



# REGENTS UPDATE

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## **NSU's New Mission Focuses on Applying Technology to Teaching**

Northern State University (NSU) has a new role that could transform it into a national or even international model for applying technology to future teaching and learning in higher education and in elementary and secondary schools. The South Dakota Board of Regents approved a change in mission for the Aberdeen school, which was founded in 1901 as a teacher training institution.

"Northern has always been a leader in producing teachers for South Dakota K-12 schools," said Regents President Harvey C. Jewett, Aberdeen. "This mission change will acknowledge the new e-learning center as one more first for the university as it maintains its leadership role. Technology is changing the way we relate to each other. We already have e-commerce. We are exploring e-government. It only makes sense to use technology to bring some relief to the teacher shortage situation our small rural districts are facing. The e-learning center will do that."

NSU President John Hilpert added that the center will have an impact on the entire university. "Every student will graduate from Northern with a working knowledge of technology. As the center develops, the whole curriculum will be transformed. Faculty in all departments will integrate technology into their instruction. NSU graduates should be well-

prepared to compete in the workplace."

"The concept for the e-learning center grew from the realization that technology could be used to address the teacher shortage that already exists in many parts of rural South Dakota," said Regents Executive Director Robert T. Tad Perry. "Small school districts have the most difficulty finding qualified instructors in math, science, English and music. Some kids come to college ill-prepared to do college-level work and the reason may be beyond their control. Some of them may not have been given the opportunity to take the upper level courses, which are the meat of college preparation. Or they were taught by teachers who are teaching out-of-field. That means that a teacher certified to teach in one subject is assigned to teach in another subject in which he or she does not hold a teaching certificate. That is not a satisfactory situation for the students or the teacher."

The new center will be staffed by seven master teachers with K-12 certification in specific subjects and one elementary/ secondary NSU faculty member. They will be assisted by NSU faculty and graduate students. Courses will be delivered to participating school districts over the Digital Dakota Network (DDN) and the Internet. The master teachers will design courses, deliver lessons, manage the e-learning environment and mentor

graduate students. Graduate students will assist in the design and delivery of courses. They will occasionally travel to the receiving school districts to assist with activities and interact with the K-12 students.

At the collaborating K-12 schools, classroom teachers and teacher's aides may be trained as e-mentors. Student teachers from NSU placed in the collaborating schools will also serve as e-mentors. "E-mentors will be teachers, student teachers, or aides who will manage the classroom and facilitate the interactive lessons for the students who are receiving instruction over the DDN from the master teachers and graduate students," said Perry. "NSU faculty and K-12 classroom teachers will work together to design the courses and activities."

Hilpert, whose staff designed the e-learning center, said, "In the early decades of the 20th Century, NSU was recognized nationally as a leader in training teachers for rural settings. Its methods were the most innovative for the times and were copied around the country. That we are launching a new concept in rural teaching and learning on the one-hundredth anniversary of the founding of the institution is appropriate. We see the center as a move to further our heritage of innovation." ■

## Regents Pleased with University Performance

In December of 1997 the Board of Regents adopted a funding plan based on performance. The plan consists of performance targets related to state policy goals. At the March Board meeting performance targets in three areas were set for the 2001-2002 academic year.

"Overall the Regents are pleased with the efforts made by the universities to meet the targets set by the Board last year," said Regent President Harvey C. Jewett.

There are five incentive funds.

- **Incentive fund one** supports increased access to education for South Dakota residents. Universities are rewarded for increasing the number of South Dakota full time equivalent (FTE) resident students. Dakota State University, South Dakota School of Mines and Technology, and South Dakota State University exceeded their resident FTE growth targets for the 2000-2001 year.
- **Incentive fund two** encourages the increasing enrollment in specific academic programs identified as important for the economic growth of South Dakota. Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University and the University of South Dakota exceeded their enrollment targets for the 2000-2001 year.
- **Incentive fund three** supports demonstrated improvement in academic performance of undergraduate students enrolled in the universities. All of the universities will receive over 96% of their contributions to this fund for the 2000-2001 year.
- **Incentive fund four** encourages the universities to share faculty and facilities and to enroll South Dakota high school students. All of the universities exceeded their target for 2000-2001.
- **Incentive fund five** rewards the universities for raising external funds. Performance is measured separately for gifts, grants and contracts, scholarships, and capital funds. The Board received a performance report on this fund in October 2000.

Performance targets for the 2002 fiscal year were approved by the Board for funds one, two, and four.

"The Regents consider several factors in determining the performance targets. When setting the target for incentive fund one, Access for South Dakotans, among other considerations we took into account the number of South Dakota high school graduates in 2001, efforts to increase retention and programs in high demand at the universities," said Regents Executive Director Robert T. Tad Perry. "For incentive fund two the Board considered recent enrollment growth which affects the number of students available for the designated programs. The Board also considered changes to the program lists and the popularity of each university's programs. The considerations in setting targets for incentive fund four were past performance and collaborative enrollment as a percentage of total enrollment." ■

### Regents Elect Officers for 2001-2002

During the March Board meeting the Regents held their annual election of officers. Harvey C. Jewett will remain the President of the Board of Regents for the 2001-2002 year. Also retaining their offices were Vice President Jack Rentschler and Secretary Rudy Nef.

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Harvey C. Jewett, President; Jack Rentschler, Vice-President; Rudy Nef, Secretary;  
David R. Gienapp; James O. Hansen; Curt Jones; Pat Lebrun; Shane Penfield; (vacancy); Robert T. Tad Perry, Executive Director

## **Tuition and Fees Set by the Regents for 2001-02**

For the 2001-02 academic year tuition rates at all universities for resident undergraduates will be \$62.40 per credit hour. Based on 32 credit hours, the total estimated system costs for tuition, required fees, room and board is \$6,905, an increase of \$328 over the cost of the same items in the current academic year. That is a weighted system average increase of 4.9 percent.

The Regents consider a number of factors when setting tuition and fee rates each year. "Some years ago the Regents adopted a policy of adjusting tuition levels by the inflationary increase in the Higher Education Price Index. The HEPI had provided a useful measure because it looked at the cost of what universities have to buy, such as library journals and test tubes. Other indices, such as the consumer price index, measure the price of groceries and other expenditures of families and households. Those increases do not necessarily reflect what it costs to do business in higher education," said Regents President Harvey C. Jewett, Aberdeen. "Since HEPI is not currently available, we adopted a slightly lower increase than the average for the past five years."

Inflation is not the only factor to be considered in setting tuition and fees, noted Regents Executive Director Robert T. Tad Perry. "When the Regents set rates for the next year they also have to consider the annual salary policy for state employees that is proposed by the Governor and passed by the Legislature. About 20 percent of all Regents' employees are supported by funds that are not appropriated from general funds of state government. Every time the state gives employees a raise or an increase in health insurance, we have to raise tuition and fees to cover the salaries and benefits for our employees who are not paid by state funds," said Perry.

In addition to tuition, which is uniform by category at all state universities, students also pay a variety of fees. The University Support Fee (USF) supports instructional and administrative services. The Regents are in the fourth year of a six-year plan to standardize the USF, so the increases at some institutions are greater than at others as the universities close the gap and achieve the same rate. Unlike the USF, the General Activity Fee, which supports student union buildings and student organizations, reflects campus support for

their different functions. Even though the students and institutional presidents recommend an increase, it cannot be charged until they have justified the increase to the satisfaction of the Regents. Other fees set by the Regents include residence hall room rent, meal plans, special fees related to specific majors, and system fees for such things as applications and transcripts.

Fee increases for FY02 include money to continue the plan to raise salaries for faculty and non-faculty exempt employees. "South Dakota's higher education professional employees are among the lowest paid in the nation. Three years ago the Regents adopted a three-year plan to address that quality issue," said Jewett. "This plan has had a real impact on the universities. Presidents have told the Regents that they have the flexibility to recruit new faculty and to reward those on campus who contribute the most to the education of their students. So that we do not lose the ground that we have gained, the Regents have decided to continue the plan by funding it with the increase in fees. Last fall the student federation stated their support for a continuation. The students know that the value of their education depends on the quality of their instructors. They are willing to pay more to ensure that they will receive the best education their money can buy."

In a related matter the Regents adjusted the adjacent state tuition rate, which is charged to students from Nebraska and Iowa. "A few years ago the Regents raised the nonresident tuition rate to approximately three times that of the in-state rate," said Perry. "We have a reciprocity agreement with Minnesota. North Dakota, Montana and Wyoming participate in the Western Undergraduate Exchange. So the only students who were affected by the increase were those from Nebraska and Iowa. Enrollment dropped off from those two states. Last year, based on fiscal projections from the universities, the Regents reduced by 25 percent the rate charged to new students from those two states. In January of this year the Board decided to set that rate for new students at the same level as the rate charged students who participate in the Western Undergraduate Exchange. We would like to see the students from adjacent states return to our universities. The Regents are hopeful that they will find this rate attractive."■

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## **Recipients of Governor's Teaching with Technology Awards Announced**

Fifty-one faculty members are recipients of Governor Janklow's Faculty Awards for Teaching with Technology grants for 2001.

This special competitive grant program was created by Governor Janklow in 1998 to help the faculty at South Dakota's six public universities teach students the applications of technology in their disciplines. The competitive awards were open to any full-time tenured or tenure-track faculty member who submitted a proposal.

Recipients of the awards included: nine faculty members from Black Hills State University, eight from Dakota State University; ten from Northern State University; two from South Dakota School of Mines and Technology, twelve from South Dakota State University; and ten from the University of South Dakota. Their names are listed below.

**Black Hills State University:** Fred Heidrich, Daniel Peterson, Connie Pollard, Robert Schurrer, Christine Shearer-Creman, Douglas Wessel, Susan Wessel, Don Altmyer and Leonard Austin.

**Dakota State University:** Richard Christoph, Judy Dittman, John Webster, Dan Weinstein, William Henjum, Jeffrey Palmer, Minhua Wang and Sylvia Webster.

**Northern State University:** Timothy Houge, James Kennedy, Grant Manhart, Matta William, Hillar Neumann, Ross Norman, Sharon Paranto, Timothy Woods, Tove Bormes and Jill Schoen.

**South Dakota School of Mines and Technology:** Robin Lipke and Maribeth Price.

**South Dakota State University:** Karen Hardy Cardenas, Debra Ann Debates, Delvin DeBoer, Jeannie French, Beverly King, Joyce Lampson, Richard A. Reid, Debra Spear, Alfred Andrawis, Hala Nassar, Brady Phelps, James M. Tallmon.

**University of South Dakota**  
Douglas Brenner, Diane Hambley, Dennis Navrat, Lisa Newland, Kumoli Ramakrishnan, Dan Van Peurseem, James Balakier, Anthony Deiter, James Korcuska and Yuhlong Lio.