

Instruction, Research and Student Affairs Committee Agenda

January 23, 2001 • 1 p.m.- 2:30 p.m.

SUB • Jordan A

Boise State University / Boise, Idaho

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Subject

- 1. Minutes Instruction, Research, Student Affairs Committee Meeting:** November 19, 2000

Committee Action

To agree by consensus to approve the minutes of the Instruction, Research and Student Affairs Committee meeting held on November 19, 2000 as written (Item 1, attached)

Instruction, Research and Student Affairs Committee Minutes

November 16, 2000 / 10:00 a.m.- 12:15 p.m.

SUB – Williams Conference Center / Selway Lochsa River Room
Lewis Clark State College / Lewiston, Idaho

PRESENT:

Rod Lewis, Chair, SBOE	Karen McGee, SBOE	Blake Hall, SBOE
Marilyn Howard, SBOE	Jonathan Lawson, ISU	Mary Ann Carlson, EITC
Daryl Jones, BSU	Dan Petersen, SDPTE	Randy Earles, ISU Faculty
Jerry Beck, CSI	Jerry Gee, NIC	Robin Dodson, OSBE
Rita Morris, LCSC	Bob West, SDE	Nancy Szofran, OSBE
Nate Petersen, ASBSU	Brian Pitcher, UI	Hal Godwin, UI

Mr. Rod Lewis called the meeting to order at 10:00 a.m. and committee members introduced themselves.

1. Minutes Instruction, Research, Student Affairs Committee Meeting: October 19, 2000

ACTION: It was agreed by consensus to approve the minutes of the Instruction, Research and Student Affairs Committee meeting held on October 19, 2000 as written.

2. Minutes of Council on Academic Affairs and Programs: October 5, 2000

ACTION: It was agreed by consensus to accept the October 5, 2000 minutes of the Council on Academic Affairs and Programs as written.

3. Student Affairs Representative on IRSA

The student affairs officers of the Idaho public postsecondary institutions chose Dr. Hal Godwin, Vice President for Student Affairs at the University of Idaho, to represent them on the IRSA committee. Mr. Lewis welcomed Dr. Godwin to the committee.

4. Appointments to University of Utah School of Medicine Admissions Committee

Since 1978 the State Board of Education (SBOE) has contracted with the University of Utah School of Medicine (UUSM) to provide a limited number of Idaho residents with access to medical education. The terms of the contract stipulate that the SBOE appoint Idaho physicians to represent the state on the admission committee. The major function of the admission committee is to interview and select applicants for admission to the School of Medicine. Over the years, the number of Idaho physicians on the UUSM admission committee has gradually increased from one to five.

The following Idaho physicians have been contacted and have agreed to serve on the committee for three-year terms (November 2000 – November 2003).

1. Dr. A.C. Emery, Twin Falls, Idaho
2. Dr. Mike McLendez, Bonners Ferry, Idaho
3. Dr. Grant Petersen, Blackfoot, Idaho
4. Dr. Kevin Shea, Boise, Idaho
5. Dr. Llana Shumsky, Boise, Idaho

Additionally, the State Board of Education agreed with the recommendation that Dr. Llana Shumsky be actively involved in developing Idaho clinical rotation sites and serve as the University of Utah School of Medicine's representative on the Board's Health Professions Workforce Committee.

In response to Mr. Lewis' question, Dr. Dodson stated that individuals are not paid for serving on the workforce committee. However, provisions of the UUSM contract do require the Board to reimburse admission committee members for their meals and travel expenses incurred during their course of work for the committee in accordance with the state of Idaho travel policies and regulations.

ACTION: It was moved by Karen McGee, seconded by Blake Hall, and carried to approve the nominations to the University of Utah School of Medicine Admission Committee.

5. Program Approval and Discontinuance (Section III, Subsection G): Final Reading

The changes to the Board's Program Review and Approval policy include a number of definitions and procedural changes. The changes more clearly define program and/or program components such as a major or minor, and those requests that require full Board approval and those that simply require the executive director's approval. In addition, the proposed policy will allow for "routine" catalog changes to be retroactively approved.

Dr. Robin Dodson worked with Dr. Dan Petersen and Mr. Mike Falconer of the State Division of Professional-Technical Education to develop a program approval policy that is acceptable to all interested parties. Dr. Dan Petersen stated that the policy changes have addressed the Division's concerns and is acceptable to them. The Council on Academic Affairs and Programs (CAAP) reviewed and finalized the proposed policy changes at its November 2, 2000 meeting and recommended that the IRSAC and Board approve the changes to the Program Review and Approval policy for final reading.

There was some concern about the potential situation where a Board member has a question about a particular program request that the executive director has already approved. Dr. Dodson responded that the Board members would find discussion of a particularly sensitive program request through the Council on Academic Affairs and Programs (CAAP) minutes because all potentially controversial requests are fully discussed and considered by that committee.

Dr. Brian Pitcher mentioned the program approval criteria that the Board might wish to review when considering new programs. At Dr. Dodson's suggestion, Mr. Lewis instructed Board staff to include time during the next IRSA meeting to discuss the established criteria for program review.

ACTION: It was moved by Karen McGee, seconded by Blake Hall, and carried to recommend approval of the changes to the Board's Governing Policy on Program Review and Approval for final reading.

6. PRAXIS II Preservice Teacher Candidate Examination

The evaluation of all Idaho teacher preparation programs is a requirement of Title II of the Higher Education Act. The U.S. Department of Education guidelines require a common set of objective data from each state to help measure the effectiveness of teacher preparation programs and assess the quality of program completers.

Dr. Bob West explained that with an emphasis on what a teacher candidate should know and be able to do, the assessment chosen should indicate how well a candidate has acquired the content knowledge of their academic discipline. Although such an assessment is only one measure of competence, the one selected should help communicate teacher knowledge to the public while meeting the Congressional mandate for common objective data used by all Idaho teacher preparation programs.

Teacher candidate assessment alternatives were discussed at several meetings by those for whom a testing requirement decision would have a long-term effect, including the Office of the State Board of Education, the Department of Education, the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, the Professional Standards Commission and the provosts and deans of Idaho teacher preparation institutions. Consensus was reached that the PRAXIS II examination provided by the Educational Testing Service offers quality assessment procedures. ETS measures are among the most commonly used by institutions of higher education and departments of education to assess teacher candidates and applicants for certification. After approval for pre-service use, it is expected that State Board approval of the PRAXIS II examination will be requested by the Department of Education to assess out of state applicants for initial teacher certification.

Although he recognized that Idaho is fast-tracking a decision on the assessment measure because of U.S. Department of Education deadlines and that PRAXIS II is a reasonable assessment tool, Mr. Blake Hall asked about possibilities other than PRAXIS that the state might consider for evaluating the effectiveness of teacher education programs. Dr. West mentioned that some states such as California have developed their own tests, and although he wasn't familiar with them, there are probably some testing companies other than ETS that develop assessment products.

Mr. Mike Killworth mentioned Idaho's MOST Title II grant activities and how they relate to the issue of assessment requirements of Title II. He pointed out that several of the people who were involved in the recommendation of the PRAXIS II exam are also involved in Idaho's MOST Title II grant. After data has been gathered for the Title II grant it is possible that the state may want to review the decision to use the PRAXIS assessment.

Dr. Marilyn Howard pointed out the intricacies involved with standards-based assessment, which is new for Idaho. While the PRAXIS assessment will provide baseline information on teacher education candidates' subject knowledge, the new standards being developed by Idaho's MOST will address disposition and competency in addition to knowledge.

There was some concern from committee members about the absence at this point of established minimum cut-off exam scores. They could foresee some potential criticism from the public if, after the use of PRAXIS II is approved, the scores for passing the exam are set too low. That prompted the question of what the Board's authority and responsibility is with regard to determining passing assessment scores. Dr. Brian Pitcher mentioned that one of the project objectives for Idaho's MOST is adopt a rigorous statewide assessment policy that ensures that college/university teacher graduates possess content and pedagogy knowledge and teaching skill.

Students take the test during their last year in the teacher education program and if they do not pass the test they can still be awarded their degree but cannot be certified to teach. Dr. Jerry Beck was concerned that using only the PRAXIS II test score may eliminate some individuals from the teaching profession who although scored low on the exam are still caring, compassionate dedicated individuals who would make excellent teachers. Mr. Lewis responded that although he recognizes that other factors should be considered, the U.S. Department of Education requirements do direct to the states to determine minimum scores.

Mr. Hall suggested that at the conclusion of Idaho's MOST study when additional data is available, the Board reconsider the issues and its decision to use the PRAXIS II assessment. In addition, the committee directed staff to forward cut-off scores recommended by the Professional Standards Commission to the committee and full Board for their consideration.

ACTION: It was moved by Blake Hall, seconded by Karen McGee, and carried to approve the use of the PRAXIS II examination as an initial pre-service requirement for teacher education candidates.

7. Math and Science Preparation

Dr. Robin Dodson directed the committee's attention to the overview of math and science preparation issues exhibited in the executive summary and mentioned the many groups and committees that have discussed and considered the pressing need to improve math and science education.

Mr. Lewis inquired about the Committee and Board's role in driving student interest in math and science, particularly in the middle school years. Dr. Howard responded that she believed that improved achievement and teacher standards will lead to innovation and excitement among local districts and teachers who teach math and science. The State Department of Education is planning to include in its next budget, incentives to school districts to address and implement standards that will improve math and science instruction. Ms. Karen McGee also mentioned the need to find innovative ways to generate enthusiasm for math and science, including inviting individuals in the professions into classrooms to talk to, mentor, and work with students.

Dr. Gens Johnson explained that Idaho Public Television broadcasts math and science focused programming targeted to middle school students, as well as provides professional development materials for teachers designed to assist with math and science instruction.

Mr. Hall's suggestion to consider salary incentives to recruit and retain math and science teachers to meet state needs generated discussion of several issues, including collective bargaining, standards and teacher training.

The committee directed CAAP to identify a specific goal to address the improvement of math and science competencies, and recommend effective and measurable strategies to accomplish the goals. CAAP's recommendations will be submitted to IRSA and full Board for their consideration. Mr. Lewis and Mr. Hall encouraged CAAP to use an open minded approach and cautioned them not to develop the strategies before the goal has been identified.

8. Accelerated Learning Programs – Dual Enrollment Information

The State Board of Education drafted and approved a policy in 1998 on accelerated learning in response to legislation to establish dual enrollment programs. Since that time, accelerated learning programs have enjoyed significant increases in enrollments. With the growth of these programs, several issues have surfaced including the transfer of credits to out-of-state institutions, managing the growth, competition with AP courses, funding, financial aid, faculty, delivery and communication.

Superintendents from southeastern Idaho met with the Presidents' Council on Tuesday, November 7 to discuss the delivery of affordable dual enrollment opportunities for all students and to gain the Presidents' support for legislation to fund dual enrollment programs in Idaho. At that meeting, Dr. Daryl Jones, Provost at Boise State University, explained the Board's policy with regard to dual enrollment fees and funding, and the existing dual enrollment programs currently being offered by the colleges and universities cooperatively with local school districts. Because President Bowen's report to the Planning, Policy and Governmental Affairs Committee (PPGAC) on Wednesday, November 15, 2000 had already generated a significant amount of discussion, the IRSA committee did not wish to duplicate that discussion. Dr. Robin Dodson stated that the CAAP is aware of the issues, which were clearly identified at PPGAC and will address them and bring recommendations to IRSA and Board for their consideration.

9. Program Review of Health Professions and Engineering and Related Professions

Dr. Robin Dodson included preliminary reports in the executive summary that provide a general picture of the health and engineering occupational needs of Idaho and the estimated number of students enrolled in those programs. According to Dr. Dodson, the bottom line is that there are not enough students in the pipeline to meet future workforce needs.

Mr. Blake Hall requested copies of the recommendations issued from other advisory councils and committees that are also working on this issue to be included in the discussion of IRSA's next meeting.

Because of the increasingly complex number of issues before the committee and Board, the chair directed staff to schedule on the agenda only one major issue per meeting. The intent is to dedicate sufficient time at each meeting for the committee and Board to fully consider and discuss an issue in depth before taking action. Committee members believed that there are so many important initiatives that it would be prudent to tackle them one at a time if possible. With that in mind, the committee directed Board staff to focus on math and science education at the next meeting because it is heavily related to the issues of health professions and engineering workforce needs, which will be considered at future meetings.

The meeting was adjourned at 12:15 p.m.

Instruction, Research and Student Affairs Committee

November 2000

Mr. Rod Lewis, Chair
Micron Technology, Inc.
PO Box 6, MS 507
Boise, ID 83707-0006
Work #: 368-4517
Fax #: 363-1309
E-mail: rodlewis@micron.com

Ms. Karen McGee, Vice
President
1420 Cedar Lake Rd
Pocatello, ID 83204
Phone #: 232-4779
Fax # 478-8790
E-mail: kmaster3@home.com

Dr. Jerry Gee
Vice President of Instruction
North Idaho College
Coeur d' Alene ID 83814
Work #: 769-3300 x3305
Fax #: 769-3273
E-Mail: jrgee@nidc.edu

Dr. Jonathan Lawson
Academic Vice President
Idaho State University
Pocatello ID 83209
Work #: 236-2362
Fax #: 236-4487
E-Mail: lawsjona@isu.edu

Dr. Dan Petersen
Director of Research
State Division of Vocational
Education
Boise ID 83720-0095
Work #: 334-3216
Fax #: 334-2365
E-Mail:
DPeterse@sdve.state.id.us

Mr. Blake Hall
PO Box 51630
Idaho Falls, ID 83405-1630
Work #: 208-522-3001
Fax #: 208-523-7254
Email: bghall@anh.net

Dr. Marilyn Howard
State Superintendent of
Public Instruction
State Board of Education
PO Box 83720
Boise ID 83720-0027
Work #: 332-6810
Fax #: 332-6836
E-mail: mhoward@sde.state.id.us

Dr. Daryl Jones
Provost
Boise State University
Boise ID 83725
Work #: 385-1202
Fax #: 385-3779
E-Mail: aprjones@boisestate.edu

Dr. Rita Rice Morris
Provost/VP for Academic
Affairs
Lewis-Clark State College
Lewiston ID 83501
Work #: 799-2213
Fax #: 799-2822
E-Mail: rmorris@lcsc.edu

Dr. Brian Pitcher
Provost
University of Idaho
Moscow ID 83844-3152
Work #: 885-6368
Fax #: 885-6558
E-Mail: bpitcher@uidaho.edu

Dr. Mary Ann Carlson
Dean of Instruction
Eastern Idaho Technical
College
Idaho Falls ID 83404
Work #: 524-3000 X3382
Fax #: 524-3007
E-mail: mcarlson@eitc.edu

Dr. Bob West
Deputy Superintendent of
Public Instruction
PO Box 83720
Boise ID 83720-0027
Work #: 332-6810
Fax #: 332-6836
E-mail: bwest@sde.state.id.us

Dr. Gerald Beck
Vice President of Instruction
College of Southern Idaho
PO Box 1238
Twin Falls ID 83303-1238
Work #: 733-9554 X 2218
Fax #: 736-3015 or 3014
E-Mail: jbeck@taylor.csi.cc.id.us

Dr. Randy Earles
Faculty Chair
Idaho State University
Campus Box 8099
Pocatello, ID 83209-8099
Phone #: 282-2947
E-Mail: earlrاند@isu.edu

Dr. Hal Godwin
Vice President of Student
Affairs
University of Idaho
Moscow, ID 83844-4254
Phone #: 885-5886

E-Mail: hgodwin@uidaho.edu

Student Body President
(Rotated)

Subject

2a. Minutes Council on Academic Affairs and Programs Meeting: November 2, 2000

Committee Action

To agree by consensus to approve the minutes of the Council on Academic Affairs and Program meeting held on November 2, 2000 as written (Item 2a., attached)

Minutes

Council on Academic Affairs and Programs

November 2, 2000 • 9:30 am – 3:00 pm

Ah Fong Conference Room • Boise State University • Boise, Idaho

Present: Jerry Beck, CSI Brian Pitcher, UI Robin Dodson, OSBE
Daryl Jones, BSU Dan Petersen, SDPTE Patty Sanchez, OSBE
Jonathan Lawson, ISU Rita Rice Morris, LCSC
Mary Ann Carlson, EITC Jerry Gee, NIC

Guest: Mike Stefanic, SDOE

1. Minutes of October 5, 2000 CAAP Meeting

It was asked if a copy of the Praxis assessment was distributed to the Deans as noted in the minutes. Robin will present the question to Dr. Mike Stefanic who will represent Dr. Bob West at today's meeting. Brian Pitcher suggested that CAAP give Nancy Szofran and Pam Arhens special recognition for their good work at pointing out problems of IDANET.

It was agreed by consensus to approve the minutes of the October 5, 2000 meeting with the amendment to change the institution Dene Thomas represented at the last meeting from ISU to UI.

2. Praxis II Assessment--Mike Stefanic

Robin Dodson welcomed Dr. Mike Stefanic to the meeting and asked him to briefly summarize the Praxis II Assessment Program. Robin first inquired about the Praxis assessment and explained that in the last meeting, Dr. Bob West was to obtain a copy of the test and forward copies to the provosts and deans at college and universities. They have not received a copy to date. Dr. Stefanic offered to follow-up with Dr. West.

Dr. Stefanic briefly outlined the background leading to the Praxis assessment. Basically, the U.S. Congress requested that a "report card" be submitted from the teacher prep institutions to illustrate how they evaluate their graduates' capabilities. Dr. Stefanic informed the Council that the report they submitted simply stated that Idaho does not test but that the Praxis II Assessment was being considered as an instrument to use. He informed them that he received a response two days ago from the U.S. Department of Education and the report is adequate to meet the requirements of the statute. He also cautioned CAAP that this is merely a piece of the report to be submitted. In April 2001, there will be more reporting required and things should start to be in place by that time. He anticipates the use of the Praxis assessment could begin as early as next fall and they would of course pilot the test.

Dr. Stefanic explained that there are two parts to the Praxis assessment. The Praxis I assessment is a basic skills test, which might be used by the teacher preparation programs and Praxis II, which is in two parts, is concerned with content and pedagogy that could be used for graduates and out-of-state people. He continued to discuss with CAAP the different scenarios and potential problem areas for out-of-state people.

3. Policy Changes

a. *Academic & Professional-Technical Procedures for Program Approval (Section III, Sub G)*

Robin briefly outlined the additional changes to the policy. Basically, new language clarifying *Academic Certificate of Completion* was added to say "A credential awarded for the completion of a course of study or a series of courses of study representing a coherent body of knowledge but which does not lead to a degree (i.e. bachelors, masters, doctoral) or a program component (i.e., major, minor, emphasis, or option)."

A reference notation was placed under *Classification and Definition of Programs* in first paragraph to read: "A program is a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for a degree or certificate (See definition on Section III E-1)."

A discussion ensued regarding the 30 credit hours for a *Technical Certificate* under *Professional Technical Certificates*. Robin explained that it was changed to 27 credit hours for accreditation purposes. It was recommended to change the wording to read: "a credential awarded for the completion of requirements entailing between 27 and 29 semester credit hours and less than two years of full-time work and includes mastery of specific competencies drawn from requirements of business/industry."

Under the *Routine Changes* section, the language was also altered to begin with: "The change of major or minor requirements, or the addition, discontinuance, expansion, change in title, semester offering, credit changes, prerequisites, or descriptions of individual courses for routine catalog changes may be forwarded annually to the State Board of Education's office for retroactive approval."

b. *Admission Standards—Math Requirement—White paper*

Robin briefly outlined the Math and Science white paper and directed CAAP to the discussion points of section III for discussion. He reported that in his interviews with scholars and administrators, he was surprised to learn that the credit hours to be endorsed in mathematics in the K-8 level were weak.

Essentially, it was recommended to remove the options portion to the math paper and have CAAP suggest to the Board to empower a group to investigate its representative of different stakeholders and provide a series of recommendations on ways to improve math and science education. There needs to be a coordinated effort of what needs to be done and who is to do it.

Brian Pitcher suggested considering extracting key points from a couple of recent national reports. *The Glenn Commission* report offers a good review of some math and science education issues and the *National Science Foundation* report from last year frames strategies that could give a range of strategies for conversation purposes. Brian offered to forward that information to Robin.

4. Review/Modify IRSA Program Guidelines--Notices of Intent

Robin reminded CAAP that they were to review the *Notice of Intent* form revisions and come prepared for discussion. Essentially, it was agreed to remove the occupational code and title line from the form. The title of the form was also changed from "*Notification of Intent*" to "*Notice of Intent*." Robin inquired about the status of the *Full Proposal* form review that was to have been reviewed by the campuses. Nothing has been reported at campus level to date. Also, for clarity purposes, the *Chief Academic Officer* signature line was moved to the left of the form.

5. Postsecondary Participation/Dual Enrollment—Department of Education and IPTV

Robin briefly summarized the issue of dual enrollment and the rising issue coming from Idaho's superintendents. They want to forward to the legislature this session budgetary considerations to offer relief for students and parents. Basically, CAAP supports the Board policy as set for dual enrollment. Tech-Prep is an entirely separate issue but they agree that there needs to be communication with State Department of Education, school superintendents, and school boards on the whole issue with tech-prep in future. It was suggested that CAAP advise the interested parties that they are welcome to attend a CAAP meeting in future to discuss the issue and to learn what each institution may be facing at each district.

6. Governor's Excellence Initiative Fiscal Year 2000 and Fiscal Year 2001 and Governor's Reading Initiatives FY00, FY01 and FY Future

Robin explained that Keith Hasselquist, the State Board of Education's Chief Fiscal Officer, has requested reports for the Governor's Excellence Initiative and the Governor's Reading Initiatives. Copies of the last report were provided to CAAP members for them to use as a model. This needs to be completed as soon as possible.

7. Membership IRSA--Chief Student Affairs Officer

Robin informed CAAP that Hal Godwin of the University of Idaho was nominated to represent the Chief Student Affairs Officers at the IRSA committee. A letter will be sent to him welcoming him to the committee.

8. Residency Changes to Idaho Code 33-3717

Robin informed CAAP that a memo has been circulated to Kevin Satterlee, the State Board of Education's Chief Legal Officer, requesting him to meet with the university counsel and discuss the potential residency changes to Idaho Code 33-3317 and the impact of those changes might have and forward recommendations to CAAP prior to the December meeting. Robin stated that residency issues have become a growing issue with more than four cases in the last six months going before the board.

9. Professional Program Review Update

Robin summarized the handouts on Engineering and Health Professions projections and explained that he had placed on the agenda for CAAP's direction and discussion. Essentially, it was recommended that CAAP report to the Board that the assignment is completed but that CAAP is wary about its inconsistency as the area is growing and changing rapidly and thus, the numbers change constantly. It was also suggested that CAAP outline the difficulties and alert the Board to the data issues. A copy of the data that has been gathered can be mailed to Board members for their general interest if they wish. Robin suggested that CAAP strike out "exhibit" from the handouts and change the language to say "data" and leave out the options portion but include the related issues and have this as a discussion item on the IRSA agenda.

10.Standing Committees to IRSA

Robin directed CAAP to the IRSA standing committees report and briefly summarized the issues. He stated that he is not yet ready to forward to the Board, as it is not pressing. Robin noted that it is a draft and for discussion purposes only at this stage. It was decided to hold this issue for the time being.

The meeting was adjourned at 3pm

Subject

2b. Minutes of Higher Education Research Council--July 26, 2000

Committee Action

To agree by consensus to accept the July 26, 2000 minutes of the Higher Education Research Council exhibited in Item 2b.

UNAPPROVED MINUTES
HIGHER EDUCATION RESEARCH COUNCIL MEETING
July 26, 2000
LBJ Building, Boise, ID - Room 307 / 9:00 am – 9:45 am

Present:

Darrell Manning, Chair	Ron Bitner	Ed House
John Huffman	Bill Shipp (via phone)	Robin Dodson
Charles Ruch	Richard Bowen (via phone)	Randi McDermott
Niel Zimmerman	Robert Hoover (via phone)	

I. Minutes of May 9, 2000

MSC(Shipp/Ruch): To approve the minutes of May 9, 2000.

II. Board Directive: Review and Make Recommendations related to HERC / EPSCoR Role, Performance and Relationship, especially in relation to the Statewide Science and Technology Plan

Dr. Dodson introduced the discussion and provided some background information on the Board directive. He explained that there may be some overlap in duties between the Statewide EPSCoR Committee and the Statewide Science and Technology Advisory Council.

Dr. Bowen indicated that the HERC and EPSCoR role and relationship has a long history, which at times has been clouded by conflicting interests. He suggested a neutral group be put together to look at this and provide recommendations.

Dr. Shipp noted that MaryAnn Clark is contracted to the Statewide Science and Technology Advisory Council to gather data related to this issue and suggested she may be able to add gathering information for the Board directive to her charge.

Dr. House suggested a neutral subcommittee of individuals with research knowledge help review and make recommendations on any information received.

It was decided that Dr. Dodson would contact Ms. Clark and discuss adding an in terview with EPSCoR members to her charge. It is anticipated that she would present her findings and recommendations to HERC, which would then consider whether a subcommittee is needed and how best to proceed to meet the Board's directive.

III. Research Center Grant Program

MSC (Ruch/Bitner): To approve the changes to the Research Center Grant Program Request for Proposals.

There was general consensus to run a Research Center Grant Competition this Fall for funding in FY 2002-2004.

The meeting was adjourned at 9:45AM.

Subject

2c. Minutes of the Health Professions Workforce Meeting-September 14, 2000

Committee Action

To agree by consensus to accept the September 14, 2000 minutes of the Health Professions Workforce Committee exhibited in Item 2c.

Health Professions Workforce Studies

September 14, 2000

11AM - 4 PM

Room 324 LBJ Office Building

Pocatello, Idaho

Present: Karen McGee, SBOE Linda Powell, MSG/RHEC Laura Rowen, H & W (for Andera Fletcher) Jim Girvan, BSU	Beth Hudnall Stamm, IRUS/ISU Linda Hatzenbuehler, ISU Jim Blackman, WWAMI Robin A. Dodson, OSBE
Absent: Hartzell Cobbs, MSG/RHEC Gary Hart, WWAMI/CHP Mike Laskowski, WWAMI/UI	Sandy Evans, SBN/ICNNE Devon Hale, UUSM Jonathan Lawson, ISU

1. Welcome/Introductions

Karen McGee welcomed the membership. Robin Dodson reviewed the purpose and previously assigned tasks.

2. Minutes of June 12, 2000 Meeting

It was agreed by consensus to approve the minutes of the June 12, 2000 meeting as written with the correction to the spelling of Dr. Mike Laskowski's name.

3. Impact of the Balanced Budget Act 1997--Andrea Fletcher & Linda Powell

a. IMA Resolution

Karen McGee reported on the July 2000 Idaho Medical Association's (IMA) meeting and the passed resolution (copies were handed out). The IMA resolution supports the State Board of Education's request to increase state-supported medical school seats at WWAMI to its original 20 and increasing the number of seats at the University of Utah, School of Medicine (UUSM) to 10 seats.

Furthermore, Karen informed the membership that language was added on the floor of delegates under the IMA policy section. The language added was "IMA supports the State Board of Education's efforts to continue assessing access and needs of Idaho students to medical education." (This language was obtained from the IMA after this meeting.)

b. State Board of Education's Budget Request--Dental and Medical Education

Robin Dodson informed the group that the State Board of Education took action at their August 16, 2000 meeting to:

- Increase the state supported seats at WWAMI to 20 and 10 seats at UUSM.
- Increase the costs for the UUSM-Idaho contract, 2nd year phase in.
- Increase the state supported seats for the Idaho Dental Education Program (IDEP) to 10.

Karen McGee updated the members on the additional charge from the State Board of Education to plan for 10 and 20 years. Jim Girvan noted that at some point there will be a cap placed on Idaho students desiring to enroll in one of these two external medical programs. Furthermore, as the state continues to gain in population the need for both access and health care providers will continue to increase.

The membership agreed that (1) what are the future access/need for medical seats; (2) will the two current partners (i.e., WWAMI and UUSM) have the capacity to meet the access/need of Idaho. These steps should be taken first before formally engaging the University of Nevada-Reno, or the Oregon Health Science University.

The task force agreed by consensus on the need to "grow your own" focused upon the preparation of elementary and secondary students in Math, Reading, Science, etc. for the health professions, and the significance of long-term planning.

It was agreed by consensus to:

- Contact University of Nevada-Reno and Oregon Health Science University on the possibilities of access/contracts to their respective programs.
- Support/recommend Math and Science early on in the elementary and secondary curriculums.
- Take action on the State Board of Education's charge to look at the long-term issues for health professions programs.

4. Center for Health Policy--Jim Girvan

a. Idaho Licensing Boards-Executive Director's Meetings--Jim Girvan and Robin Dodson

Jim Girvan reported back on the recent meetings with the Executive Directors of the various professionals licensing boards (Bureau of Occupational Licenses, Board of Dentistry, Board of Medicine, Board of Nursing, and the Board of Pharmacy). Jim pointed out that re-licensing surveys, by various states, have not been very good for the purpose of projections.

Jim has requested to include a survey instrument in the re-licensing for nursing and dentistry. He will be requesting the same for pharmacy and medicine. Furthermore, Jim has several suggestions (handout) to the respective boards that could be a component of the licensing process e.g., gender, education, (in-state, out-of-state), place of practice, and date of birth.

The next step prior to full partnering with these boards is to work on the specifics of the Center for Health Policy, three institutions cooperation, fiscal resources and matching dollars.

b. Partnership/Grant Center for Health Workforce Studies--Gary Hart and Jim Girvan

Dr. Hart was unable to participate; hence, Jim Girvan briefed the task force on the current status. It is Jim's understanding that the Center for Health Workforce Studies does have (or will have) funding for various types of surveys utilizing the professional associations. These funds are primarily "seed" monies.

c. *Licensing Boards--What is Currently Being Collected--Jim Girvan*

Jim Girvan outlined the tasks ahead for the Center for Health Policy e.g., partnerships for support and collaborator relationships. The Idaho Hospital Association, Rural Hospitals, Board of Nursing have all expressed an interest.

Additional partner(s) may be the Governor's Inter-Agency Task Force on Substance Abuse, Department of Health and Welfare, and the other licensing boards. The first step will be to work out the organizational structure and the critical variables for data collection with the licensing boards.

5. Idaho Rural Health Education Center Data--Linda Powell

- a. Primary Care Estimates Statewide (two handouts: by county and by physician visits for Bannock county).

Linda Powell reviewed the methodology that estimates demand for primary care visits. The data was received from Laura Rowen's Health and Welfare office. Using adjustments, the data indicates 65 percent primary care visits for urban areas and 80 percent primary care visits for rural areas.

- b. Health Workforce Vacancies--Linda Powell

Linda Powell provided two handouts. The first handout contained data prior to September 14, 2000 and the second contained the most recent data of September 14, 2000. Linda noted that these data are estimates only and that there are errors in underreporting. Also, the survey did not include the regional health district offices or the nursing home industry. Future surveys should be forwarded to these parties.

In addition, future efforts should also include health professionals to population data and not just physicians. Lastly, collaboration with ISU's Institute of Rural Health would enhance the outcomes.

6. Program Inventories/Workforce Data Estimates (2008)--Linda Hatzenbuehler and Robin Dodson

- a. *Institutional Programs--Robin Dodson*

Robin provided copies of the most recent "Health Profession Workforce Data" spreadsheets. This data contained an inventory of programs currently approved by the State Board of Education at the public postsecondary institution.

- b. *Enrollment Data by Cip Code--Robin Dodson*

Robin briefed the taskforce on the number of students, Spring 2000, that indicated a major in the health professions identified by those cip codes.

- c. *2008 Estimates--Robin Dodson*

Robin reviewed with the members the most current Idaho Department of Labor estimates for 2008. The data predicts a significant demand for health professions graduates.

7. Impact of the BBA/BBRA on Specific Disciplines--Linda Hatzenbuehler

Linda Hatzenbueler provided the taskforce with several handouts that addressed BBA/BBRA impact(s) on employment of graduates for physical therapy, physician assistants, radiographic science, speech pathology/audiology, nursing, IDEP, health & nutrition science, health care administration, family medicine, dental hygiene, counseling, and operating costs of ISU Family Practice Residency.

Furthermore, Linda noted that in general the retention percentage for health professions' majors is 28 percent. Related issues include: access to health professional programs, demand for graduates of health professions--state, region, and nationally, student interest (i.e. competition from other professions), and the aging of the health care professionals of special consideration is the critical shortage of RN's and the declining student application pool.

In summary, the institutions are making a good effort to meet the health care professional needs of Idaho.

8. Additional State Board of Education Charge--Planning and Steps

The taskforce discussed the following and agreed to:

- a. Long-term plan is a must--preparation of students early in the education process (e.g., math, reading, science), and a study of access/seat options at 10 years and 20 years.
- b. Center for Health Policy (BSU • ISU •UI)
 - Collaborative partnership with universities, governor's office, state agencies, and the private sector;
 - Structure and organization;
 - Fiscal resources--matching funds, seed dollars. (Center for Health Workforce Studies--Gary Hart, University of Washington); and
 - Database--inventories, minimum data elements (e.g., licensing board surveys);
- c. Short-term Tasks
 - Beth Stamm (ISU), Laura Rowen (Health & Welfare), Linda Powell (MSG), and Jim Girvan (BSU) will develop a statistical model database with variables. That model will be used as a pilot to review the nursing database. Nursing has collected significant data, has the largest number of licensed professionals, involves ICCNE, six public and two private postsecondary institutions, and has a close relationship to the Idaho Hospital Association.
 - Fiscal Resources for the "pilot project" on modeling is estimated at about \$15,000 - \$20,000. Linda Hatzenbuehler, Jim Blackman, and Robin Dodson will seek funds to support the "pilot project."

9. The meeting adjourned at 4PM.

10. Next meeting to be determined at a later date.

Subject

3. Criteria for Program Approval

Background and Discussion

At the November 16, 2000 IRSA meeting, Board members expressed an interest in the process of new program approval. Specifically, they want to more fully understand how requests are developed, considered by the Office of the State Board of Education, and approved.

Item 3 includes the criteria used to evaluate new programs requests and outlines the program development and approval process at the campus and system level.

Impact

Increase the information and knowledge base of State Board of Education and other interested parties.

Fiscal Impact

None

Committee Action

None Required

Board Action

None Required

Attachments

Item 3 Criteria for Program Approval

Criteria for Review of New Programs

Definition:

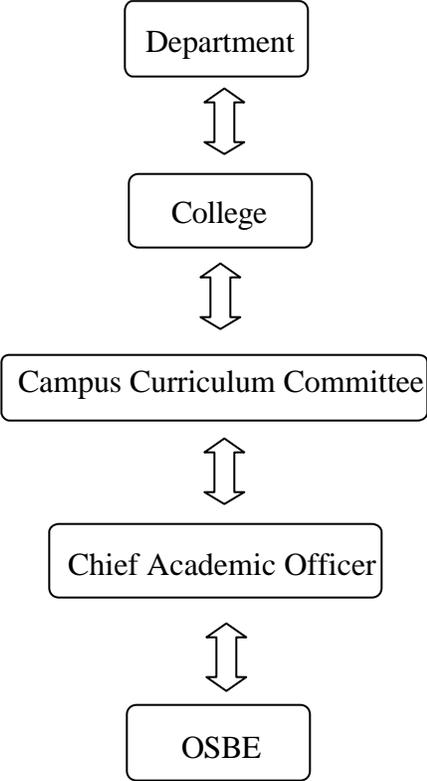
Program and program components are defined in the State Board of Education Policies, Procedures and Rules manual Section III, pages G-I through G-III.

The following criteria are used for the statewide review of requests for new academic and professional-technical programs. The CAAP evaluates the request to reflect IRSA and the Board=s current priorities for program quality, unnecessary duplication, centrality to the institutional/professional-technical role and mission, and resource sharing as a method for improving quality, access, and cost efficiency, and outcome measures.

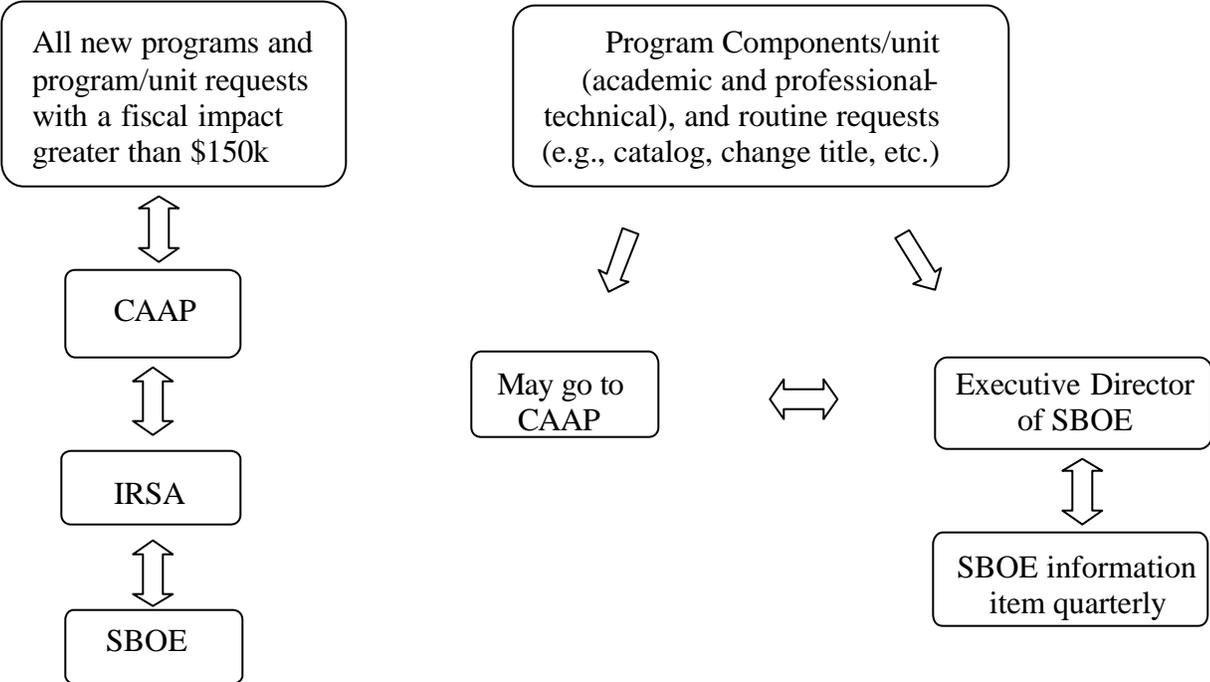
- 1. Quality** -- the Full Proposal must include documentation that the new program will be of high quality. To ensure quality programs, the institution should address the following: curriculum, faculty, students, infrastructure support, funding resources, outcome/performance measures, business and industry support/partnerships, State Licensing Board acknowledgment and other agency support where appropriate. Accreditation reviews, self-study reports, external peer-review evaluations, etc. are encouraged as part of the documentation of quality.
- 2. Duplication** -- the institution submitting the Full Proposal must document that the new program avoids duplicating an existing program, or presents evidence that duplication is necessary.
- 3. Centrality** -- the institution must clearly document and ensure that the new program is consistent with the institutional/applied-technical role and mission as stated in Board policy.
- 4. Demand** -- it is expected that the institution seeking a new program will address student, regional, and statewide needs. In addition to access (i.e., the number of students seeking admission to the proposed program), it is important to recognize the needs of other consumers such as business, industry, and governmental agencies. Further, communication and cooperation with the appropriate standard of practice agency (e.g., licensing board), as it relates to student graduate placements and needs of the respective professions, is expected.
- 5. Resources** -- documentation concerning cost efficiency of the new program is also required before the Board can take action on the Full Proposal. The institution/SDVE must assure the Board of effective use of resources in promoting the new program. In addition, the impact that the new program will have on existing programs, faculty, facilities, library, etc. must be addressed. The budget for the proposed program clearly tracks the source and amount of funds (e.g., new funds, reallocation, resource sharing with business, industry, other institutions, contract agencies, federal government, etc.).

All doctoral programs require, as part of the Full Proposal, a report with recommendations from an external peer-review panel of at least two experts in the field. The external peer-reviewers will be selected by the Board=s Chief Academic Officer in concert with the institution requesting the new doctoral program. The CAAP, IRSA, and SBOE will place considerable weight on the outcome of the peer-reviewers= report/recommendations.

CAMPUS:



OSBE: two pathways depending upon the request and fiscal impact.



Subject

4. Math and Science Preparation Board Charge

Background and Discussion

Since the September 2000 meeting of the State Board of Education, there has been much discussion regarding the preparation of K-12 students to be successful at the postsecondary level. At the November 16, 2000 meeting of IRSA, Item 7 provided the SBOE with an executive summary of the statement of need, relationships to the Board's Achievement Standards, and discussion points.

In addition, there have been several national reports that have been released during the Fall 2000. Most notable are the reports "Before it's Too Late" to the nation from the *National Commission on Mathematics and Science Teaching for the 21st Century* and "Measuring Up 2000," a national report card for comparing state performance in higher education. This latter report was released from the National Center for Public Policy and Higher Education.

Impact

Summaries of those two national reports have been included as Item 4. At the December 7, 2000 meeting of CAAP, significant time and discussion were focused upon these two reports. As a consequence it was agreed that the Council would provide a plan with recommendations that would allow Idaho to make major improvements with the goal of becoming an "A" state. At this time, CAAP has not drafted the goals, objectives, and matrix; however, this will be a major focus at the next meeting especially given the Governor's interest in a "math and science initiative."

CAAP will continue to develop, in concert with the other interested parties, the action steps and timeframe that will allow Idaho to address the improvement of math and science competencies, as well as develop measurable strategies to improve Idaho's placement in national reports.

Fiscal Impact

Unknown at this time.

Committee Action

None Required

Board Action

None Required

Attachments

Item 4. National reports "Before it's Too Late" and "Measuring Up 2000."

Item 4.

National reports "Before it's Too Late" and "Measuring Up 2000"

Please contact Patty Sanchez at (208) 334-2270 or email psanchez@osbe.state.id.us to obtain a hard copy of these reports.

Subject

5. State Board of Education's Intellectual Property Policy Review

Background and Discussion

Board staff, working with Deputy Attorney General Kevin Satterlee, and the CAAP has taken on the task of reviewing the State Board of Education's administrative rule on Intellectual Property. This review was undertaken due to the significant technology/copyright changes that are occurring nationally, regionally, and within the state.

Ms. Jimmi N. Sommer, graduate student assistant for the Governor's Council on Science and Technology, is doing the preliminary research and coordinating the process.

At this point, OSBE has appointed a statewide committee with each public campus being represented at the Vice Presidential level. In addition, Board Staff has requested that each public instruction form an internal "Intellectual Property Policy Review Committee." The purpose of such an on campus committee is to provide input on the draft policy from the institutions until completion. The timeframe is aggressive with meetings being held in January, February, and a final one in March. Staff anticipates having a draft policy for Board consideration (first reading) in April.

Impact

None at this time.

Fiscal Impact

Unknown at this time.

Committee Action

None Required--Information

Board Action

None Required--Information

Attachments

None

SUBJECT

6. Achievement Standards Update – Lydia Guerra:

- a. Update Report (Informational Item)
- b. Update Draft II Humanities Standards (Informational Item)

BACKGROUND:

Update Report

The achievement Standards Coordinator, Lydia Guerra will give an update report.

Draft II Humanities Standards

The Achievement Standards Coordinator, Lydia Guerra will give an update report.

IMPACT:

- 1. No Impact.
- 2. No Impact.

FISCAL IMPACT:

- 1. No Impact.
- 2. No Impact.

BOARD ACTION:

- 1. No Board Action Required.
- 2. No Board Action Required.

ATTACHMENTS:

- 1. Achievement Standards December Budget Reports will be available at the January 22-23, 2001 SBOE Meeting.

Subject

7. HERC's Recommendation for Idaho EPSCoR Committee Appointments

Background and Discussion

Pursuant to State Board of Education policy (Section III Subsection W. Higher Education Research Council) the Idaho EPSCoR Committee reports to and makes recommendations to the Higher Education Research Council. The HERC reports to and makes recommendations to IRSA on Idaho EPSCoR Committee recommendations.

On November 21, 2000, the Idaho EPSCoR Committee forwarded the nominations of four individuals to fill the three (3) vacant positions and one new biomedical scientist position. The new position is in response to the National Institute of Health-EPSCoR program requirements. The HERC took those nominations under consideration at their December 5, 2000 meeting and recommended to IRSA approval of the nominations as listed in Item 7.

Since that December 5, 2000 meeting of HERC, Board staff has been informed by NIH-EPSCoR staff that their intent was to have a broad-based biomedical science review committee established in each participating state. That bio-medical science committee could be a structured subcommittee of the statewide EPSCoR committee or be comprised of several biomedical science members on the Idaho EPSCoR committee. The addition of only one biomedical science expert on the EPSCoR committee is not recommended due to the large number of proposals and projects in a wide variety of biomedical fields that will be considered by the committee.

Impact

Staff recommends that IRSA accept the four current nominations for committee consideration and action. In addition, instruct the Board's Chief Academic Officer to request that HERC reconsider the issue of the NIH-EPSCoR membership(s) and forward a recommendation to IRSA.

Fiscal Impact

None at this time.

Committee Action

It was moved by _____ seconded by _____ and carried to recommend that the Board approve/disapprove/table the nominations to the Idaho EPSCoR committee as exhibited on Item 7.

BOARD ACTION

It was moved by _____ and carried to approve/disapprove/table the nominations to the Idaho EPSCoR Committee for a term of three (3) years (January 2001 to January 2004).

Attachment(s)

- Item 7a. Idaho EPSCoR Committee Nominations
- Item 7b. Idaho EPSCoR Committee current membership list
- Item 7c. HERC Membership List

Idaho EPSCoR Committee Nominations



The committee voted to recommend the following to fill the three vacant positions:

Mr. R. James Coleman (M.S., Civil Engineering), president and CEO of J-U-B Engineers, Inc. According to his bio, Mr. Coleman is a member of the governor's Science and Technology Advisory Council, Chair of the SBOE Statewide Engineering Advisory Board and a member of various state and community committees.

Dr. Blake F. Grant (Ph.D., Physiology and Biochemistry). According to his bio, Dr. Grant retired from Rangen Feeds as Director of Research and is now principal in the consulting firm of Grants and Associates which deals with R& D issues in the aquaculture industry. Additionally, Dr. Grant has had significant biology, physiology and biochemistry research experience.

Mr. Jon L. Stoner (M.S., Physics), Vice President of Standard Products and Director of Technology for AMI Semiconductors. According to his bio, Mr. Stoner is a member of the SBOE Statewide Engineering Advisory Board and a member of professional societies in the physics, engineering, materials disciplines. Additionally, Mr. Stoner has considerable management experience in R&D and process engineering.

The committee voted to recommend the following person to fill the new biomedical-experienced position:

Dr. Dennis L. Stevens (Ph.D., Microbiology and M.D.). Chief, Infectious Disease Section, V.A. Hospital, Boise. According to his bio, Dr. Stevens has significant biomedical research and research administration experience. Additionally, he is adjunct/affiliate faculty at BSU, ISU, and UI and is on the faculty of the UW School of Medicine.

Each individual has agreed to serve if appointed.

Item 7b.



Idaho EPSCoR Committee Membership List

To obtain a copy of this membership list go to this link from their website
<http://www.uro.uidaho.edu/epscor/committee.htm>

Higher Education Research Council

Membership List (7/00)

Item 7c.

Major General Darrell V Manning, Chair (01/00-01/03)
Division of Financial Management
Statehouse Room 122
P.O. Box 83720
Boise, ID 83720-0032
Phone: 334-3900
Fax: 334-2438
E-mail: dmanning@dfm.state.id.us

Dr. Richard L. Bowen (ex-officio)
President
Idaho State University
P.O. Box 8310
Pocatello, ID 83209
(Office): 236-3340
(FAX): 236-4487
E-mail: bowerich@isu.edu

Dr. Dennis L. Stevens (10/98-10/01)
Vice Chair
Chief, Infectious Diseases Section
Veterans Medical Center
500 W. Fort St., 531/Bldg. 6
Boise, ID 83702-4598
(Office): 422-1364
(FAX): 422-1365
E-mail: dlstevens@primenet.com

Dr. Robert A. Hoover (ex-officio)
President
University of Idaho
Moscow, ID 83844-3151
(Office): 885-6365
(FAX): 885-6558
E-mail: hoover@uidaho.edu

Dr. Ron Bitner, Ph.D. (01/00-01/03)
President
International Pollination Systems
16645 Plum Rd.
Caldwell, ID 83605
(Office): 454-0086
(FAX): 454-0092
E-mail: rmbitner@micron.net

Dr. Niel T. Zimmerman (ex-officio)
Interim President
Lewis-Clark State College
Lewiston, ID 83501
(Office): 799-2216
(FAX): 799-2822
E-mail: ntzimmerman@lcsc.edu

Mr. John Huffman (01/00-01/01)
R & D Project Manager
Hewlett-Packard
Mail to:
2045 E. Amity
Meridian, ID 83642
(Office): 396-6000
(FAX): 396-4806 (wk)
888-7372 (hm)
E-mail: john_huffman@hp.com

Dr. Charles P. Ruch (ex-officio)
President
Boise State University
Boise, ID 83725
(Office): 426-1491
(FAX): 426-3779
E-mail: cruch@boisestate.edu

Dr. Bill D. Shipp (ex-officio)
Governor's Science & Technology Advisor
Laboratory Director & Deputy General Manager
INEEL, Bechtel BWXT Idaho, LLC
P.O. Box 1625
Idaho Falls, ID 83415
(Office): 526-4661
(FAX): 526-4563
E-mail: shipbd@inel.gov

Robin A. Dodson, Ph.D. (ex-officio/non-voting)
Chief Academic Officer
Idaho Board of Education
P.O. Box 83720
Boise, ID 83720-0037
(Office): 334-2270
(FAX): 334-2632
E-mail: rdodson@osbe.state.id.us

ADMINISTRATIVE SUPPORT

Lynn Humphrey
Academic Program Coordinator
Idaho Board of Education
P.O. Box 83720
Boise, ID 83720-0037
(Office): 334-2270
(FAX): 334-2632
E-mail: lhumphre@osbe.state.id.us

SUBJECT

8. Idaho Technology Incentive Grant Program (Presentation and RFP Approval)

BACKGROUND

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has funded 47 projects at a total of over \$8.5 million. The Board has requested \$1.75 million from the Legislature for FY2002 for continued funding of this competitive program to foster innovative learning approaches using technology. Of that amount, \$215,200 is committed to previously approved projects, and should be honored.

Working with the Presidents and Provosts, staff developed a revised grant proposal (RFP) FY2001 that focused upon enhanced student learning, faculty development, technology in the curriculum and increased access to education programs. The FY2002 RFP strengthens the requirement for assessment of the projects in terms of student outcomes, faculty development and project goals.

IMPACT

When approved, the RFP will be released immediately (mail, email and website). Proposals will be due March 19, 2001. The evaluation committee, consisting of 2 Board members (representatives from IRSA and BAHR), ITRMC representative, the Chief Academic Officer, and the Chief Technology Officer, will make a recommendation for funding to the Board at the April, 2001 Board meeting.

FISCAL IMPACT

Legislative allocation (estimate)	\$1,750,000
Less administrative overhead	5,000
Less previously committed	<u>215,200</u>
	\$1,529,800
Add carryover	<u>354,000 *</u>
	\$1,883,800

*Discussion on appropriation language (section 4) “Of the amount appropriated from the General Fund in Section 1 of this act, \$1,750,000 shall be used for a competitive grant program to foster innovative learning approaches using technology, and for Idaho’s participation in the Western Governor’s Association Virtual University.”

COMMITTEE ACTION

It was moved by _____ and seconded by _____ and carried to recommend that the Board approve/disapprove/table the FY2002 RFP for the Idaho Technology Incentive Grant.

BOARD ACTION

It was moved by _____ and carried to approve/disapprove/table the request to approve the Idaho Technology Incentive Grant Program Request for Proposals (RFP).

BOARD ACTION

It was moved by _____ and carried to approve/disapprove/table the Board request to change the legislative intent language for the technology funds in the college and university lump sum appropriation.

ATTACHMENTS

- a. FY2002 Idaho Technology Incentive Grant Program Request for Proposals (RFP)
- b. Proposed appropriation language

Request for Proposals

Idaho Technology Incentive Grant Program FY2002

Developed by Idaho State Board of Education to promote the creation and use of innovative methods of instruction:

- ◆ To focus on integrating technology into the curriculum;
- ◆ To enhance the rate and quality of student learning;
- ◆ To enhance faculty productivity; and
- ◆ To increase access to educational programs.

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PROPOSAL FORMS

- Cover Sheet for Proposals
- Summary Proposal Budget
- Checklist for Proposal Submission

PROGRAM GOALS

This program focuses on projects that advance the goals and objectives stated in the State Board of Education's 2000-2005 Statewide Strategic Plan. The Plan can be accessed at <http://www.sde.state.id.us/osbe/board.htm> or copies may be obtained from the Board office.

The Idaho Technology Incentive Grant (ITIG) program seeks applications from the universities and college that demonstrate innovative approaches for integrating technology into teaching and learning. The program seeks bold new ideas that can be sustained after the program ends. Initiatives may include, but are not limited to, the following:

- **Professional development and support.** New approaches to teacher preparation and staff development that lead to changes in teaching styles are critical to the effective integration of technology.
- **Techniques for assisting teachers in developing computer-based instruction.** Can new methods be found to assist faculty in using WWW and multimedia computers for instruction?
- **Collaborative learning and team building is encouraged.**

Purpose

The purpose of the ITIG is:

- To focus on integrating technology into the curriculum
- To enhance the rate and quality of student learning
- To enhance faculty productivity
- To increase access to educational programs

The distribution of funds for this program is based upon the following guidelines:

1. The awards will be made in support of those projects that reflect the goals of the institution and the purpose of the ITIG program.
2. The awards will be made at the discretion of the Idaho State Board of Education based upon the merit of the project/application.
3. Consideration will be given to funding multi-year projects.

A summative report based on the outcomes of the project shall be submitted to the Office of the State Board of Education within ~~three~~ two months of the close of the grant period.

Allocation

It is intended that the funds be distributed based upon the merit of the application in the following manner:

BSU	30%
ISU	30%
LCSC	10%
UI	30%

Of the \$1.75 million appropriated for the ITIG program, ~~\$449,200~~ \$215,200 has already been committed to projects through the previous grant process. The amount of ~~\$1,150,800~~ \$1,883,800 (appropriation plus carryover) will be distributed based upon the merit of the application in the following manner:

BSU	30%	\$565,140
ISU	30%	565,140
LCSC	10%	188,380
UI	30%	565,140

These percentages and amounts represent initial maximum levels of funding. However, the institutions may not be funded at this level if they fail to meet all the criteria of the grant and/or the merit of the project fails to meet intended objectives. Institutions may apply for more than the maximum percent allowed by submitting additional or expanded projects that meet all requirements of the award cycle. Additional or expanded projects may be funded if another institution fails to submit an application or the project application does not meet the objectives of the grant.

General Information

1. **Deadline for submission:** Completed proposals must be submitted to the State Board of Education by 5 P.M., March 19, 2001. The originating institution must submit 1 original (w/signatures) and 5 unbound copies of each proposal for consideration.
2. **Funds available:** The total amount of money to be awarded for Idaho Technology Incentive Grants is approximately \$1.6 million, dependent upon the Legislative appropriation.
3. **Type and number of proposals:** There is no limit on the number of proposals submitted by any of the four institutions. However, only one project per principal investigator will be funded in any given year.

Two types of proposals will be considered:

- a) Twelve -Month Projects - The duration of support will be for one fiscal year (July 1, 2001 - June 30, 2002). Funding is provided in one lump sum. [An extension for expending grant funds may be granted upon request ~~due to the late August award notice.~~]
 - b) Multi- Year Projects - The duration of support will be for one fiscal year. (July 1, 2001 - June 30, 2002). The dollar amount funded will not exceed the one-year appropriation. Subsequent funding will be dependent on a review of the progress made in the first year of the grant and the continued advancement of the goals and purposes of the grant program.
4. **Review of proposals:** Proposals will be evaluated, reviewed and assigned a numerical value of up to 100 points based upon and determined by the merit of the application in relation to the purpose of the ITIG program. All applications will be screened for adherence to the RFP. A selection committee composed of 2 Board Members (IRSA and BAHRC committee members), Chief Academic Officer, Chief Technology Officer, and an ITRMC Project Team representative will review the proposals and forward recommendations to fund to the Idaho State Board of Education.
 5. **Funding decisions:** The Board will select the projects to be funded at its April 2001 meeting.

6. **Send proposal packages to:**

(If Courier service)

Idaho State Board of Education
650 W. State Street #307
Boise, Idaho, 83702

(If U.S. Postal service)

Idaho State Board of Education
PO Box 83720
Boise, ID 83720-0037

GUIDELINES FOR PREPARATION OF PROPOSALS

Contents of the Proposal

Each proposal must contain the following elements in the order indicated:

1. **Cover Page:** include the name of the institution, timeline for the award, funds requested, and the signature of the president of the institution.
2. **Executive Summary:** provide a one-page abstract of the scope of the project. Include a statement of the rationale for the application.
3. **Narrative:** primary component of the application. Address the goals and purpose of the ITIG program. Included at a minimum should be any information as to staff, students, areas of application, economic impact, partner relationships, other pertinent information, including:
 - a. identification of the need
 - b. description of how grant funds will be utilized: advancement of instruction in teaching and/or research, increased productivity, innovation, overall quality of student performance and increased access to educational programs
 - c. the plan must provide for accountability in a way that the institution's and general performance measures are incorporated into the planning and results phase. A written, measurable unit accounting for the application of funds, effort and results expected (objectives).
 - d. an assessment component for a single project (or for each project if multiple projects are submitted by the institution) must be clearly defined. This assessment will contribute to the growing body of knowledge relating to teaching and learning with technology. Methodologies may change but standards of quality endure. The assessment of student achievement, changing faculty roles, and evaluation of the overall program assume added importance as new techniques and educational processes evolve. There are few measures that will be equally applicable at every institution. Appropriate evidence should be collected for each project.

Assessments may include but are not limited to: pre- and post-tests; comparisons of learning (student) outcomes between traditional delivery and technology-enhanced delivery of a course; end-of-course evaluations; students surveys; retention rates; resources and support available to faculty for development of course(s) or program(s); faculty investment of time in development, implementation, and teaching (include time spent emailing or communicating with students, i.e. other than instructional time); track the history of a project from idea through implementation, noting the links among the participants including those responsible for curriculum, technologies used, program/course design, faculty and student support, marketing, legal issues, budgeting, administrative and student services, and program evaluation.

For projects which result in technology-delivered courses, those students completing the course will be given a standardized student survey developed at the University of Nebraska-Lincoln. The surveys will be administered and the results compiled by OSBE staff. Faculty and staff involved in the 2002 TIG Program will participate in a symposium (Summer 2002) to compare processes, to share results, and to demonstrate their projects with colleagues from other ITIG participating institutions. The day will include focus groups with faculty to discuss the challenges and benefits, as well as presentations from national or regional granting agencies and foundations to discuss potential opportunities as well as to highlight innovation within higher education in Idaho.

4. **Timeline:** identify the action with appropriate starting/completion dates, including projections for sustainability.
5. **Budget:** include a complete budget detailing the use of funds.
 - a. applicants are not to exceed initial threshold amounts assigned to the institution. Any additional or expanded projects identified must contain all required information and be submitted along with the original application. The amount of the request must be clearly defined and presented in an overall budget sheet.
 - b. include identification of how the funds will be spent. This should identify funds allocated to each budget category, including personnel, equipment, and other direct costs [materials, supplies, travel, publications]. Budgets should include a description of the role of the personnel or the nature and purpose of other expenditures for each item in this category; a description of the need for and purpose of any equipment included; and a description of the need for and purpose of any other direct costs identified.

Proposal Format

To facilitate processing, proposals must be stapled in the upper left-hand corner, but otherwise unbound, with pages numbered at the bottom and a 1-inch margin at the top. Contents must be assembled in the sequence given in the proposal checklist. Page limitations are referred to with the description of ~~each~~ **some** sections. One page is equal to 26 lines using a 12-point font. **Failure to adhere to these formatting guidelines will result in disqualification of the proposal.**

Please submit a copy of the entire proposal on 3.5-inch computer disk in ~~either WordPerfect or~~ Microsoft Word, or electronically (psanchez@osbe.state.id.us).

Special Considerations

A project involving any item listed below must include special information and supporting documents in the proposal before funding can be approved. Some of these are mandated by Federal law.

1. Human Subjects (if appropriate).
2. Historical Sites (if appropriate).
3. International Cooperative Activity.
4. Facilitation Award for Handicapped.
5. Proprietary and Privileged Information (including matters with national security implications).

Summary Proposal Budget and Budget Explanation

Each proposal must contain a budget for the term of support requested. For ~~three-year~~ **multi-year** projects, include a proposed ~~three-year~~ **multi-year** budget and separate annual budgets for each year. The proposal may request funds under any of the headings listed in the budget format as applicable to the proposed project. No indirect costs are permitted.

Each proposal must include a completed Summary Proposal Budget. Completion of this summary does not eliminate the need to fully document and justify the amounts requested in each category. Such documentation must be provided on additional page(s) immediately following the budget in the proposal and must be identified by line item. The documentation page(s) must be titled "**Budget Explanation.**"

Summary Proposal Budget Instructions

A. Senior Personnel Salaries

Senior personnel include the applicant and any co-applicant(s) so designated by the grantee institution. A faculty associate (faculty member) is an individual other than the applicant or co-applicant who is considered by the performing institution to be a member of its faculty or who holds an appointment as a faculty member at another institution, and who will participate in the project being supported.

The proposal must list:

1. The titles or positions of the personnel and their institutional affiliation.
2. The estimated number of academic-year, summer, or calendar-year person-months and rate of pay for which SBOE funding is requested.

SBOE regards teaching, service and scholarly efforts as the normal functions of faculty members at institutions of higher education. Compensation for time normally spent on these activities within the term of appointment is deemed to be included within the faculty member's regular institutional salary. Grant funds may not be used to augment the total salary or rate of salary of faculty members during the period covered by the term of faculty appointment, or to reimburse faculty members for consulting or other time in addition to a regular full-time institutional salary covering the same general period of employment. However, grant funds may be used to purchase release time for faculty members to conduct the proposed project(s) during their term of appointment. Purchase of release time should be clearly identified so it will not be confused with requests for supplemental income, which is not permissible during the academic year. Further, summer salary for faculty members on academic-year appointments will be funded for no more than three-ninths of their regular academic-year salary. All salaries and wages must be fully justified on the budget explanation pages.

B. Other Personnel Salaries and Wages

Definitions for other personnel are as follows:

1. A Postdoctoral Associate is an individual who received a Ph.D., M.D., D.Sc. or equivalent degree less than 5 years ago, who is not a member of the faculty of the performing institution, and who is not reported under Senior Personnel above.
2. Other Professional is a person who may or may not hold a doctoral degree or its equivalent, who is considered a professional and is not reported as a applicant or co-applicant, faculty associate, postdoctoral associate or student. Examples of personnel included in this category are doctoral associates not reported under B, consultants, professional technicians, systems experts, computer programmers and design engineers.

For postdoctoral associates and other professionals, each position must be listed, with the number of full-time-equivalent person-months and rate of pay (hourly, monthly or annual). For graduate and undergraduate students, clerical, technical, etc., only the total number of persons and total amount of salaries per year in each category are required. Salaries requested must be consistent with the institution's regular practices. All salaries and wages must be fully justified on the budget explanation pages.

C. Fringe Benefits

Fringe benefits may be treated as direct costs, reimbursable under the grant. All fringe benefits must be fully justified on the budget explanation pages.

D. Equipment

The SBOE, for the purpose of these proposals, defines equipment as an item of property that has an acquisition cost of \$500 or more and an expected service life of 2 or more years. Items of needed equipment costing \$1,000 or more must be listed individually with description and estimated cost, including tax, and adequately justified.

Allowable items will ordinarily be limited to technology equipment and apparatus that are not already available for the conduct of the work. With the exception of computers and computer related equipment such as software, general-purpose office equipment will normally not be considered eligible for support.

The purchase of equipment with grant funds must follow the guidelines used in other equipment purchased by the institution. It must also follow restrictions and requirements for equipment purchases by the State and the Information Technology Resource Management Council.

E. Participant Support Costs

This budget category refers to costs of transportation, per diem, stipends and other related costs for participants in SBOE-sponsored conferences and workshops.

Grant awards may not be used for out-of-state travel; however, in-state travel for conferences or institutional collaboration is permitted. Fully justify.

F. Other Direct Costs

The budget must itemize other anticipated direct costs not included under the headings above, including materials and supplies, software, servers, phones, publication costs, computer services, in-state conferences, and consultant services (which are discussed below). Reference books and periodicals may be charged to the grant only if they specifically relate to the project.

X Materials and Supplies: The budget must indicate in general terms the type of expendable materials and supplies required, with their estimated costs. The breakdown must be more detailed when the cost is substantial.

X Publication Costs/Page Charges: The budget may request funds for the costs of preparing and publishing the results of the work conducted under the grant for dissemination including costs of reports, reprints, page charges or other journal costs (except costs for prior or early publication), and necessary illustrations.

X Consultant Services: Anticipated consultant services and costs must be justified, and information furnished on each individual's expertise, primary organizational affiliation, daily compensation rate, number of days of expected service and travel expenses.

X Computer Services: The cost of computer services, including computer-based retrieval of scientific, technical and educational information, may be requested. A justification of the established computer service rates at the proposing institution must be included. The budget also may request costs, which must be shown to be reasonable, for leasing automatic data-processing equipment. The purchase of computers and associated hardware and software must be requested as items of equipment.

X Subcontracts: None of the activities under an SBOE grant may be contracted out or transferred to any organization without prior, written approval by the SBOE. Subcontracts must be disclosed in the proposal so that the grant letter can contain their prior approval. There must be a complete budget, in the prescribed format, for each subcontract. The total amount of each subcontract must

appear as a line item under "Other Direct Costs" in the master budget for the project.

Applicants must not alter the cost categories as they appear on this form. Improper completion of this form may result in return of the proposal and elimination from the competition.

Facilities and Equipment Description -- (not to exceed 2 pages)

A description of no more than two pages must be added to the proposal describing available facilities. Major items of equipment to be used in the proposed work should be described if they are of a specialized nature and essential to the performance of the project.

Proposals that request equipment must list potential uses and a description of its use(s) as it relates to the project. The descriptions should be succinct and should emphasize the intrinsic merit of the activity for the discipline and the importance of any equipment to it. A brief summary will suffice for auxiliary users of equipment. Equipment to be purchased, modified or constructed must be described in sufficient detail to allow comparison of its capabilities to the needs of the proposed activities. Whenever possible, the proposal should specify the manufacturer and model number.

Proposals requesting multiple-use equipment must describe comparable equipment that is already at the proposing organization(s) and explain why it cannot be used. The degree of utilization must be discussed.

Proposals requesting equipment must also describe arrangements for maintenance and operation, including:

1. A description of the physical facility where the equipment will be located.
2. An annual budget for operation and maintenance of the proposed equipment, indicating source of funds.
3. A brief description of other support services available, particularly related equipment, and the annual budget for their operation, maintenance and administration.

Special-purpose equipment having a unit acquisition cost of more than \$10,000 and purchased or leased with grant funds will be subject to reasonable inventory controls, maintenance procedures, and organizational policies that enhance its multiple or shared use on other projects, if such use does not interfere with the work for which the equipment was acquired.

Reporting Procedures

Acceptance of ITIG grant funds obligates the proposers to submit a formative electronic progress reports ~~due at six months~~ following the award of funds ~~with intervals for the duration of support~~, with an ending summative report due two ~~three~~ months after the close of the grant period. Information to be reported will include but not be limited to, number of faculty and students impacted, description of how objectives were met, resulting publications and presentations, number of courses developed/enhanced and how delivered/enhanced, and any unusual or unexpected outcomes. The final report should outline actual cost savings or benefit to the State.

Faculty and staff involved in the 2002 TIG Program will participate in a symposium (Summer 2002) to compare processes, to share results, and to demonstrate their projects with colleagues from other ITIG participating institutions. The day will include focus groups with faculty and staff from previous years' ITIG Programs to discuss the challenges and benefits, as well as presentations from national or regional granting agencies and foundations to discuss potential funding opportunities as well as to highlight innovation within higher education in Idaho.

PROPOSAL EVALUATION CRITERIA

The proposal evaluation criteria for the Idaho Technology Incentive Grant program have been established in accordance with the goals outlined in the SBOE Strategic Plan and with input from the four public institutions.

Idaho Technology Incentive Grant Program FY 2002 Proposal Rating Sheet

Rate each proposal using the following rating system:

The sum of the three ratings makes up the total points of 100 points possible. You may use decimal points with your individual ratings.

Criteria	Score
<p>Significance to be determined by the extent to which the project (540 points)</p> <ul style="list-style-type: none"> • Offers a clear vision of the use of technology to help students learn to challenging standards • Will directly benefit students by integrating technologies into the curriculum to improve teaching and student achievement • Will ensure continuous development for teachers, administrators and other individuals to further the use of technology in the classroom, library, or learning settings • Is designed to create new learning communities among teachers, students, and others, which contribute to State or local education goals for a quality education, and expands markets for quality educational technology or content. 	
<p>Feasibility will be determined by the extent to which (30 points)</p> <ul style="list-style-type: none"> • The project will ensure successful, effective, and efficient uses of technologies that will be sustainable beyond the period of the grant. • The institution contributes financial and other resources to achieve the goals of the project. • The applicant is capable of carrying out the project, as evidenced by the extent to which the project will meet the need or problems identified; the qualifications of key personnel who would conduct the project 	
<p>Quality of Project Evaluation will be determined on the basis of (230 points)</p> <ul style="list-style-type: none"> • The extent to which the method of evaluation will provide accountability and permit periodic assessment of progress toward achieving intended outcomes. • <u>Assessment contributes to the body of knowledge regarding the pedagogy of distance learning, student (learning) outcomes, and/or faculty perspectives and issues.</u> 	
Total Points	

**COVER SHEET FOR IDAHO TECHNOLOGY INCENTIVE GRANT PROPOSALS
IDAHO STATE BOARD OF EDUCATION**

Title of Project:				
Dollar Amount Requested:		Check one: ___ 12-month project ___ Multi-year project		
		Project Start Date:		Project End Date:
List of Project Objectives:				
(Collaborating) Department(s)			Mailing Address:	
E-mail Address:			Phone Number:	
	Name	Institution	Title	Signature
PI				
Co-PI				
Collaborating Institution(s):	Authorizing Signature:		Title of Authorizer:	Dollar Amount Allocated:
(Lead):				
Authorizing Signature of President of Institution:				Date:

SUMMARY PROPOSAL BUDGET

A. SENIOR PERSONNEL		No. of Months			
Position/Title	Rate of Pay	CAL	AC A	SUM	\$ Amount Requested
B. OTHER PERSONNEL		No. of Months			
Position/Title	Rate of Pay	CAL	AC A	SUM	\$ Amount Requested
C. FRINGE BENEFITS					
Rate of Fringe (%)	Salary Base			\$ Amount Requested	
PERSONNEL SUBTOTAL:					
D. EQUIPMENT: (List each item with a cost in excess of \$1000)					
Item/Description	\$ Amount Requested	Item/Description	\$ Amount Requested		
1.		5.			
2.		6.			
3.		7.			
4.		8.			
EQUIPMENT SUBTOTAL:					
E. PARTICIPANT SUPPORT COSTS:					
Description	\$ Amount Requested	Description	\$ Amount Requested		
1.		3.			
2.		4.			
PARTICIPANT SUPPORT COSTS SUBTOTAL:					
F. OTHER DIRECT COSTS:					
Description	\$ Amount Requested	Description	\$ Amount Requested		
1.		4.			
2.		5.			
3.		6.			
OTHER DIRECT COSTS SUBTOTAL:					
TOTAL COSTS (Add Subtotals):					
TOTAL AMOUNT REQUESTED:					

CHECKLIST FOR PROPOSAL SUBMISSION

Please use this checklist to ensure that all essential information is included.

ONE ORIGINAL COPY (with signatures)

_____ Cover Page with required signatures

- ~~All collaboration information must be listed~~
- ~~PI and lead institution authorization signature must be original~~
- ~~Other signatures may be original, from faxed copies, or in letters of collaboration~~
- ~~Collaboration arrangements require one signature from the provost or academic vice president~~
- Name of Institution
- Timeline
- Funds Requested
- Title of Project
- Signature of President
- Name, email, and phone number of person submitting the proposal(s)

_____ Documentation for Special Considerations (Check each item applicable).

- Animal Welfare
- Endangered Species
- Human Subjects
- Marine Mammal Protection
- Pollution Control
- National Environment Policy Act
- Recombinant DNA Molecules
- Historical Sites
- International Cooperative Activity
- Research Opportunity Award
- Facilitation Award for Handicapped
- Proprietary and Privileged Information (including matters with national security implications)
- Collaborative Arrangements

FIVE COPIES (unbound)

_____ Executive Summary

_____ Narrative (~~Up to 10 pages, maximum 26 lines per page~~)

_____ Timeline

_____ Budget

ELECTRONIC COPY

_____ 3.5 inch computer disk in ~~WordPerfect~~ or Microsoft Word or email the entire proposal

Proposed language for the appropriation bill:

Section 4. Of the amount appropriated from the General Fund in Section 1 of this act, \$1,750,000 shall be used for a competitive grant program to foster innovative learning approaches using technology; and for the development, enhancement and promotion of the Idaho Electronic Campus and as needed for the Western Governor's Association Virtual University.