CODES:

ACT: 3216

SAT: 6480

2008 – 2009 INVESTMENT

Your Valley City State University experience is an investment that will make a difference in your future. Here are estimated costs for the 2008 – 2009 academic year, based on 15 credits per semester/30 credits per year.

TUITION	
ND resident	$4,138
MN resident	$4,404
Resident of MT, SD, MB, SK, MSEP-KS, MI, MO, NE, WI	$5,172
Resident of WUE-AK, AZ, CA, CO, HI, ID, NM, NV, OR, UT, WA, WY	$6,209
Out-of-state/International resident	$11,048
ROOM AND BOARD*	$4,071
UNIVERSITY & TECHNOLOGY FEE**	$1,643
OTHER EXPENSES	
Books, supplies	$800
PERSONAL	$3,000

* Based on a double room and third meal plan option. Higher rates for students who live in Kolstoe Hall or single rooms.

** Includes one personal Dell laptop computer, regular software updates, laser printing across campus, access to digital equipment such as video and still cameras, keyboards, etc; Admission and access to ITC Help Desk, campus nurse, Viking athletics events, concerts, theatre, Campus Activities Board sponsored events and other activities.

U.S.News America's Best Colleges 2009

2007 ENROLLMENT

Undergraduate	899
Graduate	82

As we add more students, our campus community continues to grow in diversity, as well. Our Fall 2007 student body included: African American - 3.6%; American Indian/Alaska Native - 1.7%; Asian/Pacific Islander - 0.3%; Hispanic - 1.4%; International - 4.6%; White - 87.1%.

CENTERED ON YOU – CLASS SIZES

More than 92% of our classes have fewer than 30 students.
No class has more than 75 students.

FRESHMAN CLASS – FALL 2007

Average high school GPA	3.14
Average ACT	21
Women	47%
Men	53%
Applicants admitted	93%

LET THE DIFFERENCE BEGIN AT VALLEY CITY STATE UNIVERSITY.

- 96% of our 2006 and 2007 alumni began working in their chosen fields or continued their educations within six months of graduation
- Our 2007 graduates are working in 13 U.S. states, Washington, D.C., and four Canadian provinces
- VCSU graduates go on to law school, medical school and respected graduate programs across the Midwest and throughout the nation
- 45% of students are men; 55% are women

OUTSTANDING IN OUR FIELDS—AND YOURS

The winning tradition and spirited enthusiasm of Viking sports includes our Volleyball, Football, Men's and Women's Basketball, Baseball and Softball teams, and Golf starting in 2009. And more than 65 percent of students also experience the teamwork, camaraderie and pure fun of intramural sports action!

www.vcsu.edu • 800-532-8641
101 College Street SW • Valley City, ND 58072

VALLEY CITY STATE UNIVERSITY

SMOOTH, SEAMLESS STUDIES

Each full-time student receives a Dell Latitude D630 laptop computer. VCSU is designed for your laptop with more than 2,000 internet ports, endless wireless in every corner of campus, ample access to scanners, cameras, unlimited printing and other features make your studies smooth, seamless and successful.

A VALUE WITHIN REACH – FINANCIAL AID

More than 80% of VCSU students qualify for financial aid each year. Begin the process by completing the Free Application for Federal Student Aid (FAFSA). It's at www.fafsa.ed.gov or available from VCSU's Office of Financial Aid. If you're an incoming freshman, get a copy from your high school guidance office. Transfer students can get a copy from their current college's financial aid office. For more guidance on financial aid, contact our financial aid experts at www.vcsu.edu/financialaid or 800-532-8641, ext. 7541.

VCSU'S CODE FOR THE FAFSA IS 003008.

YOU'VE EARNED IT – SCHOLARSHIPS

More than 63% of VCSU's freshmen class receive scholarships, with values from $250 - $54,000.

Apply online at www.vcsu.edu/scholarship

SEE YOURSELF HERE – CAMPUS VISITS

Arrange your personalized campus visit, where you'll participate in activities that most interest you. You may visit with a professor in your academic area of interest, tour our campus with a current student, sit in on class, enjoy lunch in one of our dining areas, see our residence halls, athletic facilities and other areas.

CAMPUS VISITS AVAILABLE

Monday – Friday, 8:00 am – 3:00 pm

Call **800-532-8641**, ext. 7101 or go to **visit.vcsu.edu**

VIKING VISIT DAYS

We also invite you to join us for a campus visit that includes meeting with selected faculty and staff members, campus tours and other activities. Viking Visit Days are set for:

2008:
Saturday, October 18
Saturday, November 1

2009:
Saturday, January 31
Saturday, March 28
(intended primarily for high school juniors)

SEE THE DIFFERENCE

Our campus community is enriched by more than 50 performances each year, including concerts, plays, art exhibits, theatre and fine arts events, musical and other productions.

OVER 80 PROGRAMS OF STUDY

Undergraduates earn Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education and/or Bachelor of University Studies degrees. Our graduate degree is the Master of Education.

M =	major
m =	minor
cert =	certificate
c =	concentration
e =	endorsement

c	Accounting
Mm	Art
M	Art K-12 certification
M	Art Secondary certification
mc	Athletic Coaching
Mm	Biology
M	Biology Education
M	Business Administration
M	Business Education
m	Business
m	Business Software Applications
M	Career and Technical Education
Mm	Chemistry
M	Chemistry Education
M	Computer Information Systems
m	Computer Science
cert	Customer Relationship Management
cert	Digital Design
m	Early Childhood Education
m	Earth & Environmental Studies
M	Elementary Education
M	English
M	English Education
m	English – Elementary
m	English – Secondary
me	English Language Learners
cert	Enterprise Applications
M	Exercise Science & Leisure Studies
c	Finance
M	Fisheries & Wildlife
Mm	Health Education
M	Health Science
Mm	History
M	History Education
m	Human Resources
M	Human Services
m	Library Media & Information Science
c	Management
mc	Marketing
Mm	Mathematics
M	Mathematics Education
m	Mathematics – Elementary
m	Mathematics – Secondary
e	Middle Level Endorsement
Mm	Music
Mm	Music Business
Mc	Music K-12 certification
Mm	Office Management
m	Physics
M	Physical Education – K-12
m	Physical Education
m	Piano Pedagogy
M	Professional Communication
Mm	Psychology
c	Reading Credential
M	Science
M	Social Science
M	Social Science Education
m	Sociology
Mm	Spanish
M	Spanish Education
m	Speech/Communication/Theatre Arts
Mm	Technology Education
M	Technology Education – K-12
m	Theatre

Pre-Professional Programs

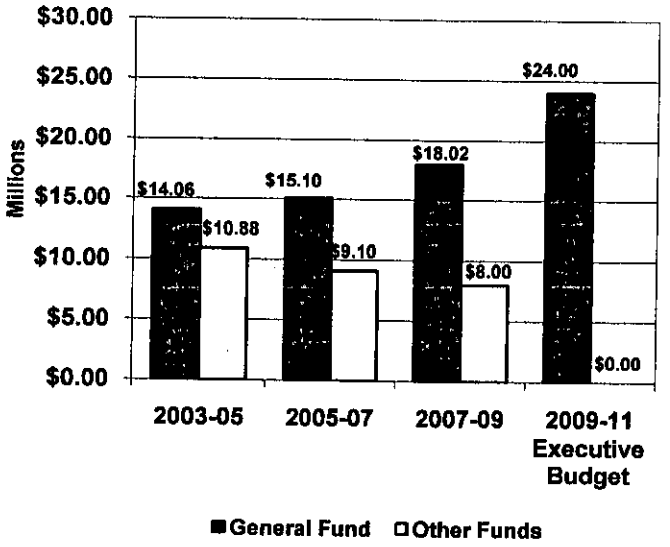
Pre-Engineering
Pre-Medicine
Pre-Dentistry
Pre-Nursing
Pre-Physical Therapy
Pre-Veterinary Medicine
Pre-Pharmacy
Pre-Chiropractic
Pre-Law
Pre-Mortuary Science
Pre-Optometry
Pre-Social Work
Pre-Occupational Therapy

Department 239 - Dickinson State University
Senate Bill No. 2003

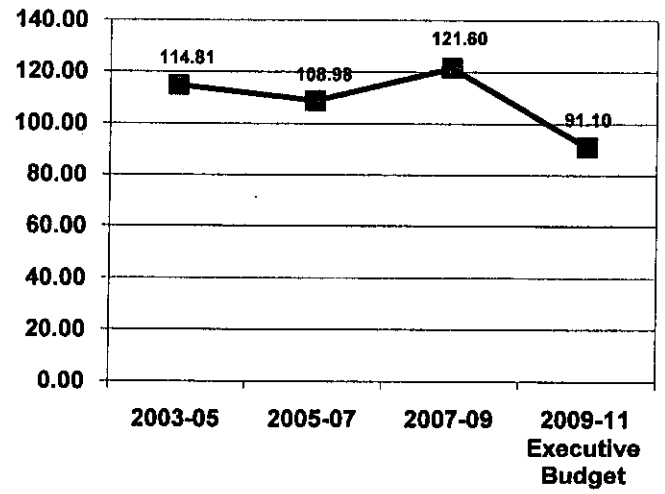
	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	91.10	$23,999,835	$0	$23,999,835
2007-09 Legislative Appropriations	121.60	18,024,873	8,000,000	26,024,873[1]
Increase (Decrease)	(30.50)	$5,974,962	($8,000,000)	($2,025,038)

[1]The 2007-09 appropriation amounts do not include $155,010 of general fund carryover or $8,000,000 of additional special funds authority resulting from Budget Section action during the 2007-09 biennium.

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$20,337,663	$3,662,172	$23,999,835
2007-09 Legislative Appropriations	17,239,800	785,073	18,024,873
Increase (Decrease)	$3,097,863	$2,877,099	$5,974,962

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $2,596,892 for the following:			
Costs to continue fiscal year 2009 salary increases	$330,999		$330,999
5 percent per year salary increases	1,060,023		1,060,023
Health insurance increases	540,231		540,231
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	164,393		164,393
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	333,246		333,246
Utilities for new facilities becoming operational in the 2009-11 biennium (Badlands Activities Center)	168,000		168,000
Total	$2,596,892		$2,596,892
2. Provides equity funding of $443,692 (The executive budget recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$443,692		$443,692

3. Provides funding for emergency preparedness and security. **The Senate removed this funding.**	$57,280		$57,280
4. Provides ongoing funding for extraordinary repairs of $383,690, the same amount of extraordinary repairs base funding for the 2007-09 biennium			
5. Provides **one-time funding** for repairs, maintenance, and security	$1,662,172		$1,662,172
6. Provides **one-time funding** for the development of a master campus plan, asbestos removal, schematic designs for the Stoxen Library renovation and addition, and campus repairs	$2,000,000		$2,000,000
7. Removes one-time funding provided in the 2007-09 biennium for extraordinary repairs ($653,073) and for startup funds for a Theodore Roosevelt Center ($150,000)	($785,073)		($785,073)
8. Removes one-time major capital project funding provided in the 2007-09 biennium (Whitney Stadium renovation)		($8,000,000)	($8,000,000)
9. Decreases the number of FTE positions by 30.50 FTE positions pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office security and emergency preparedness line item be used for the benefit of institutions under its control.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions entities under its control.

Continuing Appropriations

Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority for higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) would continue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

2009-2011 BIENNIAL BUDGET INCREASE REQUEST
DICKINSON STATE UNIVERSITY

BASE FUNDING INCREASE REQUEST:

PARITY/COST TO CONTINUE REQUEST

Cost to Continue FY09 Salary Increases	$ 330,999	
Health Insurance Increase	540,231	
Compensation Package – 7%/7%	1,493,763	
Operating Inflation Net Utilities – 2%/2.2%	164,393	
Est. Utility Cost Increase*	333,246	
Est. Utility Cost – New Bldg. (BAC)	168,000	
TOTAL PARITY/COST TO CONTINUE REQUEST		$3,030,632

* Under budgeted based upon current market prices: Natural Gas - 33%
: $8.75/MM BTU vs. $6.57 est.

EMERGENCY PREPAREDNESS	
Security Personnel	$57,280
EQUITY	
Long Term Financing Plan: 49% to 60% Peer Benchmark	$820,831
STUDENT AFFORDABILITY	
Student Share of Parity: Max Tuition Increase 4%/year	$218,301
TOTAL BASE FUNDING INCREASE REQUEST	$4,127,044

ONE-TIME FUNDING INCREASE REQUEST

Deferred Maintenance – Facilities/Infrastructure	$4,155,430
Emergency Preparedness – Security Upgrades/Enhancements	933,999
STEM Initiative	646,600
TOTAL ONE-TIME FUNDING INCREASE REQUEST	$5,736,029

TOTAL INCREASE REQUEST:

BASE FUNDING	**$4,127,044**
ONE-TIME FUNDING	**5,736,029**
TOTAL INCREASE REQUEST	**$9,863,073**

2009-2011 BUDGET REQUEST SUMMARY
DICKINSON STATE UNIVERSITY

2007-2009 Biennium Operating Appropriation	$17,006,110
Less: One-Time Funding (TR Initiative)	(150,000)
Adjusted 2007-09 Operating Base	$16,856,110
Plus: 2009-11 Operating Base Budget Change	4,127,044
Plus: 2009-11 Base Funding Extraordinary Repairs	383,690
Plus: 2009-11 STEM Initiative Funding	646,600
Plus: 2009-11 Optional Funding Extraordinary Repairs Change	5,089,429
Plus: 2009-11 Base Funding Capital Project	8,820,000
TOTAL 2009-2011 BIENNIUM BUDGET REQUEST	**$35,922,873**

DICKINSON STATE UNIVERSITY
Comparison of SBHE General Fund Revised Request
And Executive Recommendation

	(1) SBHE 2009-11 Proioritized GF Revised Request	(2) Executive Recommendation	(3) Executive Recommendation Over (Under) Budget Request
2007-09 Adjusted General Fund Appropration, Net of Base Adjustments	**17,239,800**	**17,239,800**	
Prioritized SBHE Needs Based Request:			
Parity	3,030,632	2,596,891	(433,741)
Emergency Preparedness/Security	57,280	57,280	-
Equity	820,831	443,692	(377,139)
Two and Four-Year College Affordability	218,301		(218,301)
Bismarck Higher-Education Center			
Total Requested Increase in GF Base Funding	4,127,044	3,097,863	(1,029,181)
Total Base General Fund Request and Recommendation	**21,366,844**	**20,337,663**	**(1,029,181)**
One-time Budqet Requests:			
Deferred Maintenance	4,155,430	1,662,172	(2,493,258)
Emergency Preparedness/Security	933,999		(933,999)
STEM Initiative	646,600		(646,600)
Pay-Off special assessments			-
Bismarck HE Center			
Total One-time Budget Request & Recommendation	**5,736,029**	**1,662,172**	**(4,073,857)**
2009-11 State-funded Projects	8,820,000	2,000,000	(6,820,000)
Total 2009-11 General Fund Request & Recommendation	**$ 35,922,873**	**$ 23,999,835**	**$ (11,923,038)**

DICKINSON STATE UNIVERSITY
Comparison of SBHE General Fund Revised Request to
Executive Recommendation & Engrossed SB2003

	(1) SBHE 2009-11 Proioritized GF Revised Request	(2) Executive Recommendation	(3) Senate Adjustments	(4) Engrossed SB2003
2007-09 Adjusted General Fund Appropration, Net of Base Adjustments	**17,239,800**	**17,239,800**		**17,239,800**
Prioritized SBHE Needs Based Request:				
Parity	3,030,632	2,596,891		2,596,891
Emergency Preparedness/Security	57,280	57,280	(57,280)	-
Equity	820,831	443,692		443,692
Two and Four-Year College Affordability	75,749		75,749	75,749
Bismarck Higher-Education Center				-
Total Requested Increase in GF Base Funding	3,984,492	3,097,863	18,469	3,116,332
Total Base General Fund Request and Recommendation	**21,224,292**	**20,337,663**	**18,469**	**20,356,132**
				-
One-time Budqet Requests:				-
Deferred Maintenance	4,155,430	1,662,172		1,662,172
Emergency Preparedness/Security	933,999			-
STEM Initiative	646,600			-
Pay-Off special assessments				-
Bismarck HE Center				-
Total One-time Budget Request & Recommendation	**5,736,029**	**1,662,172**	**0**	**1,662,172**
2009-11 State-funded Projects	8,820,000	2,000,000		2,000,000
Total 2009-11 General Fund Request & Recommendation	**$ 35,780,321**	**$ 23,999,835**	**$ 18,469**	**$ 24,018,304**

Attachment #1

Same testimony given to Senate

House Appropriations Committee Hearings

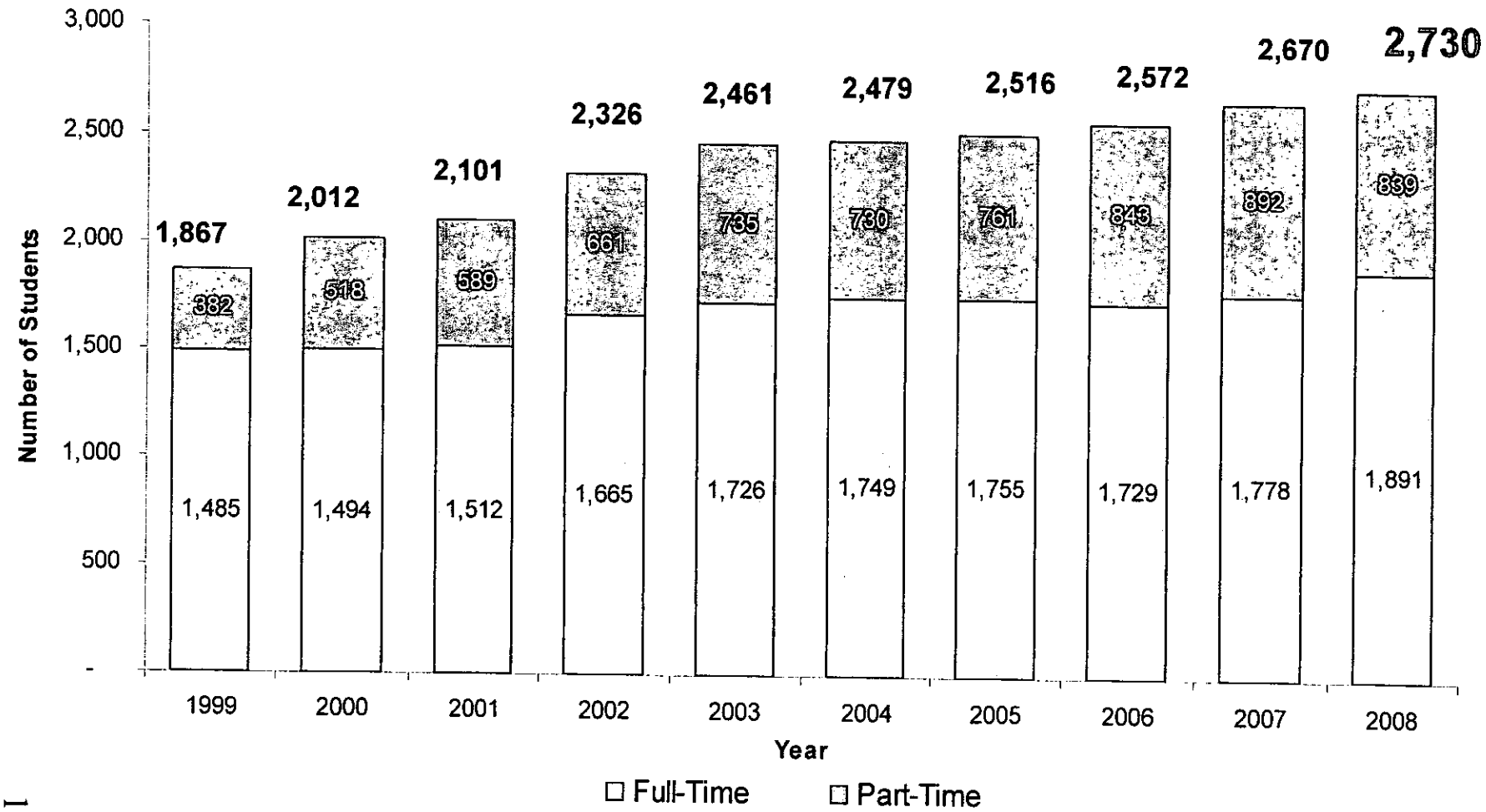
March 4, 2009

Enrollment Trends and Tuition Rates

- 13 consecutive years of enrollment growth
- Comprehensive enrollment approach
  - Online
  - Bismarck
  - International
  - Dual Credit
  - Native American
  - Part-time Students
- Record occupancy in campus housing
  - Normal capacity = 637
  - Current residents = 688

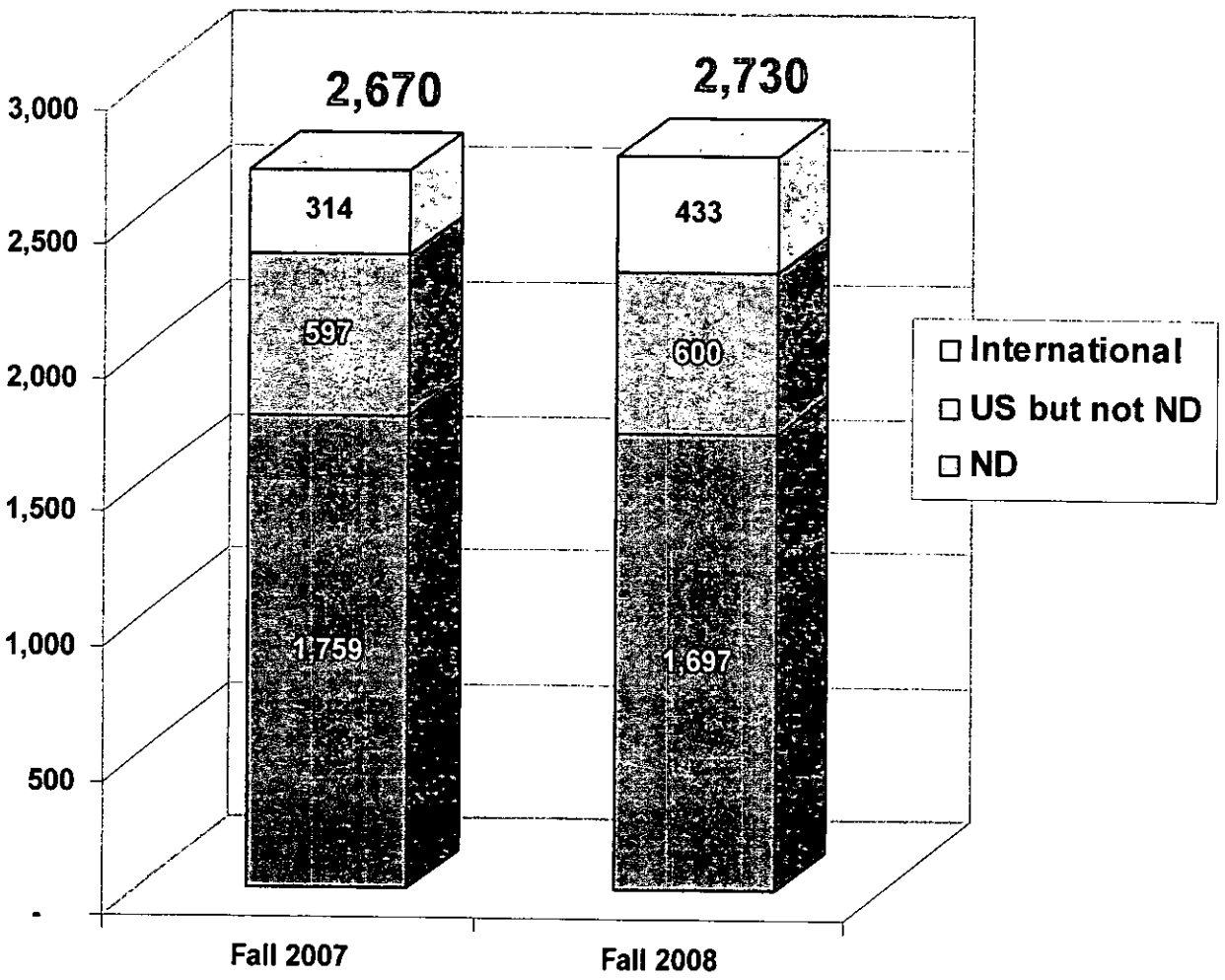
DSU Enrollment, Fall 1999-2008

Full-Time and Part-Time



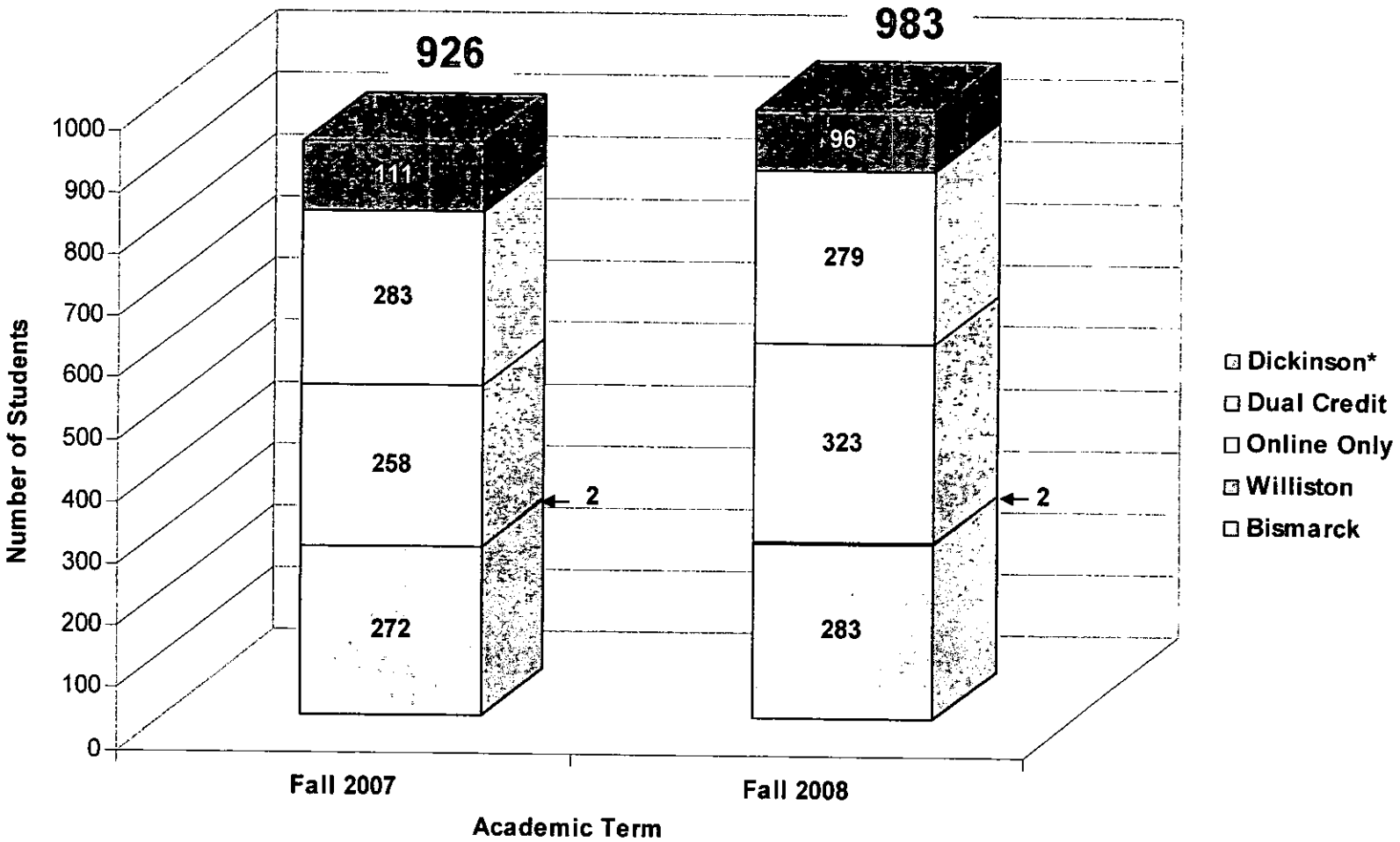
DSU Enrollment

Headcount by Place of Origin



DSU Enrollment

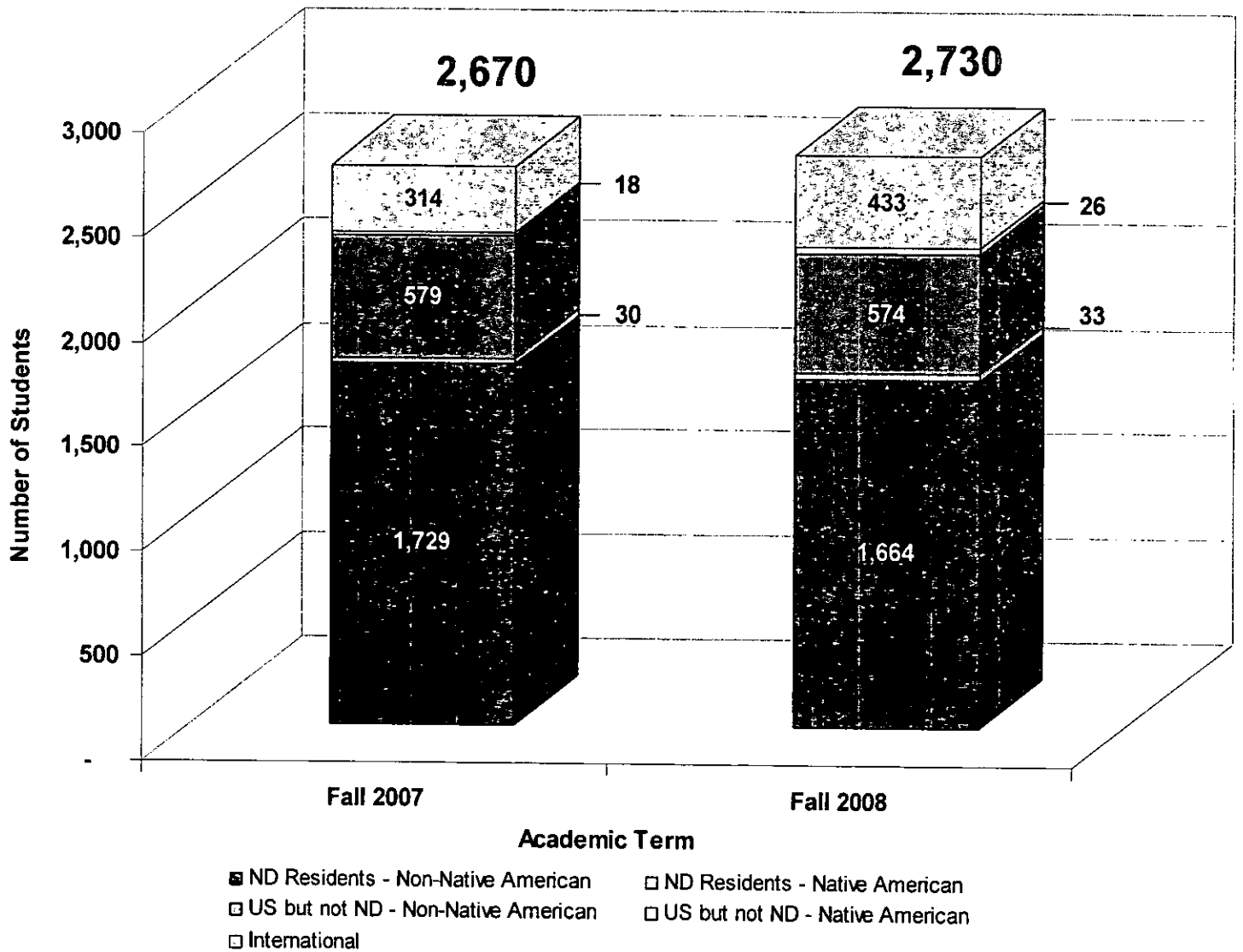
Extended Learning Students



*Includes evening and mixed delivery students served by Extended Learning

DSU Enrollment

Fall 2007 and 2008



Unique Programs and Collaboration

- Strom Center for Entrepreneurship and Innovation
  - Advisory Committee
  - ND Center of Excellence, Bush Foundation, EDA, Stark Development Corporation
- Active Member of Manufacturers' Roundtable
- New Collaborative Engineering Program with NDSU
- New Bridge Program with UND
- Memorandum of Understanding with Bismarck State College

Collaborations in Action serving Southwestern North Dakota

Dickinson State University
Department of Agriculture and Technical Studies

Meeting the regional educational and research needs of the 21st century in southwestern North Dakota requires the establishment of unique collaborative relationships between distinct entities working in similar areas of interest. Agriculture and natural resources are major economic, social and environmental entities in the Northern Great Plains region. Improving the sustainability of agricultural practices and natural resource management across the landscape is essential for long term viability in the region.

Dickinson State through the Department of Agriculture and Technical Studies has a long history of working collaboratively in the region. In 1993, a memorandum of understanding, "Development and Implementations of an Agricultural Education and Research Consortium in Southwestern North Dakota," was approved between North Dakota State University and Dickinson State University. This consortium has been used in a multitude of ways. DSU accesses specific expertise at NDSU to supplement its existing teaching faculty. This involves direct use of adjunct professors, interactive-video network (IVN) delivery of curriculum from NDSU main campus in Fargo and the development of workshops and short courses accessible by both students and agricultural producers. DSU students also work closely with NDSU scientists in Dickinson, Hettinger and Fargo in the development and implementation of undergraduate research projects. In response to the 9/11 tragedy, DSU, DREC and the Department of Veterinary and Microbiological Sciences at NDSU joined to develop a longstanding program in Agrosecurity serving the livestock industries of North Dakota. More recently, DSU has begun to develop relationships with a variety of private, state and national agencies in the area of

enhancing soil health and productivity. Healthy and productive soils should be the underpinning of sustainable (economically, socially and environmentally) ecosystems.

Agrosecurity collaborations and recent faculty hires have provided DSU the opportunity to expand its expertise in the areas of GPS, GIS and remote sensing. This has benefitted both the educational experience at DSU and the community at large. Our students are well versed in using these technologies expanding their ultimate employability in both public and private sectors. Agricultural producers are turning to us for guidance in how to utilize these tools in the management of agricultural enterprises. Additionally, outside entities (local and non-profit) have learned of our expertise and partner with us to expand the use of these technologies in various endeavors (e.g. map development for promotional materials, Dunn County centennial trail map, Medora Chamber of Commerce georeferencing project).

Collaboration/Cooperative/Articulation Agreements with NDUS Institutions and Other Entities

Dickinson State University has a long history of establishing collaborative agreements with other NDUS institutions to help provide program access to the state's students. DSU has articulation agreements for specific programs in which course work is used from each partner institution to satisfy degree requirements with every school in the System. These programs range from an online associate degree in liberal arts in cooperation with the **community colleges** to a recently signed agreement between the **University of North Dakota** and DSU that provides for a bridge program that leads to a Master's Degree in Business Administration.

Most notable of these partnerships is our relationship with **Bismarck State College** in which DSU delivers 15 baccalaureate programs to BSC utilizing the first two years of course work from BSC in transfer. This has been a very successful program, enrolling 377 students this fall, and is considered to be a model for collaborative partnerships within the University System.

Conversely, collaborative efforts with **North Dakota State University** provided for the delivery of key courses in agriculture that help complete DSU's Agricultural Studies degree on the DSU campus. Just recently, a collaborative program combining DSU courses with NDSU courses that will lead to an engineering degree from NDSU in four areas was created. This program will provide local internships for engineering students and a potential for future employment. DSU also works very closely with **Minot State University** to provide graduate continuing education credit for area teachers through in-service workshops and seminars provided through DSU's West River Teacher Center.

Dickinson State has also partnered with **tribal colleges** and currently has articulation agreements for transfer of two year degrees with Candeska Cikana Community College, Fort Berthold Community College, Turtle Mountain Community College, Sitting Bull College, and United Tribes Technical College. Indeed, a specialized cooperative partnership with Turtle Mountain Community College provides for the degree completion of Turtle Mountain students in DSU's Environmental Health program, the only such program in the state.

So, DSU has fully embraced the concept of partnering with System schools and tribal colleges to provide educational services and access to these services that DSU could not provide alone.

BISMARCK STATE COLLEGE

BSC

Dickinson STATE UNIVERSITY

Cooperative Agreement

between

Bismarck State College and Dickinson State University

This agreement has been entered into by Bismarck State College (BSC) and Dickinson State University (DSU) for the benefit of students, businesses and clients served by both institutions in credit and non-credit programs. The Partnership is intended to increase accessibility in the region to both institutions' programs and services.

The Partnership is an outgrowth of a decade-long collaboration between the two institutions that successfully delivers sixteen (16) DSU baccalaureate programs in the Bismarck and Mandan area. Building on that success, selected BSC associate degree technical programs will be delivered collaboratively, as need is determined, to students in the Dickinson area to help meet the growing need for a highly skilled workforce in southwestern North Dakota. The model used will be similar to the baccalaureate delivery model in Bismarck with appropriate course work provided by the host institution. BSC will work collaboratively with DSU's Office of Extended Learning to provide the workforce development credit programs.

BSC's Southwest Quadrant Workforce Training Office has primary responsibility for workforce training in the southwest quadrant of North Dakota, and will work collaboratively with DSU's Strom Center of Excellence for Entrepreneurship and Innovation, to provide targeted, specific, industry-driven, non-credit workforce training programs in a timely, efficient and cost-effective manner.

With this agreement, BSC and DSU agree to develop a Terms of Reference that will detail policies and procedures affecting the following areas:

1. Admissions
2. Registration
3. Program articulation
4. Scheduling
5. Facilities
6. Faculty and/or instructor assignments
7. Financial considerations
8. Marketing/Outreach

BSC and DSU further agree that the Terms of Reference shall at all times be designed and interpreted to the benefit of students and prospective students of each institution and to the taxpayers of North Dakota.

Finally, this Cooperative Agreement and its Terms of Reference shall be the agenda for a biannual meeting of the Presidents of BSC and DSU and their appropriate staff.

BISMARCK STATE COLLEGE

Larry L. Skogen — Dec 10, 2008

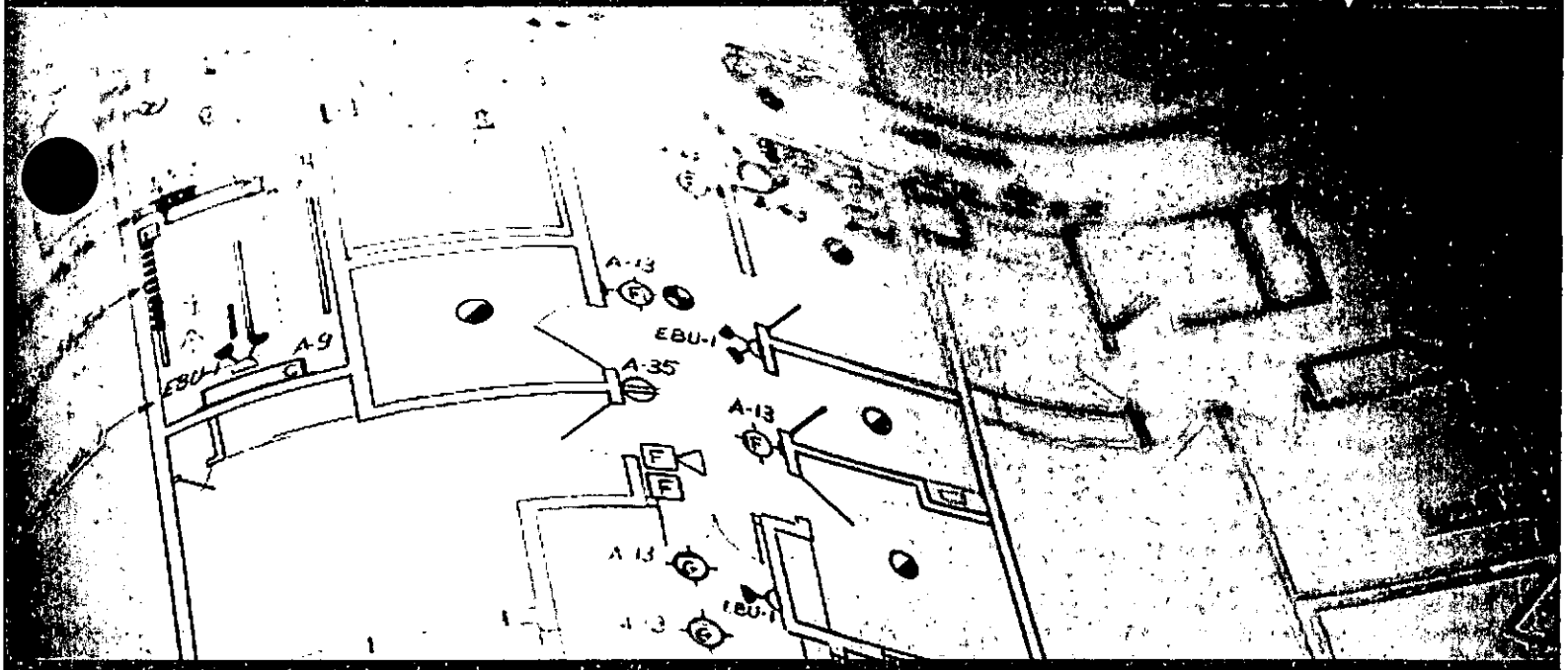
President — Date

DICKINSON STATE UNIVERSITY

Richard McCallum — 12-10-2008

President — Date

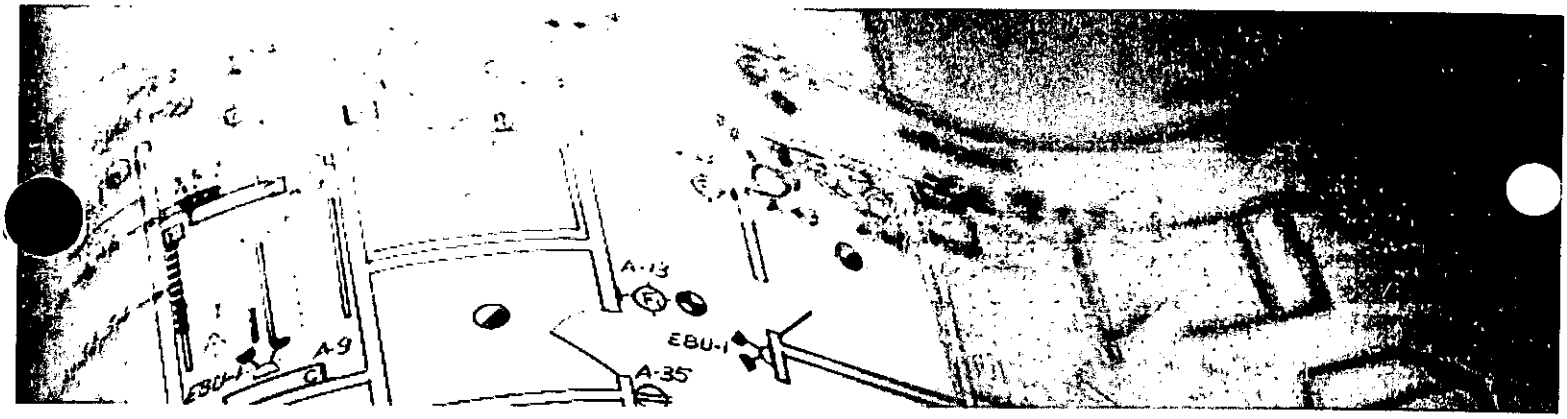
COLLABORATIVE ENGINEERING PROGRAM



NDSU

Dickinson STATE UNIVERSITY

1-800-279-4295
locally: 483-2175
dsu.hawks@dickinsonstate.edu
www.dickinsonstate.edu



Whether you're interested in a career in computer, electrical, industrial or manufacturing engineering, the Collaborative Engineering Program from Dickinson State University (DSU) and North Dakota State University (NDSU) can provide you with the learning and experience you'll need to be successful.

CAREERS IN ENGINEERING

Engineering is the field of applying science and mathematics to develop solutions that have a practical end. Engineers design and manufacture machines, processes, systems and structures, including buildings, roads and bridges. In a sense, engineers are inventors. They dream up ideas and make them a reality for the rest of us. By utilizing science and math, they improve the quality of life for society. Engineering is a highly rewarding career for creative and innovative individuals around the world. And as you can imagine, there is a great deal of prestige involved with being an engineer. Since engineers are often responsible for directly creating a new product or service, they are in high demand in the corporate world and command fairly high salaries. Collectively, engineering graduates enjoyed a 5.7 percent boost in 2008, with average beginning salary offers of $56,336. *Source: National Association of Colleges and Employers*

ENGINEERING DEGREE PROGRAMS

DSU offers the opportunity for students to begin studying for one of the following four engineering programs offered through NDSU: Electrical Engineering Electrical engineering is one of the biggest engineering fields and includes all power systems, circuitry, microprocessors, computer chips, digital broadcasting and telephone switching systems. Electrical engineers traditionally focus on the generation and supply of electrical power.

INDUSTRIAL ENGINEERING

Industrial engineers create assembly line systems to help with manufacturing processes. They utilize energy, people, machines and information to help organize the manufacturing of a specific product. Industrial engineers must solve organizational problems and create an efficient production process.

MANUFACTURING ENGINEERING

Manufacturing engineers apply scientific principles to the production of goods. They are key team members in production of a wide range of products – automobiles, airplanes, tractors, electronics, surgical instruments, toys, building products, foodstuffs, sports and recreational equipment. Manufacturing engineers design the processes and systems to make products with the required functionality, to high quality standards, available when and where customers prefer, at the best possible price and in ways that are environmentally-friendly.

COMPUTER ENGINEERING

Computer engineers, also called Web, IT, or software engineers, create programs for use on computer platforms or on the internet.

PROGRAM DESCRIPTION

Through the collaborative Engineering Program, you will take courses at DSU that will prepare you for transfer to NDSU so you can complete the NDSU Bachelor of Science degree requirements in either computer, electrical, industrial or manufacturing engineering.

After successful completion of four semesters of undergraduate work at DSU, you will be accepted for transfer to NDSU if you:

- have earned a transfer cumulative Grade Point Average (GPA) of:
  - 2.3 for Electrical Engineering, or
  - 2.0 for Computer Engineering, Industrial Engineering, or Manufacturing Engineering
- have earned the equivalent grade of C or better for each course to be awarded for transfer credit

NOTE:

In most cases, the students transferring in the fall semester should be able to complete NDSU's baccalaureate program within four semesters after arriving at NDSU. If NDSU believes that it is in the student's best academic interest to deliver the course work over a longer period of time, the course work may be extended for an appropriate length of time.

ADMISSION REQUIREMENTS

You will need to declare your intent to participate in the Collaborative Engineering Program when you enroll at DSU. At the same time, you will be required to apply for full admission to NDSU and meet all the admission requirements before transferring, including the payment of an additional admission fee to NDSU. Therefore, you should apply to both DSU and NDSU at the same time. Admission to the NDSU engineering program is separate from admission to either the University and will be determined by the NDSU engineering department.

TUITION

Once you have been admitted to DSU and declared one of the four engineering majors, you will need to pay the NDSU engineering program fee each semester. While you are taking DSU courses, you will pay DSU tuition; when taking NDSU courses, you will pay NDSU tuition.

INTERNSHIPS

In addition to classroom learning, the Collaborative Engineering Program provides hands-on learning through summer internships with local companies. Internship opportunities will be arranged through the N J College of Engineering and the departments of the engineering

COURSE FLEXIBILITY

For your convenience, many of the DSU courses are offered in multiple formats. You can take courses online, via the Interactive Video Network (IVN) or in the traditional classroom setting.

BACHELOR OF SCIENCE
Computer Engineering

Dickinson State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
Engl 120, College Comp II	3		x
ASC 100, Freshman Seminar	1	x	
CHEM 121, General Chemistry I	3	x	
MATH 165, Calculus 1	4	x	
TBD (online/IVN/local)	3	x	
TBD (online/IVN/local)	3	x	
CompSci 170A	4		x
Math 327	4		x
Math 166, Calculus I	4		x
Physics 251 (Fall even years)	4	x	
		21	**15**
	36		

North Dakota State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
ENGL 120, College Comp II	3		x
UNIV 189, Skills for Academic Success	1	x	
CHEM 121, General Chemistry I	3	x	
MATH 165, Calculus I	4	x	
ECE 111, Intro to ECE	3	x	
ECE 275, Digital Systems I	3	x	
ECE 173, Intro to Computing	3		x
Math 129, Linear Algebra	2		x
Math 166, Calculus II	4		x
Phys 251, Physics I	4		x
		17	**16**
	33		

MAJOR CORE COURSES:

Dickinson State University	Cr	Fall	Spring
MATH 265, Calculus III	4	x	
MATH 266, Intro. to Diff. Equ.	3	x	
PHYS 252, University Physics II	4		x
TBD (online/IVN/local/summer)	4	x	
TBD (online/IVN/local/summer)	4		x
TBD (online/IVN/local/summer)	3	x	
Comm 110	3		x
Gen Ed Elective	3		x
Math 208/Math235	3		x
Csci 161, programming	3		x
		14	**20**
	34		

North Dakota State University	Cr	Fall	Spring
MATH 265, Calculus III	4	x	
MATH 266, Intro. to Diff. Equations	3		x
PHYS 252, University Physics II	4	x	
EE206, Circuits I	4	x	
ECE 311, Circuits II	4		x
ME 221, Statics	3	x	
Comm 110	3		x
Gen Ed Elective	3		x
CSI 222, Discrete Math	3	x	
CSCI 161, Programming	4		x
		18	**17**
	35		

GRAND TOTAL B.S. MAJOR CREDIT HOURS: 70

GRAND TOTAL B.S. MAJOR CREDIT HOURS: 68

**These are typical schedules and subject to change. Please consult with an academic advisor when planning your class schedule. A cumulative GPA of 2.5 or higher is required for graduation.*

BACHELOR OF SCIENCE
Manufacturing Engineering

1ST YEAR

Dickinson State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
ASC 100, Freshman Seminar	1	x	
CHEM 121, General Chemistry I	5	x	
CSCI 160	4	x	
MATH 165, Calculus 1	4	x	
Engl 120, College Comp II	3		x
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
MATH 166, Calculus II	4		x
		17	16
	33		

North Dakota State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
UNIV 189, Skills for Academic Success	1	x	
CHEM 121, General Chemistry I, 121L	4	x	
Comp Science Elective	3	x	
MATH 165, Calculus I	4	x	
ENGL 120, College Comp II	3		x
IME 111, Introduction to IME	3		x
ME 212, Fundamentals of Visual Comm.	3		x
ME 221, Engineering Mech I	3		x
MATH 166, Calculus II	4		x
		15	16
	31		

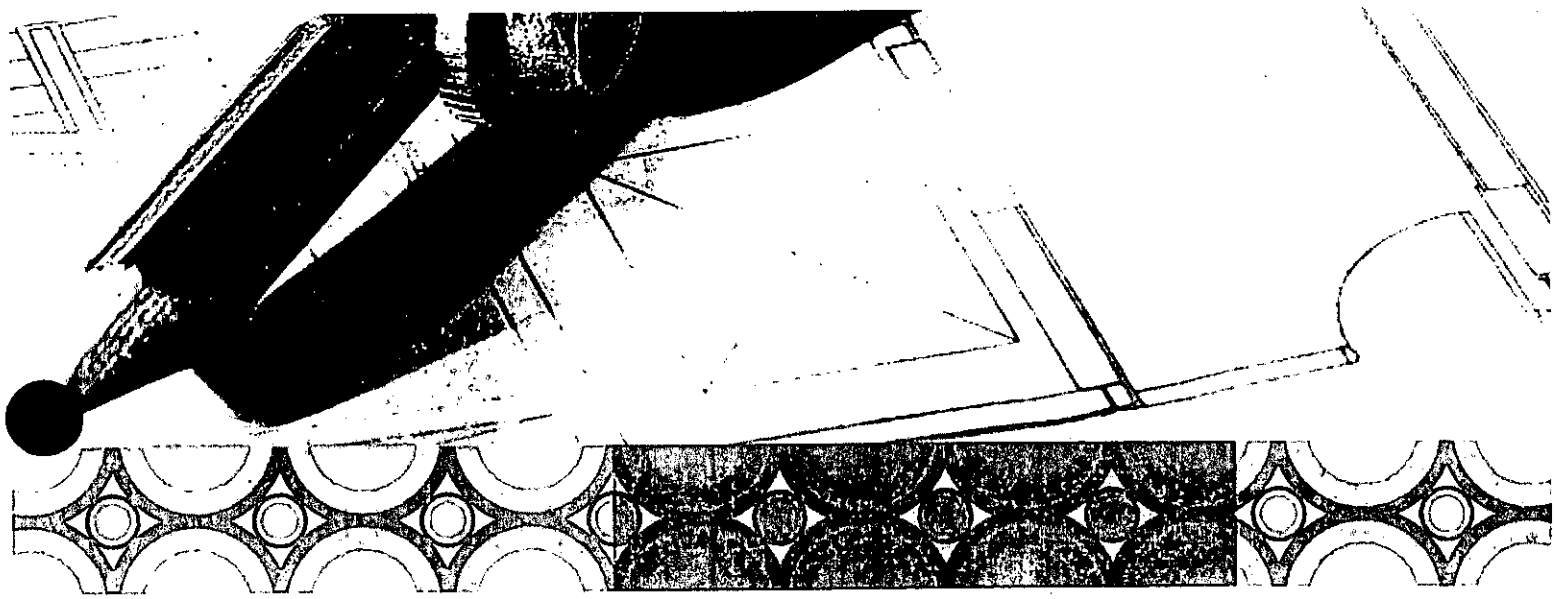
2ND YEAR

Dickinson State University	Cr	Fall	Spring
COMM 110	3	x	
MATH 327, Linear Algebra	4	x	
MATH 265, Calculus III	4	x	
[redacted]online/IVN/local)	3	x	
[redacted]online/IVN/local)	3	x	
HPER 100, Fitness & Wellness*	2	x	
TBD (online/IVN/local)	3		x
MATH 266, Intro. to Diff. Equ.	3		x
CHEM 122, General Chemistry II	5		x
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
		19	17
	36		

North Dakota State University	Cr	Fall	Spring
COMM 110	3	x	
MATH 128, Intro to Linear Algebra	1	x	
MATH 259, Multivariate Calculus	3	x	
ME 222, Engineering Mechanics II	3	x	
ME 223, Mechanics of Materials	3	x	
Wellness Elective	2	x	
IME 311, Work Station Design	3		x
MATH 266, Intro. to Diff. Equ.	3		x
Chemistry Elective	5		x
Engineering Science requirement EE 206	3		x
IME 440, Engineering Economy	3		x
		15	17
	32		

GRAND TOTAL OF TWO YEARS: 69

GRAND TOTAL OF TWO YEARS: 63



BACHELOR OF SCIENCE
Electrical Engineering

Dickinson State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
ASC 100, Freshman Seminar	1	x	
CHEM 121, General Chemistry I	5	x	
MATH 165, Calculus I	4	x	
TBD (online/IVN/local)	3	x	
TBD (online/IVN/local)	3	x	
Engl 120, College Comp II	3		x
CompSCi 170A	4		x
Math 327	4		x
Math 166, Calculus II	4		x
TBD (online/IVN/local)	3		x
		19	18
	37		

North Dakota State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
UNIV 189, Skills for Academic Success	1	x	
CHEM 121, General Chemistry I	3	x	
MATH 165, Calculus I	4	x	
ECE 111, Intro to ECE	3	x	
ECE 275, Digital Systems I	3	x	
ENGL 120, College Comp II	3		x
ECE 173, Intro to Computing	3		x
Math 129, Linear Algebra	2		x
Math 166, Calculus II	4		x
ME 221 Engr Mechanics I	3		x
		17	15
	32		

MAJOR CORE COURSES:

Dickinson State University	Cr	Fall	Spring
MATH 265, Calculus III	4	x	
TBD (online/IVN/Local/summer)	4	x	
PHYS 252, University Physics II	5	x	
[illegible] (online/IVN/local/summer)	3	x	
[illegible] (online/IVN/local/summer)	4		x
[illegible]H 266, Intro to Diff. Equ.	3		x
Comm 110	3		x
Wellness	2		x
Social Science Elective	3		x
		16	15
	31		

North Dakota State University	Cr	Fall	Spring
MATH 265, Calculus III	4	x	
EE206, Circuits I	4	x	
PHYS 252, University Physics II	4	x	
ME 222 Dynamics	3	x	
ECE 311, Circuits II	4		x
MATH 266, Intro. to Diff. Equ.	3		x
Comm 110	3		x
Wellness	2		x
Social Science Elective	3		x
		15	15
	30		

GRAND TOTAL B.S. MAJOR CREDIT HOURS: 68

GRAND TOTAL B.S. MAJOR CREDIT HOURS: 62

FOR MORE INFORMATION, CONTACT:

DR. PAUL JOHANSON, CHAIR
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Paul.Johanson@dickinsonstate.edu
1-800-279-4295, ext. 2744

DR. JOEL HANSON
Professor of Engineering
North Dakota State University
Joel.Hanson@ndsu.edu
701-483-9676

BACHELOR OF SCIENCE
Industrial Engineering

1ST YEAR

Dickinson State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
ASC 100, Freshman Seminar	1	x	
CHEM 121	4	x	
CHEM 121L	1	x	
CSCI 160	4	x	
MATH 165, Calculus 1	4	x	
Engl 120, College Comp II	3		x
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
MATH 166, Calculus II	4		x
		17	**16**
	33		

North Dakota State University	Cr	Fall	Spring
ENGL 110, College Comp I	3	x	
UNIV 189, Skills for Academic Success	1	x	
CHEM 121	3	x	
CHEM 121L	1	x	
Comp Science Elective	3	x	
MATH 165, Calculus I	4	x	
ENGL 120, College Comp II	3		x
IME 111, Introduction to IME	3		x
ME 212, Fundamentals of Visual Comm	3		x
ME 221, Engineering Mechanics	3		x
MATH 166, Calculus II	4		x
		15	**16**
	31		

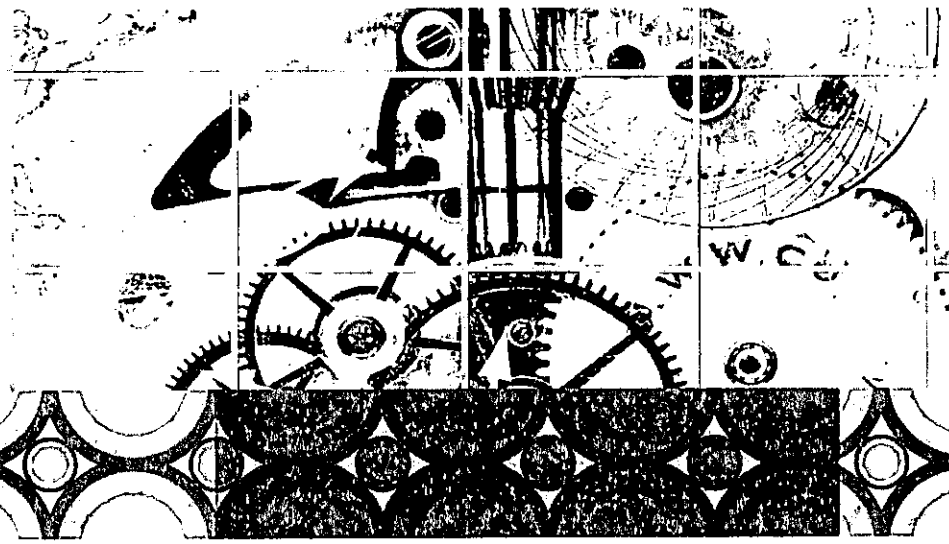
2ND YEAR

Dickinson State University	Cr	Fall	Spring
COMM 110	3	x	
TBD (online/IVN/local)	3	x	
MATH 265, Calculus III	4	x	
[redacted]online/IVN/local)	3	x	
[redacted]online/IVN/local)	3	x	
HPER 100, Fitness & Wellness*	2	x	
TBD (online/IVN/local)	3		x
TBD (online/IVN/local)	3		x
MATH 266, Intro. to Diff. Equ.	3		x
Humanities & Fine Arts Electives	3		x
MATH 327, Linear Algebra	4		x
		18	**16**
	34		

North Dakota State University	Cr	Fall	Spring
COMM 110	3	x	
Engineering Science requirement ME 223	3	x	
MATH 259, Multivariate Calculus	3	x	
ME 222, Engineering Mechanics II	3	x	
Engineering Science requirement EE 206	4	x	
Wellness Elective	2	x	
IME 311, Work Station Design	3		x
IME 440, Engineering Economy	3		x
MATH 266, Intro. to Diff. Equ.	3		x
Humanities & Fine Arts Electives	3		x
MATH 129, Basic Linear Algebra	2		x
		18	**14**
	32		

GRAND TOTAL OF TWO YEARS: 67

GRAND TOTAL OF TWO YEARS: 63



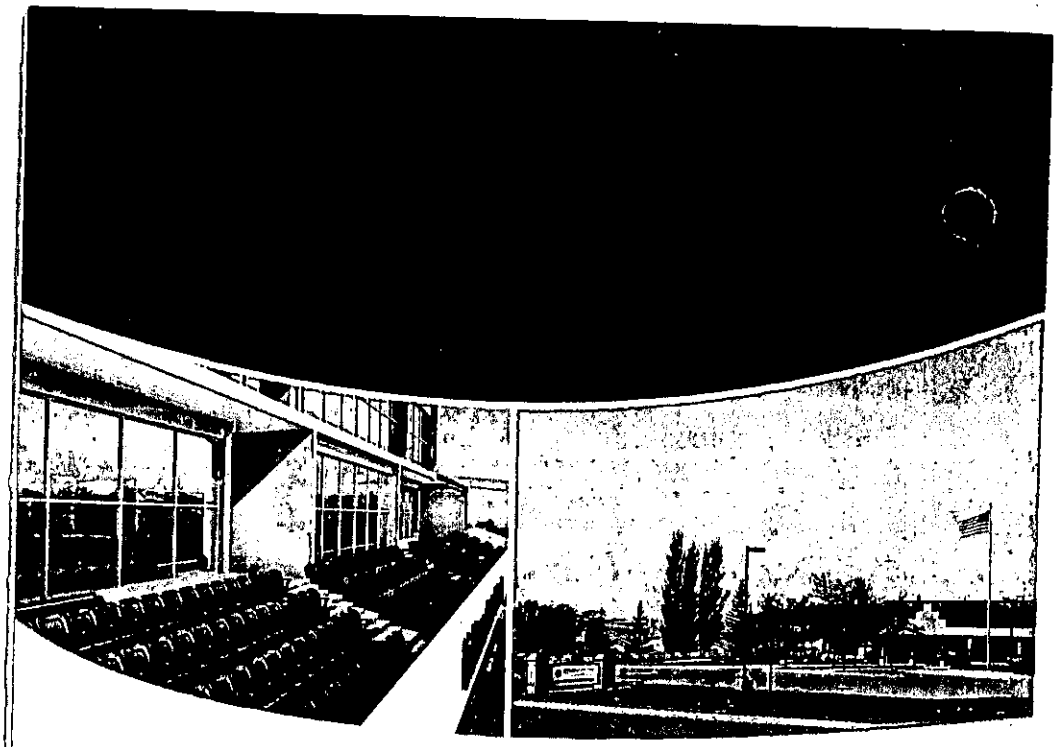
Recent Accomplishments

- The Dickinson State University 2007-08 Placement Report indicates that 99.2 percent of last year's graduates are either employed, in the military or pursuing additional education, compared to 99.1 percent in 2006-2007.

- The number of North Dakota graduates who stayed in the state following graduation is 94 percent. The number of non-resident graduates who remained in North Dakota is at 51 percent, the highest in the North Dakota University System.

- The percentage of DSU graduates enrolled in a graduate program increased one percent over last year, from 17 percent to 18 percent.

- 80 percent of the graduates who are employed have found work in their major field.



In 2007-2008, Dickinson State University continued to extend its value as a public institution of higher education well beyond its classrooms and laboratories. North Dakota's economic vitality, educated workforce, cultural capital, and quality of place all benefited from the driving force of the vigorous and entrepreneurial university DSU has become. In addition, the university's Global Awareness Initiative continued to expand DSU's influence beyond the borders of North Dakota to China, Ukraine and many other countries.

AMONG ITS MANY ACCOMPLISHMENTS, **IN THE PAST YEAR** DICKINSON STATE UNIVERSITY...

ACHIEVED RECORD-BREAKING ENROLLMENT for the 12th consecutive year with 2,670 students enrolled for fall semester 2007 *(a 3.8 percent increase over the previous year).*

WELCOMED DR. RICHARD MCCALLUM as the university's 10th president in April 2008. McCallum previously served as vice president for academic affairs at Missouri Southern State University, Joplin, Mo.

GRADUATED A COMBINED TOTAL OF 909 STUDENTS in the past two years. The graduating class of 2008 was the largest in the university's history with 462 students from 17 states, 13 foreign countries and 30 North Dakota counties.

CELEBRATED THE 90TH ANNIVERSARY of its first day of classes in June 2008. In 1918, 104 students attended the first classes during a summer session held at Dickinson High School.

REPORTED IN THE DSU 2006-07 PLACEMENT REPORT that 99.1 percent of 2007 graduates are either employed or pursuing additional education, compared to 98.7 percent in 2005-06. Of the graduates who are employed, 76 percent have found work in their major field. The percent of DSU non-resident graduates employed in North Dakota is the highest in the North Dakota University System.

REPORTED THAT THE PERCENTAGE OF DSU GRADUATES ENROLLED in a graduate program increased one percent over last year, from 16 percent to 17 percent. In addition, 68 percent of those who received associate's degrees are working toward bachelor's degrees at DSU *(a seven percent increase over last year).*

CONTINUED TO EXPAND OFFERINGS to meet the needs of nontraditional learners in the region through its Extended Learning Office. Currently, 15 baccalaureate programs and two certificate programs are available through Extended Learning in Dickinson, on the Bismarck State College and Williston State University campuses, and online. Students enrolled through Extended Learning account for 33.5 percent of the student body headcount and 22 percent of total credits taken.

ADDED A FINANCE MAJOR AND A FORENSIC ACCOUNTING MAJOR in fall 2007, becoming one of only three institutions in the North Dakota University System to offer a finance major. The university also entered into partnership with the College for Financial Planning of Greenwood Village, CO, to create a program that allows students to complete the College of Financial Planning Certified Financial Planner™ Certification Professional Education Program.

RECEIVED THE MAXIMUM EIGHT-YEAR CONTINUING ACCREDITATION for its Associate in Applied Science in Practical Nursing (AASPN) program by the National League for Nursing Accrediting Commission, Inc., in April 2008.

RECEIVED A $500,000 BUSH FOUNDATION GRANT to be used to help communities in western North Dakota revitalize their economies and improve their quality of place. The grant will be implemented through the Strom Center for Entrepreneurship and Innovation.

RECEIVED THROUGH THE STROM CENTER FOR ENTREPRENEURSHIP AND INNOVATION a $50,000 planning grant from the Economic Development Administration, a division of the U.S. Department of Commerce. The grant will allow the Strom Center to promote entrepreneurship and opportunities in heritage and ecotourism in western North Dakota.

ENTERED INTO A TWO-YEAR PILOT PROGRAM with the Strom Center for Entrepreneurship and Innovation and Stark Development Corporation to create the "Talent Initiative Project." A Web site has been created to raise awareness about southwestern North Dakota and attract talented workers to the region.

HELD AN "ENTREPRENEURIAL LEADERSHIP SERIES" at the Strom Center for Entrepreneurship and Innovation during spring 2008. Seminars in the series were designed to help businesses and individuals develop skills to enhance creativity and innovation.

CLAIMED SIX DAKOTA ATHLETIC CONFERENCE (DAC) titles in 2007-08. Titles include volleyball, men's indoor and outdoor track, softball, baseball, and women's golf. The wrestling team also captured the NAIA Region III championship. Two DSU coaches also won DAC coach of the year for their respective sports.

ENTERED INTO AN AGREEMENT WITH ATHLETIC REPUBLIC in January 2007 to provide more than 2,000 hours of applied research work. Athletic Republic is a company that develops testing tools and training programs to enhance the physical performance of athletes. DSU is conducting three research studies using specialized equipment and computer software supplied by Athletic Republic. In return for this $68,000 in-kind donation, DSU is supplying the student athletes and the man hours to conduct the studies.

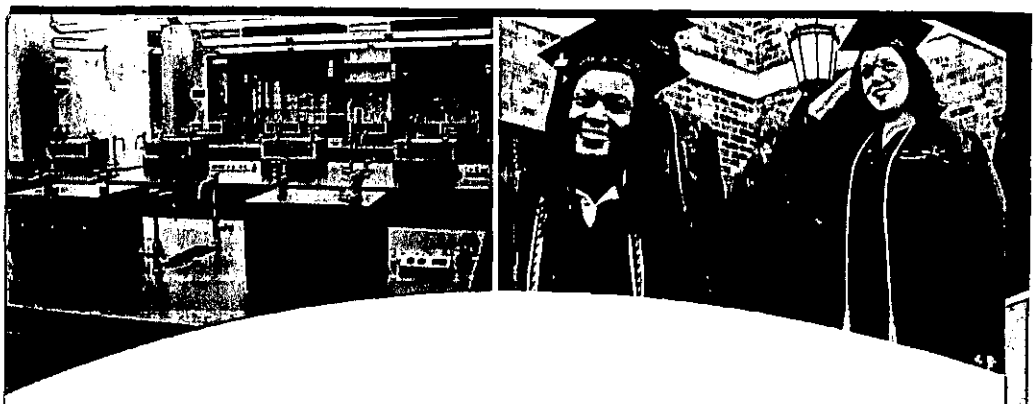
DEVELOPED IN COOPERATION WITH ATHLETIC REPUBLIC an exercise science major. The major was approved by the State Board of Higher Education.

A $16 MILLION CAPITAL CAMPAIGN to fund a new athletic and multipurpose facility called the Badlands Activities Center. By July 2008, pledges and gifts to the project totaled more than $8 million.

AWARDED NEARLY $800,000 IN STUDENT SCHOLARSHIPS for the 2007-08 academic year through the DSU Foundation (up from $620,000 five years ago).

SIGNED A MEMORANDUM OF UNDERSTANDING with International Medical Universities (IMU) in January 2008 allowing for Japanese exchange students to attend DSU to study pre-medicine. As a result of the agreement, a number of Japanese students will spend the 2008-09 academic year at DSU.

DEDICATED THE MURPHY HALL SCIENCE BUILDING in September 2007 and opened for classes fall semester. The $9.9 million addition and renovation project provides students with an additional 34,308 sq. ft. of learning space, state-of-the-art chemistry and biology labs, a greenhouse and teaching auditoriums equipped with the latest technology.



TOOK THE LEAD AMONG NORTH DAKOTA UNIVERSITY SYSTEM INSTITUTIONS by conducting mandatory assessment exams of its graduates. The scores of the university's psychology majors placed the DSU psychology department among the top 10 percent nationally and the accounting program among the top 15 percent. In addition, 95.8 percent of the DSU Bachelor of Science in Nursing (BSN) students passed the national licensure exam on their first attempt.

CONTINUED ITS THEODORE ROOSEVELT INITIATIVE, hosting a major national symposium on September 13-15, 2007, that drew hundreds of Roosevelt scholars and enthusiasts from across the nation to take part in discussions and field trips centered on Roosevelt's legacy.

ESTABLISHED THE THEODORE ROOSEVELT CENTER (TR Center) with the opening of its first kiosk in DSU's Stoxen Library in September 2007. The kiosk is a portal to the TR Center Web site which is intended to make Roosevelt's writings available to the public.

ENTERED INTO A PARTNERSHIP AGREEMENT WITH THE LIBRARY OF CONGRESS and obtained funding from the North Dakota legislature to embark on a project to digitize Theodore Roosevelt's documents and to organize and interpret them on the TR Center Web site in a user-friendly, aesthetically pleasing manner.

OPENED THE FIRST TR CENTER SATELLITE KIOSK at Theodore Roosevelt National Park, Medora, N.D., in April 2008. The park and DSU entered into a memorandum of understanding in late March allowing for the kiosk, which is a portal to the TR Center Web site being developed by DSU as part of its Theodore Roosevelt Initiative. A second satellite kiosk will be installed at the Bowman Regional Public Library, Bowman, N.D., in October 2008.

UNVEILED THE ALICK AND GRAYCE DVIRNAK NATIVE AMERICAN COLLECTION at the TR Center in Stoxen Library in June 2008. The collection was loaned to the university for display in the Center as a result of an agreement made between DSU and the Dvirnak family in fall 2007. The collection consists of approximately 1,500 artifacts recovered from the Dvirnak ranch which encompasses the site of the 1864 Battle of Killdeer Mountain near Killdeer, N.D.

GAINED APPROVAL for the Theodore Roosevelt Honors Leadership program by the National Collegiate Honors Council.

OFFICIALLY OPENED THE STROM CENTER FOR ENTREPRENEURSHIP AND INNOVATION at a ceremony in August 2007. The Center was created to help revitalize the region's economy by providing a support network for entrepreneurial endeavors and helping western North Dakota communities develop quality of

SIGNED A PARTNERSHIP AGREEMENT with Dalian Jiaotong University (DJTU) in Dalian, China, allowing students from DJTU to study computer science at DSU starting fall semester 2007.

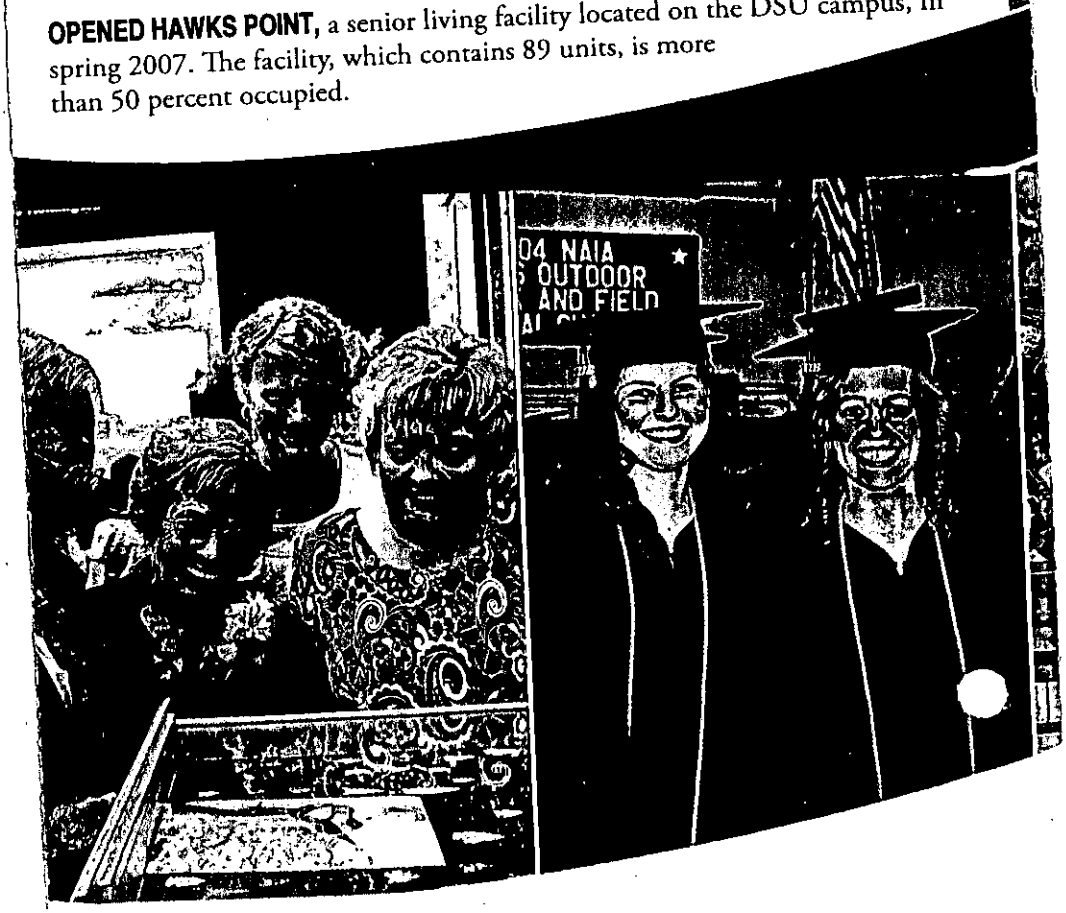
EXPANDED INTERNATIONAL TRADE OPPORTUNITIES between North Dakota businesses and Ukraine as a result of DSU's partnership with the National Agricultural University of Ukraine and work with the North Dakota Trade Office.

LAUNCHED A NEW INITIATIVE in cooperation with Walt Disney World® Resort in Orlando, Fla. Students spend five months studying at DSU and the following seven months working at the Resort and taking courses through the Disney College Program. Students who complete the program successfully earn a certificate in human resource management from DSU. More than 35 Chinese students participated in fall 2007, and another 27 entered the program in spring 2008.

ENTERED INTO AN AGREEMENT with North Dakota State University (NDSU) for an engineering program that will allow students to begin their studies at DSU and complete them at NDSU in four areas of engineering. The program will provide students in western North Dakota and parts of Montana, Wyoming and South Dakota access to engineering programs and is expected to have a significant and long-term impact on the economic prosperity of the area.

HELD ITS THIRD ANNUAL EVERETT C. ALBERS HUMANITIES FESTIVAL in April 2008. The festival features a series of performances and lectures on campus to celebrate the humanities and pay tribute to the festival's namesake, the late Everett Albers, founder and longtime director of the North Dakota Humanities Council.

OPENED HAWKS POINT, a senior living facility located on the DSU campus, in spring 2007. The facility, which contains 89 units, is more than 50 percent occupied.



Overview of Budget Request

- Support for the NDUS 2009-11 biennial budget request
- Breakdown of DSU's funding increase request
  - Base funding
  - One-time funding
- Summary of DSU's 2009-11 total budget request
  - Inclusive of extraordinary repairs and capital projects
- STEM Initiative
  - One-time funding: $646,600
- Unique Challenges
- HB 1003 Reporting Requirement

Extraordinary Repairs

- Base Funding: $383,690
- One-Time Funding: $4,155,430
- One-Time Funding – Emergency Preparedness: $933,999
- Categorization of Projects

Extraordinary Repairs

00239 DICKINSON STATE UNIVERSITY

Version: 2009-A-01-00239

Description	Priority	Line		Funding	Cost to Continue Adjustments	2009-11 Budget Request	2009-11 Optional Request
Remove Current Biennium Capital Assets	1	50	DICKINSON STATE UNIVERSITY	General Fund	-1,018,763	0	0
					-1,018,763	0	0
Emergency Preparedness and Security	2	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	933,999
					0	0	933,999
Mechanical/Electrical Upgrades-Base Funding	3	50	DICKINSON STATE UNIVERSITY	General Fund	0	250,000	0
					0	250,000	0
Misc. Small Projects<$50K - Base Funding	4	50	DICKINSON STATE UNIVERSITY	General Fund	0	133,690	0
					0	133,690	0
Building Exterior - Optional Funding	5	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	960,000
					0	0	960,000
Mechanical/Electrical Upgrades - Optional Fun	6	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	1,215,000
					0	0	1,215,000
Interior Finishes - Optional Funding	7	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	575,000
					0	0	575,000
Structural Repairs - Optional Funding	8	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	93,000
					0	0	93,000
Paving and Area Lighting - Optional Funding	9	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	900,000
					0	0	900,000
Utilities/Infrastructure - Optional Funding	10	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	130,000
					0	0	130,000
Misc. Small Projects<$50K - Optional Funding	11	50	DICKINSON STATE UNIVERSITY	General Fund	0	0	282,430
					0	0	282,430
Remove Current Biennium Capital Assets	1	51	DICKINSON STATE UNIVERSITY	General Fund	-155,010	0	0
			Total for Reporting Level		-155,010	0	0
			Total for DICKINSON STATE UNIVERSITY		-1,173,773	383,690	5,089,429
					-1,173,773	383,690	5,089,429

Extraordinary Repair Categories for 2009-11 Biennial Budget Request

Building Envelope

1. Roofing repairs
2. Tuck pointing or other exterior wall repairs
3. Window replacement
4. Exterior door replacement
5. Insulation
6. Foundation water proofing

Mechanical / Electrical Upgrades

1. Chiller repairs and replacement
2. Furnace - boiler repairs and replacement
3. AHU repairs and replacement
4. Plumbing repairs and replacement (includes plumbing fixtures)
5. Interior hydronic / steam piping repairs and replacement.
6. HVAC control repair and replacement
7. Interior lighting repairs and replacement
8. Building electrical panel replacement
9. Wiring upgrades and replacement.

Interior Finishes

1. Painting / staining / wall covering replacement
2. Floor covering replacement
3. Interior door replacement
4. Ceiling replacement

Structural repairs

1. Roof structure (truss and joist) repairs or replacement (damaged from roof leaks or snow load).
2. Mud jacking (pump concrete under a footing to make it level again).
3. Foundation repairs or replacement
4. Framing and structural repairs or replacement.

Paving and Area Lighting

1. Parking lot repairs / replacement
2. Street repairs / replacement
3. Bridge repair / replacement
4. Sidewalk repair / replacement
5. Step repair / replacement
6. Street light repairs / replacement

Utilities / Infrastructure

1. Steam line repair / replacement
2. Sanitary Sewer repairs / replacement
3. Storm water system repair / replacement
4. Water main repair / replacement
5. Electrical distribution repair / replacement
6. Telecommunication distribution system repair / replacement

Misc. Small Projects < $50K

Any project less than $50K which is limited in scope to one or more of the above categories exclusively.

Special Assessments

g:\cathy\worddocs\Biennial Budget\2009-11\Extraordinary repair categories

SUMMARY AND RECOMMENDATION
2009-11 STEM INITIATIVE FUNDING PROPOSALS

Summary

The 2009-11 budget request approved by the State Board of Higher Education in April included the amount of $4 million to be used to support initiatives targeted to the enhancement of facilities and instruction in the fields of science, technology, engineering and mathematics (STEM). This initiative was structured as a competitive grant process, and each NDUS institution was invited to submit a detailed proposal for a STEM project that would advance the following goals:

1. Increase student participation and graduation in STEM programs, at both the undergraduate and graduate levels;
2. Enhance student preparation in STEM fields;
3. Deliver programs closely linked to North Dakota's economic and workforce needs;
4. Enhance current programs or services to meet changing needs or requirements;
5. Create enhanced real world learning opportunities and employment opportunities;
6. Stimulate added public/private partnerships to leverage resources and/or create business spin-off opportunities;
7. Encourage and support collaboration among and between K-12 and postsecondary education; and
8. Enhance research and development in alignment with state needs.

After careful review and evaluation of all proposals received, the seven STEM initiatives summarized on the following pages are recommended for funding consideration in the 2009-11 budget.

Recommendation

I recommend the following motion be adopted by the Board:

"The SBHE approves the designated STEM initiatives to be submitted to OMB for Governor's Executive Budget consideration."

William Goetz, Chancellor

Date of Meeting: September 18, 2008
W:\SEPT08.summary.STEM.doc

Dickinson State University

Recommend: $646,600

Summary

This partnership, comprised of 16 public school districts, one private school system, the Early Childhood Center, and Dickinson State University, proposes to: 1) Articulate, align, and enhance P-16 science and mathematics curriculum thereby developing a comprehensive curriculum which builds sequentially without gaps and redundancies so that students have a sound preparation for further study and/or careers in STEM; 2) Strengthen teachers' content knowledge through STEM curriculum enhancements and extensions for P-16 teachers, pre-service teachers, classroom aides and university content leader students; and 3) excite and engage students in the study of STEM areas through curriculum enhancements and extensions for K-16 students.

Outcomes

- Mathematics and science curricular exit and entrance expectations will be closely articulated and aligned between high school exit and university entrance.
- Mathematics and science/critical thinking curriculums will be more closely aligned P-16.
- DSU faculty and students will offer at least ten STEM learning activities for P-12 teachers and students during the year.
- Increase the number of students moving into STEM course of study from other disciplines.
- Increase the potential pool of science and math teachers in DSU Teacher Education programs.
- Increase students going into science and math-related fields of study.
- DSU will revise two basic introductory courses in math and science to align with the revised upgraded courses at the high school level.
- The number of P-12 teachers participating in STEM professional development will increase by at least 100.
- Participating educators will strengthen their content knowledge as measured by self-evaluation instrument.
- Increase the number of students from participating school districts who declare mathematics, science and/or engineering as major areas of study when they attend college in North Dakota.
- Decrease the number of students from participating school districts who enroll in remedial courses MATH 101 and 102 at Dickinson State University.
- Increase the number of high school students taking upper level courses in mathematics and science within the participating school districts.
- Student participation in STEM classes will increase.
- Seventy-five sixth through ninth grade students will attend the energy camp.

Unique Challenges

- Workforce recruitment and retention
  - National market
  - Local energy development
- Escalating costs
  - Utilities
  - Fuel – transportation and freight
- Facilities to support quality improvement
  - Library, computer labs
  - Extended learning offerings – IVN classrooms, Bismarck enrollment growth
  - Deferred maintenance
- Emergency preparedness
- Student affordability

HB1003 – SECTION 19 REPORTING REQUIREMENT:

"The North Dakota University System shall report to the appropriations committee of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007 and ending June 31, 2009."

- Start-up funding in support of the Theodore Roosevelt Center — $150,000
- One-time funding in support of "deferred maintenance" — $635,073

Theodore Roosevelt Center — $150,000

Funds totaling $103,482 have been expended to date towards initiatives furthering the development of the Theodore Roosevelt Center at Dickinson State University. The institution has negotiated an agreement with the Library of Congress which will result in a digital archive of the Library of Congress' Theodore Roosevelt Papers at Dickinson State University. Fees totaling $60,000 were paid to the Library of Congress in support of digitizing their documents held on microfilm. Kiosks dedicated for accessing the Theodore Roosevelt Web site and documents have been established at Dickinson State University, the Bowman Regional Public Library, and the Theodore Roosevelt National Park. The vast majority of the remaining funds will be utilized to offset fees associated with services being provided by the North Dakota Information Technology Department which is hosting the disk system for storing the vast quantity of documents.

Deferred Maintenance — $635,073

Funds have been expended to date in support of the following projects:

Tuckpointing (May Hall, Scott-Weinbergen, South Campus)	$157,193
HVAC Upgrades (Ag Building – May Hall)	$ 17,986
North Campus Renovations	$100,840
Electrical Feeder/Lighting Upgrade (Stickney Aud.-May Hall)	$ 31,386
Steam Line/Fiber Upgrades	$ 10,266
Special Assessment	$ 3,161
Total	$320,832

The remaining balance of $314,241 is encumbered in support of upgrading the HVAC systems within Stickney Hall. It is anticipated that this project will be initiated during Summer, 2009.

Testimony to Senate

HB1003 – SECTION 19 REPORTING REQUIREMENT:

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Deferred Maintenance — $635,073

Funds have been expended to date on projects within the following categories:

Building Exterior	$157,193
Mechanical/Electrical Upgrades	$ 49,372
Interior Finishes	$100,840
Paving and Area Lighting	$ 3,161
Utilities/Infrastructure	$ 10,266
Total	$320,832

The remaining balance of $314,241 is encumbered in support of a Mechanical/Electrical Upgrade Project which will be initiated during Summer, 2009.

Testimony To House

Capital Projects

- Stoxen Library
  - Renovation and Addition
  - Staged Project
- Horizon Building – Bismarck
  - One-Time Funding: $4,500,000

2009-11 Major Capital Project Priority List
Approved by the State Board of Higher Education

9/23/2008

Priority Rank	Campus/ Entity	Project Description	Source of Funding			
			State	Other	Total	Other Source
New Construction/Renovation/Addition/Infrastructure						
Ranked State Funded Projects for the 11 Campuses						
1	NDSCS	Horton Hall Renovation	$5,700,000		$5,700,000	
2	NDUS/UND	NDUS and UND Joint IT Facility	$11,200,000		$11,200,000	
3	LRSC	Wind Energy Project	$2,609,920		$2,609,920	
4	MISU-BC	Coal Boiler Replacement	$800,000		$800,000	
5	MISU	Physical Plant Building/Replace Boiler	$3,750,000		$3,750,000	
6	MASU	Addition (Including Raising of East and West Hall)	$4,958,325		$4,958,325	
7	NDSU	Minard Hall - Phase III	$13,000,000		$13,000,000	
8	UND	Renovation and Addition to the Education Building	$11,200,000		$11,200,000	
9	DSU	Stoxen Library Addition-Phase I	$8,820,000		$8,820,000	
10	WSC	Science Lab Renovation	$1,610,000		$1,610,000	
11	BSC	Technical Center Renovation	$9,590,500	$409,500	$10,000,000	Bismarck Public Schools
12	VCSU	LD Rhoades Science Addn & Renovation	$11,245,000		$11,245,000	
Total Ranked State-Funded Projects - 11 Campuses			$84,483,745	$409,500	$84,893,245	
Other Priorities NOT for inclusion in 09-11 budget request (13 and 14 only)						
13	UND	UND Law School	$8,160,000		$8,160,000	
14	NDSU	NDSU Ceres Hall	$10,000,000		$10,000,000	
Ranked State Funded Projects for the UND School of Medicine and Health Sciences (SOMHS)						
1	SOMHS	Bismarck Family Practice Clinic	$5,000,000		$5,000,000	
Non-State Funded Projects for the 11 Campuses						
	WSC	Dormitory		$9,375,000	$9,375,000	Revenue bond
	UND	EERC Storage and Support Building		$1,540,000	$1,540,000	Local/Grant
	UND	COBPA Renovation and Addition		$20,500,000	$20,500,000	Private
	UND	Relocation and Renovation of Oxford House		$750,000	$750,000	Private
	UND	Indoor Track and Football Practice Field		$19,500,000	$19,500,000	Private/Local
	UND	Starcher Hall Research Area Emergency Generator System		$600,000	$600,000	Grant
	NDSU	Auxiliary Enterprises Renovation/ West Dining Services Renovation		$7,000,000	$7,000,000	Revenue bond/local
	NDSU	Student Health Services Expansion		$1,100,000	$1,100,000	Local (fees)
	NDSU	Ellig Sftball Field (This is carryover project from 07-09)		$4,500,000	$4,500,000	Private
	NDSU	Bison Sports Arena (This is carryover project from 07-09)		$25,500,000	$25,500,000	Private
	NDSCS	Parking Lot 4 (Includes $714,000 carryover from 07-09)		$1,136,000	$1,136,000	Revenue bond
	NDSCS	Robertson Hall Renovation (This is carryover from 07-09)		$6,000,000	$6,000,000	Revenue bond
	MASU	Agassiz Hall Housing Renovation		$3,668,500	$3,668,500	Revenue bond
	MISU	Parking Lot Maintenance		$1,000,000	$1,000,000	Local

2009-11 Major Capital Project Priority List Approved by the State Board of Higher Education						9/23/2008
			Source of Funding			
Priority Rank	Campus/ Entity	Project Description	State	Other	Total	Other Source
	MISU	Wellness Center		$10,000,000	$10,000,000	Revenue Bond/Private
	VCSU	Snoeyenbos Hall Renovation		$3,500,000	$3,500,000	Revenue bond
	VCSU	WE Osmon Athletic & Wellness Ctr Addn-Phase 1		$15,000,000	$15,000,000	Private
	MISU-BC	Entrepreneurial Center for Horticulture		$2,000,000	$2,000,000	Federal/ Private
Total Non-State Funded Projects - Campuses			$0	$132,669,500	$132,669,500	
Ranked State Funded Projects for the NDSU Research Extension Centers (REC) and Forest Service						
1	Main REC	Research Greenhouse Complex-Final Phase	$16,800,000		$16,800,000	
1	For. Svc.	Greenhouse	$300,000		$300,000	
Total Ranked State-Funded Projects - NDSU Research Extension Centers and Forest Service			$17,100,000	$0	$17,100,000	
Non-State Funded Projects for the NDSU Research Extension Centers (REC)						
	Dkn REC	Dickinson REC Parking Lot and Landscaping (Carryover from 07-09)		$350,000	$350,000	Oil Revenue
Total Non-State Funded Projects - NDSU Research Extension Centers			$0	$350,000	$350,000	
Total - All			$106,583,745	$133,429,000	$240,012,745	

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NORTH DAKOTA UNIVERSITY SYSTEM
2009-11 MAJOR CAPITAL PROJECTS

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	2009-11 Engrossed SB's 2003 and 2020					2009-11 Budget Request, Plus SBHE Revisions				
	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds	General Fund	Revenue Bonding	Other Funds	Federal Funds	Total Funds
BSC:										
Major Remodeling										
Technical Center Renovation	3,000,000		409,500		3,409,500	9,590,500		409,500		10,000,000
Subtotal (SB2003)	3,000,000	-	409,500	-	3,409,500	9,590,500	-	409,500	-	10,000,000
LRSC:										
New Construction/Addition										
Wind Energy Project	2,609,920				2,609,920	2,609,920				2,609,920
Subtotal (SB2003)	2,609,920	-	-	-	2,609,920	2,609,920	-	-	-	2,609,920
WSC:										
Major Remodeling										
Science Lab Renovation	1,610,000				1,610,000	1,610,000				1,610,000
New Construction/Addition										
New Dormitory		9,375,000			9,375,000		9,375,000			9,375,000
Subtotal (SB2003)	1,610,000	9,375,000	-	-	10,985,000	1,610,000	9,375,000	-	-	10,985,000
UND and SMHS:										
Major Remodeling										
Education Building Renovation and Addition	11,200,000				11,200,000	11,200,000				11,200,000
COBPA Renovation and Addition			20,500,000		20,500,000			20,500,000		20,500,000
Oxford House Relocation and Renovation			750,000		750,000			750,000		750,000
New Construction/Additions										
NDUS & UND Joint IT Facility						11,200,000				11,200,000
SMHS-Bismarck Family Practice Clinic					-	5,000,000				5,000,000
Indoor Track and Football Practice Field			19,500,000		19,500,000			19,500,000		19,500,000
EERC Storage and Support Building			1,540,000		1,540,000			1,540,000		1,540,000
Starcher Hall Research Area Emergency Generator System			600,000		600,000			600,000		600,000
SMHS-Forensic Pathology Facility				129,000	129,000					
Subtotal (SB2003)	11,200,000	-	42,890,000	129,000	54,219,000	27,400,000	-	42,890,000	-	70,290,000
NDSU:										
Major Remodeling										
Minard Hall Renovation-Phase III	13,000,000				13,000,000	13,000,000				13,000,000
Auxiliary Enterprises Renovation/ West Dining Services Renovation		7,000,000			7,000,000		7,000,000			7,000,000
Ellig Softball Field (Carryover from 2007-09)			4,500,000		4,500,000			4,500,000		4,500,000
New Construction/Additions										
Bison Sports Arena (Carryover from 2007-09)			25,500,000		25,500,000			25,500,000		25,500,000
Niskanen Student Apartment Addition		20,000,000			20,000,000		20,000,000			20,000,000
Student Health Service Expansion			1,100,000		1,100,000			1,100,000		1,100,000
Subtotal (SB2003)	13,000,000	27,000,000	31,100,000	-	71,100,000	13,000,000	27,000,000	31,100,000	-	71,100,000
NDSCS:										
Major Remodeling										
Horton Hall Renovation	5,700,000				5,700,000	5,700,000				5,700,000
Robertson Hall Renovation (Carryover from 2007-09)		6,000,000			6,000,000		6,000,000			6,000,000
New Construction/Additions										
Parking Lot (Including Carryover from 2007-09)		1,136,000			1,136,000		1,136,000			1,136,000
Subtotal (SB2003)	5,700,000	7,136,000	-	-	12,836,000	5,700,000	7,136,000	-	-	12,836,000
DSU:										
Campus-wide master plan, schematic designs & asbestos survey & removal for Stoxen Library	2,000,000				2,000,000					-
New Construction/Additions										
Stoxen Library Addition - Phase I					-	8,820,000				8,820,000
Subtotal (SB2003)	2,000,000	-	-	-	2,000,000	8,820,000	-	-	-	8,820,000

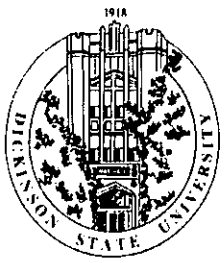
Stoxen Library
Renovation and Addition
(Staged Project)

- Addition
  - 2009-2011 Biennium - $8,820,000 (Stage I)
  - 40,000 square feet @ $220/square foot
  - Attached to the east side of the current library facilities
- Renovation
  - 2011-2013 Biennium - $4,862,000 (Stage II)
  - 27,429 square feet @ $177/square foot

Stoxen Library

Enhanced Services to Students/Other Patrons

- Adequate space for library holdings and services
  - Consolidate current holdings in one location
  - Computer stations and labs – access to online holdings
  - Room for growth in library collection
- Academic Success Center
  - Tutoring, ESL, Writing Center, and other services
- Office of Extended Learning
  - Major area of enrollment growth
  - Highly dependent on technology services
- Computer Services



Stoxen Library
Theodore Roosevelt Center

- Components
  - Rare books and print materials collection
  - Virtual Library kiosk, reading rooms, offices
  - Exhibit space for TR and western North Dakota artifact collections
  - **This Center represents an economic opportunity for western North Dakota**
- Partnerships
  - Library of Congress
  - Theodore Roosevelt National Park
    - National Park Service Centennial Grant
  - Harvard Houghton Library

PRIORITY #1: STOXEN LIBRARY RENOVATION/ADDITION
CATEGORY: Major Renovation/Addition
PROJECTED COST ESTIMATE: $13,682,000
RECOMMENDED SOURCE OF FUNDING: State General Fund
BIENNIUM: 2009-2011 - $8,820,000 BIENNIUM: 2011-2013 - $4,862,000

PROJECT NARRATIVE

Built in 1960 when the headcount enrollment of the institution was 647 students, Stoxen Library can no longer accommodate the needs and expectations of a diverse student body numbering 2,670 students (as of fall semester 2007). Demands on the Library are further exacerbated by the increasing expectations of the general citizenry within the vast area served by this facility. Consequently, Dickinson State University is proposing a staged renovation/addition project consisting of the construction of an $8,820,000 addition to Stoxen Library during the 2009-2011 biennium followed by a $4,862,000 renovation of the existing facility during the 2011-2013 biennium.

Dickinson State University considers it essential that the 1960 facility be transformed into a twenty-first century learning commons providing for a facility where learning is the primary activity and where the focus is on facilitating the social exchanges through which information is transformed into the knowledge of an individual.

The institution is restricted in its efforts to enhance services and the learning environment in Stoxen Library due to inadequate and inflexible space. Asbestos is prevalent throughout the facility making even minor modifications expensive thus usually compromising the projects. The facility does not adequately address ADA issues limiting the freedom of handicapped individuals to access resources.

In creating a learning commons, the institution would relocate Computer Services and related laboratories to Stoxen Library which already accommodates the Academic Success Center, providing an expanded environment conducive to quality learning. The presence of on-site technical support will further complement efforts to link print and electronic resources. Computerized workstations equipped with a variety of information management software in the midst of the print collection will provide access to broad-ranging information resources. The learning commons environment will also foster the improvement of services provided to extended learning patrons as information delivery processes are customized through the collaborative efforts of professional staff functioning in close proximity to one another.

As Dickinson State University continuously strives to increase academic rigor and infuse the most current and relevant research into the curriculum, information literacy is essential. The proposed learning commons will provide appropriate space and infrastructure to support personnel committed to serving the students and the general public by providing enhanced learning opportunities. The flexibility provided by the proposed facility will enrich the campus environment, equip students with a quality education, provide readily accessible resources in support of service area demands, and promote information literacy activities fostering quality life-long learning.

Perhaps the most unique component in the proposed Stoxen Library addition and renovation is the new Theodore Roosevelt Center. The Center will house the Theodore Roosevelt Virtual Library, a digitized presentation of Roosevelt's papers housed at the Library of Congress, organized for easy access and with appropriate interpretive materials. It also will include a rare books and print materials collection and exhibit space for artifact collections related to both Theodore Roosevelt and western North Dakota.

The Theodore Roosevelt Center will serve as a substantial resource for Dickinson State University students and faculty in the areas of history, political science, leadership, business and literature, and in a particular way, the Theodore Roosevelt Honors Leadership Program. The Center will also function as a national resource, preserving Roosevelt's legacy and the history of the northern Great Plains, thereby becoming a major destination for tourists and scholars alike. The Theodore Roosevelt Center will have a dramatic impact on the future of the University, the region, and the state of North Dakota.

STATE BOARD OF HIGHER EDUCATION POLICY 902.1 CRITERIA:

Project Description: 40,000 square foot addition onto the east side of existing Stoxen Library

Cost of Construction Inclusive of Furnishings: $8,820,000, General Fund
: $220/sq ft; Architect/RS Means Index

Associated Operating Costs: Biennial

Personnel:	1 - Distance Education Library Coordinator	$100,350
	1 - Library Associate – Theodore Roosevelt	100,350
	1 - Library Associate – Database Services	74,000
	1 - Computer Lab/Help Desk Coordinator	84,600
	1 - Computer Technician/Technical Support	118,000
	2 - Custodial Positions @ $35,300 annually	141,200
	Total Personnel Cost Request; General Fund	$618,500
Operating Cost:	40,000 sq. ft x $3.50/sq. ft annually representing cost associated currently with Type I and Type II general fund supported facilities: $140,000 annually.	$280,000
TOTAL ASSOCIATED BIENNIAL OPERATING COSTS:		$898,500

Stoxen Library Renovation/Addition Project
Information/Concerns

Historical Information:

- Stoxen Library was **constructed in 1960**, so the facility is 48 years old.
- The **seating capacity** in 1960 was 200 students with the institution having a headcount enrollment of 647. The library currently has a seating capacity of 176 with the fall 2007 headcount enrollment being 2,670 students. September 2007 gate counts documented 1,002 patrons daily.
- Enrollment is projected to continue to grow at 2% per year, with total enrollment reaching more than 2,800 by 2010, exacerbating the seating capacity and space issues.
- At the time of construction, the institution had **library holdings** totaling 28,000 volumes. Library holdings currently exceed 160,000 volumes.

Space Concerns:

- There is inadequate space to properly display library holdings. Of the library's 160,000 volumes, 17,000 volumes are held in a remote area in the basement of a residence hall. Access to these holdings is very restricted, with volumes being retrieved by library staff only upon demand.
- **Special collections** cannot be properly displayed and secured; therefore, access to these valuable holdings is limited.
- There is an extreme shortage of **"quiet" study areas**. The few spaces that do exist double as viewing rooms which creates concerns since the small rooms are adjacent to one another and are not soundproof.
- In an effort to provide patron access to as many volumes as possible, the **distance between the stacks** has been reduced allowing for more volumes to be displayed but limiting access to any patron confined to a wheelchair.
- Lack of appropriate space is severely limiting the development of a **"learning commons,"** which brings together campus entities that support student learning in a complementary fashion.
- The development of the **Theodore Roosevelt Center** and the **Theodore Roosevelt Virtual Library** will require space for a rare books and print materials collection; exhibit space for artifact collections related to both Theodore Roosevelt and western North Dakota; a seminar room; a reading room; and office space for Center staff.
- There is inadequate space for receiving, storage, and general workspace needs.

Mechanical/Electrical Concerns:

- The modified, aged **HVAC systems are inadequate** to address current needs. It is difficult to maintain an environment conducive to learning when the HVAC controls and systems are not able to provide heating/cooling temperatures in a consistent manner.
- Air quality is a concern due to a **lack of appropriate ventilation**.
- The **electrical service** within the facility is limited making it difficult to infuse technology into the learning environment.
- **Inadequate lighting** exists in several areas as modifications are made to enable additional services.
- **Restroom facilities are very inadequate**. There is one small restroom on the main floor restricted to staff due to its location. The small, public restroom on the lower level was renovated recently to provide handicapped accessibility. As a result, the restroom is now a single unisex restroom attempting to serve the needs of our patrons.

General Concerns:

- Built in 1960, the facility is laden with asbestos making it difficult and expensive to make even minor modifications.
- The facility is **not handicapped accessible**. The existing elevator serving three levels (lower level, main level, balcony) was designed as a freight elevator and as such is **not ADA compliant**. The location of the freight elevator is not conducive to patron access.

FUTURE MAJOR CAPITAL PROJECTS REQUIRING LEGISLATIVE APPROVAL
STATE FUNDS (General Fund or State Bonding)

Institution Dickinson State University

New construction, addition and major remodeling projects for which the campus is requesting state funds.

Priority 1/	Project Title	Cost Estimate	Funding Source		Deferred Maint. Amount 3/
			State	Other 2/	
2009-11 Biennium					
1	Stoxen Library Addition	8,820,000	8,820,000		NA
2					
3					
2011-13 Biennium					
1	Stoxen Library Renovation	4,862,000	4,862,000		1,664,290
2					
3					
20013-15 Biennium					
1	May Hall Renovation	4,417,200	4,417,200		1,291,000
2					
3					

1/ All institutions, except NDSU and UND can request 2 projects for the first biennium, NDSU and UND may request 3 projects.
2/ If there is to be other than state funds used for the project, provide source and dollar amount. Be specific about the funding source (I.e. private, local, auxiliary, grant, etc.)
3/ Identify the dollar amount of deferred maintenance that will be alleviated if this project is completed.

DICKINSON STATE UNIVERSITY
MAJOR CAPITAL PROJECT

PROJECT	SBHE Requested Amount	Executive Recommendation	Engrossed SB2003	Difference
Stoxen Library Addition	$8,820,000	$2,000,000	$2,000,000	($6,820,00)

Executive Branch Recommendation Relative to Utilization of $2 Million:

A. Complete a campus-wide masterplan for Dickinson State University

B. Complete an asbestos survey of Stoxen Library

C. Complete schematic designs for the Stoxen Library addition and renovation

D. Any funds remaining after the completion of the above items should first be directed toward any asbestos removal that can be accomplished prior to any project construction and then any other necessary repairs on campus or payoff of energy conservation/construction loans.

Stoxen Library Renovation/Addition Project
"Serving the Learning Needs of Today's Students"

The Learning Commons Concept

Dickinson State University proposes through the Stoxen Library addition and renovation project to convert the existing library into a "learning commons." Learning commons is a descriptive term for a full-service center which includes all the support for learning provided outside the classroom. It is collaborative, capitalizing on natural partnerships between various units to support student learning. It is a user-centric service model that focuses on providing the services students and faculty need to facilitate learning.

The proposed Stoxen Library addition and renovation project will combine the learning resources of the Library; the Academic Success Center that provides tutorial and other academic services; the Office of Extended Learning, which provides service for distance and online students and faculty, as well as those taking or teaching hybrid courses on campus (traditional courses which incorporate online components); the West River Teacher Center which provides resource materials to K-12 instructors; the Theodore Roosevelt Center, which includes the Theodore Roosevelt Virtual Library, a specialized collection and research component, and artifacts and exhibits; and University Computer Services which provides the necessary technology for a modern learning environment to function and which is the common bond for all the units in this "common" space. The units incorporated into Dickinson State University's learning commons will support student learning and engagement far more effectively and efficiently through collaboration in a common locality than each unit can in a separated and disjointed fashion. The University will provide an environment where technology, information collections (both print and electronic) and support services are available, providing the "one-stop shop" and the 24/7 learning environment that today's students and community patrons demand and expect.

In addition to serving the needs of the student body, Dickinson State University's Stoxen Library is the largest general use public library in southwestern North Dakota including the Bismarck/Mandan metro area (excluding the State library and archives). As such, Stoxen Library serves a host of public patrons including students from local high schools. Built in 1960 without any consideration for modern technology including computer

use and digital resources, Stoxen Library is woefully underprepared to meet not only the learning needs of college students, but the region as a whole. Thus, the new model for the proposed renovation transforms Stoxen Library into a "learning commons" which serves not only as the information and learning hub of the campus, but all of southwestern North Dakota.

Library Space Needs

Seating and Computer Capacity

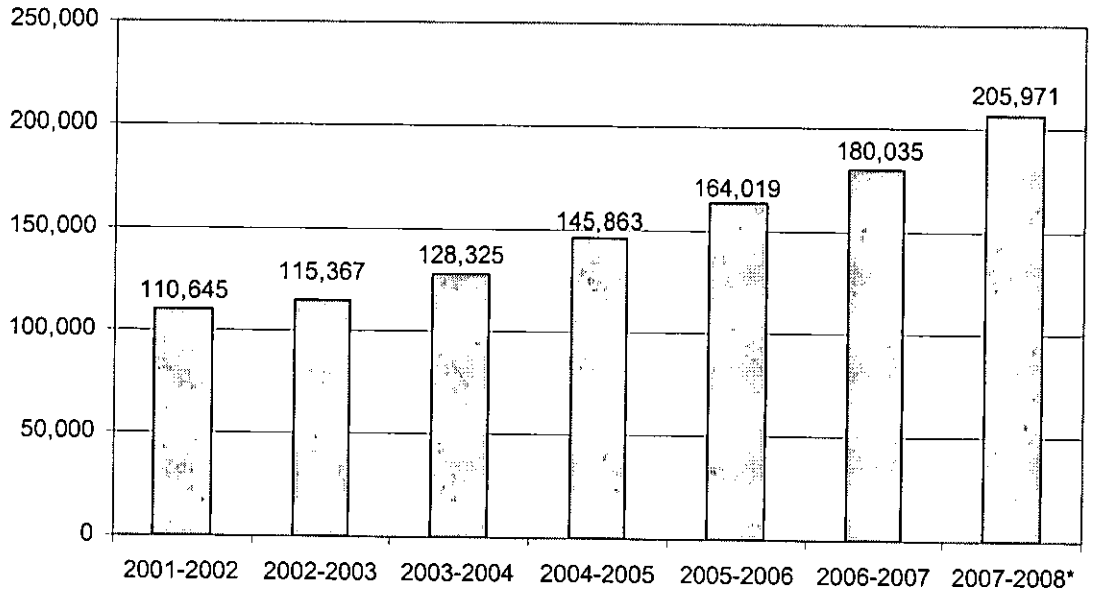
Stoxen Library served a student population of 647 when it was constructed, and Dickinson State University's enrollment has grown to 2,670 (Fall 2007). As indicated in the table below, Stoxen Library has seating capacity for less than 10% of enrolled students today. Library Association Standards, which are often referenced by accrediting agencies (the Higher Learning Commission, National Council for the Accreditation of Teacher Education and others) to measure whether library resources are adequate to meet the learning goals of the University, **recommend a seating capacity of 20-30% of student enrollment.** Moreover, the number of student computers available on all levels of the Library is inadequate at best. The Standards **recommend a computer station capacity that is 10-15% of enrollment.**

Stoxen Library
Seating Capacity and Number of Available Computers
Fall 2007

Number of seats on main and balcony level	125
Fall 2007 student headcount	2,670
Fall 2007 on-campus student headcount	1,855
Actual Seating Capacity	**6.7%**
Seat count including lower level and classroom	
Number of seats	176
Fall 2007 student headcount	2,670
Fall 2007 on-campus student headcount	1,855
Actual Seating Capacity	**9.4%**
Number of student computers on all levels, including student laptops	45
Fall 2007 student head count	2,670
Fall 2007 on-campus student headcount	1,855
Actual Computer Capacity	**2.4%**

Another way to measure a library's ability to serve patrons is to compare the seating capacity to the gate count. As the enrollment of the University has increased, so has the use of Stoxen Library. The following chart illustrates the increased usage.

Stoxen Library Gate Counts
2001-2008



* Projected based on gate counts as of 3/20/08 (154,478)

The average weekday evening gate count at Stoxen Library for Fall 2007 was 236, with a high of 481 on December 10. The average Sunday evening count was even higher – 337 – with a high of 526 reached on December 9. These record numbers of library patrons are seeking to use 176 seats. Indeed, on any given evening, the Library provides inadequate seating capacity; students are often forced to sit on floors or in other spaces not conducive to study.

Collection Capacity

When Stoxen Library was built it held 28,000 print volumes. Current holdings exceed 160,000 volumes. In spite of heavy discarding in recent years, shelving is near capacity both in the Library facility and in off-site storage. Indeed, over 17,000 volumes are stored in off-

site locations not easily accessible to patrons. Contrary to popular belief, the age of the "knowledge explosion" has not rendered all information into a digitized mode accessible through a computer. Stoxen Library will continue to be the largest repository of hard copy publications in southwest North Dakota. And as the knowledge explosion continues, the Library needs to expand to house the hard copy collection and learning space for students and other patrons to utilize the collection. Currently, additions to the Library collection are severely limited because of inadequate space and other storage issues such as climate control.

Technology Capacity

As pointed out above, a pressing need exists to increase the number of computer stations available in the Library. More information is being stored and transmitted digitally and accessed through computers. Providing students and other library patrons with computer access opens doors to worlds of information housed in other libraries and in digital formats. Stoxen Library provides a bank of student-use computers (17 stationery computers and 10 laptops for checkout). But the number and space for usage is not nearly adequate. Because modern research is so reliant on technology, the proposed renovation adds space for computer work stations.

The proposed renovation also affords space to house the entire University Computer Services unit in the Library, to facilitate the technical aspects of information gathering and learning. Again, the perception that using computers and digitized information sources will result in a reduction of the space needed in a modern library is inaccurate. To the contrary, the use of technology requires *additional* space to house the computers, scanners, printers, and technology infrastructure necessary to operate a modern learning commons.

Research and Reference Capacity

The American Library Association reports that academic librarians nationwide answer 72.8 million reference questions each year – almost twice the attendance at college football games. In spite of increased offerings of electronic materials, all trends show that students continue to need assistance with research and to make use of traditional resources to complement online information. Stoxen Library staff members continue to report a steady increase in traffic, not only in the number of visitors but also in materials circulating and the number of sessions for research instruction.

Accessibility/ADA Compliance

The current library facility is *not* handicapped accessible. The elevator, which serves three levels, was designed as a freight elevator and is not ADA compliant. Its location makes wheelchair access extremely difficult. Moreover, the only handicapped accessible restroom in the facility is a unisex restroom on the lower level, so a handicapped individual must use the freight elevator to access the restroom. In addition, because the building is so crowded, there are many places where access to materials and study spaces are also out of compliance with ADA standards.

Extended Learning and West River Teacher Center Space Needs

The Office of Extended Learning at Dickinson State University is responsible for online, interactive television (IVN), and other modes of distance delivery of courses and programs, serving between 500 and 600 students every semester. This office is very reliant on technology for the delivery of educational services. DSU offers more than 100 courses online through a WebCT shell. These courses are established and managed through Extended Learning. Also, Extended Learning aids in the delivery of technology-enhanced courses which accounts for almost 40% of the entire course array. The entire IVN classroom course scheduling is coordinated through Extended Learning, as well. Finally, this office serves as the hub of the SPICE network, which delivers college courses to select high schools in southwestern North Dakota through Polycom H323 codex and computer technology. Distance education students in all these modes rely heavily on Stoxen Library to gain access to information necessary for their course assignments and learning projects.

An ancillary operation of Extended Learning is the West River Teacher Center. The Teacher Center serves over 620 PK-12 educators in public and private schools in southwestern North Dakota and is one of the few in the state located on a higher education campus. This Center serves as an important resource for curriculum materials and other educational services to area teachers. Because of space restrictions, Center resources are spread across three locations in the University. The curriculum library is located in Stoxen Library, but the larger pieces of equipment (a laminator, a planetarium, Vernier lab probes) are scattered in storage places in the University's May Hall and not easily accessed by

patrons. The West River Teacher Center and its materials are used frequently by area teachers and by the University's teacher education students.

Currently, the Extended Learning offices, which include the West River Teacher Center components, are located on two floors of May Hall, adjacent to Stoxen Library. The office space was created at the expense of computer and traditional classroom space in May Hall. Moving Extended Learning and the West River Teacher Center to the new Learning Commons would centralize these services. It also would provide the close proximity to technology support (Computer Services) which is necessary for these offices to provide the best services to students, faculty, and K-12 educators.

Academic Success Center Space Needs:

The Academic Success Center (ASC) provides academic support services to students. The ASC is currently located in the lower level of Stoxen Library, to provide students who need academic support with ready access to the learning resources of the Library. Locating the ASC in the Library was the first step toward the learning commons concept to better serve students. However, it has further exacerbated the space needs within the Library, particularly because of the unique space needs of the Academic Success Center.

One of the ASC's primary services is peer tutoring. The ASC needs flexible space to accommodate private one-to-one tutoring, tutoring small groups, and working with students (both individually and in groups) on computers. The current space does not prevent the noise of group work from interfering with the silence needed for individual work; nor does it allow storage space to house instructional materials that tutors use frequently throughout their shifts but that need to be secured when the ASC is closed but the Library itself is open.

Another service provided by the ASC is First-Year Experience programming, including large-scale orientation sessions and semester-long seminars for incoming students. Those programs require classroom space as well as space for storage and layout of bulk (and bulky) supplies, materials, and files—space that is inadequate in our current setting.

The ASC frequently deals with confidential student information (grades, contact information, etc.) that must be kept secure to ensure students' right to privacy. Inadequate office space in the current setting requires that two staff members' offices (including their desktop computers) are situated in the open and left unattended when the ASC is closed but

the Library is open. The ASC personnel need work spaces that are accessible to incoming clients but can be secured so that files and records need not be removed to other locations each night and brought out again each morning.

Having the ASC's space(s) in proximity to the services provided by the Library, computer services, and distance education staff in Extended Learning will enable all units to collaborate on shared student programs and to share resources, such as physical space, technology, and information resources. This proposal, as part of the Stoxen Library addition and renovation project, is fully in keeping with the learning commons paradigm, and will better situate the University to meet current and future learning needs of students to ensure they have a successful university experience.

Theodore Roosevelt Center Space Needs:

The last academic component and perhaps the most unique addition in the proposed Stoxen Library renovation is the new Theodore Roosevelt Center.

Dickinson State University has been actively engaged in a broad initiative to promote the legacy of Theodore Roosevelt since 2000. In that year, the Theodore Roosevelt Honors Leadership Program was established to attract outstanding students from throughout the United States and abroad. Today the honors program boasts over 100 students from nine states and eleven countries.

In 2001, DSU joined Theodore Roosevelt National Park in planning and hosting a Roosevelt Speakers Symposium in conjunction with C-SPAN's filming of a program in Medora, Roosevelt's North Dakota home. H.W. Brands provided the narrative on Roosevelt as a writer for C-SPAN's program.

During the ensuing years, the University has engaged in a number of collaborative ventures with other non-profit organizations in Medora. The complementary goals of cultural enrichment and economic development were shared by representatives of Theodore Roosevelt National Park, the State Historical Society of North Dakota, the Theodore Roosevelt Medora Foundation, the North Dakota Cowboy Hall of Fame, and Dickinson State University. Chaired by Mrs. Deanna Vickers, member of the Theodore Roosevelt Medora Foundation Board of Directors, the Medora "stakeholders" met to explore ways to cooperate in using the region's history to build heritage tourism. Their collective efforts have centered on public

humanities programming to enhance knowledge and appreciation of Roosevelt's time in North Dakota.

The mission of the Theodore Roosevelt Initiative is to raise the profile of Theodore Roosevelt in North Dakota, to deepen understanding of the life and achievements of the 26th president of the United States, to explore and conserve the history of the Little Missouri River Valley, and to engage in activities that enrich the traditional academic work of Dickinson State University and at the same time promote the cultural and economic welfare of western North Dakota.

Initiative activities thus far include:

- Publication of *Theodore Roosevelt in the Dakota Badlands: An Historical Guide*, a brief but comprehensive survey of Roosevelt's time in North Dakota, authored by Clay S. Jenkinson;
- Hosting of a national Roosevelt symposium in October 2006 entitled "Theodore Roosevelt: The Adventurer in the Arena," featuring Candice Millard, author of *The River of Doubt: Theodore Roosevelt's Darkest Journey*; Douglas Brinkley, distinguished American historian and best selling author; Patricia O'Toole, Roosevelt scholar at the University of Columbia; and Tweed Roosevelt, great-grandson of Theodore Roosevelt;
- Hosting of a national Roosevelt symposium in September 2007 entitled "Roosevelt and America's Place in the World Arena," featuring renowned historian H. W. Brands and Roosevelt scholars Kristin Hoganson of the University of Illinois, Lori Lyn Bogle of the United States Naval Academy, and John Milton Cooper, historian and nationally recognized author at the University of Wisconsin;
- Planning of a national Roosevelt symposium in October 2008 entitled "Roosevelt: The Conservationist in the Arena," featuring Douglas Brinkley, Professor of History at Rice University; Robert Morgan, Kappa Alpha Professor of English at Cornell University; Donald Worster, Hall Distinguished Professor in American History at the University of Kansas; and Dan Flores, A. B. Hammond Professor of Western History at the University of Montana-Missoula;
- Design and launch of a Web site (www.theodorerooseveltcenter.com) providing access to Roosevelt documents, essays, and other materials;
- Securing seed money of $150,000 from the North Dakota legislature for the digitization of the Theodore Roosevelt papers and the establishment of the Theodore Roosevelt Center;
- Creation of the Theodore Roosevelt Center in Stoxen Library;
- Signing of an agreement with the Library of Congress for the digitization of the Roosevelt papers to create the Theodore Roosevelt Virtual Library;

- Securing a federal appropriation of $50,000, through the support and efforts of Senator Byron Dorgan, for the digitization project in cooperation with the Library of Congress;
- Signing of an agreement with Theodore Roosevelt National Park to establish a kiosk in the Visitors' Center which provides access to the Virtual Library;
- Discussion with elementary and senior high school history teachers from the Roughrider Education Services Program (RESP – an educational collaborative involving 19 K-12 school districts in the region) to determine how this historic information could best be presented to serve K-12 educators and students;
- Beginning of discussions to place a kiosk at Mount Rushmore National Park;
- Cooperating with Bowman Public Library in Bowman, North Dakota, in the establishment of a Roosevelt Room with a Theodore Roosevelt Virtual Library kiosk.

Theodore Roosevelt Virtual Library

In cooperation with the Library of Congress, Dickinson State University is establishing a Theodore Roosevelt Virtual Library. Theodore Roosevelt was one of the most prodigious writers of all presidents, and his documents are especially important for U.S. history and the history of North Dakota. The digitization of Roosevelt's papers and their presentation through a dynamic, interactive Web portal will offer a world class research base that will attract scholars and students alike. The Virtual Library is intended to make Roosevelt's writings available to scholars, bibliographers, students, teachers, tourists and the world at large. Students in the Theodore Roosevelt Honors Leadership Program and other university and K-12 students and teachers in the region will have a wealth of information literally at their fingertips. This project, thanks to the technological innovations of our time, will overcome space, time and expense. Theodore Roosevelt will be studied more and understood better by scholars, students and interested citizens throughout the world. Clay Jenkinson, nationally recognized humanities scholar, is serving as the University's project director, working with the Library of Congress to implement the digitization project.

In addition to the Theodore Roosevelt Virtual Library, the new Center will include space for a rare books and print materials collection; exhibit space for artifact collections related to both Theodore Roosevelt and western North Dakota, including Native American artifacts from the Plains tribes; a seminar room; a reading room; and office space for Center staff. Existing museums, foundations, and individual families have already pledged to loan or

gift Roosevelt related artifacts for exhibit. These include the Alick Dvirnak and Alice Terrell collections of Native American artifacts. Negotiations are underway to include another world class collection with particular significance to Medora.

The significance of the Theodore Roosevelt Center is exemplified by the nationally recognized Roosevelt scholars and virtual library experts who have agreed to serve on the Center's Advisory Board. They include:

Dr. H. W. Brands, Dickson Allen Anderson Centennial Professor of History and Professor of Government, University of Texas at Austin, and author of *TR: The Last Romantic*

Dr. Douglas Brinkley, Professor of History and Fellow at the James A. Baker III Institute for Public Policy, Rice University, and author of the upcoming *The Great Crusade* on Theodore Roosevelt and Conservation

Mr. Craig Buthod, Director of the Louisville Free Public Library System

Ms. Kathleen Dalton, Visiting Associate Professor of History at Boston University and author of *Theodore Roosevelt: A Strenuous Life* (2002)

Dr. James Hutson, Chief of the Manuscript Division, Library of Congress

Ms. Patricia O'Toole, Associate Professor and Vice-Chair, Columbia University School of the Arts, and author of *When Trumpets Call: Theodore Roosevelt After the White House*

Dr. Jack Robertson, Foundation Librarian, Thomas Jefferson Foundation

Mr. Simon Roosevelt, great-great-grandson of Theodore Roosevelt and member of the Theodore Roosevelt Medora Foundation Board

The Center not only will support learning activities for DSU students and faculty but will also function as a national resource, preserving Roosevelt's legacy and the history of the northern Great Plains, thereby becoming a major destination for tourists and scholars alike. With its proximity to Theodore Roosevelt National Park, Roosevelt's Elkhorn Ranch, and Medora, the gateway to the National Park, the Center will become a national destination point for Roosevelt scholars and buffs. The Theodore Roosevelt Center, when fully operational, will have a dramatic impact on the future of the University, the region, and the state of North Dakota.

Computer Services and Technology Space Needs:

Faculty, students and community patrons increasingly use the technology related resource base of Stoxen Library. Instructional technologies are used in many courses and in

the classroom on a regular basis. Over 360 courses in the past school year used instructional technology as part of the course work. Spring 2008 statistics indicate that 38% of all academic courses (including both distance delivery and traditional courses) had an instructional technology component. Much of the technology use relates to assignments and research that is reliant on the library for information access. Indeed, according to the Office of Extended Learning, students using the WebCT learning platform averaged one "hit" per minute 24/7 which amounts to 40,000 hits in one month alone. These hits averaged at least 8 minutes per session, indicating that students rely heavily on technology to assist them in course work which involves accessing information in the library or from other sources. The establishment of a web shell for online courses or those courses with an online component involves a combination of skills from not only the instructor, but the reference librarian and the technician. Indeed, courses taught in both a traditional mode and in a distance education mode, such as those delivered to Bismarck and many other locations, depend greatly on the information resources provided by Stoxen Library and the technology needed to access those resources. In the near future, it is very likely that 100% of DSU's courses will use instructional technology directly linked to Stoxen Library as an integral part of classroom instruction.

The Computer Services operation housed in the lower level of May Hall (adjacent to Stoxen Library) serves as the technology hub for the entire campus. The technicians and the machines located there are too far removed from the library to provide the ready access necessary for a modern learning commons. The challenges of installation and maintenance for the library computer system and for student use computers in both the library and the Academic Success Center would be more easily handled if Computer Services were located in the Learning Commons itself. Also, the current location of Computer Services does not provide adequate space for computer server and networking hub additions. The present location is not climate controlled, and the heat generated by the servers and hubs often is problematic in the summer for the efficient operation of the campus computer network. Relocating the entire Computer Services operation within the renovated Stoxen Library would provide a better environment for this crucial operation and also provide the technology support necessary for the Library and other components within the Learning Commons.

Summary:

In summary, Stoxen Library is not only inadequate to serve present needs of students and faculty, but will most certainly be increasingly inadequate to meet future needs for information access and the enhancement of learning. Students and library patrons prefer to work where they can receive service. The "one-stop shop" model of the Learning Commons is efficient and effective, providing help and learning support when and where needed in a variety of areas.

It provides unique and flexible learning spaces supporting individual and collaborative work in close proximity to expert support. The Learning Commons proposed in the renovation project is a technology rich environment that can accommodate different learning styles and needs while supporting both traditional and emerging methods of research and learning. The centralization of the learning resources of Stoxen Library along with Extended Learning (and the West River Teacher Center), the Academic Success Center, and Computer Services provides the most efficient use of space and alleviates the painfully inadequate space situation (including ADA non-compliance) which currently exists. The addition of the Theodore Roosevelt Center to the Learning Commons provides a unique opportunity for Dickinson State University and southwestern North Dakota to become a national point of destination for scholars and tourists that will enhance not only the academic environment, but the economic growth of the community.

NPS No. G154008MU02

MEMORANDUM OF UNDERSTANDING
between
UNITED STATES OF AMERICA
NATIONAL PARK SERVICE, THEODORE ROOSEVELT NATIONAL PARK
and
DICKINSON STATE UNIVERSITY

for cooperation in
PROVIDING THE PUBLIC WITH INFORMATION AND EDUCATION ABOUT THEODORE ROOSEVELT

OFFICE OF THE PRESIDENT
Received
MAR 2 4 2008

This General Agreement is made and entered into by and between DICKINSON STATE UNIVERSITY (DSU) and UNITED STATES OF AMERICA, acting through the National Park Service (NPS), Theodore Roosevelt National Park (TRNP).

ARTICLE 1 – Background and Objectives

For several years, Dickinson State University and Theodore Roosevelt National Park have enjoyed a good working relationship involving working together to educate the public about Theodore Roosevelt and his contributions to the nation. DSU and TRNP have worked together on annual symposia to highlight Roosevelt's accomplishments, on an intern program at TRNP, and on other projects that focus on Theodore Roosevelt.

With the development of a Theodore Roosevelt Center at Dickinson State University, it is beneficial to both DSU and TRNP to work more closely on issues related to Theodore Roosevelt, his time in the Dakota badlands, and his contributions to conservation.

This agreement allows a more formal relationship that permits utilization of resources (staff and equipment) of both entities in pursuit of the common purpose of interpretation of the life of Theodore Roosevelt.

ARTICLE II – Authority

Pursuant to 16 U.S.C. §§1-3, the Secretary of the Interior is authorized to enter into agreements to further the purposes of the national park.

Pursuant to North Dakota Century Code 55-40-01 Dickinson State University may cooperate with other governmental units, including the NPS, to further its mission.

ARTICLE III – Statement of Work

The NPS agrees to and will to the extent resources allow:

1. Provide adequate space in one or more visitor centers for one or more informational computer kiosks, serving as an extension of the Theodore Roosevelt Center at DSU.

2. Provide a high speed internet connection, separate from the park's information technology network, to allow for operation of the kiosk(s).

3. Provide oversight and direction of staff and visitors using the kiosk.

4. Work with DSU to determine significant documents in the TRNP collections and library that could contribute to the greater collection of digitized works related to Theodore Roosevelt.

5. Coordinate with other Theodore Roosevelt sites in the National Park System to determine whether there are original documents that could be digitized to add value to the DSU project.

6. Allow DSU to digitize original documents in the TRNP library and collections to be used as part of a larger project of digitizing Theodore Roosevelt documents from the Library of Congress and elsewhere.

7. Provide assistance to DSU in planning and coordinating an annual symposium on Theodore Roosevelt.

8. Conduct orientation to and tours of Theodore Roosevelt National Park for employees and guests of DSU related to the Theodore Roosevelt Center project.

DSU agrees to and will as the extent resources allow:

1. Provide one or more information kiosks for park visitor centers, including the wooden base, computer equipment, and appropriate signage to be retained as the property of DSU.

2. Provide relevant and expanding content on the internet site to be available through the information portal at the kiosk(s) at www.theodoreroosevelteenter.org.

3. Digitize documents in the Theodore Roosevelt National Park collections, as funding allows, to be made available through the Theodore Roosevelt Center website.

4. Provide specialized training for park staff relating to Theodore Roosevelt and the Theodore Roosevelt Center as appropriate.

ARTICLE IV – Term of Agreement

This Agreement shall terminate three years from the effective date hereof, unless prior thereto it is terminated pursuant to the provision of this Agreement or of any applicable Federal or State law or regulation. The effective date of this Agreement shall be the date when the final signature is obtained.

ARTICLE V – Key Officials (NPS and DSU)

For the National Park Service:

Valerie J. Naylor
Superintendent
Theodore Roosevelt National Park
P.O. Box 7
Medora, ND 58645
Tel: (701) 623-4466

For Dickinson State University:

Dr. Lee Vickers
President
Dickinson State University
291 Campus Drive
Dickinson, ND 58601
Tel: (701) 483-2326

ARTICLE VI – PRIOR APPROVALS

Not applicable

ARTICLE VII – Reports and/or Other Deliverables

Not applicable

ARTICLE VIII – Property Utilization

Any tools, equipment, material or other property supplied by an entity shall remain its own. Each entity agrees to properly maintain and safeguard each other's property. Loss or damage to the other entity's equipment shall be handled in accordance with the property owner's policy.

ARTICLE IX – Modification and Termination

1. This Agreement may be renewed or otherwise modified by the mutual written agreement of the parties.

2. Either party may terminate this Agreement by providing ninety (90) days written notice to the other.

ARTICLE X – Standard Clauses

1. Civil Rights
During the performance of this Agreement, the participants agree to abide by the terms of USDI-Civil Rights Assurance Certification, non-discrimination and will not discriminate against any person because of race, color, religion, sex or national origin. The participants will take affirmative action to ensure that applicants are employed without regard to their race, color, religion, sex, or national origin, sexual orientation, disabilities or age.

2. Official Not to Benefit
No member or delegate to Congress, or resident Commissioner, shall be admitted to any share or part of this Agreement, or to any benefit that may arise therefrom, but this provision shall not be construed to extend to this Agreement if made with a corporation for its general benefit.

3. Promotions
One agency shall not publicize, or otherwise circulate, promotional material (such as advertisements, sales brochures, press releases, speeches, still and motion pictures, articles, manuscripts or other publications), which states or implies the other agency's endorsement of a product, service, or position. Each agency will provide a minimum of ten (10) working days for

the approval process of the other agency for a promotion that may state or imply the agency's endorsement of a product, service, or position.

4. Public Information Release
Each agency will obtain the other's approval for any public information releases which refer to the other agency or this Agreement. Each agency will provide a minimum of ten (10) working days for the approval process of the other agency regarding the specific text, layout, photographs, etc., of the proposed release.

ARTICLE XI – Authorizing Signatures

IN WITNESS HEREOF, the parties hereto have signed their names and executed this Memorandum of Understanding

NATIONAL PARK SERVICE

Signature: Valerie J. Naylor
Name: Valerie J. Naylor
Title: Superintendent, Theodore Roosevelt National Park

Date: 3/27/08

DICKINSON STATE UNIVERSITY

Signature:
Name: Dr. Lee Vickers
Title: President, Dickinson State University

Date: 3/26/08

Dickinson State University
FOUNDATION

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Paul Ebeltoft
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Ruth Stang
Dickinson, ND
Larry Trainor '64
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John Abrahamson
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Brad Fong
Dickinson, ND
Pam Wilz '91
Killdeer, ND
James Gustafson '89
Mandan, ND

Ex-officio
Dr. Lee A. Vickers
Dickinson, ND
Kevin J. Thompson '87
Dickinson, ND

MUSEUM EXHIBITION AGREEMENT

THIS AGREEMENT, Made and entered into this 29 day of October, 2007, by and between ALICK DVIRNAK, hereinafter called the "Exhibitor", and DICKINSON STATE UNIVERSITY FOUNDATION, hereinafter called the "Foundation";

WITNESSETH, That the Exhibitor agrees to loan the Foundation the entirety of Exhibitor's art collection including art pieces and Native American and other western artifacts ("the collection") and the Foundation agrees to exhibit and display the art collection, upon the terms and conditions hereinafter set forth.

1. The Foundation hereby agrees to work in conjunction with Dickinson State University to retain a western artifact curator to review and access the collection for historical importance and value. This review process is to begin immediately upon receipt of the artifacts by the Foundation.

2. The Foundation shall have the right to display the collection or parts thereof for a period of twenty-four months ("the Initial Term") commencing on the date of execution of this agreement. At the end of the Initial Term, either party shall have the ability to terminate the agreement by giving written notice no less than ninety days before the Initial Term is set to expire. If neither party terminates the agreement at the end of the initial term, the agreement shall automatically continue for an additional ninety-six months ("the Additional Term"). During the Additional Term, the Parties will conduct good faith negotiations to attempt to reach an agreement as to the permanent home of the collection concerned herein. When the Additional Term terminates, if the Parties have not reached an agreement as to the permanent home of the collection, ownership and possession of the collection will revert to the Exhibitor, or the Exhibitor's heirs, assigns, successors or personal representatives.

3. In displaying the collection or parts thereof, the Foundation agrees to prominently note the Exhibitor's lifelong work as a historian and collector.

4. The Foundation agrees to interpret the collection and have the collection inventoried before it is transported to Dickinson.

5. Before the end of the current Dickinson State University President's tenure, the Foundation will host an event in order to honor and thank the Dvirnak family.

6. If for any reason the Foundation decides to divest itself of the collection, all items will be returned to the Dvirnak family.

7. Upon receipt of the appraisal of the collection, the Foundation shall obtain insurance coverage for the collection, insuring against theft, fire, damage or other harm to the collection.

8. This written agreement shall constitute the entire agreement between the parties, and shall extend to and be binding upon the heirs, personal representatives, successors, and assigns of the respective parties hereto.

9. No terms or conditions of this Agreement shall be changed, modified, or altered, except in writing signed by the parties hereto or their duly authorized representatives or their heirs, successors and assigns.

IN WITNESS WHEREOF, The parties hereto have set their hands the day and year first above written.

EXHIBITOR:

Alick Dvirnak

FOUNDATION:

By: Kevin J. Thompson
Its: Executive Director

COOPERATIVE AGREEMENT
BETWEEN
THE LIBRARY OF CONGRESS
AND
DICKINSON STATE UNIVERSITY

This agreement is by and between the Library of Congress (the "Library"), a United States Government agency, and Dickinson State University (the "University"), a public university located in North Dakota.

WHEREAS, the Library is the nation's oldest federal cultural institution and the largest library in the world, with millions of items in its collections; and

WHEREAS, the Library is the home of the Theodore Roosevelt Papers spanning the years 1760-1993 and consisting of family papers, general correspondence, speeches and writings, and subject files, ("the Papers"), all of which have been microfilmed; and

WHEREAS, the University is a regional four-year institution within the North Dakota University System whose primary role is to contribute to intellectual, social, economic and cultural development; and

WHEREAS, the University has achieved a national reputation as a convening center for Roosevelt discourse and in 2001 launched a Theodore Roosevelt Initiative including an honors leadership program, publication of a book about Theodore Roosevelt, and symposia; and

WHEREAS, as a part of the Theodore Roosevelt Initiative, the University is in the process of creating a Theodore Roosevelt Center to include a museum, traditional and virtual libraries, a reading room, a seminar room, and exhibit space; and

WHEREAS, the parties wish to work together to create digital scans of the microfilms of the Papers in order to make the papers more readily accessible for scholarship and research;

NOW, THEREFORE, the parties enter into a non-exclusive agreement as follows:

1) Project Description.

a) The parties will cooperate to produce digital versions of the Papers from the existing microfilms, along with a delineated text version ("keyed" version) of the finding aid for the Papers that can be used in a database. To this end, the University shall transfer a $50,000 grant to the Library within two weeks following the effective date of this agreement, and the Library will contribute an additional $50,000 for a total project budget of $100,000. The Library will expend these funds to create duplicate master negative microfilms of the 485 reels

on which the Papers are reproduced; create scans from the master negative microfilms; and key in the existing finding aid for the Papers. The Library will determine the appropriate technical specifications for digitizing the Papers. The work may be handled either in-house by the Library and/or by procuring services via contract. The Library anticipates that the project budget will support digitizing some, but not all, of the Papers. All work by the Library is subject to the availability of funds and other resources.

b) The University shall designate a liaison for the project who is an expert on Theodore Roosevelt to provide research, curatorial, administrative, and/or other support under this agreement.

c) In the event that the University wishes to raise additional funds to support this project, the University shall consult with the Library to ensure that its solicitations do not conflict with other Library fundraising efforts. The University shall obtain the Library's prior written approval of all solicitation material and of all sponsors/co-sponsors and any other individuals or entities to receive credit in connection with the activities under this agreement.

2) Publicity. The University shall obtain prior written approval from the Library's Public Affairs Office prior to using the Library's logo(s) or the name "Library of Congress" or other Library trademarks or trade names. This applies to all uses regardless of whether on the web, in print, or in any other media. Once approved, similar uses in the same context and format will not require additional approval. Requests for approval are to be sent by fax to the Director of Communications, Library of Congress, 101 Independence Avenue, S.E. (LM-105), Washington, D.C. 20540-1610, telephone 202-707-2905, fax 202-707-9199.

3) Copyright and Ownership.

a) The Library will own the physical property consisting of the duplicate master negative microfilms produced in the course of this project. Both parties will receive copies of the scans of the Papers and of the finding aid for use on their respective web sites and successor technologies and as they may otherwise see fit.

b) The University is solely and exclusively responsible for obtaining any necessary clearances, permissions, and/or releases necessary for the Library to reproduce the Papers under this agreement. Additionally, the University shall use its best efforts also to obtain for the Library, and for itself if it so desires, the right to further reproduce and to distribute, display, perform, and prepare derivative works from the Papers, including, without limitation, use on the Library's web site, in publications, exhibitions, sales products, and the like. Such clearances, permissions, and/or releases may pertain to but are not limited to copyright, right of publicity, trademarks, trade names, contracts, patents, literary, artistic, dramatic, personal, private, civil or property right or right of privacy or "moral rights of authors," defamation, or any other right whatsoever. The Library shall,

as necessary, assist the University in preparing appropriate rights clearance requests. The University agrees to provide the Library with the results of each clearance search and each clearance request.

c) The University acknowledges that any material contributed by Library employees is in the public domain in the United States.

d) Digital copies will not be considered to have a copyright separate and apart from any copyright subsisting in the underlying materials or in the selection and arrangement of the materials.

e) The parties shall use the following credit line when displaying images of the Papers: "These images are presented via a cooperative effort between the Library of Congress and Dickinson State University."

4) Warranties and Indemnifications.

a) THE LIBRARY MAKES NO WARRANTIES OR REPRESENTATIONS REGARDING THE COPYRIGHT STATUS OF THE MATERIALS IN ITS COLLECTIONS.

b) The University warrants that it has obtained or will obtain all necessary clearances, permissions, and/or releases as required by this agreement, and, subject to Section 12 of Article 10 of the North Dakota Constitution and to the extent of available appropriations, unencumbered funds, and liability insurance, the University shall indemnify the Library (and the Library's licensees and assigns) against any and all claims, damages, liabilities, losses, costs, and expenses (including reasonable counsel fees) arising out of or caused by its breach of any warranty or term contained in this agreement. The Library shall provide the University with prompt notice of any such claims of which the Library is aware, and the parties shall cooperate in the defense and resolution of such claims. In the event that the University has insufficient funds to satisfy its indemnification obligation under this Paragraph 4(b), the University shall seek an additional appropriation for such purpose from the North Dakota legislature.

c) The liability of the Library and its obligations to the University resulting from any breach by the Library of any of the provisions hereof, or any claim or suit made or brought against any of the said parties, based directly or indirectly upon any act, failure to act, or negligence on the part of any agent or employee of the Library occurring in connection with any activity which is the subject of this agreement, shall be determined under the Federal Tort Claims Act, the Tucker Act or any other applicable Act of Congress.

5) Notice. All notices required to be given hereunder are to be in writing and sent both by facsimile and either (a) personal delivery, or (b) certified mail, return receipt requested, to the parties at their respective addresses set forth below or to such other address as either party may specify by notice in writing.

   a) For the Library: Chief, Manuscript Division, Library of Congress, 101 Independence Avenue, S.E., Washington, D.C. 20540-4680. Fax: 202-707-6336.

   b) For the University: President, Dickinson State University, 291 Campus Drive, Dickinson, North Dakota, 58601, Fax: 701-483-3712.

6) Term. The term of this agreement is the earlier of two years from the agreement's effective date or the date on which the $100,000 in funding is fully expended. Paragraphs 2-7 survive termination or expiration of this agreement.

7) General.

   a) Nature of Relationship. Nothing in this agreement is intended to or is to be deemed to create a partnership or joint venture between the Library and the University.

   b) No waiver. No waiver or modification of any of the terms of this agreement will be valid unless in writing signed by the party to be charged therewith. No waiver by either party of a breach hereof or default hereunder will be deemed a waiver by such party of any subsequent breach or default.

   c) Severability. If any particular term, covenant, or provision of this agreement is determined to be invalid or unenforceable, the invalidity or unenforceability thereof will not affect the remaining provisions of this agreement, which will nevertheless remain in full force and effect.

   d) Force Majeure. Performance by either party under this agreement is excused during the period such performance is prevented or delayed by government restrictions (whether with or without valid jurisdiction), war or warlike activity, insurrection or civil disorder, or any other causes similar or dissimilar to the foregoing that are beyond the control of either party and are not foreseeable at the time the agreement is executed.

   e) Entire Agreement. This agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, and supersedes all pre-existing agreements and understandings between them with respect thereto.

f) Choice of Law and Venue. This agreement will be governed for all purposes by, and construed in accordance with, federal law, and venue is to lie exclusively in the federal courts of the United States.

The effective date of this agreement is the last date of signature below.

FOR THE LIBRARY OF CONGRESS:

James H. Billington

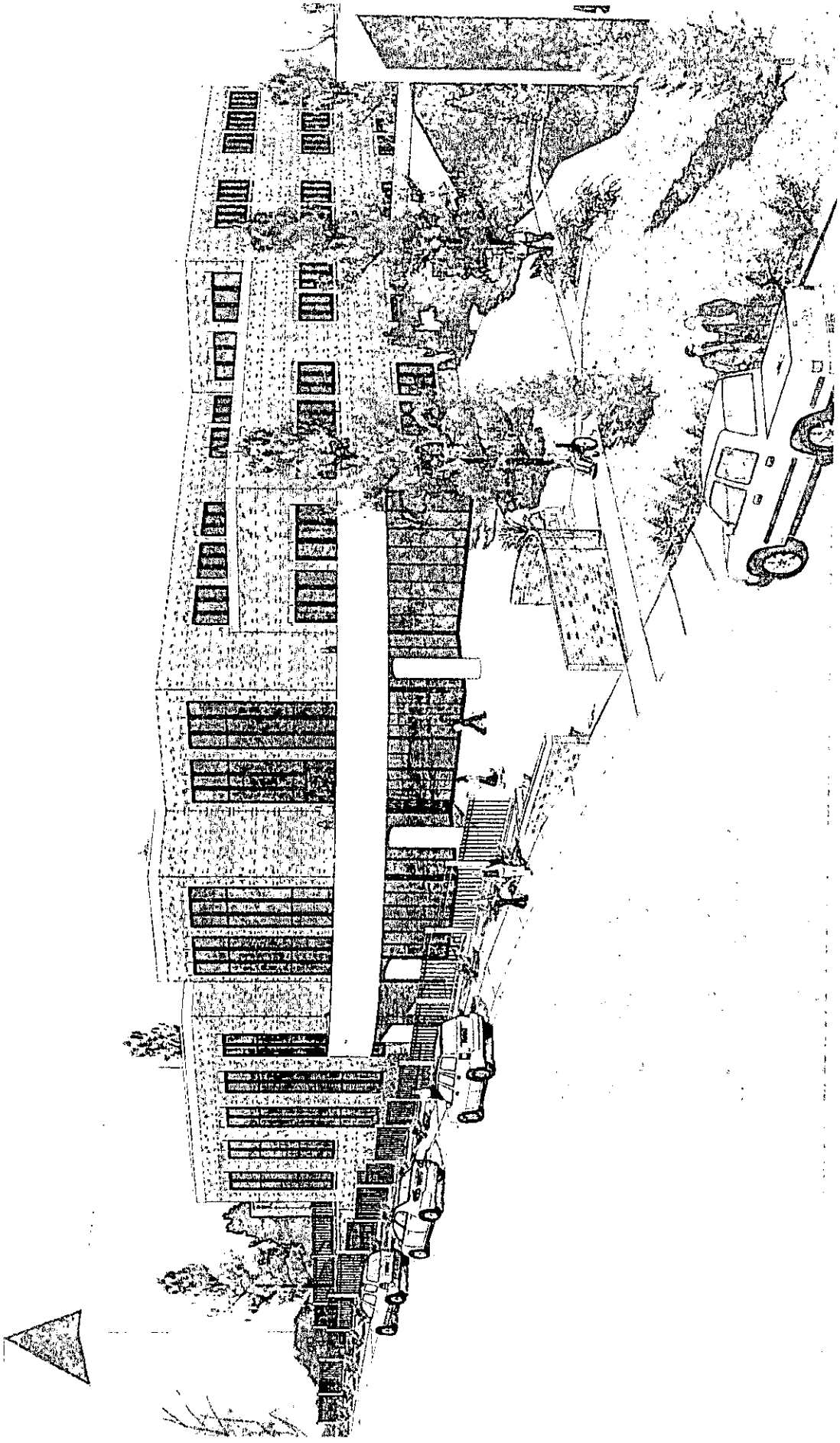
Dr. James H. Billington
The Librarian of Congress

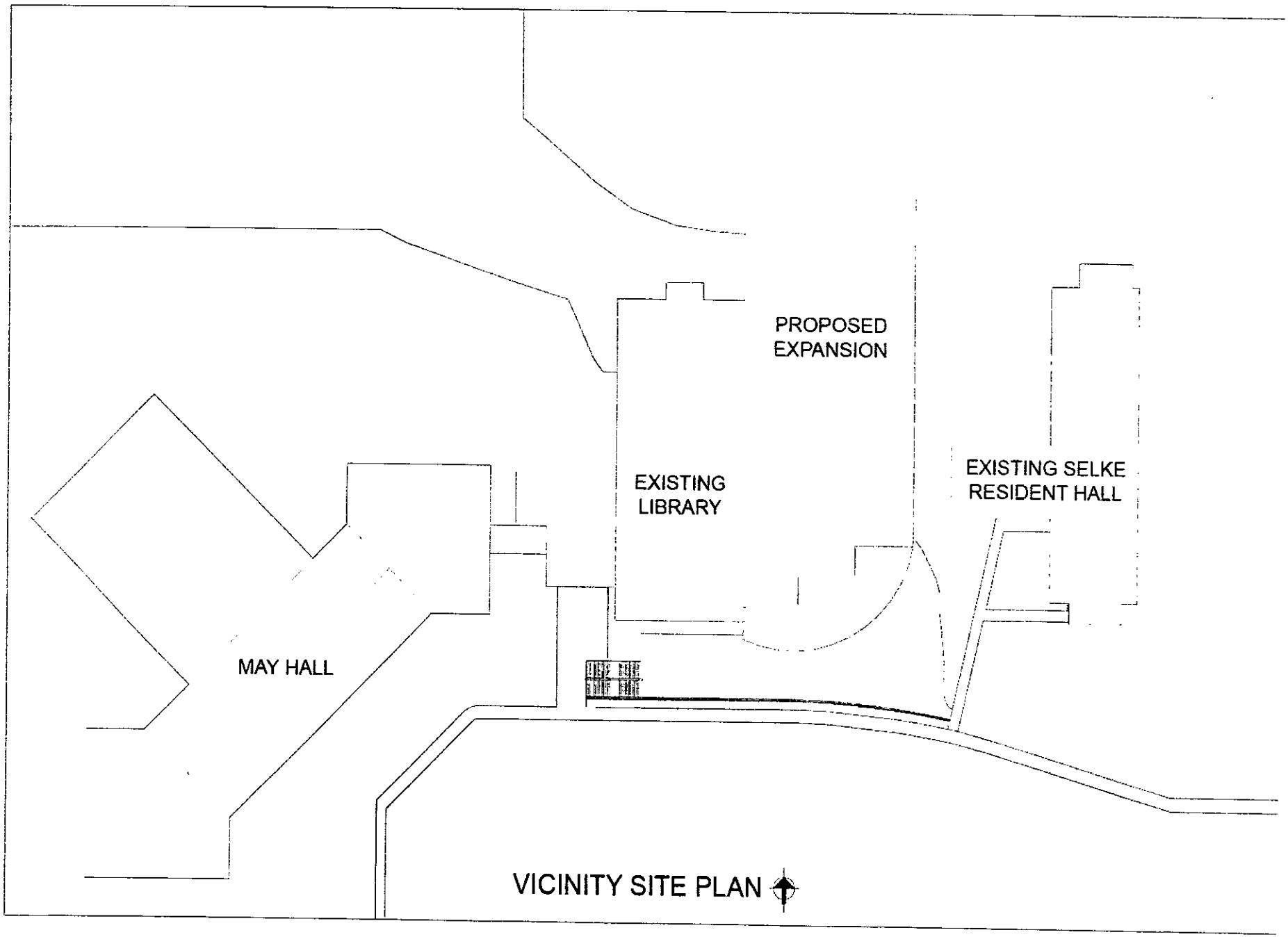
Date: 3/20/08

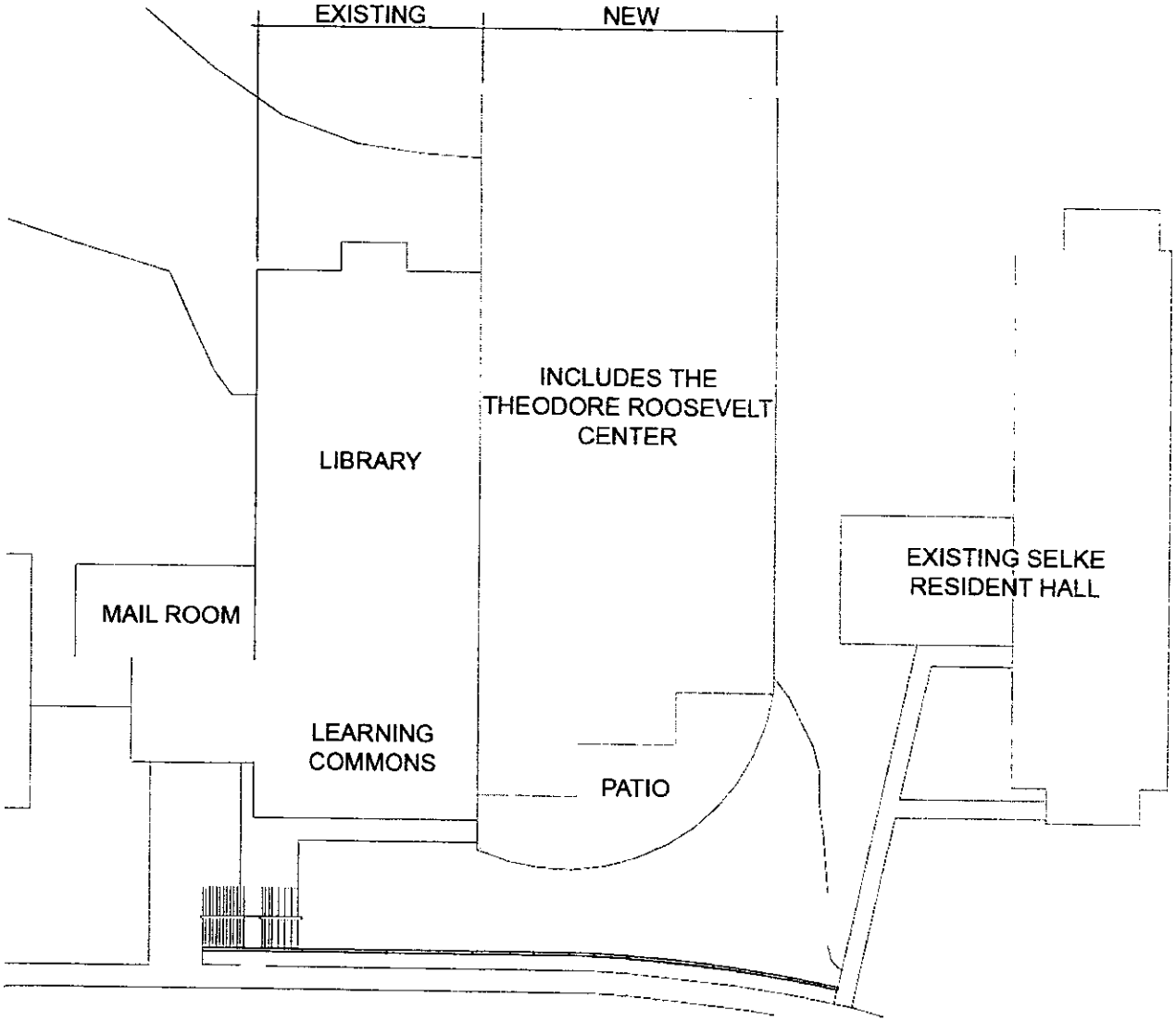
FOR DICKINSON STATE UNIVERSITY:

Dr. Lee Vickers
President

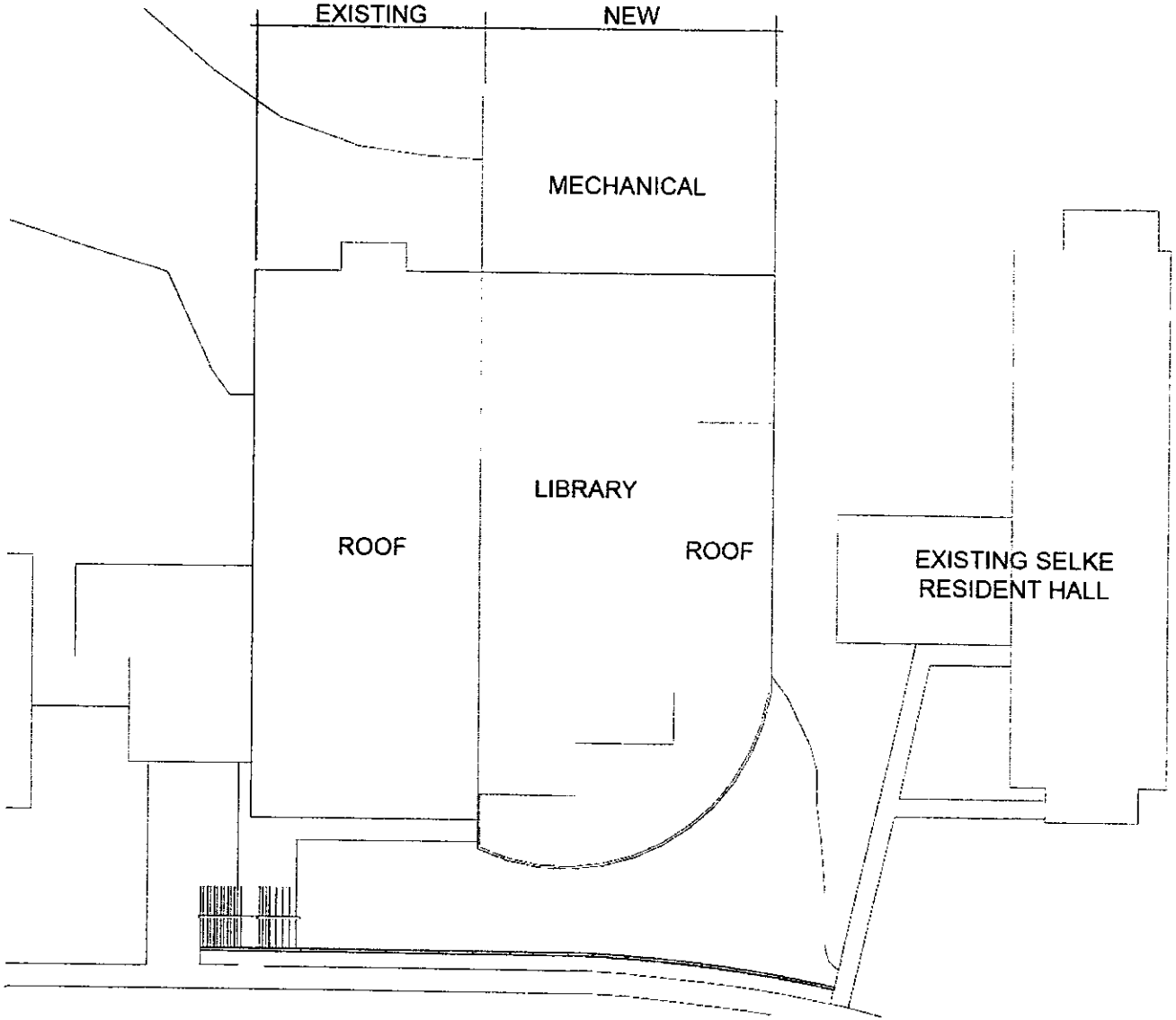
Date: 3/11/08



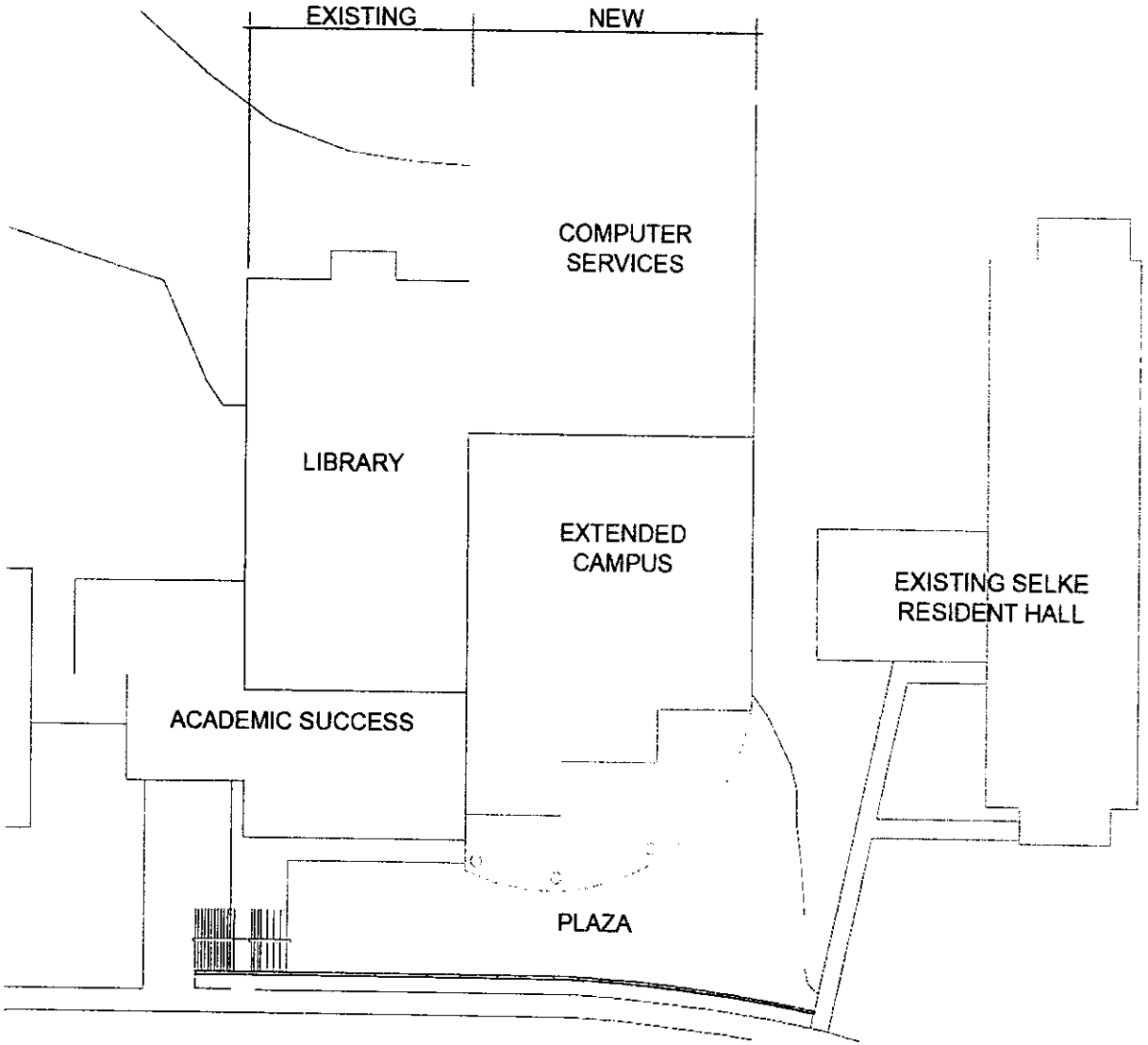

PROPOSED
EXPANSION
EXISTING
LIBRARY
EXISTING SELKE
RESIDENT HALL
MAY HALL
VICINITY SITE PLAN


EXISTING
NEW
INCLUDES THE
THEODORE ROOSEVELT
CENTER
LIBRARY
MAIL ROOM
LEARNING
COMMONS
PATIO
EXISTING SELKE
RESIDENT HALL

MAIN LEVEL


EXISTING
NEW
MECHANICAL
LIBRARY
ROOF
ROOF
EXISTING SELKE
RESIDENT HALL

UPPER LEVEL


EXISTING
NEW
COMPUTER SERVICES
LIBRARY
EXTENDED CAMPUS
EXISTING SELKE RESIDENT HALL
ACADEMIC SUCCESS
PLAZA

LOWER LEVEL

DICKINSON STATE UNIVERSITY
Stoxen Library Renovation and Addition
Preliminary Space Program
June 16, 2008

Existing Building	
Lower Level	11,157 sf
Main Level	9,470 sf
Mail Room	656 sf
Balcony	2,885 sf
Common Areas	3,261 sf
Total	27,429 sf
Addition	40,000 sf
Total Building	67,429 sf

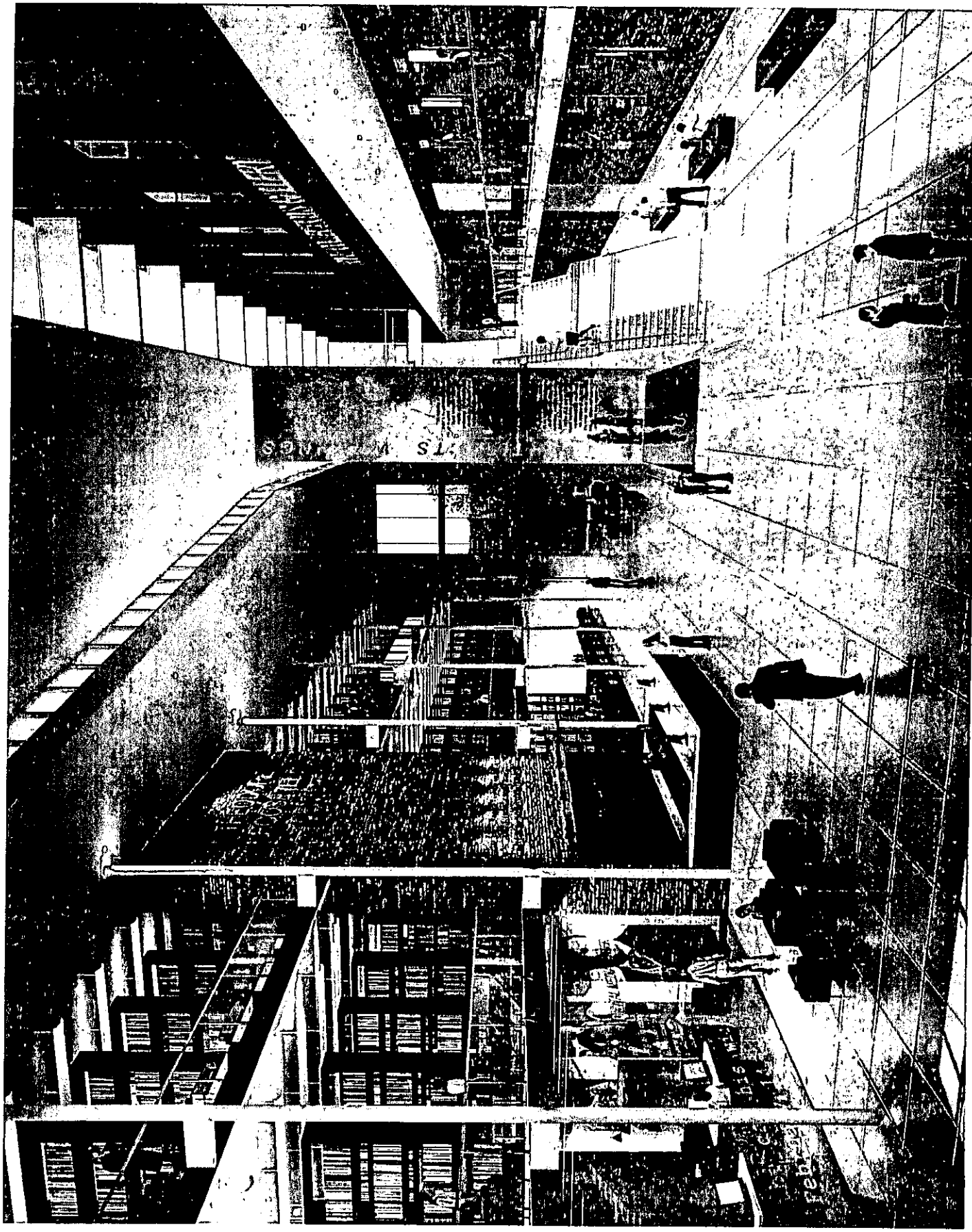
Space Allocations

Library — 45,761 sf
- Learning Commons
- Theodore Roosevelt Virtual Library
- Stacks (164,000 volumes)
- Circulation and service desks
- Processing space
- 6 staff offices
- Quiet study spaces
- Special collections
- Computer lab classroom
- Coffee bar
- Collaborative spaces
- 3 conference rooms
- Viewing rooms
- Microfilm room
- Grossing factor = 3,261 sf

Computer Services — 7,000 sf
- 4 staff offices = 520 sf
- 4 classrooms = 3,600 sf
- Reception/workroom = 200 sf
- Storage/receiving = 600 sf
- Service hub = 600 sf
- Grossing factor = 1,480 sf

Extended Campus 10 staff offices = 1,300 sf Classroom = 2,000 sf Storage = 500 sf Lobby = 500 sf Grossing factor = 900 sf	4,500 sf
Academic Success Center 12 staff offices = 1,560 sf Computer classroom = 900 sf Tutoring = 800 sf Reception/workroom = 340 sf Grossing factor = 1,200 sf	5,500 sf
Mail Room	668 sf
Restrooms	2,000 sf
Mechanical	2,000 sf

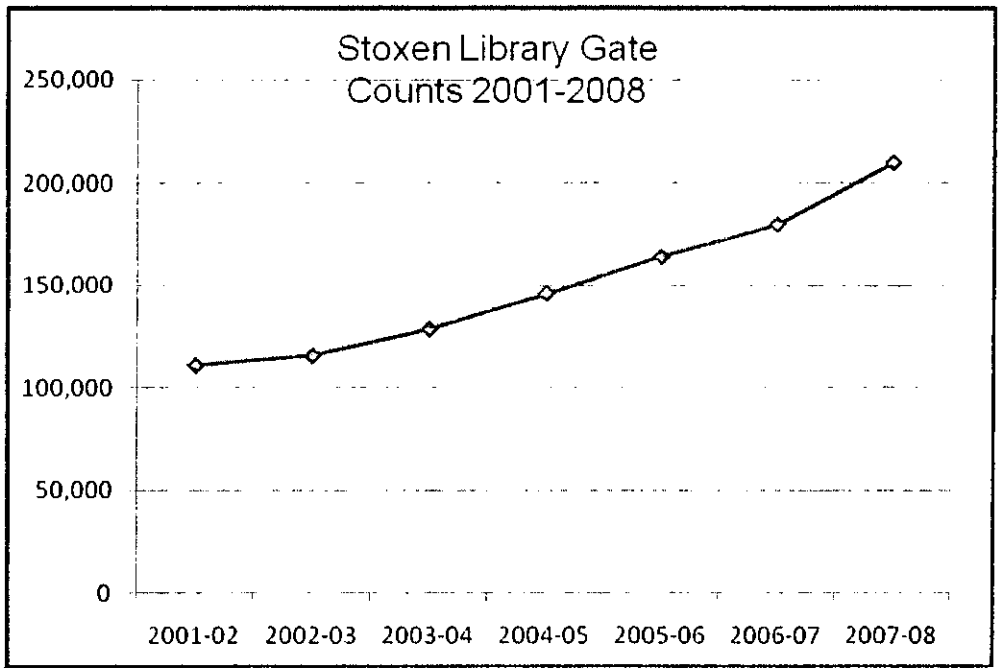
RARE COLLECTIONS GALLERY



Rita Ennen
December 11, 2008

Stoxen Library Gate Counts

2001-2002	110,645
2002-2003	115,367
2003-2004	128,325
2004-2005	145,863
2005-2006	164,019
2006-2007	180,035
2007-2008	209,884



Average weekday evening counts
- fall 2007 – 236
- fall 2008 - 311
- High of 481 Dec. 10, 2007
- High of 441 so far 2008

Average Sunday evening counts
- fall 2007 – 337
- fall 2008 - 444
- High of 526 Dec. 9, 2007
- High of 529 so far 2008

(Our normal highs are the Sunday & Monday of finals week, so we probably haven't seen them yet for this year.)

Rita Ennen
December 10, 2008

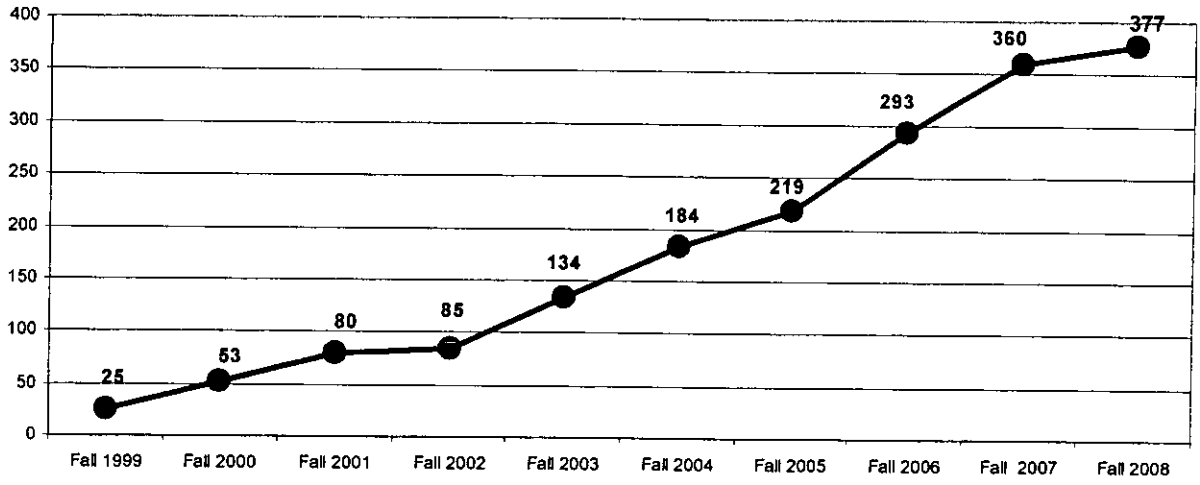
Stoxen Library Seating Capacity and Number of Available Computers Fall 2008

Number of seats on main and balcony level	124
Fall 2008 student head count	2730
Seating capacity:	**4.54%**
Seat count including lower level and classroom	
Number of seats:	223
Fall 2008 student head count	2730
Seating Capacity	**8.17%**
Number of student computers on all levels, including student laptops:	47
Fall 2008 student head count	2730
Computer capacity:	**1.72%**

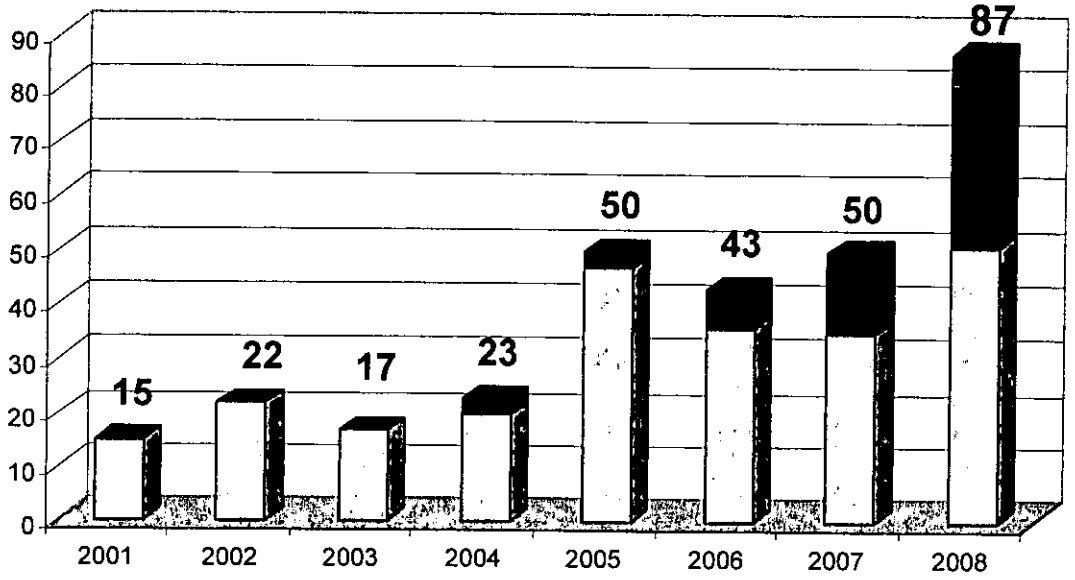
Standard is 20-30%

Horizon Building

DSU Enrollment in Bismarck



DSU Graduates in Bismarck



*Online graduates are Bismarck residents who have received part or all of their instruction online

Dickinson State University
Office of Extended Learning

Bismarck Enrollment 1999-2008										
	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
	25	53	80	85	134	184	219	293	360	377

Bismarck Graduates 2001-2008									
	2001	2002	2003	2004	2005	2006	2007	2008	**Total**
Face to Face	15	22	17	20	47	36	35	51	**243**
Online*	0	0	0	3	3	7	15	36	**64**
Total	**15**	**22**	**17**	**23**	**50**	**43**	**50**	**87**	**307**

*Note: Online graduates are Bismarck residents who have received part or all of their instruction online

Bismarck Enrollments 2006-2008			
	Fall 2006	**Fall 2007**	**Fall 2008**
Headcount (including online and collaborative)	293	360	377
Total # of Credits	3,047	4,140	4,561
Average # of Credits	10.4	11.5	12.1
Degree Plan*	266	344	342

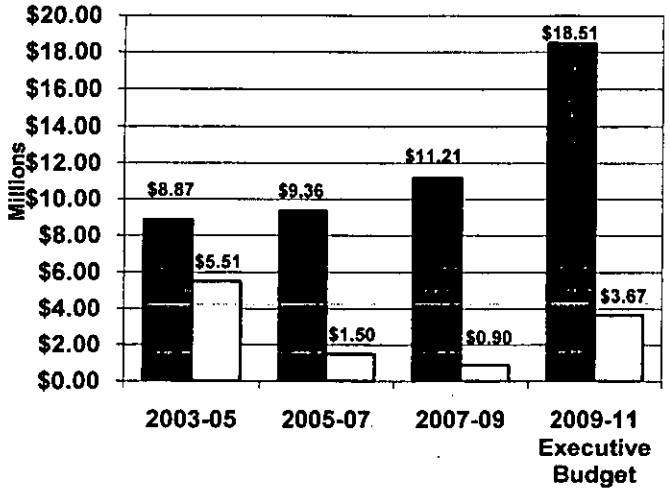
* Note: This figure includes all students who are working on their bachelor's degree from Dickinson State University.

Report prepared by Marty Odermann-Gardner, Director of the Office of Extended Learning
October 1, 2008

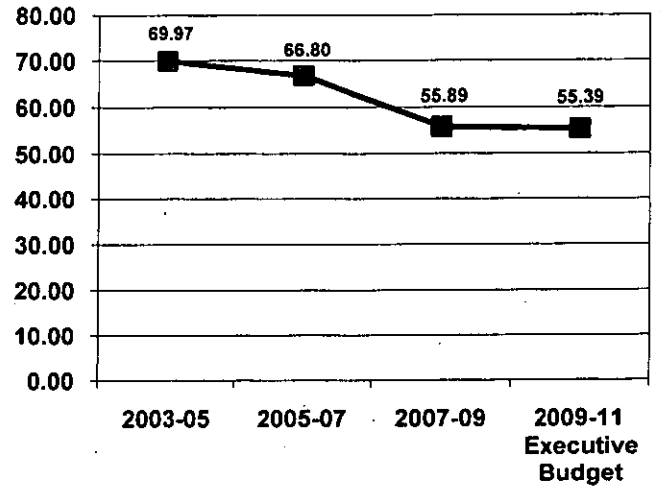
Department 240 - Mayville State University
Senate Bill No. 2003

	FTE Positions	General Fund	Other Funds	Total
2009-11 Executive Budget	55.39	$18,506,022	$3,668,500	$22,174,522
2007-09 Legislative Appropriations	55.89	11,205,028	900,000	12,105,028
Increase (Decrease)	(0.50)	$7,300,994	$2,768,500	$10,069,494

Agency Funding



FTE Positions



Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2009-11 Executive Budget	$11,637,577	$6,868,445	$18,506,022
2007-09 Legislative Appropriations	10,324,058	880,970	11,205,028
Increase (Decrease)	$1,313,519	$5,987,475	$7,300,994

First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Provides parity funding of $1,107,937 for the following:			
Costs to continue fiscal year 2009 salary increases	$138,541		$138,541
5 percent per year salary increases	443,678		443,678
Health insurance increases	238,958		238,958
Operating inflation (excluding utilities) of 2 percent for fiscal year 2010 and 2.2 percent for fiscal year 2011	64,699		64,699
Utility inflation of 6 percent for fiscal year 2010 and 8.5 percent for fiscal year 2011	222,061		222,061
Total	$1,107,937		$1,107,937
2. Provides equity funding of $135,135 (The executive recommendation includes $10 million for equity distributed among the 11 higher education institutions.)	$135,135		$135,135
Provides funding for emergency preparedness and security. **The Senate removed this funding.**	$70,446		$70,446
Provides ongoing funding for extraordinary repairs of $208,994, the same amount of extraordinary repairs base funding for the 2007-09 biennium			

5. Provides **one-time funding** for repairs, maintenance, and security	$1,910,120		$1,910,120
6. Provides **one-time funding** for major capital projects, including a renovation and addition to the Science and Library Building ($4,958,325) and the renovations of Agassiz Hall ($3,668,500)	$4,958,325	$3,668,500	$8,626,825
7. Removes one-time extraordinary repair funding provided in the 2007-09 biennium	($880,969)		($880,969)
8. Removes one-time major capital project funding provided in the 2007-09 biennium (Northwest Hall rehabilitation)		($900,000)	($900,000)
9. Decreases the number of FTE positions by .50 FTE position pursuant to Section 13 of House Bill No. 1003 (2007) which authorizes the State Board of Higher Education to adjust FTE positions as needed subject to the availability of funds for institutions and entities under its control			

Other Sections in Bill

Transfer authority - Section 10 provides that the State Board of Higher Education may transfer funds from an institution's operations line item to the institution's capital assets line item if the board determines that additional funds are needed for capital projects or extraordinary repairs. Section 11 provides that the State Board of Higher Education may transfer funds from an institution's deferred maintenance line item to the institution's capital assets line item or may transfer funds from an institution's capital assets line item to the deferred maintenance line item.

Security and emergency preparedness transfers - Section 12 provides that $750,000 of the North Dakota University System office security and emergency preparedness line item be used for the benefit of institutions under its control.

FTE positions - Section 13 authorizes the State Board of Higher Education to adjust FTE positions as needed for institutions and entities under its control.

Bonding authorization - Section 15 authorizes the State Board of Higher Education to issue revenue bonds for Agassiz Hall housing renovations ($3,668,500).

Continuing Appropriations

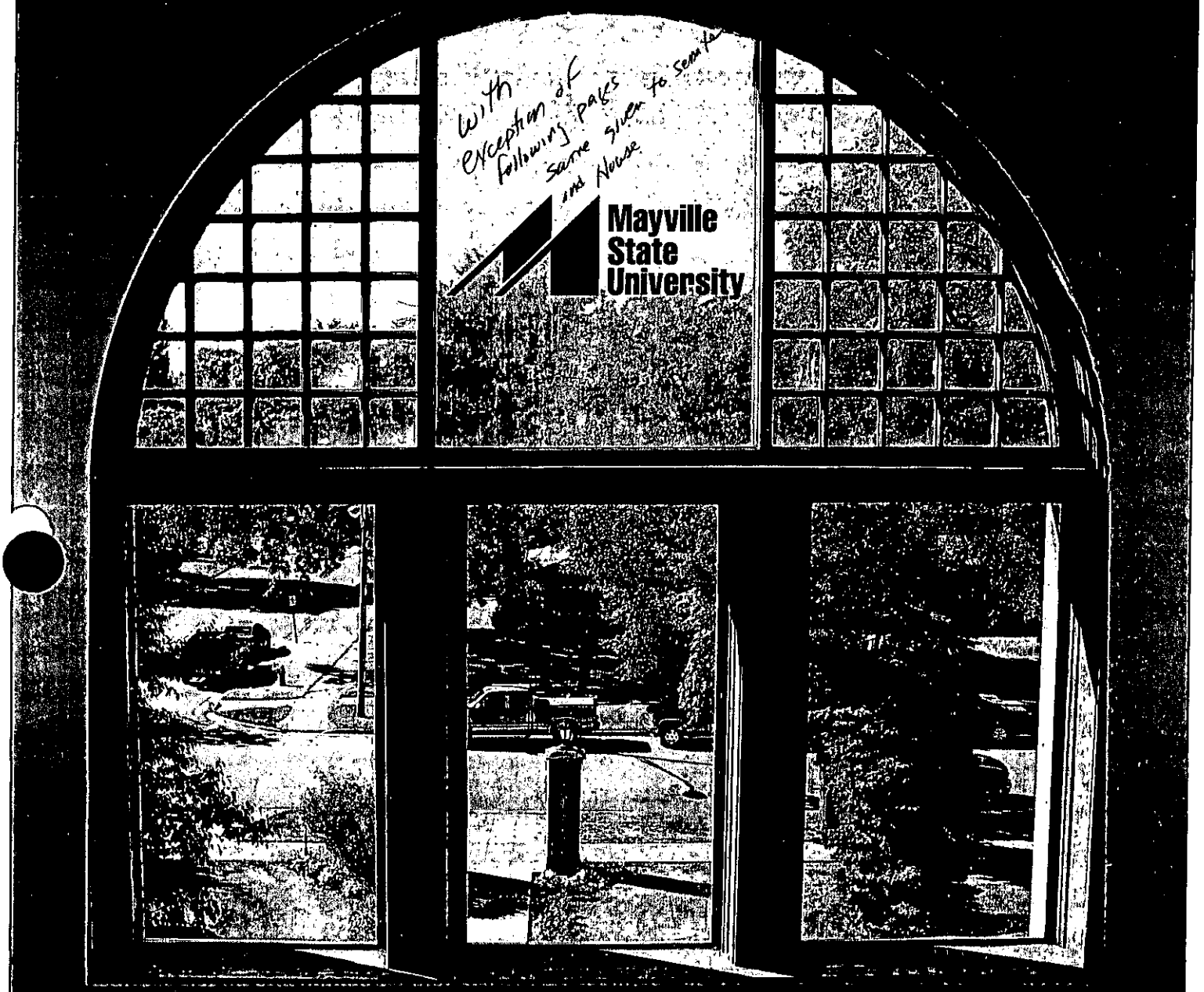
Special revenue funds - North Dakota Century Code (NDCC) Section 15-10-12 - Provides the continuing appropriation authority higher education institutions' special revenue funds, including tuition, through June 30, 2009. Senate Bill No. 2038 (2009) w ntinue the continuing appropriation authority through June 30, 2011. See **Major Related Legislation** for more information.

Major Related Legislation

Senate Bill No. 2038 - This bill continues through June 30, 2011, the continuing appropriation of higher education institutions' special revenue funds and through July 31, 2011, the authority for the North Dakota University System to continue at the end of the biennium unspent general fund appropriations and the requirement that the budget request and appropriation of the North Dakota University System include block grants for a base funding component, an initiative funding component, and an asset funding component. The bill provides for a Legislative Council study of higher education and provides performance and accountability measures to be included in the State Board of Higher Education performance and accountability report pursuant to NDCC Section 15-10-14.2.

ATTACH:1

MaSU's Window to the Future!



Senate Appropriations Committee Hearing
January 13, 2009

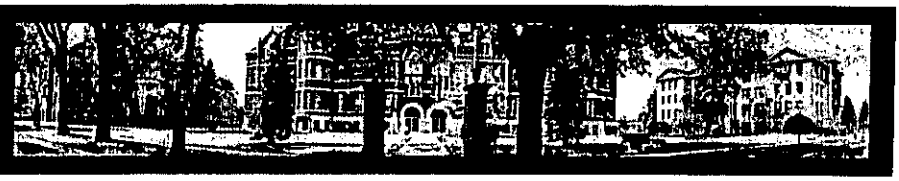
Gary Hagen, President
Steven Bensen, VP for Business Affairs

Student Impact on North Dakota

- Between 96% and 98% of Mayville State 2006-07 and 2007-08 graduates found satisfactory placement in their careers. The remainder of those graduates chose to further their education.
- More than 50% of teacher education graduates find jobs in North Dakota.
- Approximately 65% of non-teaching graduates find jobs in North Dakota.
- Nearly 800 Mayville State graduates teach in North Dakota schools.
- More than 92 % of student internships were in North Dakota in 2006.
- Student spending impacts the local community by $11 million.
- According to the Noel-Levitz Employer Satisfaction survey conducted in 2006 for the North Dakota University System, Mayville State University graduates were rated very high. When asked to compare Mayville State graduates with graduates from other universities MSU graduates were higher than the mean satisfaction average for:
  - knowledge and understanding in their major field
  - knowledge and understanding in general knowledge
  - qualities that would be expected from a college graduate
  - specialized skills as related to the job

What makes MaSU different ?

- More educational and extra-curricular participation options for students due to favorable student teacher ratios (17 to 1) and small average class sizes (18).
- Ubiquitous Tablet PC computing for all students with a two-year replacement cycle.
- Technology center and business incubator on campus.
- International J-1 exchange and F visa programs to enhance diversity.
- Collaborative efforts at NDUS campuses include: BSC, LRSC, UND, WSC, NDSCS and VCSU; in other states including: WY, WA, AZ, and MN; and with the Heart of the Valley ITV Consortium and regional child development programs.
- All students earn an IT Certification upon completion
- Personal service, curricular flexibility



Strategic Planning

The university's recent and ongoing strategic planning process, begun in 2008 and led by Dr. Dennis Jones of NCHEMS, has drawn some conclusions. Mayville State's current academic offerings are very limited and should be enhanced. This situation is not unlike that of the 1970's. Initiatives could include offering limited graduate credit, additional two-year programs, and new emerging fields of study such as health care. These plans could be implemented with little or no duplication of effort.

Dr. Dennis Jones

The need for more two-year programs in the northeastern corner of North Dakota has been discussed by the Interim Legislative Committee on Higher Education. Expanded two-year programs could provide an expanded base for new students. Each year, a large number of North Dakota high school students leave the north-eastern part of the state to enroll in programs in Minnesota. Experience says that many never return to the state to live and work. Two-year programming could be provided in large part through collaborations between existing two-year programs and new, unique programs being developed by Mayville State.

Mayville State University prides itself on the personalized attention it can give to students. It is our feeling that low graduation and retention rates could also be improved if more students started their academic careers at a campus geared towards personal service through favorable student-to-teacher ratios and small class sizes.

A health and biomedical sciences initiative could consist of a three-pronged plan: clinical, nursing, and biomedical. Partnerships would be developed with Bismarck State College, collaborating on a clinical laboratory technician program; Lake Region State College, collaborating on a nursing initiative; and the UND School of Medicine. Mayville State's traditional strengths in mathematics and science, combined with INBRE and EPSCoR and other research grants would fit together nicely with this new direction. The State Board of Higher Education would have to approve changes of this nature.

Mayville State University is also exploring the possibility of offering limited graduate credit, which would help service its teacher education graduates and provide cash flow in the summer months. When articulated properly into the state's existing graduate programs, these activities could help the state educate more elementary and secondary teachers with master's degrees. Limited graduate credit is allowed at four-year institutions in 48 of the 50 states.

Other on-campus thrusts include a fitness and wellness degree geared to aging Americans and a sports management degree. Mayville State's Early Childhood Education/Early Elementary Education (PreK-3) program began this spring. The State Board of Higher Education has approved Mayville State's Special Needs Generalist minor.

After much effort, Mayville State has finally been granted J-1 visa authority which will pave the way for enrolling Chinese and other foreign students. The diversity gained from this endeavor is very important to a college campus.

More specific plans will be crafted when the strategic planning initiative is completed this year. Mayville State University will seek support from the North Dakota University System and the Legislature once these plans are formalized.

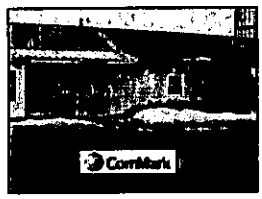
Traill County Technology Center

The Traill County Technology Center, housed in West Hall on the Mayville State campus, provides business and incubator space. The Traill County Technology Center opened its doors in 1999 for entrepreneurs and/or small businesses that may employ MaSU students and graduates.

The following businesses started, or are currently located in the TCTC:

- **Olson Tax Services:** Tax preparation and consulting service for the community started by a Mayville State graduate.
- **Heartland Photography:** An on-location photographer, serving Mayville-Portland and the surrounding communities including Grand Forks and Fargo.

- **SewBatik**: Former ND residents who "came home" from New York to create this successful business doing textile design and sales.
- **ComMark, Inc.**: Now located in Portland, ComMark's business focus is web development/hosting, marketing, and call center services. The company has recently purchased Powered-Ink.



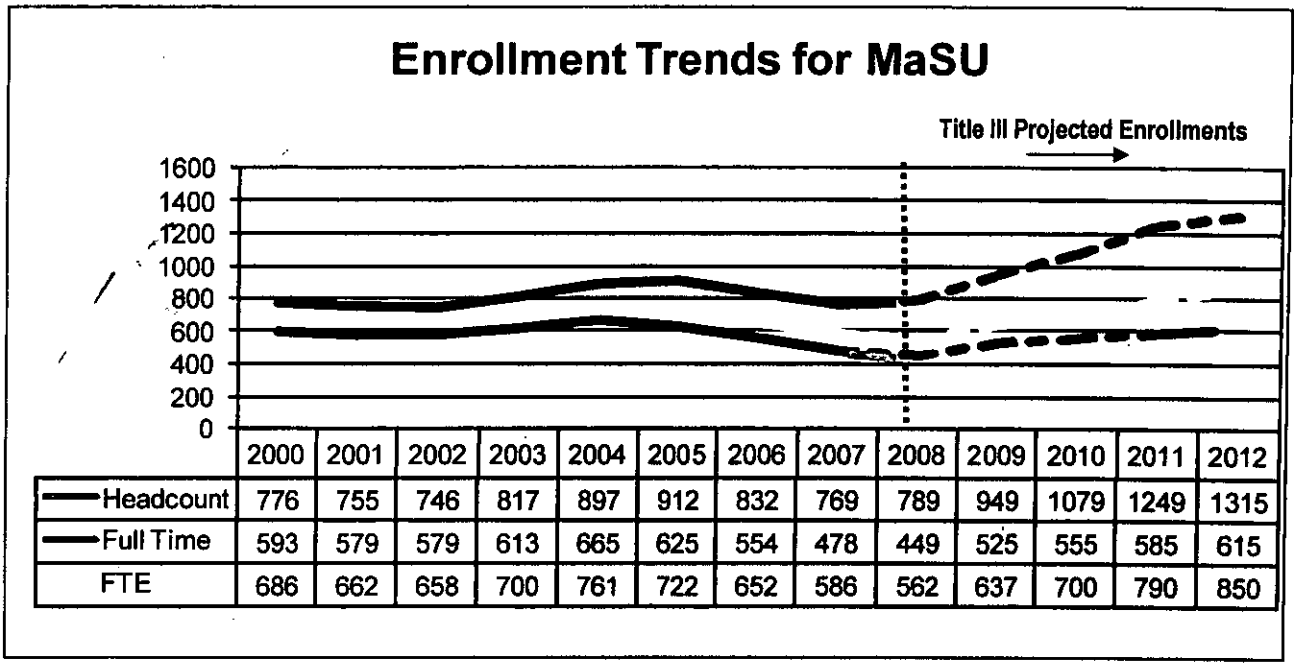
- **Powered-Ink**: A web/media services business started by two MaSU graduates.
- **ND Department of Public Instruction-Child Nutrition Program**: A telecommuter who has her office in the TCTC to coordinate the DPI child nutrition program for this region.
- **Traill County Economic Development Commission:** Assisting entrepreneurs and other potential Traill County business startups with business planning and development.
- **Hot Gigs**: A telecommuter, living in Portland. Hot Gigs helps companies source both contract and full-time talent and optimize the procurement, onboarding, and management of contingent workers. The company is based in Minneapolis.

Three of these businesses (SewBatik, ComMark, Powered-Ink) have made the transition to locating within the Mayville-Portland business community.

The Traill County Technology Center, in conjunction with the MaSU Career Services and Internship office, coordinated a U.S. Department of Labor grant related to workforce training. The grant focused on providing internships for MaSU students, and was completed in 2008, with over 60 interns having benefitted from the project.

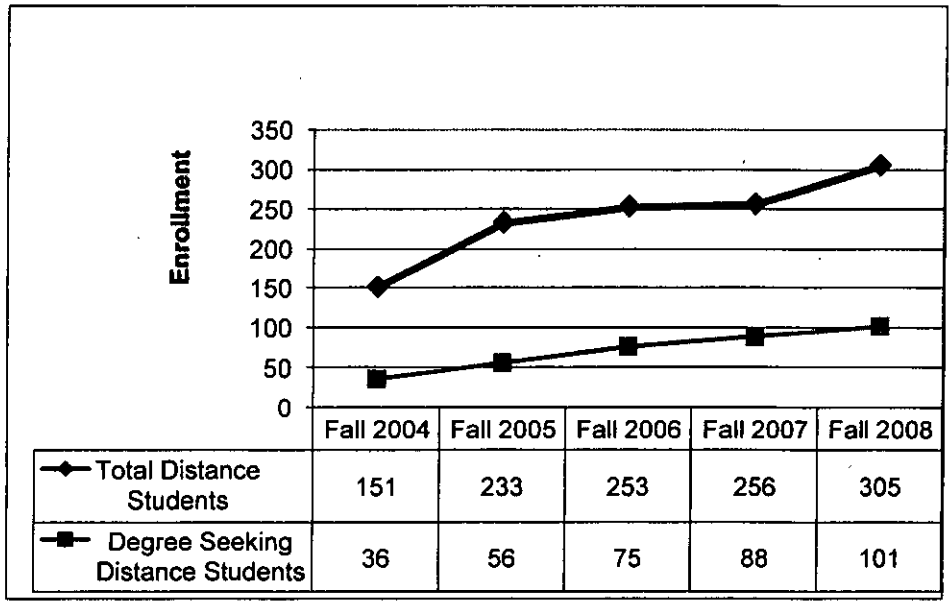
Enrollment Trends

- Historical headcount enrollment has been stable over the years, while the number of full-time students has decreased somewhat and part-time and distance students have increased dramatically.
- The number of high school graduates in North Dakota and northwestern Minnesota will continue to decrease, affecting the enrollment of full time students at Mayville State.
- Recent enrollment management strategies have focused on recruiting additional full time students from out of state, using non-resident merit tuition waivers as a means of attracting these students.
- Collaborative efforts with Lake Region State College, Bismarck State College, Williston State College and ND State College of Science have resulted in increasing numbers of degree-seeking, distance students in Business Administration, Early Childhood Education, and Elementary Education.
- Additional articulation and collaboration efforts are in various stages of development with community colleges in Minnesota, Washington, Arizona, and Wyoming.
- The number of students from diverse backgrounds has increased in recent years, largely due to enhanced recruitment efforts in other states. Efforts are being made to increase the number of Native American students who enroll at MaSU due to collaborative programs in the Devils Lake and Ft. Totten communities.



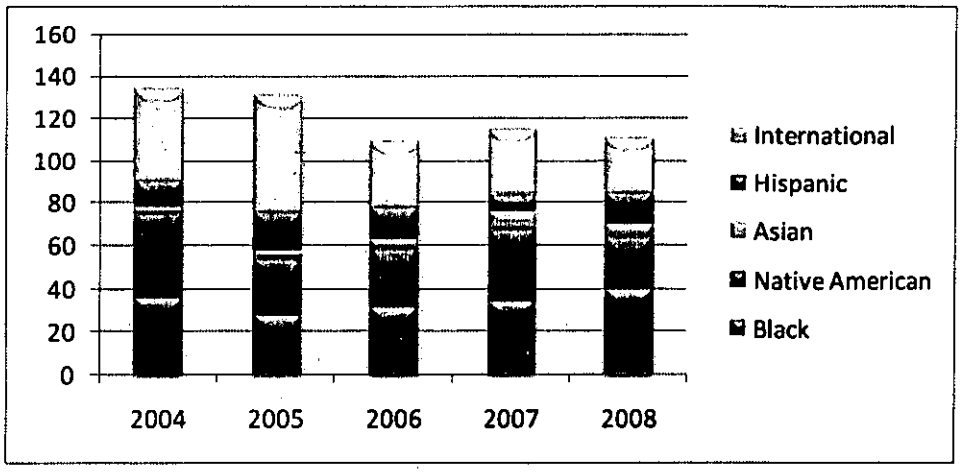
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Headcount	776	755	746	817	897	912	832	769	789	949	1079	1249	1315
Full Time	593	579	579	613	665	625	554	478	449	525	555	585	615
FTE	686	662	658	700	761	722	652	586	562	637	700	790	850

Distance Students



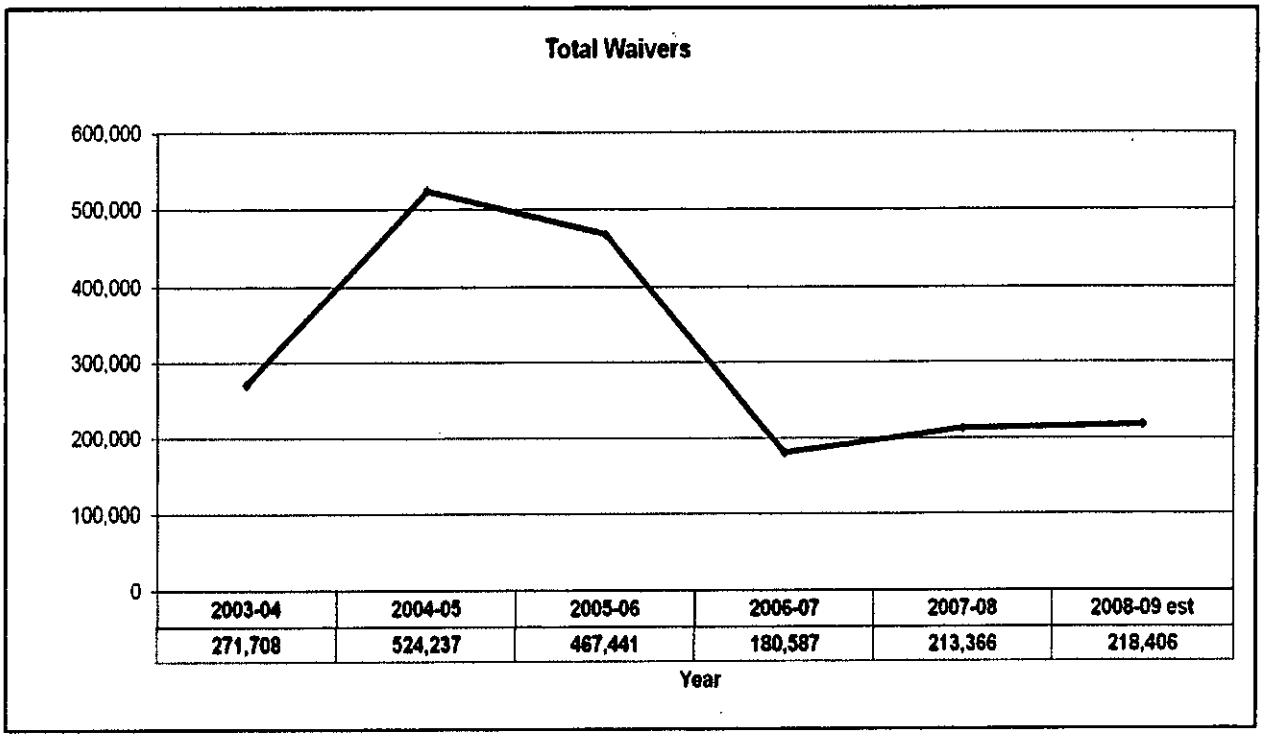
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Total Distance Students	151	233	253	256	305
Degree Seeking Distance Students	36	56	75	88	101

Diversity of Student Enrollment

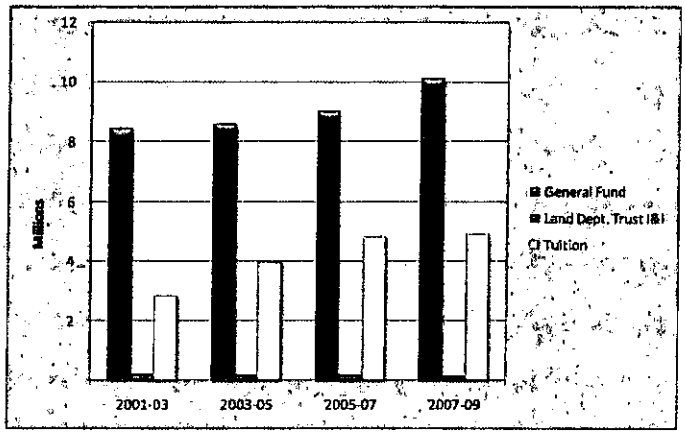


Tuition Waiver Strategies

- Tuition waivers have resulted in increased numbers of minority and out-of-state students.
- Total waivers were decreased substantially in 2006-07 and have remained stable.
- The total value of international and diversity waivers has been reduced, but the number of students receiving such assistance has remained stable in recent years.
- Athletic waivers are used to attract and retain high quality student athletes.



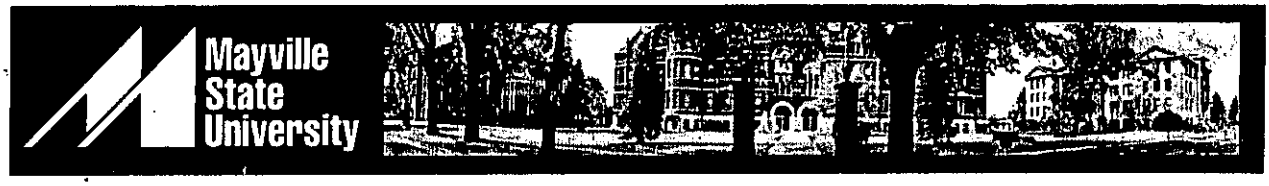
Revenue Comparison by Source



The Total General Fund and Tuition Budget has increased by 32% since FY 2001-03.

Tuition has accounted for 56% of the total budget increase, resulting in an increased cost of $1,400 per student per year since FY 2001-03.

	2001-03		2003-05		2005-07		2007-09	
	Amount	%	Amount	%	Amount	%	Amount	%
General Fund	8,448,551	73.3%	8,602,335	67.4%	9,003,630	64.3%	10,115,065	66.6%
Land Dept. Trust I&I	218,663	1.9%	186,000	1.5%	176,000	1.3%	156,000	1.0%
Tuition	2,856,938	24.8%	3,967,406	31.1%	4,828,125	34.5%	4,915,632	32.4%
Totals	11,524,152	100.0%	12,755,741	100.0%	14,007,755	100.0%	15,186,697	100.0%



Overview of the Budget Request

2009-2011
Biennial Budget Request

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Executive Recommendation Over (Under) Budget Request
2007-09 Original General Fund Appropriation	**$ 11,205,028**	**$ 11,205,028**	**$ -**
Base Adjustments	**(880,969)**	**(880,969)**	**-**
2007-09 Adjusted General Fund Appropriation, Net of Base Adjustments	**10,324,059**	**10,324,059**	**-**
Prioritized SBHE Needs Based Request:			
Parity	1,289,482	1,107,937	(181,545)
Emergency Preparedness/Security	70,446	70,446	-
Equity	250,000	135,135	(114,865)
Two and Four-Year College Affordability	215,250		(215,250)
Total Requested Increase in GF Base Funding	1,825,178	1,313,518	(511,660)
Total Base General Fund Request & Recommendation	**12,149,237**	**11,637,577**	**(511,660)**
One-time Budget Requests:			
Deferred Maintenance	4,775,300	1,910,120	(2,865,180)
Emergency Preparedness/Security	609,602		(609,602)
Pay-off special assessments	481,825		(481,825)
Total One-time Budget Request & Recommendation	**5,866,727**	**1,910,120**	**(3,956,607)**
2009-11 State-funded Projects	4,958,325	4,958,325	-
Total 2009-11 General Fund Request & Recommendation	**$ 22,974,289**	**$ 18,506,022**	**$ (4,468,267)**

Budget Request Item Explanations

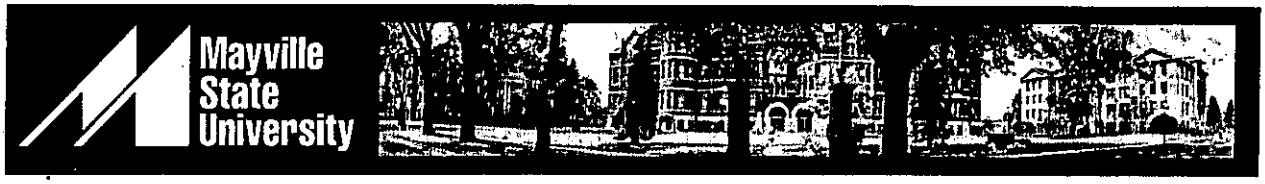
- **Emergency Preparedness/Security (Base)** - MaSU's request included **$70,446** for base funding increases for emergency preparedness/security. This provides funding for additional campus security at a ratio of one FTE to 900 students, but not less than one FTE. This request also included funding to cover the annual fee for the NotiFind emergency notification system for students.
  The Executive Recommendation is $70,446.

- **Campus Equity (Base)**
  MaSU's request for campus equity was **$250,000** which would have been used for faculty and other staffing and program support for new academic programs, expansion of distance delivery options, and programs at additional collaborative educational sites. **The Executive Recommendation is $135,135.**

- **College Affordability (Base)** - MaSU's request included **$215,250** to cover a portion of the student share of parity costs, thereby permitting the campus to keep tuition rate increases to no more than 4% per year in 2009-11.
  The Executive Recommendation is $0. The revised parity calculation uses 5% salary increases, instead of 7%. MaSU requests $156,164 to keep tuition increases to no more than 4% per year.

- **Emergency Preparedness /Security (One-time)** - This one-time funding of **$609,602** would have assisted with updating facilities with safety upgrades including keyless card entry, fire alarms, public announcement systems, security cameras, building alarms, and improved campus grounds lighting. **The Executive Recommendation includes $4 million in the NDUS Office Budget, reduced from the $20,642,000 budget request.**

- **Pay off Special Assessments (One-time)** - MaSU's request included $481,825 to pay off total special assessment for FY's 2010 - 2022. Payment of special assessments in full would have resulted in an average annual savings of $37,063.
  The Executive Recommendation is $0.



Challenges

Mayville State University's campus is one of the oldest in the North Dakota University System. **Forty years without a major state-funded building project and the highest deferred maintenance ratio in the NDUS have left Mayville State with deteriorating physical space that is not well suited to our educational mission.** The physical state of the campus makes it extremely difficult to attract students to Mayville State.

Old Main, which is Mayville State's oldest building, was constructed in 1890. **The most recent state-funded building project on the Mayville State campus was the Classroom Building, constructed in 1968.**

Mayville State's total deferred maintenance is over $21 million. $11 million of this deferred maintenance is associated with state-supported buildings. A comparison of deferred maintenance ratios with the other NDUS campuses indicates that MaSU's deferred maintenance ratio is the highest in the system at 22%. Although recent efforts have reduced this ratio from 29%, it is still very large when compared to the system average of 8%. MaSU's building plans have been carefully analyzed and a strategic investment of $5 million by the state could reduce the campus's deferred maintenance by 62%, or $13.2 million!

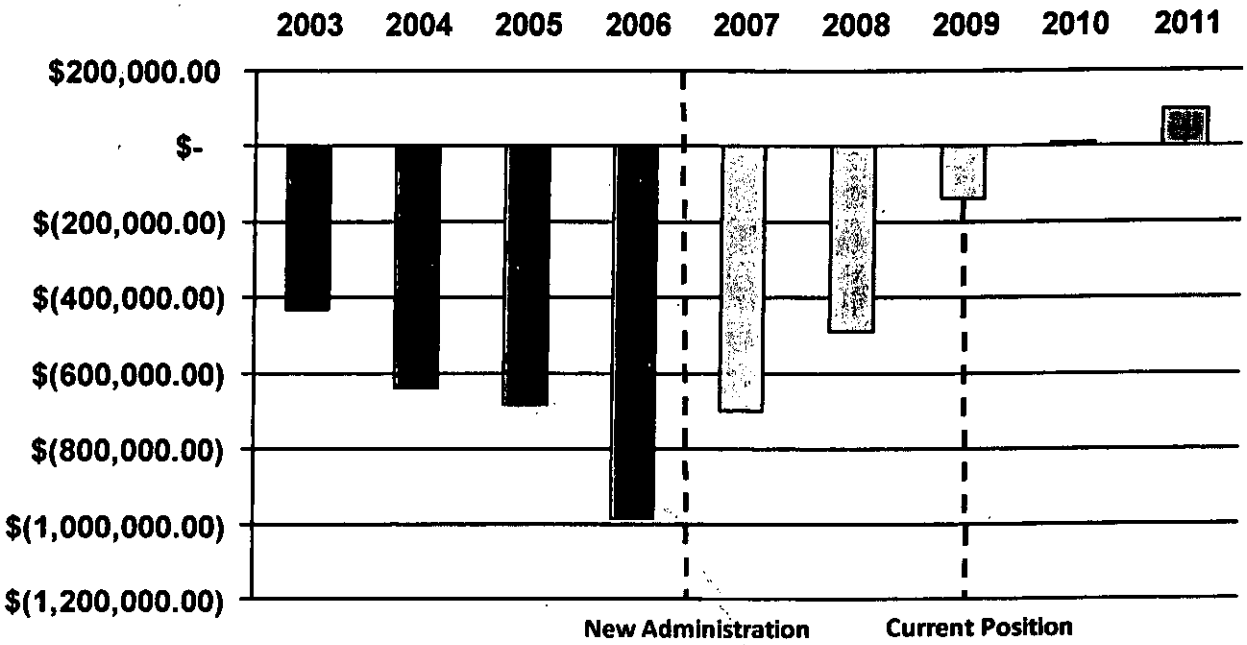
The Mayville State campus reflects a far different time for higher education. Enrollment at Mayville State peaked in 1969. The number of 18-year-old North Dakota students feeding the higher education system at that time numbered around 14,000 students. Today, the state graduates fewer than 6,000 students, and Mayville State's share has fallen in proportion. Increasing numbers of distance and commuter students means a sizeable number of students do not come to campus to live or may not take classes on campus.

Mayville State University's campus must be "right-sized" for current and future needs. Modernized space is needed to appeal to prospective students. To address issues with health, safety, and accessibility in MaSU buildings, **deferred maintenance must be drastically reduced.** Space needs to be flexible, technology-enhanced, and well-suited to MaSU's educational mission and the needs of North Dakota.

Challenges for Mayville State are:

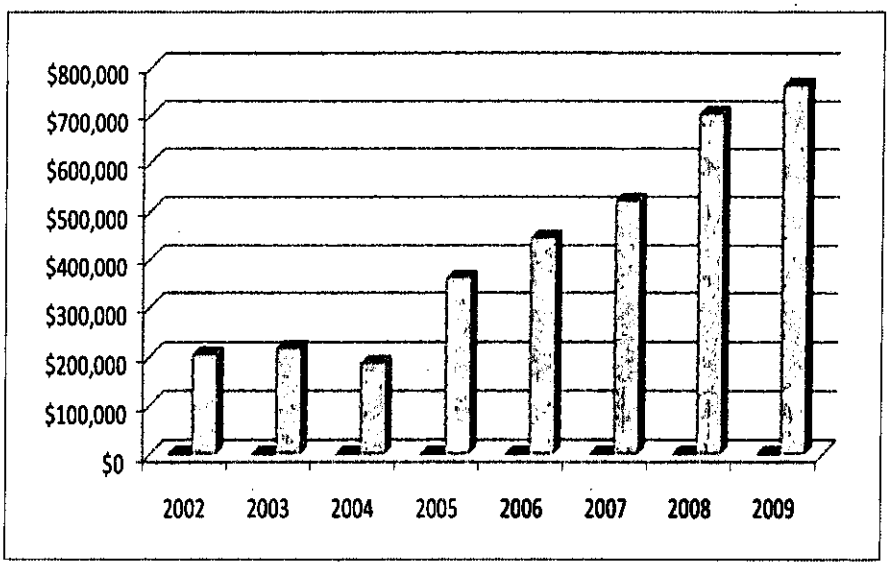
1. Debt recovery progress
2. Energy cost
3. Reduce deferred maintenance
4. Faculty and staff salaries
5. Increased food costs and travel expenses

1. Debit recovery progress



2. Energy costs - Self-funding to build a new coal plant to eliminate dependence on #2 fuel oil.

Campus Heating Costs

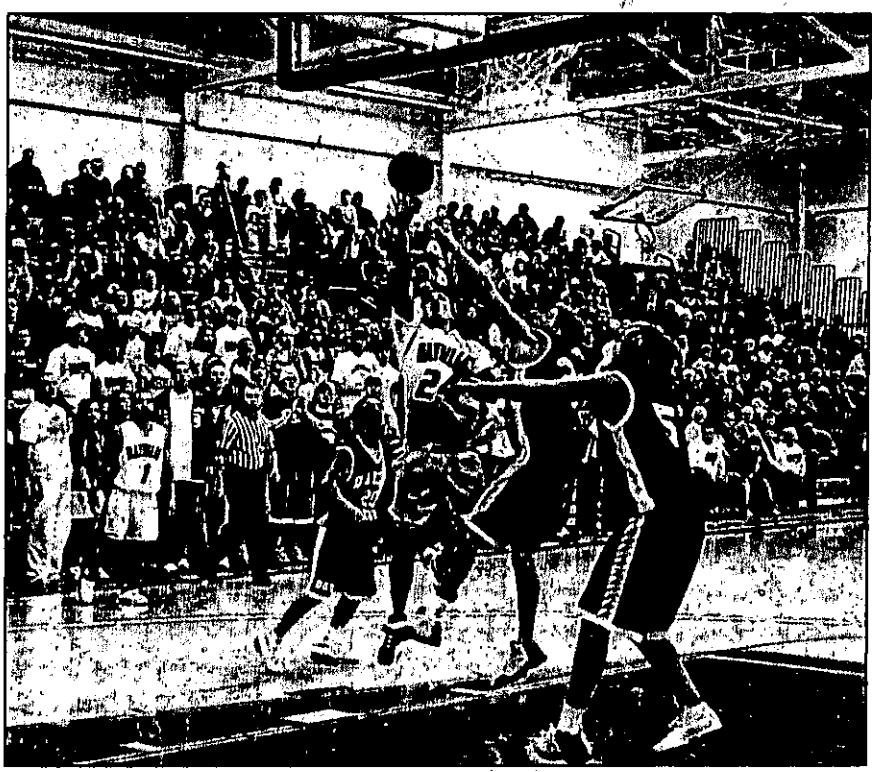


The average cost of fuel in 2002 was $.87 per gallon compared with a budget projection of $3.25 per gallon in 2009.

5. Increased food costs for students and travel expenses for athletic teams.

Athletic team bus travel rates have increased significantly. For example, the rate in May, 2007 was $2.18 per mile. In May 2008, it was $2.51, and by August, 2008 it was up to $2.62 per mile.

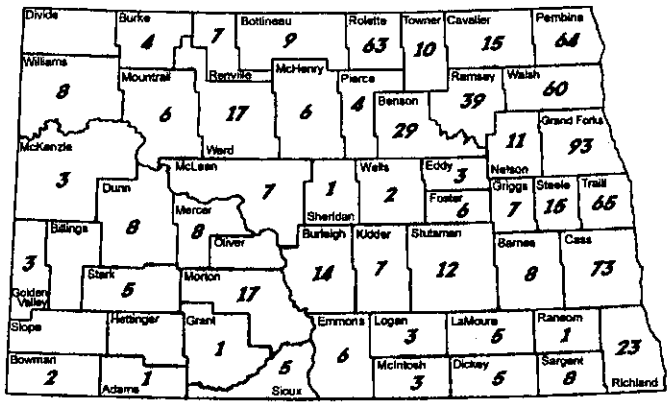
Food costs for MaSU Dining Services continue to rise across the board. Per case costs comparisons from August, 2007 to August, 2008 include: ground beef increased from $20.14 to $22.09; cheese soup base increased from $41.28 to $44.74; and apple juice concentrate increased from $70.14 to $83.48. The wholesaler also included a fuel surcharge of $8.20 on each delivery.



Science-Library Renovation and Education Addition
State Funding: $4,958,325

The proposed Science-Library Building Renovation and Education Addition project will provide a new home for the MaSU Division of Education and Psychology; providing adequate, efficient, and safe spaces in which to learn. Unfortunately, West Hall, the current home of the Mayville State University Division of Education and Psychology, has become more and more run-down over time, and the building is currently rated as "poor" in engineering reports. The building has become a liability in terms of attracting students. It would require a very costly major renovation in order to restore standards of energy efficiency, accessibility, and health and safety. The project will result in a new facility to prepare teachers for their ever-important role of educating young people. Bringing the education division's teacher learning center to the campus library building puts a wealth of learning resources under one roof.

Mayville State was founded in 1889 with the mission of training teachers. This has been a major focus throughout the institution's 118-year history. Teachers who earned their undergraduate degrees from Mayville State are teaching in nearly every county in the state of North Dakota. Mayville State continues to meet the very important need for supplying teachers for the state.



MAYVILLE STATE GRADS CURRENTLY TEACHING IN N.D.

The Science-Library Renovation/Education Addition project and the razing of East and West Halls would go a long way toward right-sizing the campus and reducing Mayville State's deferred maintenance, taking it from a campus with very high deferred maintenance to a campus with the least deferred maintenance.

This project involves remodeling aging space and improving accessibility for technology and human safety, and communicates the fact that Mayville State University is committed to providing excellent services and opportunities.

attachment #1 HB 2003 March 3, 2009

MaSU's Window to the Future!

House Appropriations
Education and Environment Division Hearing
March 3, 2009

Dr. Gary Hagen, President

Mission

The mission of Mayville State University is to educate and guide students, as individuals, so that they may realize their full career potential and enhance their lives. We do this in an environment that reflects our tradition of personal service, commitment to innovative technology-enriched education, and dynamic learning relationships with community, employers, and society.

Vision

To be known for continuing academic excellence in a cooperative, enjoyable learning environment that anticipates and responds to individual needs.

Purposes

- Collaborative relationships with schools, employers, and communities that contribute to the economic growth and social vitality of North Dakota.
- Effective support for appropriate applications of information technologies to instruction and administration.
- Academic programs and services that address real-world career and North Dakota workforce opportunities.
- Innovative, flexible delivery of instruction that meets the needs of the individual.
- Enrollment and revenue development through retention, recruiting, and new opportunities.
- Assessment and improvement of student learning outcomes and institutional effectiveness.

Vital Statistics

Number of structures - 22
Average age of buildings – 55.5 years

Oldest building – Main Building (1890)
Newest state supported building - Classroom Building (1968)
Newest building – Wellness Center (2004)

Replacement value of buildings - $56,887,175

2007-09 biennial budget - $27,656,322
2007-09 state support - $10,115,065

Mayville State Economic Impact

- Total Impact - $41.5 million
  (Enough to support 400 secondary jobs)
- Direct student spending - $11 million
- Increased retail trade - $5 million
- Personal income growth - $2.7 million
- $231,000 in additional sales and use tax revenue
- $40,000 more in personal income tax collections
  (Enough to support 75 secondary jobs)

Overview of Mayville State University

Established by constitutional charter in 1889, Mayville State University continues to pursue its original mission of training teachers for the State of North Dakota and has expanded its mission to meet the needs of society, adding programs in business and computing, and most recently, clinical laboratory science and early childhood education/early elementary education.

The University has carved out a unique niche as a technology-enriched campus. By issuing computers to all on-campus students, MaSU became one of the first laptop computer campuses in the nation in 1997, and later became the nation's first Tablet PC University. This ubiquitous computer concept puts state-of-the-art technology in the hands of students 24 hours a day/seven days a week. This exposure ensures very high levels of technology competency, regardless of major. Each student who earns a four-year degree from Mayville State also earns an information technology certificate.

Mayville State contributes to the regional workforce development and training efforts by providing extremely technologically savvy students. Employers of Mayville State graduates indicate very high levels of satisfaction with the information technology knowledge of the MaSU graduates they employ. The technological edge has also been beneficial in Mayville State's housing of a technology center and business incubator on campus. A variety of businesses have been started in the center, many of them technology-related.

Distance learning has prospered on the Mayville State campus during the past four years. Currently, 305 students are taking MaSU classes from a distance. This means that they can live in their own homes, keep their current jobs and child care arrangements, and complete their degrees at the same time. Students from every area of North Dakota and 49 of the 50 states have enrolled in distance classes from Mayville State University.

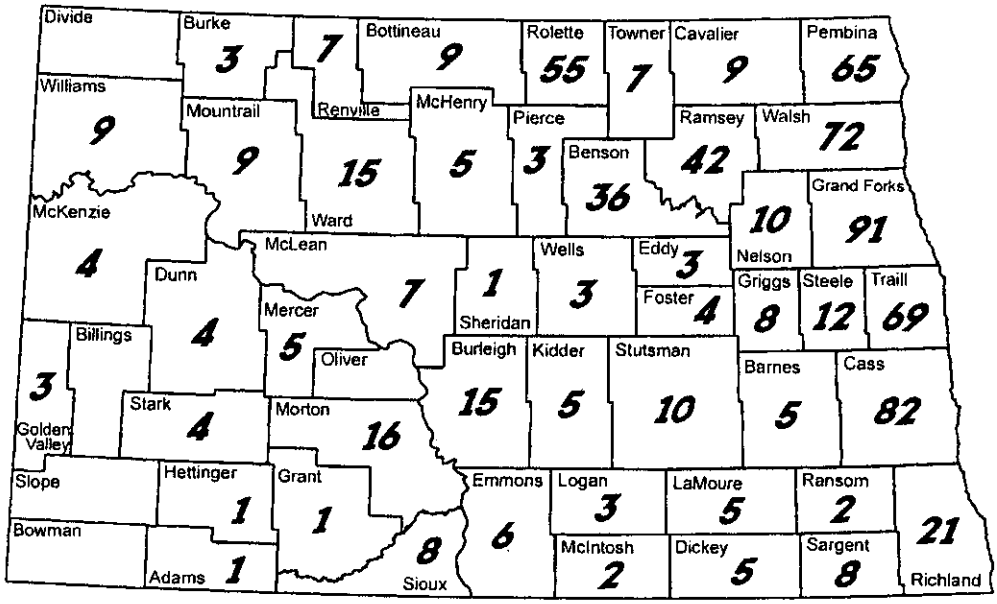
Historically, Mayville State graduates feel that they are satisfactorily employed following graduation. This means they find jobs in the careers for which they were prepared, rather than just employment. Current statistics indicate that 96% of 2006-07 graduates are satisfactorily employed, while 4% of these graduates are furthering their education in North Dakota. Of 2007-08 graduates, 98% have indicated that they are satisfactorily employed, while 2% of them are furthering their education. Half of all of Mayville State's teacher education graduates work in North Dakota, and 65% of non-teaching graduates find employment in North Dakota. Nearly 800 of North Dakota's teachers graduated from Mayville State University, and schools in nearly every county in the state have Mayville State-educated teachers.

Leadership is also a major focus at Mayville State University. Students can participate in everything from drama to music to varsity athletics. Opportunities exist for involvement in student government, choir, drama, speech, intramural sports, professional clubs, internships, on-campus jobs, pep band, and more. The Wellness Center allows students even more opportunities to be active. Nearly every student who wants to participate in extra-curricular activities can do so.

Mayville State's motto, "The School of Personal Service," is a source of great pride. This philosophy is a testament to the faculty and staff who work tirelessly to help young men and women complete their educational goals and find their way into successful careers. The favorable student to teacher ratio and small class sizes mean that students get more than educational assistance. Students who need a little extra support can find it at Mayville State University. It is not uncommon for faculty to offer alternate class options, often for no compensation, to help students graduate on time and avoid extra time and expense.

Mayville State Graduates Currently Teaching in ND

Mayville State was founded in 1889 with the mission of training teachers. This has been a major focus throughout the institution's 118-year history. Teachers who earned their undergraduate degrees from Mayville State are teaching in nearly every county in the state of North Dakota. Mayville State continues to meet the very important need for supplying teachers for the state.



What makes MaSU different?

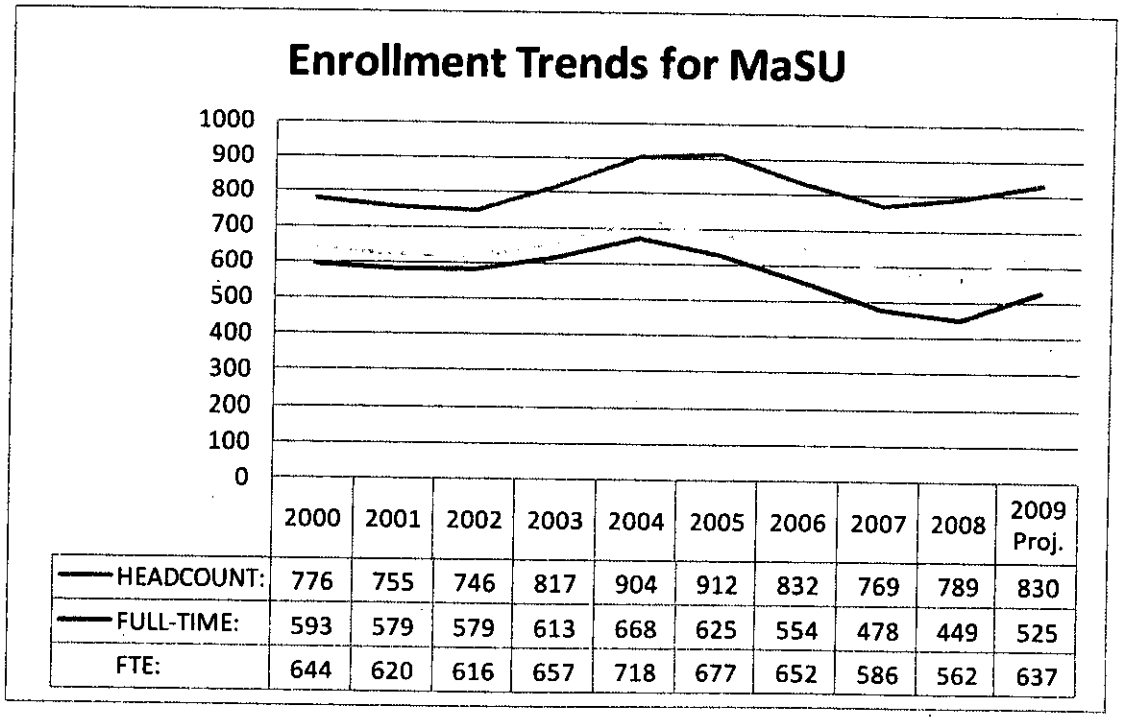
- More educational and extra-curricular participation options for students due to favorable student teacher ratios and small average class sizes
- Ubiquitous Tablet PC computing for all students with a two-year replacement cycle
- Technology center and business incubator on campus
- International J-1 exchange and F visa programs to enhance diversity
- Collaborative efforts at NDUS campuses include: BSC, LRSC, UND, WSC, NDSCS and VCSU; in other states including: WY, WA, AZ, and MN; and with the Heart of the Valley ITV Consortium and regional child development programs
- All students earn an Information Technology (IT) Certification upon completion of a bachelor's degree
- Personal service, curricular flexibility

Student Impact on North Dakota

- Between 96% and 98% of Mayville State 2006-07 and 2007-08 graduates found satisfactory placement in their careers. The remainder of those graduates chose to further their education.
- More than 50% of teacher education graduates find jobs in North Dakota.
- Approximately 65% of non-teaching graduates find jobs in North Dakota.
- Nearly 775 Mayville State graduates teach in North Dakota schools.
- More than 92 % of student internships were in North Dakota in 2008.
- Student spending impacts the local community by $11 million.
- According to the Noel-Levitz Employer Satisfaction Survey conducted in 2008 for the North Dakota University System, Mayville State University graduates were rated very high. MaSU graduates were rated highest in the following:
    - Flexibility
    - Integrity, reliability
    - Teamwork, customer service
    - Reading, listening
    - Math computation
    - Basic and advanced computer skills
    - Willingness to learn
    - Ability to understand and take directions
    - Positive work attitude, self discipline
    - Knowledge and understanding in their major field of study
    - General knowledge outside their major field of study
    - Overall employer satisfaction
    - Qualities that would be expected from a college graduate
    - General and specialized skills as related to the job

Enrollment Trends

- Historical headcount enrollment has been stable over the years, while the number of full-time students has decreased somewhat and part-time and distance students have increased dramatically.
- The number of high school graduates in North Dakota and northwestern Minnesota will continue to decrease, affecting the enrollment of full time students at Mayville State.
- Recent enrollment management strategies have focused on recruiting additional full time students from out of state, using non-resident merit tuition waivers as a means of attracting these students.
- Collaborative efforts with Lake Region State College, Bismarck State College, Williston State College and ND State College of Science have resulted in increasing numbers of degree-seeking, distance students in Business Administration, Early Childhood Education, and Elementary Education.
- Additional articulation and collaboration efforts are in various stages of development with community colleges in Minnesota, Washington, Arizona, and Wyoming.
- The number of students from diverse backgrounds has increased in recent years, largely due to enhanced recruitment efforts in other states. Efforts are being made to increase the number of Native American students who enroll at MaSU due to collaborative programs in the Devils Lake and Ft. Totten communities.

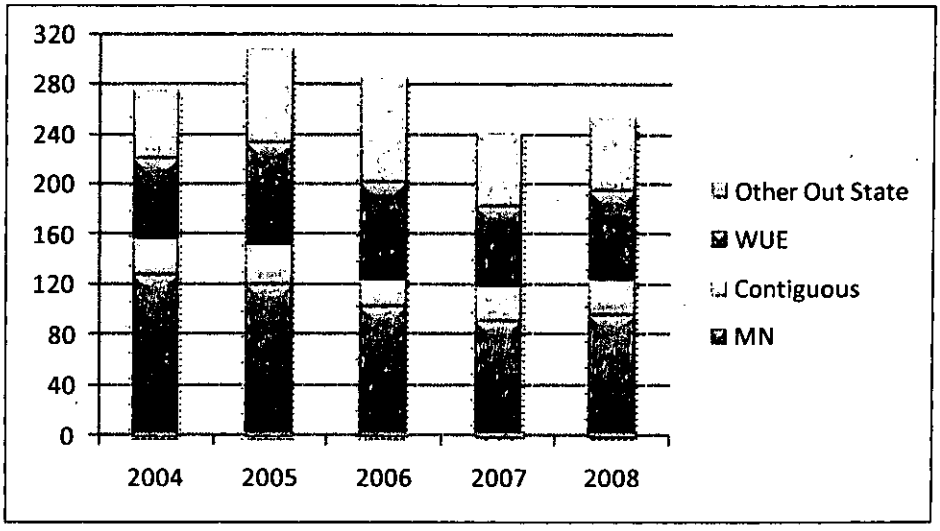


	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009 Proj.
HEADCOUNT:	776	755	746	817	904	912	832	769	789	830
FULL-TIME:	593	579	579	613	668	625	554	478	449	525
FTE:	644	620	616	657	718	677	652	586	562	637

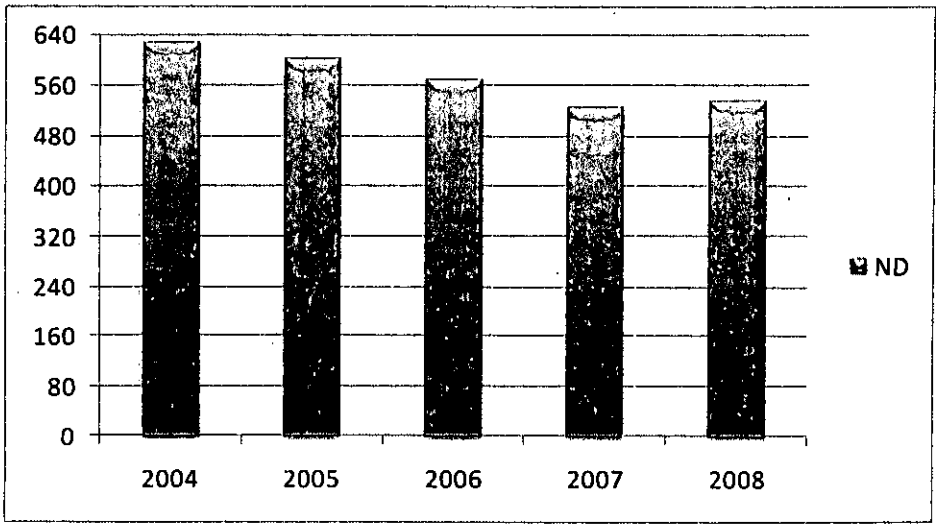
Enrollments of In-State & Out-of-State Students

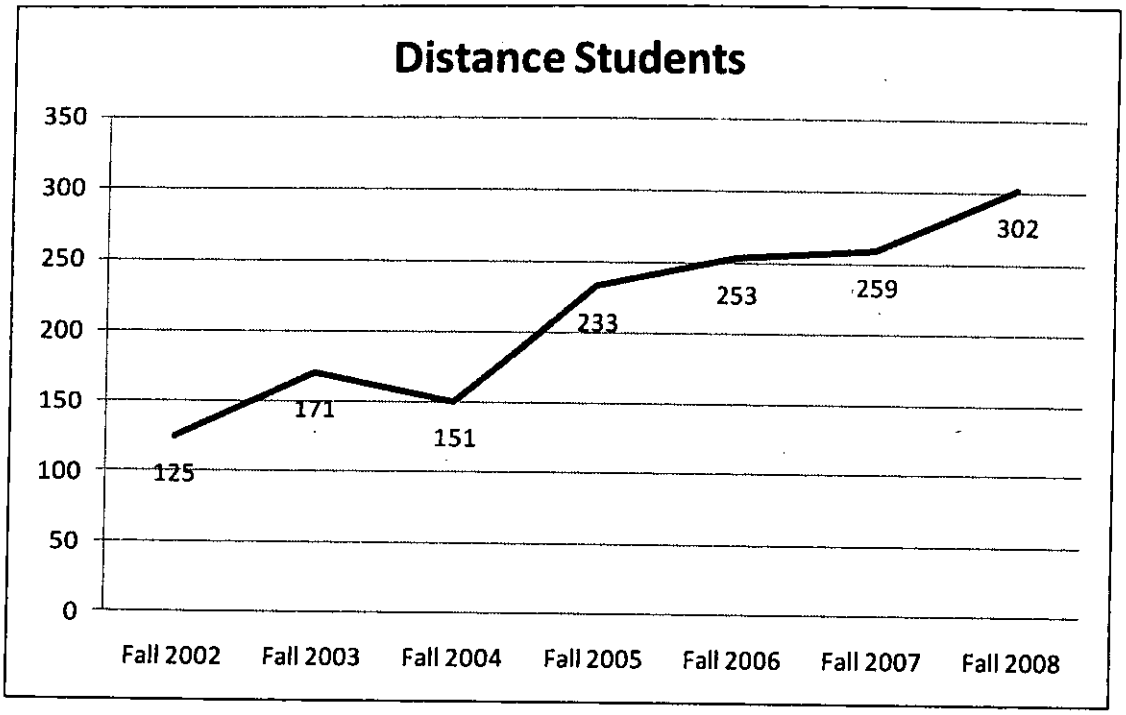
- To compensate for fewer ND high school students, recruitment efforts have focused on other states.
- Western Undergraduate Exchange (WUE) student enrollments have increased recently.
- Recruitment of students from other states has been aided by tuition strategies.
- Enrollment from contiguous states and provinces is stable.

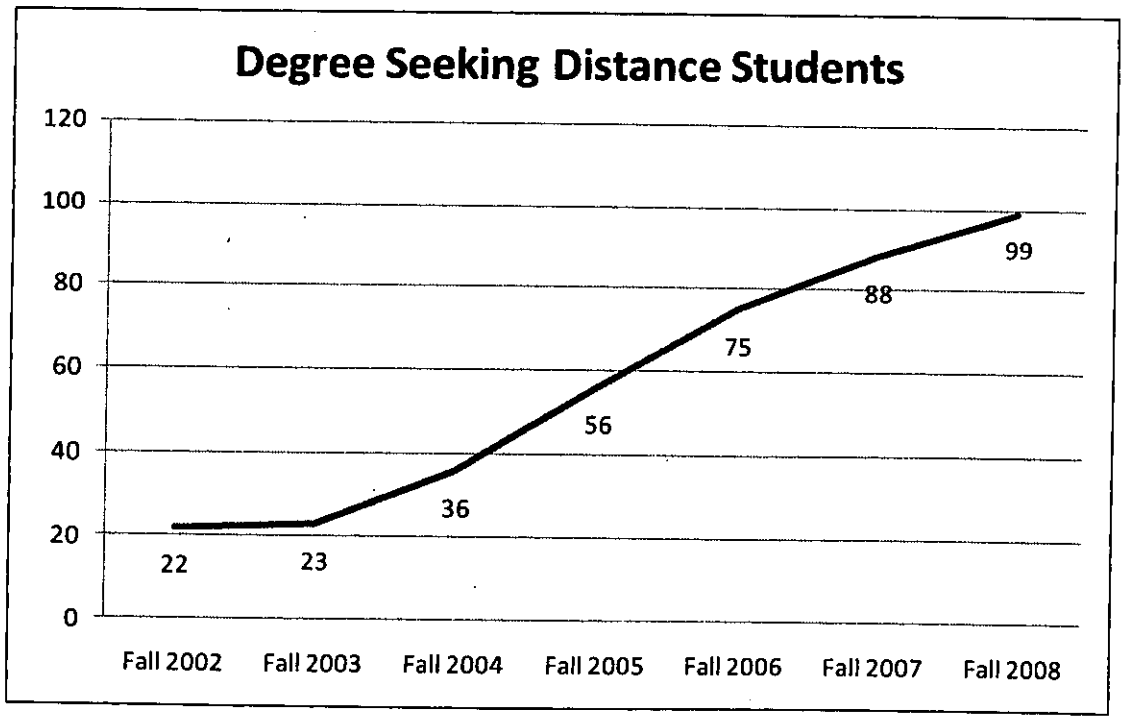
Out of State Student Residency



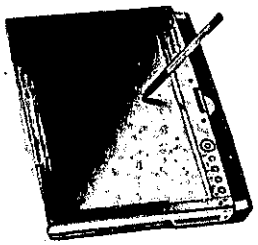
In-State Student Residency



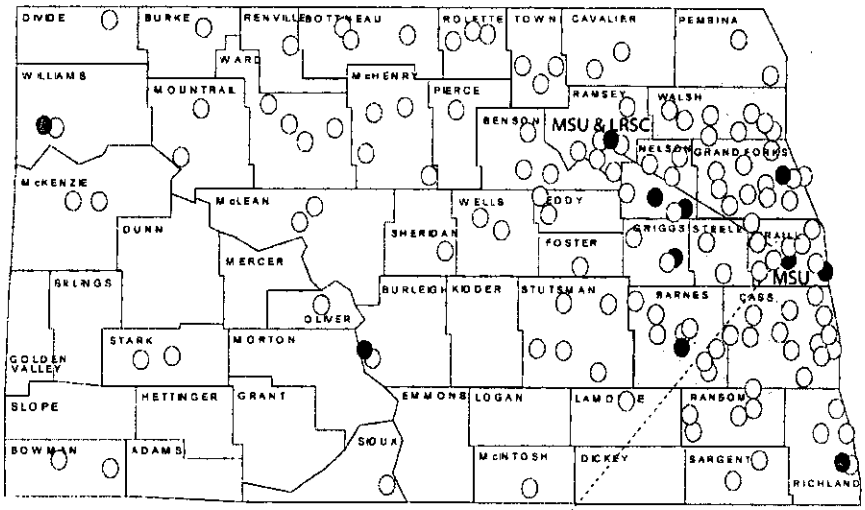

Distance Students
350
300
250
200
150
100
50
0
125
171
151
233
253
259
302
Fall 2002
Fall 2003
Fall 2004
Fall 2005
Fall 2006
Fall 2007
Fall 2008


Degree Seeking Distance Students
120
100
80
60
40
20
0
22
23
36
56
75
88
99
Fall 2002
Fall 2003
Fall 2004
Fall 2005
Fall 2006
Fall 2007
Fall 2008

Collaborative Efforts in North Dakota



- Collaboration with NDUS Campuses
  - University of North Dakota
  - Lake Region State College
  - ND State College of Science
  - Bismarck State College
  - Williston State College
  - Valley City State University



Articulation agreements with post secondary institutions in:
- Minnesota
- Washington
- Wyoming
- Arizona

- 49 of 50 States
- Washington DC
- US Virgin Islands
- England
- Iraq
- Saudi Arabia
- Turkey
- Italy

- Office of Extended Learning
  - Distance Degrees
    - Business Admin. - Online
    - Early Childhood - Online
    - Early Childhood Ed./Early Elem. Ed. - Distance hybrid
  - IVN - statewide
  - Online - worldwide
- Biomedical Research
  - INBRE
- Traill County Technology Center
  - Olson Tax Service
  - Heartland Photography
  - Hot Gigs
  - ND DPI - Child Nutrition Program
  - Traill County EDC
  - Businesses transitioned into the community
    - Powered Ink
    - SewBatik
    - ComMark, Inc.
- Child Development Programs
  - 6 locations
    - Mayville
    - Hillsboro - 2
    - Central Valley (Buxton/Reynolds)
    - Cooperstown
    - McVille
- Heart of the Valley ITV Consortium
  - 22 schools & MSU
  - 8 counties
  - over 8000 square miles
  - over 50 communities

Collaboration with area K-12 school districts

The Mayville State University Division of Education and Psychology periodically hosts in-services for area K-12 school districts. On January 21, 2008, the division held an in-service for 230 teachers from the May-Port CG, Hatton, Thompson, Central Valley, and Northwood school districts.

Collaborative Efforts

Mayville State University has established or is in the process of establishing articulation agreements with the following institutions:

North Dakota
Bismarck State College, Cankdeska Cikana Community College, Grand Forks Public Schools, Lake Region State College, Minot State – Bottineau, North Dakota State College of Science, SE Vocational Center – Oakes, Towner Head Start, University of North Dakota, and Williston State College

Minnesota
Alexandria Technical College; Anoka-Ramsey Community College; Hennepin Technical College; Hibbing Community College; Inver Hills Community College; Minneapolis Community & Technical College; Minnesota State Community & Technical College - Detroit Lakes, Fergus Falls, Moorhead, Wadena; Normandale Community College; Northland Community & Technical College; Northwest Technical College – Bemidji; NW Chiropractic College; and St. Cloud Technical College

Washington State
Bates Technical College, Green River Community College, Highline Community College, North Seattle Community College, and Pierce College

Wyoming
Casper College, Central Wyoming College – Riverton, Eastern Wyoming College – Torrington, Laramie County Community College, Northwest College (Powell), and Sheridan College

Others
Maricopa Community Colleges, AZ; Daffodil International University, Bangladesh; and the China Center for International Educational Exchange

Heart of the Valley ITV Consortium partners include:

Barnes County North-NC Campus (Rogers/Wimbledon)
Central Cass (Casselton)
Central Valley (Buxton/Reynolds)
Drayton
Enderlin
Finley-Sharon
Fordville-Lankin
Hatton
Hillsboro
Hope-Page
Kindred
Larimore
Lisbon
Maple Valley (Tower City/Oriska/Fingal/Buffalo)
MayPort CG (Mayville/Portland/Clifford/Galesburg)
Mayville State University
Midway (Inkster/Gilby/Johnstown/Forest River)
Minto
Northern Cass (Hunter/Arthur)
Northwood
Sheyenne Valley Career & Technical Center
Thompson
Valley City

Title III Grant
Enrollment and Retention
$1.9 million over 5 years

Mayville State University received a five-year $1.9 million grant from the U.S. Department of Education Strengthening Institutions Program. The grant is assisting in developing and delivering academic programs and will help improve student retention. A first year experience course was implemented in the fall of 2008, and more than 90% of all full time freshmen enrolled in this course. Retention of new freshmen going into their second year of enrollment improved to 60%, and efforts to increase retention rates by 10% within five years are underway.

Goals:

- Increase and sustain a student headcount of 1,300 by 2012
- Increase student retention by 2.5% annually
- Increase the number of distance education degree programs from two to six
- Increase the number of distance students from 264 to 664
- Provide faculty professional development training
- Improve distance education student services and academic support
- Increase satisfaction and quality of services to graduates over 2006 baselines

Challenges

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Challenges for Mayville State are:

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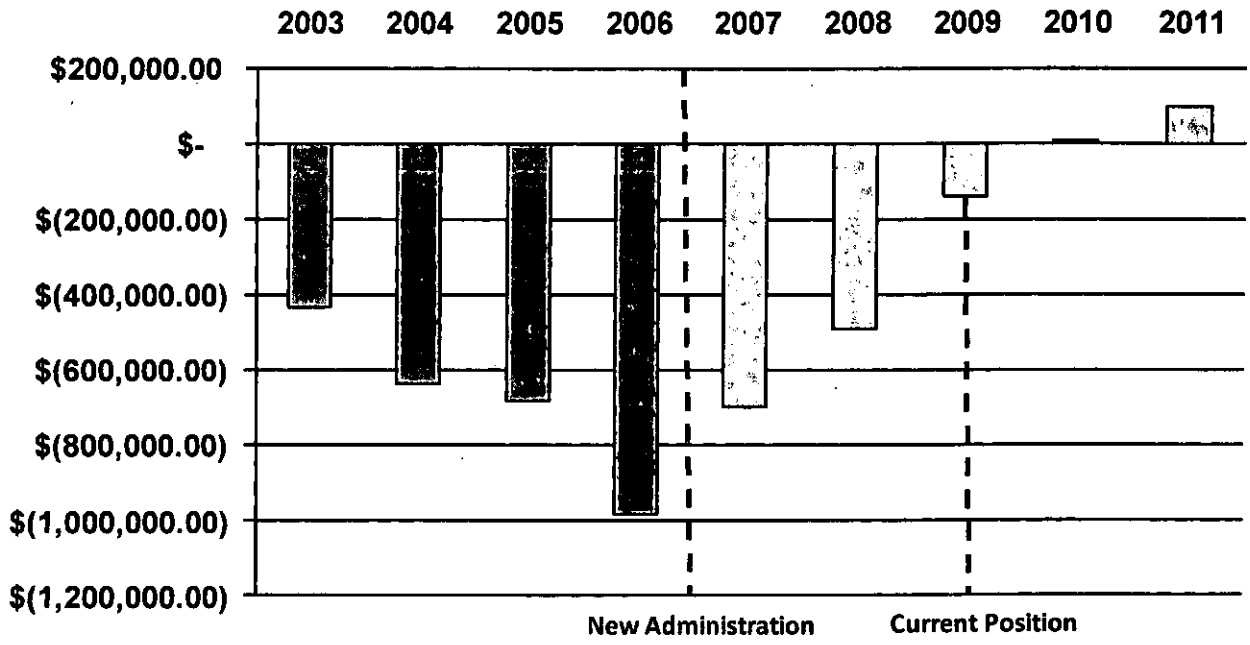
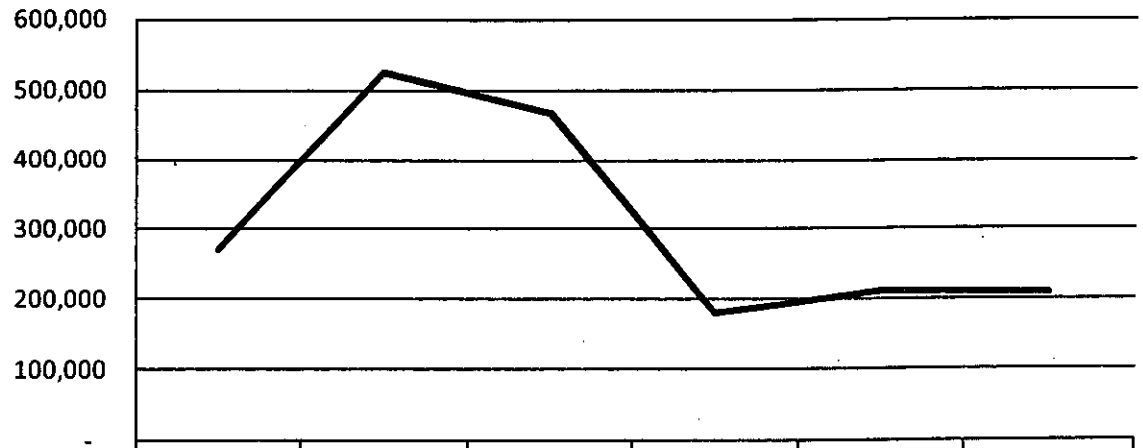
2. Energy costs
3. Deferred maintenance
4. Faculty and staff salaries
5. Strategic planning

Debt Recovery Progress



Tuition Waivers



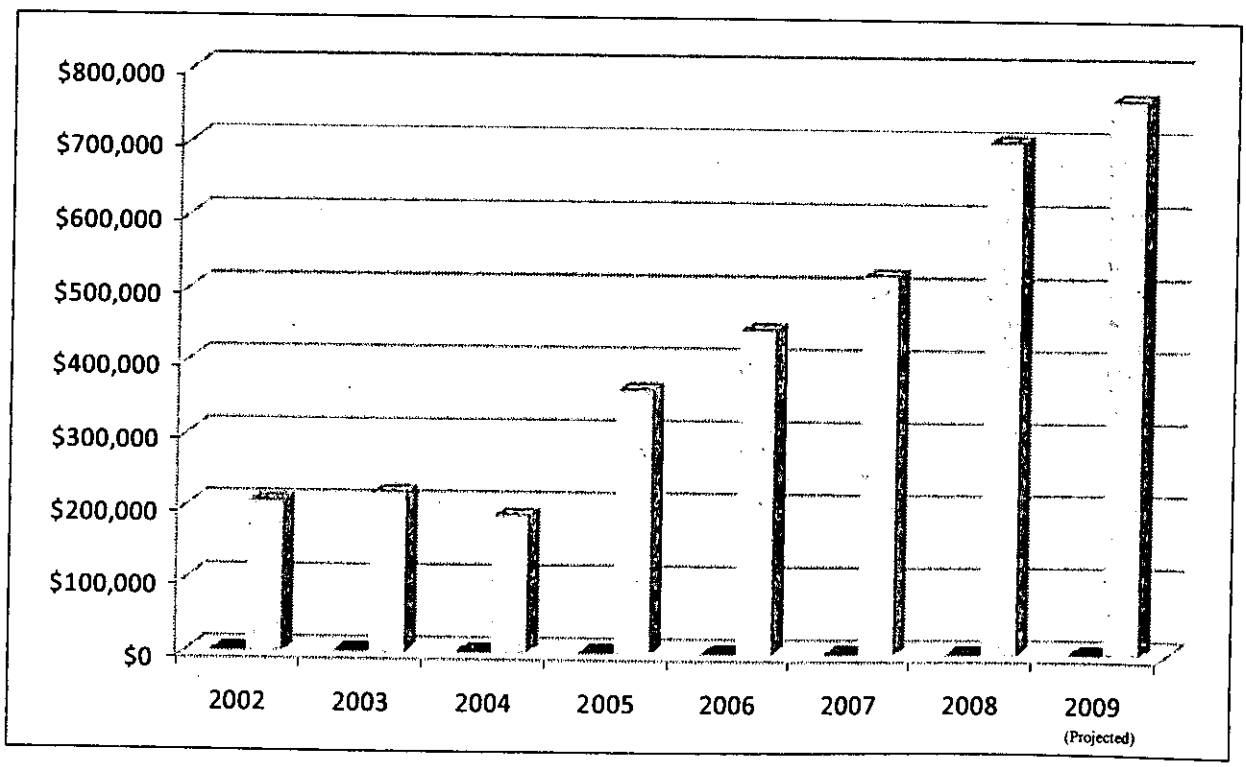
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09 est
271,708	524,237	467,441	180,587	213,366	210,453

Tuition Waiver Strategies

- Tuition waivers have resulted in increased numbers of minority and out-of-state students.
- Total waivers were decreased substantially in 2006-07 and have remained stable.
- The total value of international and diversity waivers has been reduced, but the number of students receiving such assistance has remained stable in recent years.
- Athletic waivers are used to attract and retain high quality student athletes.

Energy Costs - Self-funding to build a new coal plant to eliminate dependence on #2 fuel oil

Campus Heating Costs



Reduce Deferred Maintenance

MaSU could reduce its $21 million campus total of deferred maintenance to only $7.8 million, a decrease of 62%, if our projects are approved. A state investment of $5 million would be required. It has been 40 years since state dollars were provided for new construction at Mayville State University.

Mayville State University Deferred Maintenance

State-funded buildings	$11 million
Locally funded buildings	$10 million
Total deferred maintenance	$21 million

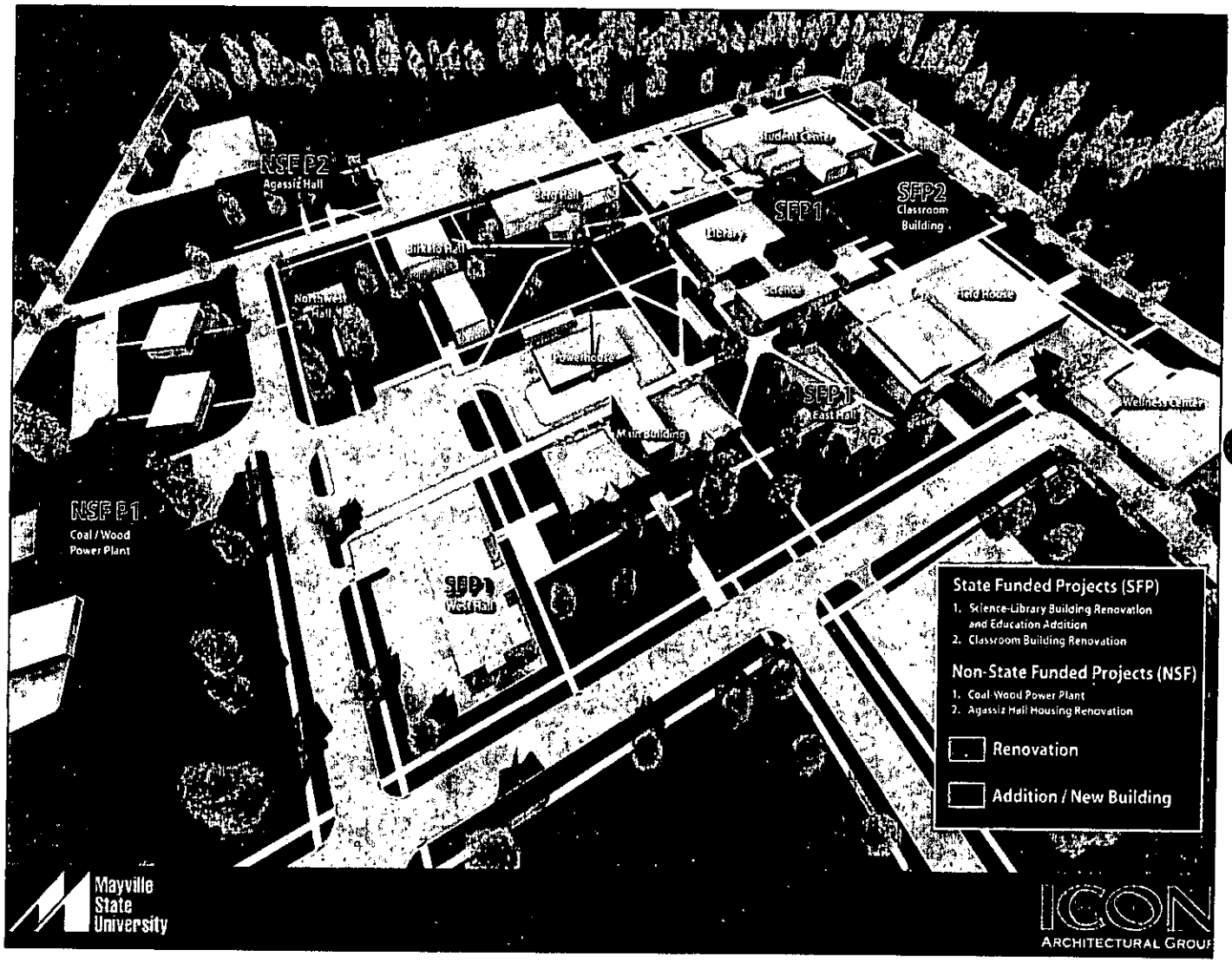
Building project:	**Deferred maintenance reduced by:**
Science/Library/Education project - close West Hall	$5.7 million
Agassiz Hall	$3.5 million
Close East Hall	$4.0 million
Total deferred maintenance eliminated with a state investment of $5 million:	**$13.2 million or 62%**

System-wide deferred maintenance in March 2008 totaled $117.4 million dollars. Four institutions have a deferred maintenance ratio above the system average, with **MaSU at a critical stage with regard to deteriorating buildings and infrastructure. MaSU's deferred maintenance ratio is the highest in the NDUS.**

Information in the chart below is from the NDUS Financial Review—FY 2008.

Deferred Maintenance as a Percentage of Plant Value				
Institution	**2008**	**2006**	**2004**	**2002**
LRSC	2%	3%	1%	2%
MiSU-B	3%	5%	15%	15%
BSC	3%	5%	5%	5%
MiSU	3%	11%	8%	3%
NDSCS	4%	5%	6%	6%
UND	7%	9%	7%	7%
NDSU	8%	10%	11%	8%
TOTAL NDUS	**8%**	**10%**	**10%**	**8%**
WSC	10%	1%	7%	9%
VCSU	15%	15%	25%	18%
DSU	16%	17%	24%	22%
MaSU	**22%**	**29%**	**39%**	**26%**

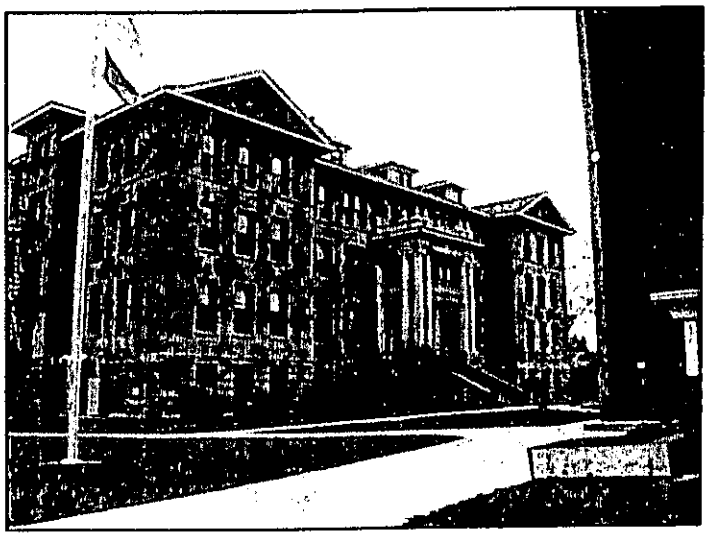
Capital Projects for 2009-11 Biennium



East and West Halls

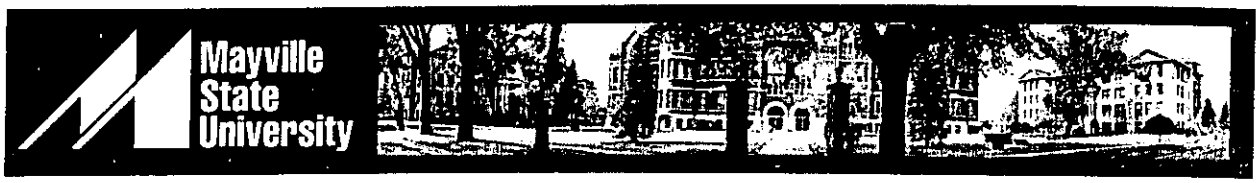
Problems:

- Nearly $8 million is required to repair these buildings
- Safety concerns - no sprinkler systems, not handicapped accessible
- 60,000 square feet requires about $100,000 each year to heat
- SBHE and OMB are not supportive of renovating these structures



Solution:

- New facility for Division of Education and Psychology
  - 12,000 square foot addition.
- Improve Library & Science Buildings
- Eliminating East and West Halls would reduce Mayville State's deferred maintenance by 46%



Overview of the Budget Request

2009-2011
Biennial Budget Request

	SBHE 2009-11 Prioritized GF Revised Request	Executive Recommendation	Senate Adjustments	Engrossed SB 2003
2007-09 Original General Fund Appropriation	**$11,205,028**	**$11,205,028**		11,205,028
Base Adjustments	**(880,969)**	**(880,969)**		(880,969)
2007-09 Adjusted General Fund Appropriation Net of Base Adjustments	**10,324,059**	**10,324,059**	-	10,324,059
Prioritized SBHE Needs Based Request:				
Parity	1,289,482	1,107,937		1,107,937
Emergency Preparedness/Security	70,446	70,446	(70,446)	-
Equity	250,000	135,135		135,135
Two and Four-Year College Affordability	156,614		156,614	156,614
Total Requested Increase in GF Base Funding	1,766,542	1,313,518	86,168	1,399,686
Total Base General Fund Request & Recommendation	**12,090,601**	**11,637,577**		11,723,745
One-time Budget Requests:				
Deferred Maintenance	4,775,300	1,910,120		1,910,120
Emergency Preparedness/Security	609,602			-
Pay-off special assessments	481,825			-
Total One-time Budget Request and Recommendation	**5,866,727**	**1,910,120**	-	1,910,120
2009-11 State-funded Projects	4,958,325	4,958,325	-	4,958,325
Total 2009-11 General Fund Request and Recommendation	**$22,915,653**	**$18,506,022**	**86,168**	18,592,190

Campus Parity

Estimated operating inflation, excluding utilities (Based on 2% for FY10 and 2.2% for FY11)	$ 92,427
Estimated actual utility increases (Reflects a 13% increase over the 2007-09 biennium)	317,230
Cost to continue FY09 salary increase	197,916
Health insurance base increase (Based on premium of $825.97 per month)	341,368
Cost of compensation package (Based on 5% salary increase each year of biennium)	633,826
Total estimate increase in parity	1,582,767
General fund request (Targeted state portion per funding model - 70% of estimated increase)	- 1,107,937
Campus portion of parity (Funded with tuition and other means - 30% of estimated increase)	474,830
Campus estimate of increased tuition revenue (Based on 4% annual tuition increases)	- 318,216
College Affordability General Fund Request to keep tuition to no more than 4%.	$ 156,614

An annual tuition increase of 6% is needed to fund the total Mayville State portion of parity.

Budget Request Item Explanations

- **Emergency Preparedness/Security (Base)** - MaSU's request included **$70,446** for base funding increases for emergency preparedness/security. This provides funding for additional campus security at a ratio of one FTE to 900 students, but not less than one FTE. This request also included funding to cover the annual fee for the NotiFind emergency notification system for students.
  The Engrossed Senate Bill Recommendation is $0. The NDUS budget has been adjusted to include a $750,000 base funded pool to be used for the benefit of the NDUS institutions and entities.

- **Campus Equity (Base)**
  MaSU's request for campus equity was **$250,000** which would have been used for faculty and other staffing and program support for new academic programs, expansion of distance delivery options, and programs at additional collaborative educational sites.
  The Engrossed Senate Bill Recommendation is $135,135.

- **College Affordability (Base)** - MaSU's request included **$156,614** to cover a portion of the student share of parity costs, thereby permitting the campus to keep tuition rate increases to no more than 4% per year in 2009-11.
  The Engrossed Senate Bill Recommendation is $156,614.

- **Emergency Preparedness /Security (One-time)** - This one-time funding of **$609,602** would have assisted with updating facilities with safety upgrades including keyless card entry, fire alarms, public announcement systems, security cameras, building alarms, and improved campus grounds lighting.
  The Engrossed Senate Bill Recommendation is $0.

- **Pay off Special Assessments (One-time)** - MaSU's request included $481,825 to pay off total special assessment for FY's 2010 - 2022. Payment of special assessments in full would have resulted in an average annual savings of $37,063.
  The Engrossed Senate Bill Recommendation is $0.

Biennial Extraordinary Repairs / Deferred Maintenance Requests

2009-2011

	Base Extraordinary Repairs		One-Time Def Maintenance	
	Amount	Priority	Amount	Priority
Building Exterior	104,497	2	234,882	3
Mechanical and Electrical Upgrades			259,707	2
Interior Finishes			1,951,486	6
Structural Repairs			105,483	4
Paving and Area Lighting			205,601	5
Utilities and Infrastructure			2,018,141	1
Misc. Small Projects < $50,000	104,497	1	-	
Total	**$ 208,994**		**$ 4,775,300 ***	

* *MaSU has $21 million of deferred maintenance in total, consisting of $11 million in state-funded buildings and $10 million in locally funded buildings.*

The one-time deferred maintenance amount of $4,775,300 would have been MaSU's portion of a $50 million NDUS pool. **The Engrossed Senate Bill Recommendation is for a $20 million pool which proportionately reduces MaSU's request to $1,910,120.**

Project focuses will continue to be in interior finishes, utilities, and infrastructure areas.

Legislative Reporting Requirements

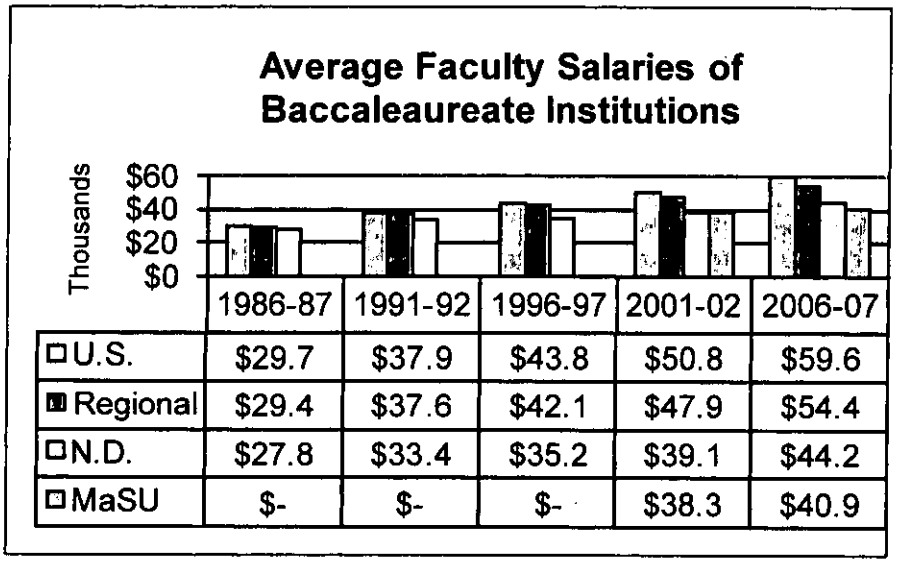
2005-07 General Fund Carryover

MaSU has no 2005-07 unexpended general fund appropriations.

2007-09 One-time Funding	HB 1003	Expenses to date	Balances	
Deferred maintenance	$ 737,937	$ 604,343	$ 134,594	
MaSU - Master plan & deferred maintenance	$ 750,000	$ 370,958	$ 379,042	
MaSU - Special Assessments	$ 143,033	$ 47,677	$ 95,356	(2009/2010 specials)

The MaSU - Master plan & deferred maintenance balance will be used to buy down the overall financing of the new coal burning plant in the amount of $374,781.

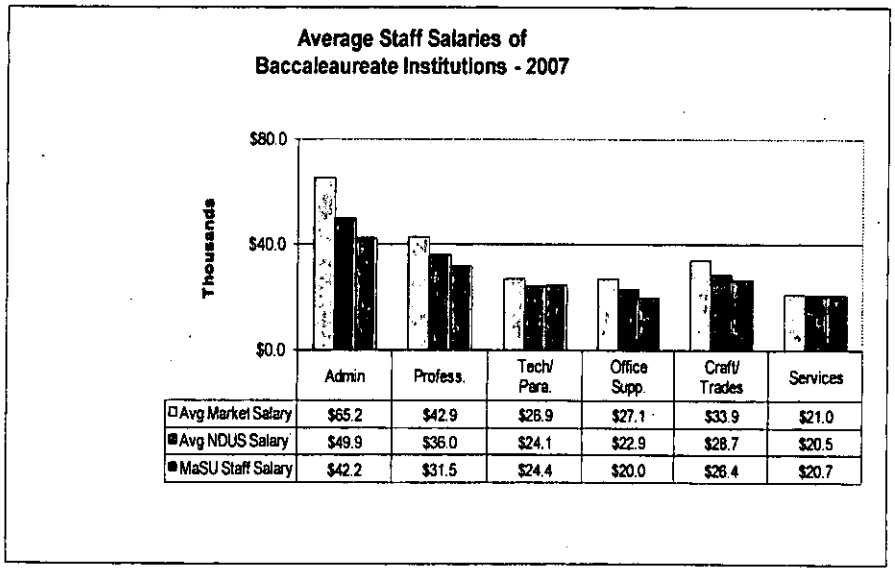
Faculty & Staff Salaries



	1986-87	1991-92	1996-97	2001-02	2006-07
U.S.	$29.7	$37.9	$43.8	$50.8	$59.6
Regional	$29.4	$37.6	$42.1	$47.9	$54.4
N.D.	$27.8	$33.4	$35.2	$39.1	$44.2
MaSU	$-	$-	$-	$38.3	$40.9

	2001-02	2006-07
MaSU Faculty at or below the ND Average	58%	74%
MaSU Faculty at or below the Regional Average	97%	100%

Mayville State faculty salaries have not kept pace with North Dakota or regional averages. As senior faculty have retired, salaries have been applied toward increases in health insurance premiums and other operating expenses.



	Admin	Profess.	Tech/ Para.	Office Supp.	Craft/ Trades	Services
Avg Market Salary	$65.2	$42.9	$26.9	$27.1	$33.9	$21.0
Avg NDUS Salary	$49.9	$36.0	$24.1	$22.9	$28.7	$20.5
MaSU Staff Salary	$42.2	$31.5	$24.4	$20.0	$26.4	$20.7

Information in the charts above are from the report of the State Board of Higher Education's Committee on Employee Compensation—March 2008.

Capital Projects

Science-Library Renovation and Education Addition
State Funding: $4,958,325

The proposed Science-Library Building Renovation and Education Addition project will provide a new home for the MaSU Division of Education and Psychology; providing adequate, efficient, and safe spaces in which to learn. Unfortunately, West Hall, the current home of the Mayville State University Division of Education and Psychology, has become more and more run-down over time, and the building is currently rated as "poor" in engineering reports. The building has become a liability in terms of attracting students. It would require a very costly major renovation in order to restore standards of energy efficiency, accessibility, and health and safety. The project will result in a new facility to prepare teachers for their ever-important role of educating young people. Bringing the education division's teacher learning center to the campus library building puts a wealth of learning resources under one roof.

The Science-Library Renovation/Education Addition project and the razing of East and West Halls would go a long way toward right-sizing the campus and reducing Mayville State's deferred maintenance, taking it from a campus with very high deferred maintenance to a campus with the least deferred maintenance.

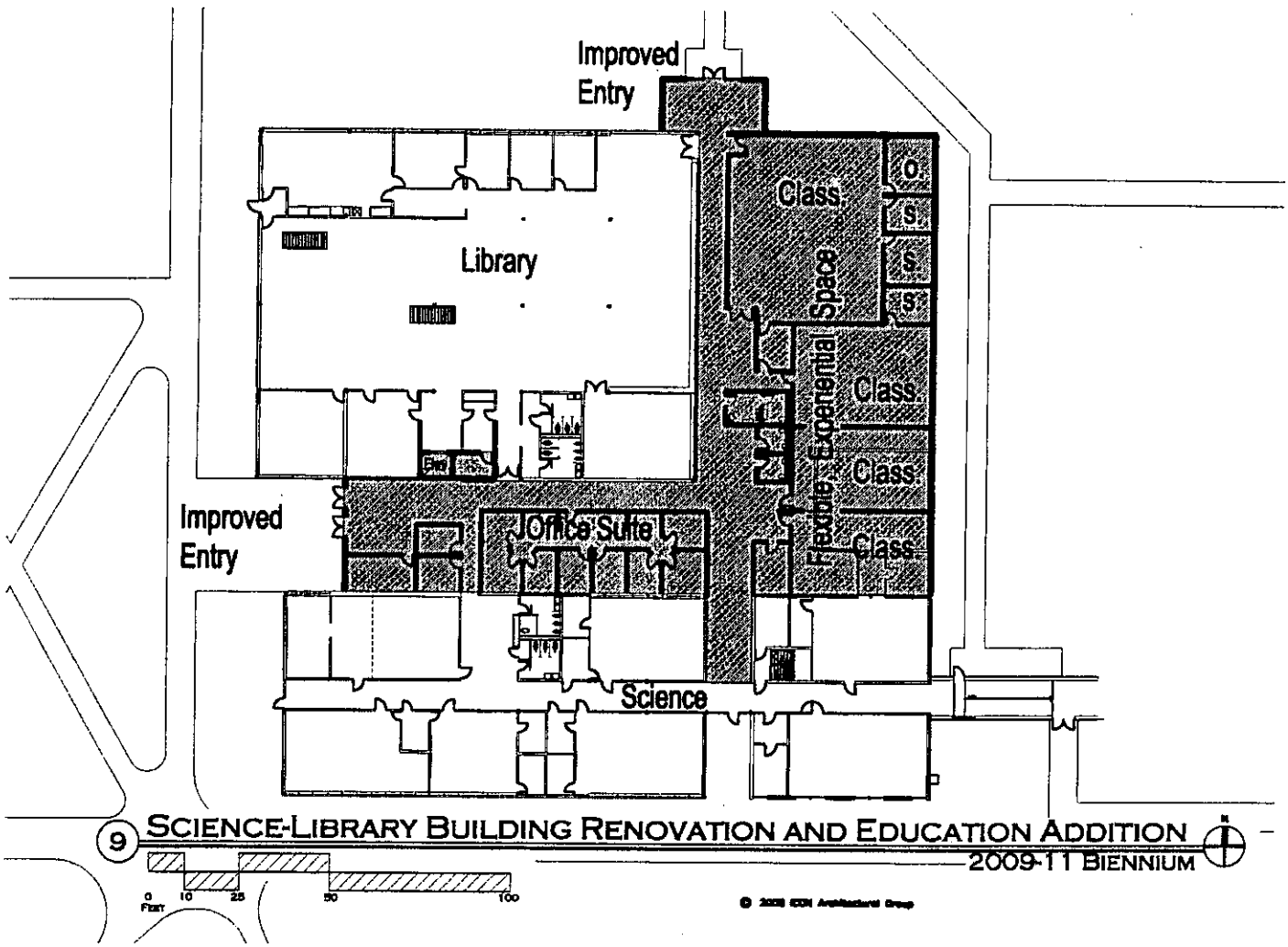
This project involves remodeling aging space and improving accessibility for technology and human safety, and communicates the fact that Mayville State University is committed to providing excellent services and opportunities.

State Funded Project

Science-Library Renovation and Education Addition - $4,958,325 project

- Creates efficient and safe space for Division of Education and Psychology
- Improves accessibility for the Byrnes-Quanbeck Library
- Eliminates 59,800 sq. ft. in East Hall and West Hall
- Adds 12,245 sq. ft. in the proposed addition
- Renovates 10,295 sq. ft. in existing buildings
- Helps to address North Dakota's impending teacher shortage
- Accommodates the growing number of students in early education and distance programs
- Brings the state-funded Teaching & Learning Center for K-12 teachers together with the Byrnes-Quanbeck Library to create an educational resource center
- Improves classroom and lab space for meeting the state's workforce development needs in math, science, research, and emerging healthcare fields

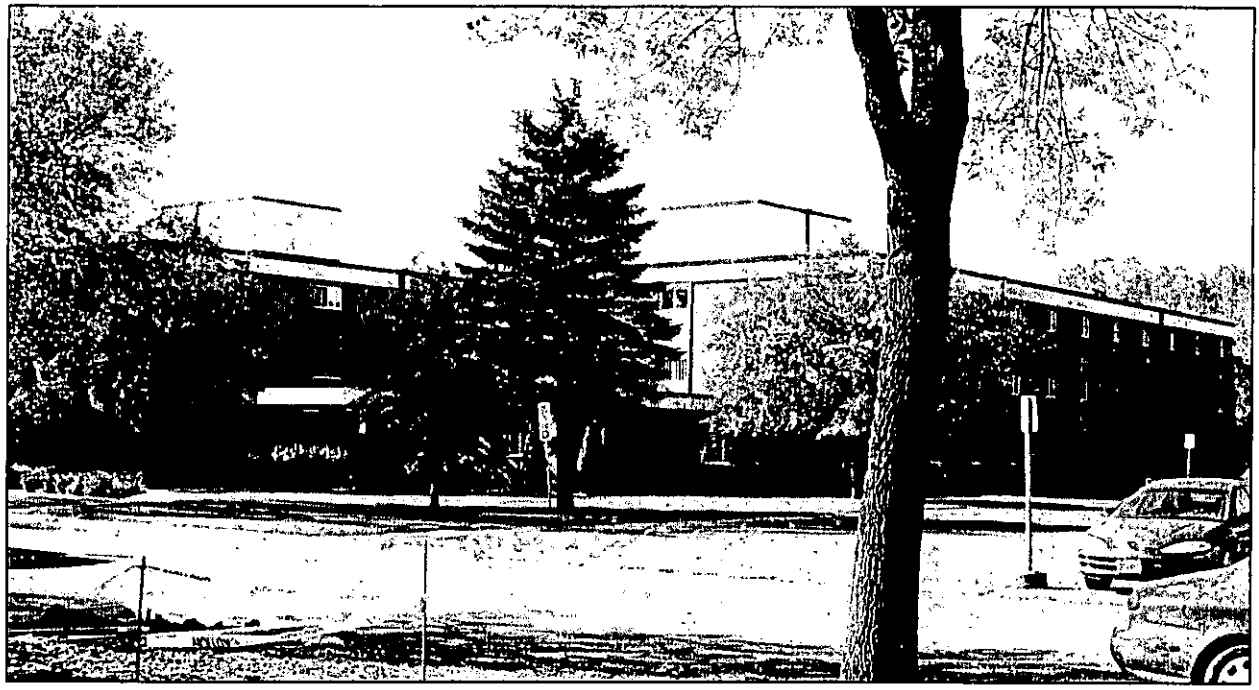
Science-Library Renovation and Education Addition
State Funding: $4,958,325



Agassiz Hall Renovation
Local Funding: $3,668,500

Agassiz Hall (1969) has remained in nearly original condition, except for regular maintenance, painting, and re-roofing. As is typical with residence halls of the time, it was configured with double occupancy rooms arranged around a central core of shared lavatories and showers. The facility is not ADA accessible. Agassiz Hall also exhibits plumbing and ventilation problems consistent with a building that is more than 39 years old.

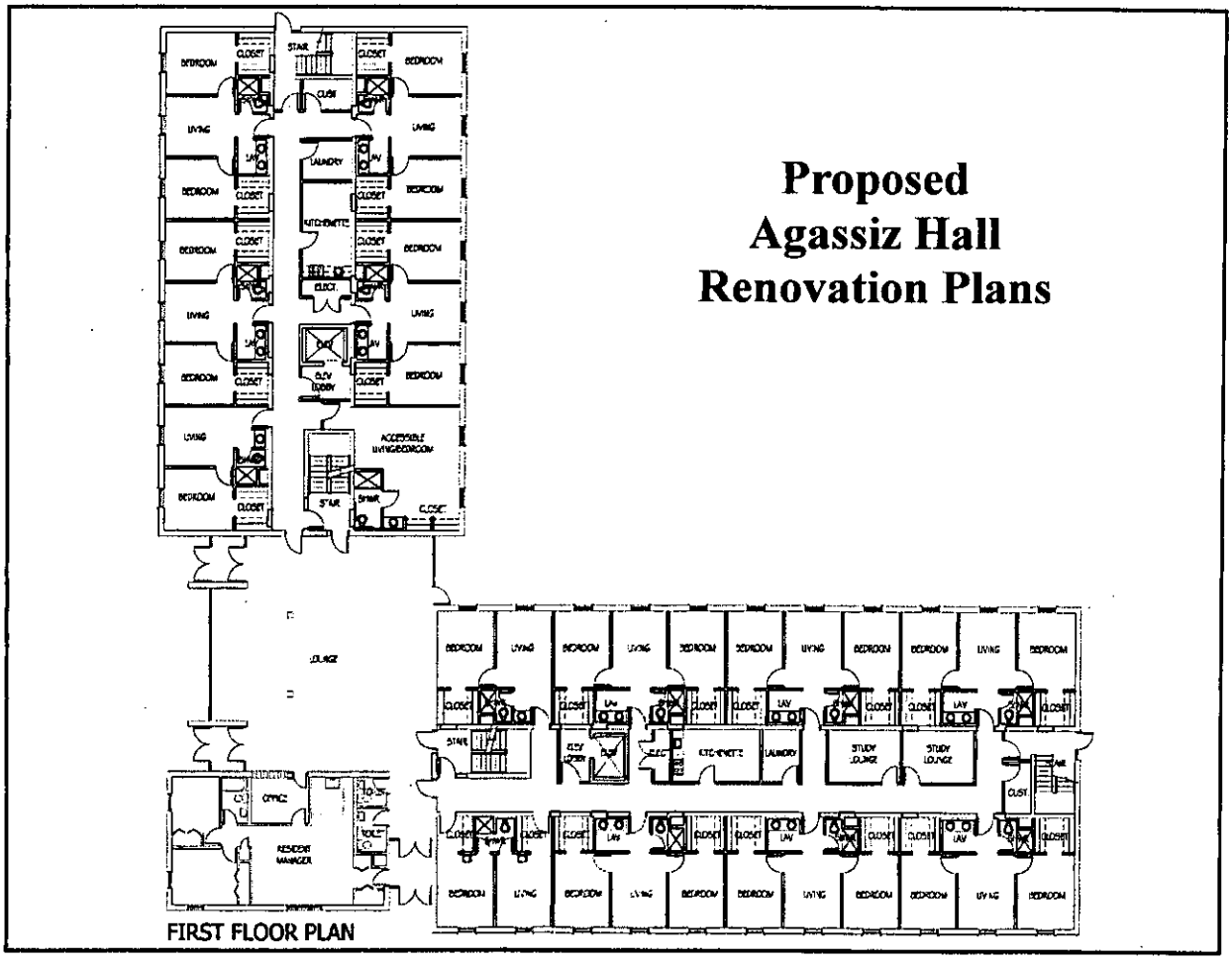
Today, in an effort to retain more students on campus, colleges and universities are renovating and constructing facilities that provide more privacy and independence for students. The proposed renovations for Agassiz Hall will involve remodeling the facilities into two styles of double occupancy suites. Style one would consist of two bedrooms, living room, and shared bath. Style two would consist of two bedrooms, kitchenette, laundry, living room, and shared bath. Style one would provide a separate lounge and study area. Renovations will include complete replacement of ventilation, plumbing, and electrical systems. Air conditioning will be added in each wing. The renovation project will reduce capacity from 228 to 144 beds.
A revenue bond will provide funding.



Non-State Funded Project

Agassiz Hall Renovation - $3,668,500 project

- Improves recruitment and retention by renovating Mayville State's largest residence hall
- Converts building from double occupancy rooms with shared bathroom facilities to double occupancy suites
- Improves health, safety, and accessibility
- Includes complete replacement of aging ventilation, plumbing, and electrical systems
- Reduces occupancy from 228 beds to 144 beds
- Funded by a revenue bond



Projects in Progress

Coal Burning Power Plant

Energy Performance Contract Funding: $5,560,812
Estimated Completion Date - January, 2010

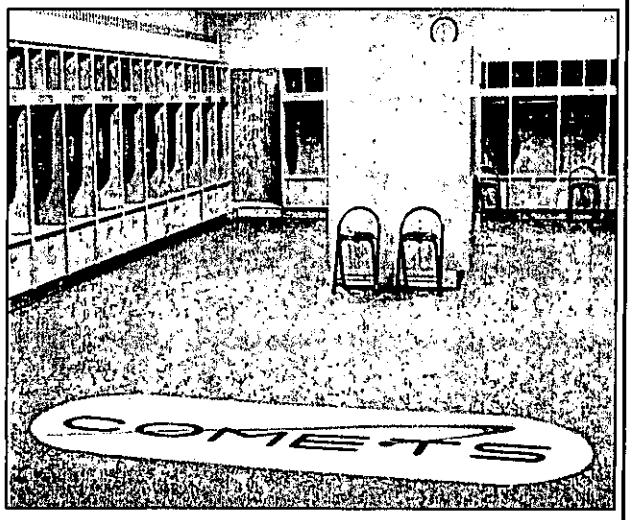
Currently, all steam heating for the MaSU campus is provided by the central powerhouse. Four high-pressure boilers supply steam via a tunnel and piping system throughout the campus. The boilers have dual fuel capability. However, natural gas is unavailable in the City of Mayville. The boilers currently burn #2 fuel oil only and rising oil prices have significantly impacted heating costs at the university. An alternative fuel source could reduce the rising energy costs and could offer a renewable energy source for heating at Mayville State University.

This project will involve installing a supplemental coal burning boiler system on campus to provide steam heat to the buildings at Mayville State. This project includes building a separate independent boiler plant. The existing powerhouse will remain intact and operational to allow MaSU the option of burning the product that is the most cost-effective at any time period.

The coal burning power plant is the major component in a $6,461,334 energy performance contract with Energy Services Group authorized by the State Board of Higher Education on June 16, 2008.

Facility Improvements

Deferred maintenance needs at Mayville State have begun to be addressed with more than $1.6 million in capital improvement funding granted during the 2007 legislative session. Replacement of 2,800 feet of sidewalk on campus began in July of 2007. Offices in the administrative building, Old Main, have been refurbished with fresh paint, new carpet and furniture. In addition, office and classroom areas have been upgraded to accommodate health and safety concerns. Athletic facilities have been greatly improved through a combination of state funds and a substantial private donation from Gary and Connie Tharaldson.



Nearly $100,000 in local funding has also been spent on renovations to bathrooms and apartments in Berg Hall to update living facilities for students.

Strategic Planning

Mayville State University's recent and ongoing strategic planning process, led by Dr. Dennis Jones of NCHEMS, has drawn some conclusions. Mayville State University can assist the state of North Dakota with persistent concerns over student retention rates, graduation rates, timely educational responses to new academic needs, low rates of master's degrees for elementary and secondary teachers, STEM, and student out-migration. According to regional and national comparisons, Mayville State's academic offerings have become limited due to system decisions; such as the expansion of the teacher training mission to virtually every other campus in the state, the elimination of two-year programs on the small four-year campuses, and the inability to serve teacher education through limited graduate credit.

Dr. Dennis Jones

New initiatives for Mayville State University could include offering new two-year programs that are not duplicative to existing programs, and hosting more of the programs offered by traditional two-year campuses. Entry into emerging fields of study, such as health care, would allow the campus to move in new directions without duplicating other campuses' programming. Limited graduate credit, which virtually every other state in the nation allows, would add revenue and channel students into existing graduate programs in increasing numbers. Improved remediation at the smaller campuses like Mayville State, along with more articulation arrangements between campuses, could actually increase the number of successful students at all the intuitions. These plans could be implemented with little or no direct duplication of effort or student loss at other institutions.

The need for increased access to two-year programming (not more institutions) in the northeastern corner of North Dakota has been discussed by the Interim Legislative Committee on Higher Education. Each year, thousands of North Dakota high school students leave the northeastern part of the state to enroll in Minnesota's programs. Experience indicates that many never return to our state to live and work. New less-than-baccalaureate programming could be provided in large part through collaborations between existing two-year programs and new, unique programs being developed at Mayville State. Students interested in less than baccalaureate education often only travel within a 30 mile radius for much of their education. In the 1990's, when Mayville State was asked to give up most of its two-year programs, not a single student transferred to Wahpeton or Lake Region. Most students transferred to schools in Minnesota. When asked why, our students said the distance was just too great.

Mayville State University prides itself on its ability to give personalized attention to students. It is our feeling that low graduation and retention rates could also be improved if more students started their academic careers at a campus like Mayville. Students can take advantage of favorable student-to-teacher ratios, smaller classes, and a greater likelihood of participating in extracurricular activities.

Strategic Planning (continued)

An example of new programming could be a three-pronged health and biomedical sciences initiative: clinical, nursing, and biomedical. Partnerships could be developed with Bismarck State College to collaborate on a clinical laboratory technician program; Lake Region State College with its nursing program, and the UND School of Medicine. Mayville State's traditional strengths in mathematics and science, combined with INBRE and EPSCoR and other research grants would fit together nicely with this new direction. Initiatives like this would directly impact the STEM efforts. Making STEM initiatives a part of the small teacher education institutions would bring STEM training right to the source: the elementary and secondary teachers of the state. It is these teachers who could orient, and excite, students at early age for STEM careers. The State Board of Higher Education would have to approve changes of this nature. Mayville State University is also exploring the possibility of offering limited graduate credit, which would help service its teacher education graduates and provide cash flow in the summer months. When articulated properly into the state's existing graduate programs, these activities could help the state provide more elementary and secondary teachers with master's degrees. Limited graduate credit is allowed at four-year institutions in 48 of the 50 states.

Other current on-campus thrusts include a fitness and wellness degree geared to aging Americans and a sports management degree. Mayville State's Early Childhood Education/Early Elementary Education (PreK-3) program began this spring. The State Board of Higher Education has approved Mayville State's Special Needs Generalist minor. After much effort, Mayville State has finally been granted J-1 visa authority which will pave the way for enrolling Chinese and other foreign students. The diversity gained from this endeavor is very important to a college campus with a teaching focus. More specific plans will be crafted when the strategic planning initiative is completed later this year. Mayville State University will seek support from the North Dakota University System and the Legislature once these plans are formalized.

Background Information for Higher Education Committee Meeting

Fargo, North Dakota - July 30, 2008

Criteria

- Sustains the Viability of all 11 Institutions
- Enhances Collaboration and Transparency of Decision Making
- Reinforces the Focus on the System of Institutions
- Separates the Routine from the Strategic

NCHEMS National Center for Higher Education Management Systems
3035 Center Green Drive Suite 150 Boulder, Colorado 80301-2251

What did the NCHEM's research reveal?

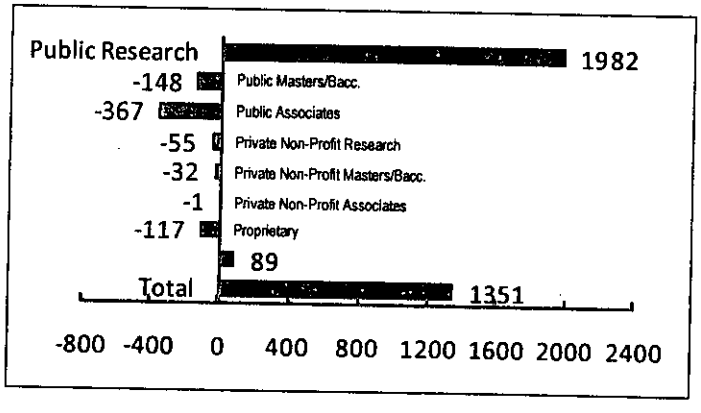
1. Mayville State University's mission is limited when compared to institutions like it in other states. The mission has actually been narrowed over the years.
2. Two-year programs are typical for small four-year campuses; North Dakota reduced this mission in the 1990's.
3. Teacher training has been added to nearly every institution in the system.
4. Four-year campuses in North Dakota do not have a board staff support mechanism like the two-year campuses. College Technical Education Council (CTEC) is attended by a vice chancellor.
5. The majority of students in North Dakota start at research institutions. This is not the case in many states.
6. Limited graduate credit is a normal part of four-year teacher education missions in 48 of 50 states. In many states these institutions are major "feeders" for graduate granting institutions.

Student Migration from North Dakota to Out-of-State Institutions

Institution	State	First-Time, First-Year Students, Fall 2002
Northwest Technical College – Bemidji	**MN**	**558**
Minnesota State University – Moorhead	**MN**	**408**
Concordia College at Moorhead	MN	123
University of Minnesota – Twin Cities	MN	108
Northland Community and Technical College	**MN**	**60**
Saint Cloud State University	MN	46
University of Minnesota – Crookston	**MN**	**44**
Fergus Falls Community College	**MN**	**36**
Wyoming Technical Institute	WY	29
Alexandria Technical College	MN	23
South Dakota School of Mines and Technology	SD	21
University of Nebraska at Lincoln	NE	19
Black Hills State University	SD	19
University of Minnesota – Duluth	MN	18
Northern State University	SD	17
Northwestern College	MN	16
Montana State University – Bozeman	MT	16
Minnesota State University – Mankato	MN	15
Saint Olaf College	MN	14
Central Lakes College – Brainerd	MN	14
Bemidji State University	MN	13
University of St. Thomas	MN	12
University of Denver	CO	11
Lake Area Technical Institute	SO	10

Source: IPEDS Fall 2002 Residency and Migration File

Net In-Migration by Type of Institution - Fall 2006



North Dakota Residents Attending Northwest Technical College

Major	Number of Students	Credits
Agriculture and Natural Resources	1	13
Business and Management	5	134
Communications	1	31
Computer and Information Services	1	24
Education	1	13
Fine and Applied Arts	1	10
Health Professions	3	59
Home Economics	1	39
Law	1	12
Public Affairs and Services	1	18
Social Sciences	3	63
Business and Commerce Technologies	**216**	**4,378**
Data Processing Technologies	**82**	**1,442**
Health Services and Paramedical Technologies	**509**	**9,538**
Mechanical Engineering Tech	**168**	**3,942**
Natural Science Technologies	11	247
Public Service Related Technologies	72	1,157
Undecided	185	3,101
Other	308	6,357
TOTAL	**1,570**	**30,578**

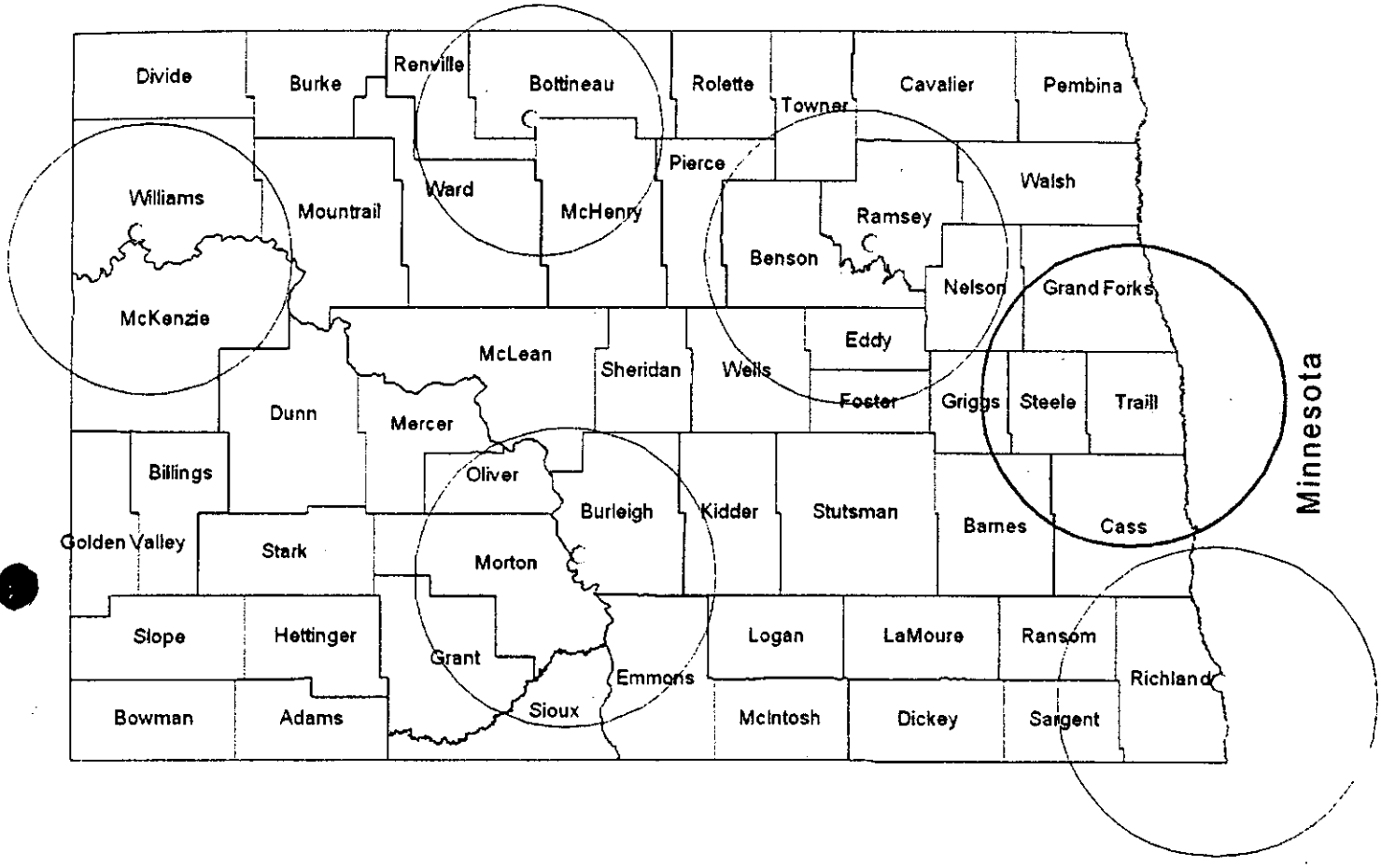
Source: Minnesota Higher Education Services Office, Interstate Tuition Reciprocity Program

North Dakota Residents Attending Northland Community & Technical College

Major	Number of Students	Credits
Agriculture and Natural Resources	39	750
Architecture and Environmental Design	3	82
Biological Sciences	1	12
Business and Management	**60**	**1,170**
Communications	2	49
Computer and Information Services	**39**	**781**
Education	**19**	**323**
Engineering	2	72
Fine and Applied Arts	1	27
Health Professions	**41**	**745**
Law	8	154
Mathematics	2	49
Physical Science	1	13
Psychology	3	59
Social Sciences	2	27
Interdisciplinary Studies	16	289
Business and Commerce Technologies	**76**	**1,483**
Data Processing Technologies	**14**	**242**
Health Services and Paramedical Technologies	**546**	**10,460**
Mechanical Engineering Tech	**111**	**2,896**
Public Service Related Technologies	70	1,662
Undecided	122	2,021
Other	151	3,240
TOTAL	**1,329**	**26,606**

Source: Minnesota Higher Education Services Office, Interstate Tuition Reciprocity Program

North Dakota Public 2-year Institutions
Locations with 50 Mile Radius Plots



How can Mayville State University assist with less than baccalaureate access?

Problem: Access to less than baccalaureate programming.

Solution: Utilize existing sites for more programs that are two year or less.
Reinstate the role of the small four-year campus to assist.

Result: Two-year students often stay within a 30 mile radius of home. More sites bring programs closer to the students. Careful articulation and collaboration with existing two-year schools can avoid duplication. Allowing some new, unique two-year programs at small four-year campuses creates the financial stability and enrollments necessary for viability. Attendance at these institutions should assist with retention and graduation rates because the characteristics of the campus match the needs of the students. There is no evidence that converting an existing four-year campus to a two-year campus has ever succeeded.

How can Mayville State University assist with retention and graduation rates?

Problem: Student retention and graduation rates could be improved.

Solution: Other states often start the majority of their students in two-year, or small four-year institutions.

Result: Smaller schools in some states are expected to develop skills in remediation and career counseling. Smaller class size, lower faculty to student ratios, and greater opportunities to be involved in extra-curricular activities can lead to higher rates of retention and graduation. Students transfer to graduate granting institutions well prepared, which can result in greater retention rates and therefore greater number of students in the system.

How can Mayville State University assist when new types of workers are needed quickly?

Problem: Growth areas such as health and technology can require new programming rapidly. Existing educational structures can make balancing supply and demand difficult.

Solution: Allow institutions like Mayville State to help in these efforts by starting some new and unique programs. The Clinical Lab Science program offered in partnership with the UND School of Medicine is an example. Make STEM initiatives a priority for the four-year campuses. They can help train our elementary and secondary teachers so they can orient students early on.

Result: Greater access, faster response time, more appropriate response to need, and more complete use of state educational resources would occur.

How can Mayville State University assist with educational quality in our public schools?

Problem: North Dakota has the lowest percentage of elementary and secondary teachers in the nation with master's degrees.

Solution: Allow the teacher education institutions to reclaim part of their mission by allowing limited graduate credit.

Result: In many states a far greater percentage of teachers have master's degrees because teacher education institutions help get teachers started with master's degree work. Teachers want in-service offered at the graduate level so they can move up their pay scales. After some credit is earned, teachers are motivated to enroll in a formal graduate program and apply these credits to a master's degree.

Other Thoughts Related to Mayville State University's Strategic Planning Efforts

- Most of the changes identified previously cannot be achieved without new approvals from the legislature and/or the State Board for Higher Education.

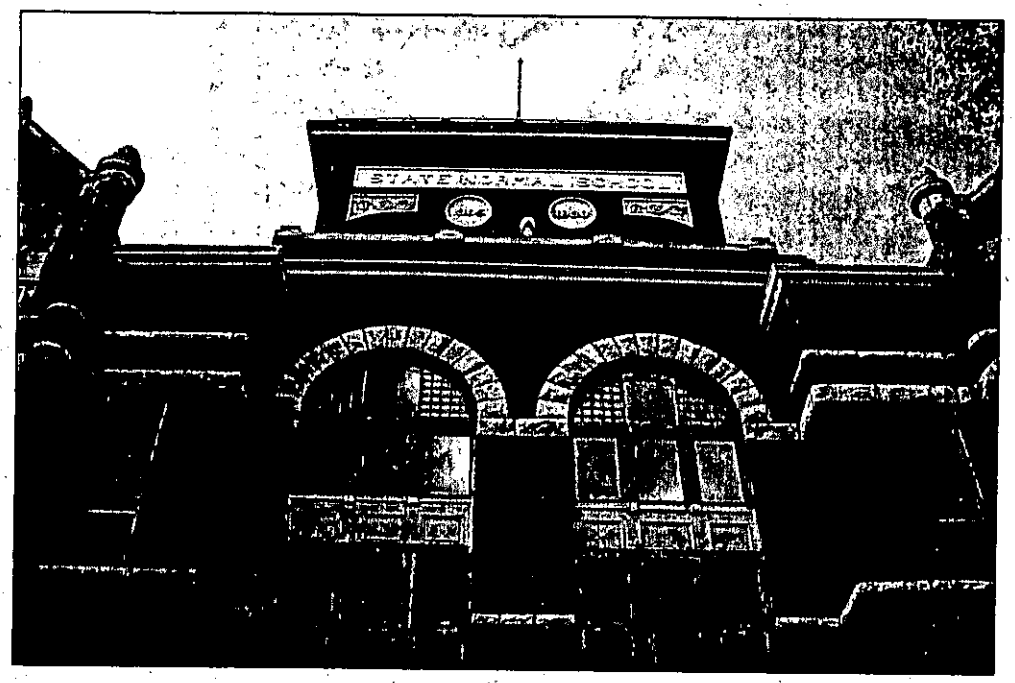
- Increasing enrollments at the smaller institutions might actually increase enrollments at the larger institutions because there would be more students properly remediated and their career goals would be more focused. The improved retention rates could replace a somewhat reduced new freshman enrollment that some institutions may anticipate.

- Careful articulation between two- and small four-year campuses could bring additional less-than-baccalaureate programs to additional campuses without duplication. Small four-year campuses could take advantage of growth areas, and assist with access and speed of delivery, by adding programs that do not yet exist in the system.

- Duplication does not exist if the nearest program is located too far away. The result may be decreased access.

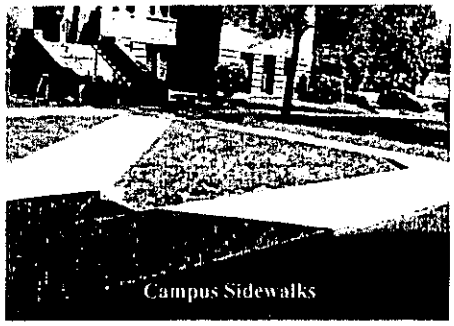
- Programs with complex accreditation standards or extremely expensive equipment will continue to require students to go to limited numbers of sites.

Appendix

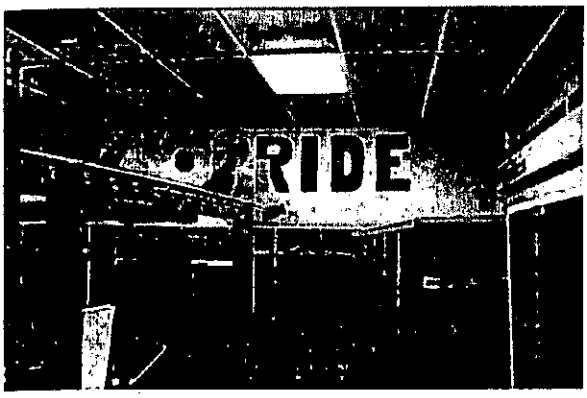


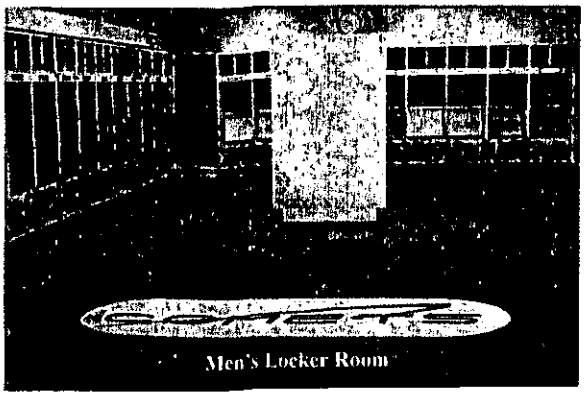
Mayville State University

Recent Facility Improvements

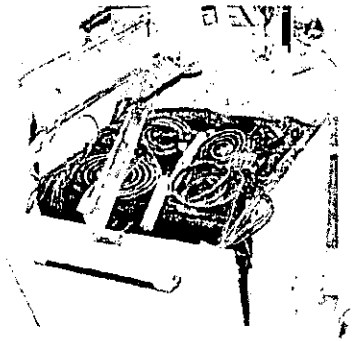


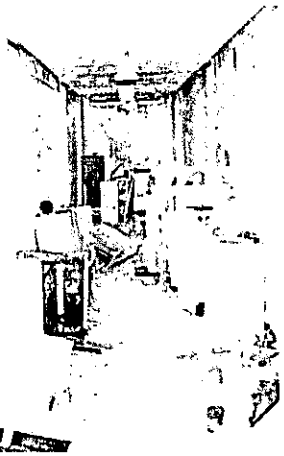
Campus Sidewalks



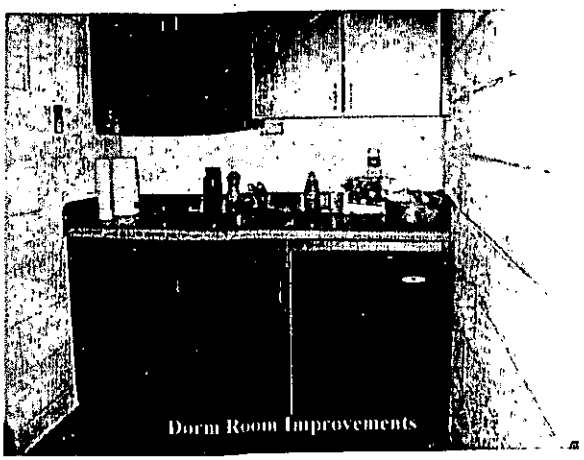


Men's Locker Room

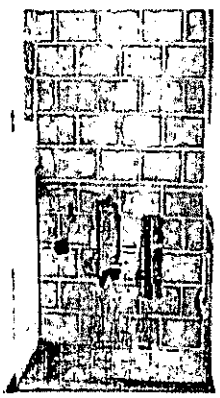


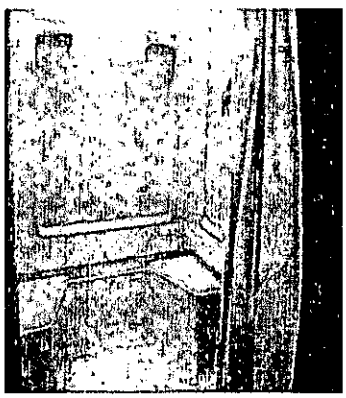


Previous dorm rooms/appliances



Dorm Room Improvements





Improved Athletic Training Facilities

MaSU Accomplishments

- The Mayville State Division of Education and Psychology has been granted continuing accreditation by the United Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE).

- Mayville State University received a five-year $1.9 million grant from the U.S. Department of Education Strengthening Institutions Program. The grant is assisting in developing and delivering academic programs and will help improve student retention. A first year experience course was implemented in the fall of 2008, and more than 90% of all full time freshmen enrolled. Retention of new freshmen to their second year of enrollment improved to 60%, and efforts to increase retention rates by 10% within five years are underway.

- The U.S. Department of State has approved Mayville State for participation in the Exchange Visitor Program. This will allow the campus to recruit international students under the auspices of a J-1 visa.

- The Mayville State Foundation will provide over $216,300 in academic scholarships to students in 2008-09, nearly triple the amount provided just four years ago.

- In 2008, Mayville State University was given the designation of "Best Midwestern College" by the Princeton Review for the seventh-straight year.

- Mayville State University faculty Jeff Sieg and Laurie Berry were selected in 2007 and 2008 for the North Dakota Space Grant Consortium Summer Fellowship Program, designed to give college faculty an opportunity to develop or revise academic courses in support of NASA's science, technology, engineering and mathematics (STEM) objectives. Sieg and Berry enhanced space science education and strategies for teaching space science in Mayville State's elementary education program. May-Port CG elementary school students, and second- and third-grade students visited Mayville State University to talk with astronaut Mike Fossum from NASA in Houston via the Interactive Video Network.

- Housed in the former Portland, N.D. school building, Mayville State University elementary and secondary education interns and faculty provided all curricular and other activities for Northwood, N.D., K-6 students after their school was severely damaged by a tornado that ripped through Northwood on August 26, 2007.

- A grassroots effort to increase and improve music involvement on campus has resulted in a two-fold increase in the size of the concert choir and a three-fold increase in the concert band. Much of this growth has been a direct result of scholarship funds made available through funds donated by alumni and friends.

- The MSU Student Senate led an initiative during the past year that resulted in the campus being designated as tobacco-free, effective January, 2009.

- The 2006–07 Mayville State University men's basketball team made history by advancing to the NAIA Division II national championship game. No other North Dakota collegiate men's basketball team had played for a national championship before.

- In conjunction with Statehood Day on November 2, 2007, Mayville State University hosted "North Dakota: Heritage & Hope," a celebration that highlights the history and future that North Dakotans share. Activities included a panel discussion on "Workforce Development and the Future of North Dakota." Panel members were North Dakota University System Chancellor Bill Goetz, Grand Forks Herald Editor Mike Jacobs, Greater North Dakota Chamber of Commerce President Dave MacIver, and Job Service North Dakota Customer Service Director Beth Zander.

Selected Faculty Achievements

Mitzi Brunsdale, Ph.D.
Currently engaged in research and writing for a two-volume reference contracted to Greenwood Publishers for delivery on September 1, 2009. This work will appear in Greenwood's *Icons of Popular Culture* series as "Icons of Crime and Detection."

Carol Enger, Ed.D.
Attended the NAEYC Conference (National Association for the Education of Young Children) November 5-9, 2008 and will attend the Affiliate Council meetings as NDAEYC President Elect.

Thomas Gonnella, Ph.D.
Received the fourth year of funding from a sub-contract proposal to NIH (National Institute of Health) through the INBRE (IDea Network of Biomedical Research Excellence) program to initiate a biomedical research program based on "Novel Fluorescence Methods for Biomedical Applications." The total funding is $187,600 with $137,200 in direct funding.

Khwaja Hossain, Ph.D.
Is a task leader for the SUNRISE BioProducts Center of Excellence. SUNRISE is a student-centered, faculty-organized supercluster comprised of 28 faculty in 13 separate academic departments at UND, NDSU, Mayville State, and NDSCS. SUNRISE research is focused in three areas: the technologies to enable the environmentally sustainable use of coal, the production of fuels, chemicals, polymers, and composites from renewable sources, and the harvesting of energy from diffuse sources (wind/solar/hydrogen).

Lee Kaldor, M.A.
Awarded the Legislator of the Year Award by the North Dakota Township Officers Association which serves 6,500 locally elected township officers from 1,534 townships from across North Dakota.

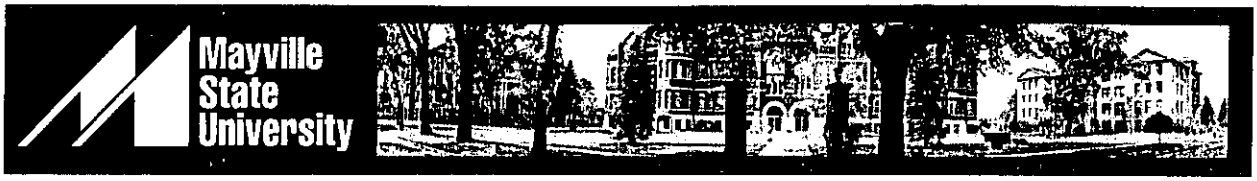
Donna Mark, M.S.
Received the "Best Practice Award" at the North Dakota state convention for long term care facilities for a program where the HPER division teamed with Luther Memorial Home, a long-term care facility in Mayville, to provide a fitness program for the residents.

Paul Meartz, Ph.D.
His work on *Dakota Alliance* has been favorably received by the National Geographic Society as part of their grant to the North Dakota Geographic Alliance.

Dale Nelson, M.A.
Published pieces in the New York C. S. Lewis Society on Lewis's interest in Sir Walter Scott and science fiction author Arthur C. Clarke. Published an article in the Tolkien newsletter *Beyond Bree* about the author of *The Lord of the Rings* and Nelson's interest in a book of fictional ghost stories published when he was a youth.

John Pederson, Ph.D.
Presented "President Truman's Appointment for the First Woman American Ambassador, Eugenie Anderson: Breaking Precedent or Business as Usual?" at the 51st Missouri Valley History conference at Omaha, NE, March 7, 2008.

Matthew Wanat, Ph.D.
Presented "Writing Rhetorics, Reading Shane." at the Iconic Places and Characters in 20th Century American Culture Conference in Honor of Sinclair Lewis at St. Cloud, MN, October 18-19, 2007.



Mayville State University Campus Alignment Plan for 2008-09
Roundtable Cornerstones and Objectives
August, 2008

1. *Economic Development*

Increase direct connections and contributions of the University system to the economic growth and social vitality of North Dakota.

Objective: To develop and implement an enrollment management plan that has a goal of 1500 headcount, with 750 full time residential and 660 distance students.

Objective: To partner with business, industry and other education providers to develop and implement new majors and programs.

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2. *Education Excellence*

Provide high quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and a knowledgeable contributing members of an increasingly global and multicultural society.

Objective: To improve the retention of new freshmen to their sophomore year and to eventual graduation within six years.

Objective: To develop and implement an intrusive advising system that will support improved retention of students.

Objective: To improve and increase extra curricular opportunities for students to assist with recruitment and retention.

Objective: To expand and improve the availability of financial aid, scholarships, and other support for students to aid with recruitment and retention.

Objective: To implement a comprehensive employee professional development plan.

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3. *Flexible and Responsive System*

Create a university system environment which is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

Objective: To develop and offer additional distance degree programs and additional online courses to non-degree-seeking students.

Objective: To develop new academic program offerings in cooperation with two year colleges.

Objective: To develop additional articulation agreements and collaborative strategies with two year community colleges, technical schools, other four year institutions, and graduate schools.

Roundtable Cornerstones and Objectives continued

4. Accessible System

Create a University System that is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities and citizens with access to educational programs, workforce training opportunities, and technology access and transfer and does so with the same performance characteristics as described in the "Flexible and Responsive" Cornerstone.

Objective: To develop a full complement of web-based student services.

Objective: To offer limited graduate credit for in-service programs for area public school teachers.

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5. Funding and Rewards

Develop a system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System – assures achievement of the expectations envisioned.

Objective: To complete finance and planning processes and begin construction of new coal heating plant.

Objective: To present proposal to 2009 Legislature for facility improvements and renovation.

Objective: To balance all state and local budgets and to eliminate local deficits.

Objective: To increase external financial support for the university.

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6. Sustaining the Vision

Develop a structure and process which assures the University System for the 21st Century, as described by these cornerstones, remains connected, understood, relevant and accountable to the present and future research, education, and public service needs of the state and its citizens – sustaining the vision.

Objective: Complete the institution's academic planning process.