

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

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BOARD ACTION

A motion to enter into executive session pursuant to Idaho Code Section 67-2345 (1) (b).

(Roll call vote)

**STATE BOARD OF EDUCATION MEETING
MAY 22, 2003**

**SUBJECT
IDANET PRESENTATION**

Pam Ahrens, Director of the Idaho Department of Administration, will give the presentation.

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

**INSTITUTION/AGENCY AGENDA
UNIVERSITY OF IDAHO**

**APPROVAL FOR UI TO PURSUE AND ACCEPT AN INVITATION TO THE SUN
BELT CONFERENCE**

SUBJECT

The University of Idaho seeks permission to pursue and accept an invitation to become an all sports member of the Sun Belt Conference.

BACKGROUND

The Board has previously authorized the university to compete at the NCAA Division 1-A level. At present, the Vandal football team competes in the Sun Belt Conference, while all other teams compete in the Big West Conference.

New membership criteria for Division 1-A participants become effective in the fall of 2005. After careful review of the options for complying with these new criteria, the university has determined that the most prudent course of action is to become an all sports member of a single conference before the fall of 2005.

A primary goal of the University of Idaho's strategic plan is to enhance the undergraduate experience making the university a residential campus of choice in Idaho and the West. Attaining this goal requires integration of the undergraduate educational experience with the residential experience. The UI believes that a successful, quality, competitive men's and women's intercollegiate athletic experience enriches students' lives, offers a training ground for personal growth, enhances the image of the institution and builds upon the academic mission of the university. Moreover, intercollegiate athletics contributes significantly to the traditions of a residential campus and serves as a focal point for both marketing and "friend raising" initiatives.

DISCUSSION

Membership in the Sun Belt Conference is not the chief end of the athletic program. It does, however, position the university to achieve its long-term objective of being a member of a Division I-A, all-sports conference in the West. From both operational and financial perspectives, Sun Belt Conference affiliation is a clearly superior alternative to continued participation in the Big West Conference while playing Division 1-A football as an independent team.

The new membership criteria that become effective in the fall of 2005 may preclude most Division I-A teams from scheduling home football games against non-Division I-A opponents. Thus if UI is not a Division 1-A member then the university anticipates that traditional rivalries such as the UI/BSU and UI/WSU football games would be jeopardized.

**BOARD OF EDUCATION MEETING
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**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO (continued)**

Given current trends, the long-term financial and operational viability of the university's continued participation in NCAA Division 1-A intercollegiate athletics is uncertain. However, the university believes that all sports participation in the Sun Belt Conference represents the most prudent course of action at this time.

IMPACT

Because the UI football team already competes in the Sun Belt Conference, the financial impact of all sports participation in the conference is limited to the incremental increase in travel costs for other teams. These increased costs are estimated to be \$80,000 per year. This represents about 13% of the travel budget and less than 1% of the total budget for intercollegiate athletics.

While not related to the conference affiliation issues, complying with the new membership criteria will entail additional costs. However, the university is confident that these costs are manageable.

The university believes that all sports affiliation with the Sun Belt Conference also minimizes the non-financial risks related to intercollegiate athletics by helping to ensure that traditional football rivalries and the positive public relations associated with them are sustained in the future.

STAFF COMMENTS

The Athletic Task Force Sub-committee has analyzed the supporting material provided by the University of Idaho. This material and a memorandum from the sub-committee chair have been sent to all Board members.

BOARD ACTION

A motion to authorize the president of the University of Idaho, or his designee, to pursue and accept an invitation as an all-sports member of the Sun Belt Conference.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

**INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY**

REQUEST TO PURCHASE AUTOMATED LIBRARY NETWORK

SUBJECT

Authorization to purchase an integrated automated library network using grant and institutional funds.

BACKGROUND

Item submitted for review and approval according to Board Policy Section V.I.3. On February 7, 2003, the Idaho State Library awarded the Boise State University Albertsons Library \$419,772 to fund the project known as the Southwest Library Cooperative. This grant is authorized under the Library Services and Technology Act (LSTA). The Library's partners in this phase of the project are the Boise Basin Library District (Idaho City) and the Boise Public Schools. It is our intent to expand the cooperative by adding many more public and school libraries in southwest Idaho; however, the grant is in no way contingent upon that expansion. Matching funds of \$153,406 will bring the total estimated project cost to \$573,178 which requires Board approval.

DISCUSSION

The grant agreement between the Idaho State Library and Boise State University was signed March 26th. Since then participating libraries have nearly completed negotiating a contract with Endeavor Information Systems' Voyager software, which provides a wholly integrated automated library network; this network will replace the Albertsons Library's present outdated system. The choice is driven by the need to provide interconnectivity between the Albertsons Library's network and more than 70 libraries, not just facilitating shared use of resources but also authentication of borrowers in these libraries. The 50,000 patrons in local participating libraries will have access to 1,000,000 volumes in one library network instead of five disparate systems, which must be searched separately, as well as access through a virtual union catalog to 3,000,000 volumes in the Washington Idaho Network (which includes the University of Idaho, Lewis Clark State College, other academic libraries and dozens of school and public libraries in northern Idaho and eastern Washington) and in the Idaho State University Library. Both WIN and ISU have current Voyager software.

IMPACT

The total project cost is estimated at \$573,178 of which participating libraries must provide at least 25% in matching funds; the actual match amount is \$153,406. Boise State University's share of that match is \$120,974. The remaining match will come from Boise Basin Library District (Idaho City) and the Boise Public Schools. The Albertsons Library will meet its \$120,974 in match

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**INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY (continued)**

with funds set aside in its capital budget and with a one-time allocation this year of \$25,000 from the University.

STAFF COMMENTS

The integrated system will upgrade BSU's Albertsons Library system and will provide a vehicle for libraries to collaborate and to provide the best interconnectivity possible among themselves and between these libraries and those elsewhere in Idaho. It was indicated that a statewide multi-type library system, single-server, would require greater resources and would require considerable coordination.

BOARD ACTION

A motion to authorize Boise State University to purchase an integrated automatic library network at a cost of \$573,178.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

**INSTITUTION/AGENCY AGENDA
BOISE STATE UNIVERSITY**

SUBJECT

A request by Boise State University to make an appointment--non-delegated.

BACKGROUND

Item submitted for review and approval according to Board Policy Section II. B.3.b. Board policy delegates to the president the authority for personnel management except for specific areas for which the Board retains authority. One of the specific authorities not delegated is the "initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary."

DISCUSSION

Boise State University is requesting approval to make an appointment to the position of Dean and Professor of the College of Engineering at a salary greater than 75% of the chief executive officer's base salary. The position is funded by appropriated funds.

IMPACT

This appointment will fill a vacancy created when the prior Dean retired. Once approved, the appointment can be processed on the State Employee Information System.

STAFF COMMENTS

The request has been reviewed and is consistent with Board policy.

BOARD ACTION

A motion to approve the request by Boise State University to make a non-delegated appointment of Cheryl Schrader as Dean and Professor of the College of Engineering.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY (continued)**

**APPOINTMENTS – NON-DELEGATED
SALARY EQUAL TO/GREATER THAN 75% OF CHIEF EXECUTIVE OFFICER BASE
SALARY**

APPOINTMENTS—NON-DELEGATED

DEAN

Position Title:	Cheryl Schrader Dean and Professor
FTE:	1.0
Term of Appointment:	12 months
Effective Date:	July, 2003
Salary Range:	\$155,000, hired with tenure
Funding Source:	Appropriated
Area/Department of Assignment:	College of Engineering
Duties and Responsibilities:	The academic leader and chief administrator for the College of Engineering. Is responsible for administering all facets of the College, for providing leadership to the faculty, for providing guidance in curriculum development and for stimulating faculty in instruction and research. The Dean supervises six departments (Electrical and Computer Engineering, Mechanical Engineering, Civil Engineering, Computer Science, Construction Management, and Instructional and Performance Technology) and has responsibility for administration, evaluation and development, student service, and instruction and research. The Dean is responsible for maintaining and promoting relations between the University and business and industry and for facilitating the development of the College through external fundraising.
Justification for the Position:	Current dean is retiring.

**BOARD OF EDUCATION MEETING
MAY 22, 2003**

SUBJECT

Reconveyance of a portion of Idaho School for the Deaf and the Blind (ISDB) property from Idaho State Building Authority (ISBA) to the State Board of Education (SBOE).

BACKGROUND

Item submitted as information according to Board Policy Section V. I.2.b. The Senate Concurrent Resolution 118 approved in March of 1984 by the 47th Idaho Legislature authorized the ISBA to take the actions necessary to renovate the Idaho State School for the Deaf and Blind (the "School").

By State of Idaho Deed No. 12061, dated August 28, 1984, the State Board of Land Commissioners ("Land Board") deeded certain property and improvements, composing 41 acres, more or less, in Gooding, Idaho (the "Property") from the jurisdiction of the SBOE to the ISBA for the purposes of enabling the ISBA to finance the renovation of the School. The ISBA must have an interest in the property in order to finance construction projects.

By deed dated May 20, 1988, the ISBA reconveyed a portion of the Property (approximately 24 acres) back to the SBOE because that portion of the property was outside the boundaries of where the renovation work took place.

In May and June, 1988, the Board of Land Commissioners voted to accept, and did accept, a deed from ISBA in which the ISBA deeded back approximately 24 acres of the land that was not needed for the project.

In approximately September of 2002, the ISBA made the final payment on the bonds underlying the financing and renovation project.

The ISBA wanted to re-convey the remaining approximately 17 acres of the Property to the SBOE. The Land Board approved a motion to accept a deed from the ISBA for the remaining 17 acres in the name of the State of Idaho, by and through the SBOE on May 13, 2003.

IMPACT

The approximate 41 acres deeded to the to ISBA in 1984 has been deeded back to the State of Idaho, by and through the SBOE.

BOARD ACTION

None required.

BOARD OF EDUCATION MEETING
MAY 22, 2003

SUBJECT

First Reading: President Emeritus/Emerita Policy (Section I.E. Governing Policies & Procedures)

BACKGROUND & DISCUSSION

The proposed policy related to granting president emeritus/emera status to retired chief executives was drafted to guide the Board in the event there is interest in granting this status to a retiring president in the Idaho higher education system.

In compiling this draft policy, staff used guidelines from other states, and also policies at each of the Idaho institutions relative to faculty emeritus status. If approved for first reading, staff will work with the institution presidents to ensure the policy meets with general expectations for such an honorary title.

BOARD ACTION

To approve first reading of Section I.E.5 – President Emeritus/Emerita Designation

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

NEW ITEM

5. President Emeritus/Emerita Designation

a. Appointment

The Board may choose to grant President Emeritus/Emerita status to a retiring president. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution.

Any Board member may nominate an outgoing president for this distinction. Discussion of such a nomination shall occur in executive session. An affirmative vote by the Board at a regular or special meeting is necessary in order to confer the title.

b. Rights, Privileges and Responsibilities

In addition to providing an honorary title, the intent of conferring president emeritus/emera status is to provide opportunities and means for president emeriti to continue to be part of, and service to, their respective institution by continuing as a member of the institutional community. President emeriti are expected to assist the Board in areas of their competence when requested to do so, particularly in an advisory capacity.

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including at a minimum:

- (1) staff privileges for activities, events and campus facilities
- (2) receipt of institutional newspaper and other major institutional publications
- (3) receipt of employee/spouse fee privilege (see Section V.R)

STATE BOARD OF EDUCATION MEETING
May 22, 2003

SUBJECT
STRATEGIC PLANNING

BACKGROUND & DISCUSSION

In accordance with Idaho Code, each state organization must develop a strategic plan covering four or more years. Additionally, each agency must review and either revise or reconfirm their plan annually for submission to DFM.

As is customary at the May Board meeting, attached is the Board's 2000-2005 strategic plan for review. The Board may choose to reconfirm this plan as is or make edits to the plan. Once the plan is approved annually, it is sent to each Board governed organization. Each Board organization is to ensure that its plan is aligned with the Board's plan. Each organization's plan will be before the Board in August for approval.

**Idaho State Board of Education
Statewide Strategic Plan
(2000-2005)**

Introduction

The framers of Idaho's Constitution (Article IX, Section 1), knowing that "the stability of a republican form of government depending mainly on the intelligence of the people," required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the "general supervision" of the Idaho public education system in the State Board of Education, "the membership, powers and duties of which shall be prescribed by law." In addition, the State Board of Education is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board of Education, hereafter the Board, has also been identified in statute as follows: Trustees of Idaho State University, Trustees of Lewis-Clark State College, Trustees of Boise State University, State Board for Professional-Technical Education and Trustees for the Idaho School for the Deaf and the Blind.

The Idaho public education system, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools
School for the Deaf and the Blind
Idaho State University
University of Idaho
Lewis-Clark State College
Boise State University
College of Southern Idaho*
North Idaho College*

**Also have local boards*

Eastern Idaho Technical College
Division of Professional-Technical Education
Idaho Educational Public Broadcasting System
Division of Vocational Rehabilitation
Idaho State Library**
Idaho State Historical Society**
State Department of Education
Office of the State Board of Education
Museum of Natural History

***Also have separate oversight boards appointed
by the State Board of Education*

With this plan, the Board strives for a "seamless" educational system without barriers within or among the various organizational components of the system. This can be accomplished by focusing on the following set of common goals and objectives for the education system, which the Board intends to be incorporated into each agency and institution strategic plan. The Board also intends to promote cooperation and teamwork for goal accomplishment while still allowing flexibility for each unique organization in the system to be innovative in carrying out its educational mission. Cooperation and flexibility are critically important in view of the fact that complex and interrelated forces will continue to drive change in our education system.

Vision

The State Board of Education envisions an accessible, seamless public education system that provides an intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economy and general quality of life in Idaho, opens access to cultural and intellectual resources, and enables all individuals to develop their skills, knowledge, and ability to become contributing members of society.

Education Mission

The Idaho education system, consisting of the unique agencies and institutions governed by the Board, delivers public primary/secondary/postsecondary education, training, rehabilitation and information/research services in the state and, on a limited basis, to other states or countries. These agencies and institutions collaborate to provide a diverse population with educational programs and services that are **high quality, accessible, relevant** and **efficient**. To that end, the Board has adopted the following goals and objectives for the education system:

- I. Direct efforts to continuously improve the **quality** of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.
- II. Provide individuals of all ages and abilities **access** to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.
- III. Ensure education, training, rehabilitation and information/research services are **relevant** to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.
- IV. Ensure maximum benefit from education resources through **efficient** operation and management of the education system and investments in student learning centered software.

Goal I: Direct efforts to continuously improve the quality of Idaho's education, training, rehabilitation and information/research services to gain program competitiveness, high levels of achievement, and a well-informed citizenry.

Objectives:

1. Complete development and implementation of statewide exiting standards/assessments for public school students and hold schools accountable for student achievement.
2. Continue full implementation of the teacher quality initiative (Idaho's MOST) to evaluate and improve public school teacher policy to include training, compensation, merit, and employment practices.
3. Evaluate state policy regarding teacher-continuing contracts.
4. Strive for continuous improvements and increased levels of public confidence in the Idaho education system through performance-based (what students know and can do) assessment of education programs.
5. Prepare graduates with a level of skills and knowledge that equips citizens to exercise their rights in a democratic society and allows them to be competitive in a global economy.
6. Maintain institutional and attain/maintain specialized accreditation in areas appropriate to the institutional mission.
7. Provide Idaho students with excellent and innovative instruction from motivated, qualified teachers supported by competent administrators and support staff.
8. Develop a career continuum and compensation system for teachers, faculty and staff that reward knowledge, skill, and productivity and promote recruiting, hiring and retention.
9. Support efforts to hire and retain outstanding education system personnel (teachers, faculty, and staff).
10. Eliminate dangerous conditions in public schools and promote safe, productive learning environments organized for student and teacher success.
11. Support the implementation of a program of state aid to all types of public broadcasting and libraries (public, school, academic, and special).

Goal II: Provide individuals of all ages and abilities access to education, training, rehabilitation and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and lifelong learners.

Objectives:

1. Within in the framework established in Idaho’s Constitution, maintain a close working relationship with the Idaho legislature and preserve “local school board control” of curriculum and school operations.
2. Ensure Idaho’s education system operates as a “seamless” system (without barriers between its various elements).
 - Facilitate mobility among education programs and services.
 - Encourage articulated credit between secondary schools and postsecondary institutions and among postsecondary institutions.
 - Develop universal access to library/archival services (public, school, academic, and special) for all Idahoans.
3. Provide opportunities for all citizens, in all parts of the state, to obtain needed education, training, rehabilitation and information/research services through appropriate delivery modes at convenient locations.
 - Develop a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies.
 - Support an environment conducive to developing, testing, and implementing new technologies by creating incentives, with quantifiable outcomes, for using leading edge software in the educational process.
 - Strive for flexible technology systems that support industry-accepted, open standards and have a high degree of interoperability and compatibility.
 - Support a statewide network of libraries and public broadcasting to provide local access to global information.
 - Embrace cooperative ventures between the agencies and institutions within the education system to offer programs and services in all parts of the state.
4. Foster an education system that creates equal access and accommodates students with different learning styles and those with special needs.
5. Encourage and facilitate inclusion of Idaho’s minorities in the education system.
6. Increase the rate of postsecondary school attendance and improve opportunities for high school graduates to continue their education at postsecondary institutions.
 - Expand state-supported scholarship and financial aid opportunities.
 - Seek improved state appropriations for postsecondary education services to reduce reliance on student fees.
7. Expand outreach, research/demonstration programs, and partnerships (public, private, in state, out-of-state) to meet Idaho’s growing educational, environmental, societal, cultural and economic needs.

Goal III: Ensure education, training, rehabilitation and information/research services are relevant to the needs of Idaho's citizens, workforce, business, industry, and local, state, and federal government.

Objectives:

1. Develop a more realistic approach to education program approval and funding making sure that funds are distributed equitably to meet the needs of all Idahoans.
2. Monitor existing education, training, rehabilitation and information/research programs and services, including program content and delivery, for continued relevance to Idaho's needs, within a global setting.
3. Monitor community and statewide needs for education, training, rehabilitation and information/research programs and services and, as appropriate to role and mission, develop/implement new programs and services to meet the emerging needs of Idaho's communities and economy.
4. Evaluate and continuously refine statewide learning/exiting standards and assessments at each grade level (K-12) to ensure public school students possess the skills and knowledge needed to face the challenges of a changing world.
5. Ensure that state-funded research projects and cooperative partnerships are organized and structured to meet identified needs and/or enhance Idaho's economy or environment.
6. Facilitate the formulation and implementation of public policy in Idaho by a citizenry that stays well-informed through access to relevant, accurate data and information.

Goal IV: Ensure maximum benefit from education resources through <u>efficient</u> operation and management of the education system and investments in student learning centered software

Objectives:

1. Evaluate the education financial base (public schools and postsecondary institutions) to maximize the benefit from all education appropriations and develop accountability measures for use with financial incentives awarded for specific outcomes.
2. Ensure that Idaho high school graduates are prepared to enter and succeed in the postsecondary education system and/or the workplace.
 - Implement learning/exiting standards at each grade level (K-12) that provide for mastery of a common set of needed skills and knowledge.
 - Reduce the need for remedial courses at postsecondary institutions.
 - Reduce the need for employers to provide skill development training to recent high school graduates in subjects that should have been mastered in school.
3. Continue to refine and update institution and agency role and mission statements to provide focus and eliminate unnecessary duplication of programs and services.
4. Foster partnerships and cooperative ventures among the agencies and institutions within the education system.
5. Seek increased levels of state, local, and private sector support for all education programs (elementary, secondary and postsecondary, research, libraries and library networks) and ensure appropriate levels of accountability for all education funds.
6. Provide accountability to the State Legislature and general public by identifying and measuring performance throughout the education system.
7. Direct efforts to reduce the dropout rate and increase retention of high school and college students who are seeking their degrees/certificates.
8. Encourage the allocation of resources to improve instructional facilities and increase operational efficiency through the coordinated use of technology.
9. Review the public school calendar to ensure time for in-depth student learning, teacher professional development, and the optimal use of instructional facilities.
10. Encourage and reward innovative approaches for organizing and delivering education, training, rehabilitation, and information/research services.
11. Support the development of libraries as leaders in the application of appropriate technology to information access.

Uniform Performance Measures (Approved 4/00)

ALL POSTSECONDARY INSTITUTIONS

1. **Student Applications, Admissions, and Enrollment.** Report the headcount of first-year students completing application, being admitted and enrolling at the institution. Use numbers and definitions from the state PSR6.1 Report.
2. **Remediation Activity.** Report remedial/developmental headcount and credit hours for first-year students. Report institutional total remedial/developmental activity. Use numbers from the state PSR6.2 report.
3. **Student Retention.** Report the number from the cohort of new first-year students (using the definitions from measure #1) who enroll for the second year (or reach program completion in a professional-technical program of one year or less). Use only first-time, full-time students. Include both the number and percentage of students retained to the second year (enrolled at 10th day of fall semester, or completed by 10th day of fall semester).
4. **Graduation Rates.** Use the cohort definitions and levels from the IPEDS-GRS Survey. Report the total graduation rate in 100% and 150% of catalog program length for the most recent complete cohort year.
5. **Off-Campus Credit Hour Delivery.** Report undergraduate, graduate, and vocational-technical credits earned at locations remote to the main campus, by delivery method (traditional, telecommunications, and correspondence). Use totals from the state PSR1.7 report, summed by delivery method and level (graduate, undergraduate). Add corresponding data from vocational-technical programs.
6. **Exam Pass Rates.** Report the pass rates for programs that have licensing or certification exams. Indicate national or state norms when available.
7. **Employer Satisfaction.** Provide a brief (one or two pages) summary of employer satisfaction surveys for recent graduates and of the results of the Professional/Technical Completers/Leavers reports. Include both narrative summaries and tabulated data by program where available.
8. **Student Transfer.** Use institutional transfer numbers from the state student-tracking system. Report institution by institution the number of students transferring to and from your campus. Show the number of transfers for all Idaho institutions and from the out-of-state institutions with the three largest numbers of students transferring to and from campus.
9. **Outreach and Public Service.** Provide a brief (one or two pages) summary of institutional outreach and public service programs and an executive assessment of outcomes.
10. **Externally Funded Research.** Report the annual dollar amount expended on externally funded research and other external grants and contracts. Provide subtotals for each category.
11. **Degrees and Certificates Awarded.** Use data from IPEDS Completion Survey. Report subtotals for each certificate or degree level and the institutional total.
12. **Collaboration with Other Organizations.** Provide a brief (one or two pages) summary of collaborative efforts with other organizations (public/private) in support of the agency/institution mission.

BOARD ACTION

A motion to enter into executive session pursuant to Idaho Code Section 67-2345 (1) (b).

(Roll call vote)