

**PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005**

TAB	DESCRIPTION	ACTION
1	President's Council Report	Information Item
2	University of Idaho Progress Report	Information Item
3	First Reading: Amendment to Board Policy I.J.2.b	Motion to Approve
	Review and Approval of Strategic Plans for FY 2006	
4	a. Boise State University b. Idaho State University c. University of Idaho d. Lewis Clark State College e. North Idaho College f. College of Southern Idaho g. Division of Vocational Rehabilitation h. Professional Technical Education i. Public Television j. State School for the Deaf and the Blind k. Historical Society l. State Library m. Eastern Idaho Technical College	Motion to Approve
5	Eastern Idaho Technical College Advisory Council Appointments	Motion to Approve

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6	Idaho State Library Board of Trustees Reappointment Appointments	Motion to Approve
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7	Idaho State Historical Society Board of Trustees Appointment	Motion to Approve
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8	Propose Rule – IDAPA 08.02.03 – Rules Governing Thoroughness – Removal of Standards to a Document Incorporated by Reference	Motion to Approve
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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

DISCUSSION

N/A

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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SUBJECT

University of Idaho Progress Report

BACKGROUND

Annually, the institutions of higher education in the State of Idaho are required to provide a progress report to the members of the State Board of Education. It has been approximately one year since the University of Idaho has supplied an overview of its status and accomplishments.

DISCUSSION

President Tim White will be in attendance at the meeting and present a summary of the accomplishments and future goals of the university.

IMPACT

President White's presentation will provide State Board members and others with current information about the University of Idaho.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

BOARD ACTION

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SUBJECT

First Reading of Amendment to Board Policy I.J Use of Institutional Facilities and Services with Regard to the Private Sector

REFERENCES

March 2005 SBOE Meeting	Discussion regarding pre-game activities
April 2005 SBOE Meeting	Request by Board Member Terrell to have President's Kustra and White available to discuss this issue

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

At the March 2005 Board meeting, the issue of Board Policy I.J was discussed. The President of the University of Idaho and the President of Boise State University both expressed a concern regarding the portion of that policy that refers to individuals of lawful age being allowed into the defined areas where alcohol will be served.

DISCUSSION

President White and President Kustra feel that the language in section I.J.2.(4) and (5) requires the Universities to set up areas that would separate families who attend the events. The description used by President White was that the policy requires the Universities to set up areas similar to "bars" rather than similar to "restaurants". In other words, since no one under 21 years of age is allowed, it is an event that families could not attend without separating their families.

The operative language in Section I.J.2.(5) is "Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area." This requires that no person under 21 may be in the defined area of a permitted event.

The new proposed language would permit individuals under 21 years of age into the permitted event if they are accompanied by a person who is of lawful age and if there are age appropriate activities in the area. All other requirements of the permitted event process would remain in effect to ensure only the lawful possession and consumption of alcohol.

This item was discussed at the March 2005 Board meeting. The policy amendment has been revised to remove the requirement that there be age-appropriate activities in the defined area, based on feedback from the Board. An additional issue was raised concerning whether the policy language would permit a student of lawful age to be accompanied by a younger sibling. As presently worded, the policy amendment would allow this scenario to occur.

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IMPACT

The impact of this policy change would allow persons under 21 to attend permitted events. All requirements of the current policy and the permit process will remain unchanged.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the proposed amendment and recommends approval.

BOARD ACTION

A motion to approve the First Reading for the amendment of Board Policy I.J.2.(4) and (5) - Use of Institutional Facilities and Services with Regard to the Private Sector.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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REFERENCE: AMENDMENT TO BOARD POLICY I.J.2.(4) AND (5)

- (4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.

- (5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible. Such youth are, at all times, under the supervision and control of such individual. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.

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SUBJECT

Approval of Institution and Agency Strategic Plans.

APPLICABLE STATUTE, RULE, OR POLICY

Section I.M, Idaho State Board of Education Governing Policies and Procedures.

BACKGROUND

Agencies and Institutions are required to annually submit their Strategic Plans to the Board Office for review.

At the August 2004 State Board of Education meeting, the Board approved a motion asking staff to work with the agencies and institutions to adopt a standardized reporting process for Strategic Planning. Board staff met with representative from the agencies and institutions on two separate occasions. The result of those meetings was a standardized reporting process for strategic plans. All plans submitted this year are provided in the new standardized format.

DISCUSSION

The agencies and institutions have submitted five-year plans as required by Board Policy. The plans reflect the goals and objectives currently stated in the State Board of Education Strategic Plan. Each year, as the Board makes amendments to its own Strategic Plan, the agencies and institutions will amend their plans to further reflect the updated goals and objectives of the Board.

IMPACT

If the Board approves the Strategic Plans as submitted by the Institutions and Agencies, they will continue to work toward obtaining the goals and objectives as set out in the plans.

If the Board rejects the Strategic Plans as submitted by the Institutions and Agencies, they will need to draft new Strategic Plans.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the Institution and Agency Strategic Plans as submitted.

BOARD ACTION

A motion to approve the Institution Strategic Plans as submitted:

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

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A motion to approve the Agency Strategic Plans as submitted:

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: M. Annual Planning and Reporting

April 2002

M. Annual Planning and Reporting

1. Strategic Plans

- a. Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, Eastern Idaho Technical College, Division of Professional-Technical Education, Division of Vocational Rehabilitation, Idaho Educational Public Broadcasting System, and the School for the Deaf and the Blind will develop and maintain five-year strategic plans.

(1) Institution, school and agency strategic plans shall be aligned with the Board's strategic plan, be created in accordance with Board guidelines, and be consistent with assigned role and mission statements.

(2) Plans shall be updated annually and submitted to the Board for approval.

(3) Plans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements.

- b. The Idaho State Historical Society and Idaho State Library are recognized as unique collaborators in the state education system and are encouraged to report annually to the Board in accordance with these guidelines.

c. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with a schedule and format established by the executive director.

Plans should contain:

(1) A comprehensive mission and vision statement covering the major programs, functions and activities of the organization.

(2) General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

(a) Institutions (including Professional-Technical Education) and the School for the Deaf and the Blind should address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues

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(including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

(b) Agencies should address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

(3) Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

(4) A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

2. Performance Measures

Performance measures will be developed in conjunction with the Board's planning process and will be updated annually for Board approval. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives.

a. Postsecondary institutions will develop a set of uniform performance measures that will gauge progress in such areas as enrollment, retention, and graduation.

b. Each institution, agency and the school will develop unique measures tied to its strategic plan.

3. Progress Reports

Progress reports that include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations will be provided to the Board at least once annually in accordance with a schedule and format established by the executive director.



STRATEGIC PLAN

2000-2005

BOISE STATE UNIVERSITY

STRATEGIC PLAN 2000-2005

As noted above, this strategic plan was adopted by the University and the State Board of Education in 2000. Many of the objectives contained herein have been achieved, many have been expanded, and some have been changed. The future of Boise State University is in many ways similar and in many ways quite different than what is presented in this executive summary of the 2000-2005 strategic plan. However, presented below is the 2000-2005 strategic plan executive summary.

Later this year, the University will present to the State Board of Education the new 2005-2009 strategic plan for the Board's review and approval. The new plan will provide the definition of what it means to be a metropolitan research university of distinction and the framework for Boise State University's achievement of that status. We look forward to presenting that plan to the State Board of Education later this year.

Robert W. Kustra
President

The comprehensive planning process conducted during the 1999-2000 academic year confirmed that the fundamental strategic directions announced in Boise State University's 1994 strategic plan and pursued since then remained sound and relevant. Major departures or changes of direction were not warranted. Hence the updated plan reasserted the four major strategic initiatives that directed the university's progress since 1994:

- Manage growth while preserving and enhancing access;
- Enhance academic quality and reputation;
- Improve management and administrative functions; and,
- Develop the university's human resources.

Specific objectives identified with each of these four major strategic initiatives were updated or added to reflect progress achieved, current conditions, and future aspirations. Yet, in contrast to the 1994 strategic plan, which called for ambitious new undertakings such as acquisition of a satellite campus in Canyon County, installation of a new management information system, or creation of a theme-based residential Honors College, the updated strategic plan emphasized continuity, follow-through, and consolidation of gains – themes of stability and sustainability signaled in the choice of the title *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005*, which sustained the familiar title of the 1994 strategic plan while updating the focus.

Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005 afforded a road map for the continued development of Boise State University through the year 2005. Based on a thorough analysis of Boise State University's history and current profile, its vision of its future, its values and core beliefs, its strengths and challenges, and its position in a rapidly changing social and political environment, the strategic plan identified four major strategic initiatives and more than 150 specific objectives – some major, some relatively minor – that directed the institution's activities. From the many specific objectives listed, at least a dozen themes emerge.

In summary, Boise State University continued to:

- Pursue its "distributed campus" strategy, disseminating programs and services geographically, technologically, and chronologically;
- Construct or expand capital facilities to accommodate growth, both on the Boise Campus and the Boise State West Campus;
- Manage enrollment growth at approximately 2% annually, with student recruitment focused on the preferred student profiles identified in the university's Enrollment Management Plan;
- Integrate technology into academic instruction and research, student services, and business operations;
- Emphasize enhancement of teaching and learning, with special focus on opportunities for applied learning in real world settings;
- Enhance the general education (core curriculum) experience, with special focus on improved student success and increased retention of students, and review all curricula to facilitate articulation and to eliminate unnecessary obstacles to timely academic progress;
- Add new academic and professional-technical programs in accord with public demand and available resources;
- Increase support for graduate education and research;
- Increase fund raising efforts to support scholarships, capital facilities, and academic enrichment programs;
- Improve communication within the campus community and with external constituents, with emphasis on coordinated and effective marketing;
- Enhance management and administrative functions, with emphasis on improved customer responsiveness, efficiency, and accountability;
- Enhance the quality of the "Boise State experience" by recruiting and retaining excellent faculty and staff and by promoting increased cultural diversity and an enriched sense of community.

These themes constituted a five-year agenda for Boise State's ongoing cycle of annual planning, implementation, and evaluation. Each year, broad-based planning meetings were held to report results, evaluate progress, and establish priorities for the subsequent year. *Meeting the Challenge: A Strategic Plan for Boise State University, 2000-2005* functioned as a living document, subject to amendment or refinement if conditions warrant, but nonetheless setting a clear direction for the university's continued development through 2005.

VISION STATEMENT

Under the 2000-2005 plan, the primary goal of Boise State University is to continue building a high quality public university responsive to the needs of Idaho citizens and accessible to all who are qualified to benefit from its programs and services.

Boise State's strategic plan reflects the desire to enhance, grow, and expand efforts to anticipate and serve the changing needs of our state. Execution of this plan with knowledge that resources to fund and support our endeavors are limited is a challenge that this strategic plan recognizes and addresses.

With effective implementation of its planning initiatives, Boise State University will be:

- one of the finest undergraduate education programs in the Northwest United States;
- a purposeful community of learners, in which all students, faculty, and staff actively seek and participate in activities which strengthen learning and personal growth;
- an institution diverse in its students, faculty, and staff and in its programs, services and ideas;
- a center for educational experiences that prepare students for leadership and service in the global community;
- a model metropolitan university whose energies and goals are intertwined with those of the greater Boise area and Southwest Idaho for the benefit of all in Idaho and beyond;
- a center for research, scholarship, and public service activities valued by Idahoans for their contribution to the economy and the quality of life in Idaho, the region, and the nation;
- a center for undergraduate and graduate learning through research, with nationally recognized research programs in selected areas;
- a leader in applied and experiential education;
- a major resource for delivery of services to a broad geographical region;
- an institution known for selective, rigorous graduate programs in key areas of university strength; n a leader in the use of technology to deliver and enhance learning.

MISSION STATEMENT

Under the 2000-2005 plan, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education, and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

BOISE STATE UNIVERSITY STRATEGIC PLAN 2000-2005

Alignment with SBOE Goals & Objectives	BOISE STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
	I. Manage Growth While Preserving and Enhancing Access	
	<p>1.1 - Disseminate Programs and Services</p>	
<i>II.6</i>	Continue to implement the university's "distributed campus" strategy by disseminating educational programs and services geographically (on campus, at satellite locations, at home, and in the workplace), technologically (Internet, compressed video, cable TV, and radio), and chronologically (traditional semesters and summer, evenings and weekends, anytime via the Internet)	
<i>IV.4</i>	Expand public access to educational programs through collaboration and cooperation with other institutions	
<i>II.3, II.7, IV.4</i>	Encourage statewide efforts to improve academic and administrative coordination of multi-institutional programming delivered through distance education options and through regional higher education centers; cooperate with sister institutions in construction/lease of a Higher Education Center on the College of Southern Idaho campus in Twin Falls.	
<i>I.6, I.7, II.2, II.6, II.3, IV.4</i>	Develop clusters of related professional-technical education programs into "Centers of Distinction" through strategic partnerships between the Seland College of Applied Technology, other Boise State academic colleges, and other entities, such as the public schools and business and industry, in order to expand access to professional-technical education and to promote successful employment and economic development	
<i>II.6</i>	Expand course offerings, programs, and student services available at the Canyon County Center and the West Campus	
<i>II.6, IV.8</i>	Publicize and promote the availability of associate degree	

	<p>programs and other offerings available at the Canyon County Center and through a combination of technological and on-site/live delivery</p>	
<i>II.6</i>	<p>Enhance access to university offerings through improved and expanded distance education opportunities, including coordinating scheduling and planning of offerings, conducting systematic needs assessment and market analysis, targeting specific disciplines for distance delivery, utilizing shared resources from other institutions, and developing distance education support services and orientation for students</p>	
	<p>1.2 - Expand Facilities to Accommodate Growth</p>	
<i>II.6</i>	<p>Continue to develop the Boise Campus and West Campus according to the University Framework Master Plan</p>	
<i>II.6, IV.1, IV.5</i>	<p>Seek federal, state, and private sector funding to construct and/or remodel major capital facilities on the Boise Campus, West Campus, and other sites</p>	
<i>IV.5, IV.8, IV.9</i>	<p>Conduct a campus-wide space audit and centralize room scheduling</p>	
<i>IV.5, IV.8</i>	<p>Refine plans for repair and maintenance of auxiliary facilities</p>	
	<p>1.3 - Accommodate New Technologies</p>	
<i>IV.1, IV.5</i>	<p>Seek additional funding necessary to establish and enhance the physical infrastructure necessary to accommodate 21st Century technology</p>	
<i>IV.8</i>	<p>Update and implement the classroom technology plan in order to accommodate and enhance the integration of technology into instruction</p>	
<i>IV.8, IV.10</i>	<p>Provide selected sites as "learning commons" (e.g. Albertsons Library, Student Union, Canyon County Center) with easy access to computer networks in order to facilitate student use of computer resources for study outside the classroom</p>	
<i>II.6, II.7, IV.8</i>	<p>Improve and expand Web services</p>	
	<p>1.4 - Manage Enrollment Growth</p>	

<i>II.6</i>	Target overall enrollment growth at approximately 2% annually in order to ensure that available resources will be adequate to maintain high quality programs and services	
<i>I.8, II.5</i>	Focus institutional student recruitment efforts on preferred student profiles identified in the Enrollment Management Plan, including academically talented students, minority students, non-resident students, international students, transfer students, and full-time degree-seeking graduate students	
<i>II.6</i>	Sustain the university's commitment to the community college mission and increase the number of postsecondary technical students recruited and graduated by the Selland College of Applied Technology and other colleges	
<i>IV.3, IV.6</i>	Explore clarification or consolidation of the roles of the Enrollment Management Committee, the Matriculation Committee, and the Retention Committee	
	1.5 - Enhance Responsiveness and Service to Students	
<i>II.2, IV.10</i>	Emphasize a "one-stop shopping" approach in delivery of student services and enhance Web services	
<i>II.2, II.4, II.5, IV.2</i>	Enhance academic and administrative operations to ensure that all students, including commuter students, enjoy reasonable access to institutional programs, basic services and support, on-campus employment, and other opportunities necessary to encourage a sense of belonging and connectedness to the intellectual and social life of the university	
<i>IV.2</i>	Explore options for expanding student health care services and beneficiaries and wellness programs	
	1.6 - Enhance Attractions and Services for Campus Visitors	
<i>II.6</i>	Add parking structures and additional surface lots to provide additional parking	
<i>III.3</i>	Enhance Select-a-Seat operations through Internet ticketing sales and through better coordinated box office and phone room operations	
<i>I.4, I.6, IV.8</i>	Develop and refine the university signage program to provide parking and ways of giving information to visitors	

<p><i>I.4</i></p> <p><i>I.4</i></p>	<p>Implement affiliation with the Western Athletic Conference in 2001</p> <p>Seek additional opportunities to host major regional and national athletic events</p>	
<p>II. Enhance Academic Quality and Reputation</p>		
<p><i>I.4, I.6, I.7, IV.2</i></p> <p><i>I.1</i></p> <p><i>II.2</i></p> <p><i>IV.2</i></p> <p><i>I.5, II.7, III.6</i></p> <p><i>I.5, III.6</i></p> <p><i>II.3, IV.8, IV.10</i></p> <p><i>I.4, IV.2</i></p>	<p>2.1 - Reaffirm the Commitment to Teaching and Learning</p> <p>Strengthen university-wide efforts to improve retention and graduation rates</p> <p>Expand assessment activities to gain further insight on learning in the major</p> <p>Enhance articulation between applied technology courses and programs and academic courses and programs in order to eliminate redundancy and artificial barriers</p> <p>Increase emphasis on writing throughout the curriculum by such means as "Writing Across the Curriculum" institutes and workshops, writing-intensive university core courses, "writing in the discipline" courses, and capstone writing experiences</p> <p>Enhance global awareness through increased recruitment of international students and faculty, internationalization of the curriculum, student and faculty exchange programs, international internships, and participation in international research and development projects</p> <p>Enhance cultural awareness through integration of multicultural perspectives into and across the curriculum</p> <p>Develop a coordinated university effort to encourage and increase the number and quality of classes taught via distance education or technology</p> <p>2.2 - Strengthen General Education</p> <p>Develop ongoing assessment activities to ensure that the general education core curriculum is achieving expected learning outcomes, consistent with the "Philosophy of the Core" and with the institution's "Values and Core Beliefs"</p>	

IV.2	Publicize the rationale for university general education core requirements more effectively to students and faculty	
IV.2	Utilize the general education core curriculum to address issues of student success; establish links between the core curriculum and co-curricular programs and activities in order to promote a greater sense of community on campus	
<p style="text-align: center;">2.3 - Add or Expand Selected Programs</p>		
I.2, I.7	Pursue systematic, university-wide enhancement of teacher preparation programs, with emphasis on high standards, additional pre-service and in-service experiences, identified outcomes, and strengthened partnerships with the public schools	
II.7, III.5	Encourage increased participation in regional and national projects and programs, such as Campus Compact, the Inland Northwest Research Alliance, etc	
<p style="text-align: center;">2.4 - Develop a Culture of Graduate Education</p>		
III.5	Enhance graduate education by recruiting a greater percentage of full-time, degree-seeking graduate students; increasing the number of graduate assistantships; expanding access to upper-division and graduate level courses; developing facilities and financing to support research-based degree programs; and creating a campus-wide organization that can speak on behalf of graduate students	
III.5	Pursue active involvement in the Inland Northwest Research Alliance	
<p style="text-align: center;">2.5 - Enhance Students' Academic Experience and Success</p>		
I.8, IV.2	Reemphasize the university's commitment to high quality academic and career advising and institutionalize this commitment through the faculty/staff reward structure	
I.7, I.8, I.9, IV.10	Encourage recognition of outstanding faculty through nomination for prestigious faculty awards, such as Fulbright Professorships, the Carnegie Foundation for the Advancement of Teaching's "Idaho Professor of the Year Award"	
II.2, II.4, II.6	Expand and enhance student orientation programs and extend orientation services to other sites via traditional or alternative formats	

	formats	
<i>II.4, II.5</i>	Review coordination and effectiveness of English Language Learning (ELL) programs and improve testing and placement procedures for non-native or limited English proficiency (LEP) speakers of English, both international students and non-international students	
<i>II.2</i>	Facilitate articulation of transfer credits into university general education core requirements and develop a university-wide model for articulation of transfer credits into major program requirements; reduce dependence on academic adjustment forms	
	2.6 - Use Technology to Enhance Learning	
<i>II.6, IV.8</i>	Provide technology-based independent learning options for selected high demand courses, remedial and tutoring programs, and open-entry/open-exit courses	
<i>I.11, IV.11</i>	Increase availability of library/information resources for off-campus students and faculty	
<i>II.7</i>	Enhance distance education options through systematic needs assessment and market analysis, improved coordination and scheduling, appropriate standardization, faculty development, and evaluation	
	2.7 - Seek Funding to Achieve Excellence	
<i>I.6, IV.1, IV.5</i>	Increase the Boise State University Endowment and Stable Value Fund to \$90,000,000 or more (at 8% annual increase in new gifts)	
<i>IV.5</i>	Increase the scholarship endowment to \$50,000,000 or more (at 4% annual increase in new gifts)	
<i>IV.5</i>	Seek a major endowment and other funding to support growth and development of the Honors College, including expanded facilities, scholarships, summer support, and enrichment activities	
<i>I.4, III.6</i>	Establish a Distinguished Lecturer Series to enrich cultural programming available to students, faculty, and the general public	
<i>IV.5</i>	Increase the athletic endowment through cash gifts and a targeted planned-giving program	

	planned-giving program	
<i>IV.5</i>	Increase the annual fund/membership of the Bronco Athletic Association in order to expand the scholarship endowment and address operational needs and to fully fund all grants-in-aid for student athletes	
	2.8 - Improve Communication and Public Perception	
<i>IV.6</i>	Improve the university's ability to "tell its story" effectively, enabling the public to know and appreciate the quality, breadth, and depth of the university's educational services	
<i>IV.6</i>	Regularly report to the community on the university's contributions to the region, state, and nation	
<i>I.4</i>	Improve the general presence of the university through the use of a common logo, typography, and theme statement and the development of a graphics style guide for use both on and off campus	
<i>II.7</i>	Enhance the university's presence on the World Wide Web and use this technology as a communication and marketing tool, both internally and externally	
<i>I.4</i>	Enhance the university's image across Idaho and the Northwest, while maintaining a primary commitment to the Treasure Valley	
<i>I.4</i>	Increase the presence of university leaders in the communities they serve in order to enhance friend raising and fund raising	
	III. Improve Management and Administrative Functions	
	3.1 - Demonstrate Accountability	
<i>IV.6</i>	Monitor and report institutional performance annually using Idaho Board of Education Performance Indicators	
<i>IV.6</i>	Identify and track key success indices or indicators to permit university administrators to monitor factors deemed critical to the health and success of the institution	
<i>IV.1, IV.6</i>	Enhance the function of the Internal Audit Department to include Advisory Services	

<i>I.10, IV.6</i>	Develop an extended campus security program and examine the feasibility of establishing a campus police department	
<i>IV.3</i>	Develop and implement a periodic program review process for all administrative units	
	3.2 - Use Technology to Enhance Business Operations	
<i>IV.8</i>	Complete the implementation of PeopleSoft software to achieve operational efficiencies in the areas of Finance, Student Affairs, Human Resources, and Advancement; to include Web-based student self-service capabilities; and to provide timely access to data for informed decision making	
<i>IV.8</i>	Complete electronic networking of the entire campus, including student residential areas, to facilitate instruction, research, administration, and communication	
<i>I.1, IV.8</i>	Enhance the effectiveness of academic and administrative computing by establishing and enforcing reasonable university-wide standards and architectures	
<i>IV.8</i>	Enhance computerized room scheduling to improve space utilization and efficiency	
	3.3 - Make Student Services Efficient and Convenient	
<i>II.2</i>	Achieve better customer responsiveness, increased management information, and greater efficiencies through utilization of the PeopleSoft information system and successful development and coordination of other technological solutions	
<i>II.2, IV.8</i>	Successfully achieve increased functionality through identifying, prioritizing, and implementing PeopleSoft phase II modifications, refinements, and enhancements	
<i>II.2, IV.8</i>	Expand student services, making them more accessible, timely, and convenient to customers; develop forms of self-service utilizing the Web	
<i>II.2, IV.8</i>	Ensure that all pertinent information regarding academic and student policies is available on the Web	
<i>IV.3</i>	Continue process reengineering to streamline processes and procedures for efficiency and improved service	

<i>I.10, IV.3</i>	Develop and implement a critical incident response plan for situations involving Boise State students on- and off-campus	
<i>I.8, IV.2</i>	Reemphasize the university's commitment to high quality academic and career advising, especially by full-time permanent faculty, and encourage "master planning" of students' four-year academic plans and schedules	
	3.4 - Encourage Private Support	
<i>IV.5</i>	Expand Institutional Advancement staffing and infrastructure to enhance fund raising, ensure accurate and timely data base management, and to improve services and reporting to donors	
<i>IV.5</i>	Refine and improve methods of internal communication among all involved in institutional advancement	
	IV. Develop the University's Human Resources	
	4.1 - Attract and Retain a High Quality Workforce	
<i>I.9</i>	Give continuing priority to salary competitiveness as an essential mechanism for attracting and retaining high quality faculty (permanent and adjunct) and staff	
<i>I.9</i>	Promote and support efforts to enhance employee benefits	
<i>I.6, I.7, I.8</i>	Continue to increase the number of permanent, tenure-track faculty to maintain an appropriate balance in relation to the use of adjunct faculty	
<i>I.8, II.5</i>	Continue to emphasize recruitment and retention of minority faculty and staff	
<i>I.6, II.6</i>	Increase staffing in critical student service areas to meet increasing demands from a growing student population for effective and efficient services	
<i>I.9</i>	Identify and address issues which contribute to costly staff turnover in selected areas	
<i>IV.3</i>	Increase utilization of student staffing	
<i>I.9, I.10</i>	Encourage employee awareness of health and wellness and provide increased opportunities for participation in health,	

	recreation, and wellness activities on campus	
	4.2 - Invest in Employee Development	
<i>I.7, I.8, I.9</i>	Develop university-wide standards and programs for employment, orientation, supervision, evaluation, and continuing professional development of adjunct faculty	
<i>I.8, IV.3</i>	Encourage cross-training and expanded knowledge of services and programs, with emphasis on all users of the student information system	
	4.3 - Encourage Diversity and Appreciation for Individual and Cultural Differences	
<i>II.5</i>	Create a campus environment that supports diversity by promoting mutual respect, acceptance, teamwork, and productivity among people who are diverse in personal identity and background	
<i>I.8, I.9, II.5</i>	Continue to increase the recruitment and retention of underrepresented groups of students, faculty, and professional and classified staff	
<i>I.8, I.9</i>	Fund a Coordinator of Cultural Diversity position and operating expenses to promote cultural diversity through curricula, research and scholarship, programming, and activities	
<i>II.4</i>	Create additional opportunities for educating students and faculty/staff about the needs of people with disabilities	
<i>II.5</i>	Create additional opportunities for educating students and faculty/staff about the cultural and ethnic diversity of our campus community, Idaho, and the nation	
	4.4 - Foster and Celebrate Our Connections to One Another	
<i>II.5</i>	Establish and support programs and activities that foster understanding and appreciation of the work in various university units and programs	
<i>I.4, II.5</i>	Develop an enhanced sense of community through periodic events that remember and celebrate the university's heritage, unique traditions, and values	
<i>I.5, II.5</i>	Enhance the sense of community among students through programs, events, housing innovations, and campus design, aimed at better connecting all students to the university	

	aimed at better connecting all students to the university	
	Boise State University Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	
<i>DELETE</i>		
<i>ADD</i>		

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Idaho State University STRATEGIC PLAN

2004-2009

Executive Summary

Idaho State University

Strategic Plan Executive Summary 2004-2009

The Idaho State Board of Education's 2000-2005 Statewide Strategic Plan provides direction for postsecondary programs throughout the state. The SBOE plan consists of four goals, forty-six objectives, and eleven performance measures. Building on this, the Idaho State University (ISU) 2000-2005 Strategic Plan added six complementary, institution-specific goals with associated objectives and measures. While retaining the basic structure of the 2000-2005 plan, the full 2004 revision of ISU's plan updates report figures and institutional vision, reflecting the context of the budget constraints. We note the increased use of new, sometimes ad hoc administrative structures by the institution to handle additional duties and work flow. Those entities often include participation by other external agencies or institutions (Institute for Nuclear Science and Engineering, Institute for Emergency Management Training, Idaho Center for Disability Evaluation and Research, etc.) and are signs of institutional responsiveness to state and national needs. Idaho State University's strategic goals and objectives are ongoing and direct the institution's course over an extended period of time. Hence this executive summary does not include completion dates.

Statewide and institution-specific goals are accompanied by a suite of objectives and measures that serve to direct the institution and document its progress toward achieving those goals. Strategic planning at Idaho State University is ongoing, focused, and practical. It is done both as a tool of internal management and in response to external requests. Past ISU Strategic Plans have reflected new challenges, evolving demographics, a growing vision, and cutting edge solutions. Because planning is ongoing and dynamic, ISU's Strategic Plan represents the institution's goals and objectives at one point in time.

This 2004-2009 Strategic Plan Executive Summary is based upon ISU's full strategic plan. It highlights ISU's Mission and Vision and displays the alignment of ISU's goals and objectives with those of the State Board of Education.

ISU's full Strategic Plan may be found at: www.isu.edu/acadaff/PLANNING/stratplan.pdf

Richard Bowen, President

VISION

Guided by its mission, Idaho State University is committed to delivering health professions programs throughout the state. ISU also provides an array of other programming in support of its mission. These programs reach from Community College to Doctoral coursework and advanced research. Specific objectives include:

- Mission and Outreach-- Guided by its mission, the University will continue to deliver its health profession programs throughout the state of Idaho. Examples of such efforts include a major initiative in the Boise area, developments in ISU's Institute for Rural Health and Telehealth project, efforts to produce mental health workers, and a review of our current and potential medical education programs.
- Enrollment and Quality-- Within the constraints of the current flat and austere budget, the University will continue a course of modest growth (where capacity exists) while increasing the quality of its student body. Rather than close programs, the University has chosen to offer fewer class sections.
- Growing Sophistication-- Across its program array, the University has been increasing the sophistication of its offerings. By increasing the competitive research dollars received, and enrollment in doctoral programming, the institution will achieve Carnegie classification of Doctoral/Research Universities-Extensive. Research and scholarly activity will grow significantly concomitant with its graduate programs, meet state and national needs, and achieve regional and national stature in selected areas. As entry-level and first professional degree expectations escalate across the health professions, ISU will see more of those programs at the master's and doctoral level. Its College of Technology is the first in Idaho to build offerings at the baccalaureate and graduate levels. ISU will continue innovative links between its Colleges of Technology and Engineering to create new programming. With the change in mission of the Idaho National Lab to nuclear science, ISU will expand its programming in this area and continue its leadership.
- Continuing Efficiency-- As the institution continues its quest for additional resources, it will operate at the high level of efficiency that has marked the past decade.
- New Revenues-- ISU will strive to develop new sources of revenue. This includes the capital campaign, increased efforts in annual fund raising, new initiatives in federal line item appropriations, and the revitalization of summer school and continuing education.
- Institutional Recognition-- In the new millennium, the University is building on its Centennial Celebration to ensure that it is recognized locally, statewide, and nationally for the high quality of its educational programs and value of its services and research. A recent initiative in integrative marketing will assist this effort.

MISSION STATEMENT

As a regional public Doctoral/Research--Intensive University, ISU meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, Idaho State University is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs and is a Center for the Doctor of Arts degree, designed specifically to prepare college teachers. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

Idaho State University STRATEGIC PLAN 2004-2009

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal II	Goal 1 ACCESS. Continue to provide access to opportunities that maximize student success and learning by offering relevant programs and services to meet student needs. In particular, provide programming in the health professions statewide in fulfillment of ISU's mission.	On-Going Evaluated Annually
SBOE Objectives II.2 II.3 II.4 II.5 II.6 II.7	<p>Objective 1.1 Maintain and enhance the responsive processes that attract qualified undergraduate and graduate students and that help them meet their educational goals and/or persist to graduation.</p> <p>Objective 1.2 Maintain and enhance access to academic programs through distance technology.</p> <p>Objective 1.3 Maintain and enhance student support and academic services.</p>	On-Going Evaluated Annually
SBOE Goal I, II, III, IV	Goal 2 LEARNING. Provide an effective and efficient learning environment that serves students of varied ages, abilities, needs, and backgrounds.	On-Going Evaluated Annually
SBOE Objectives I.5 I.7 II.3 II.4 III.1 III.2 III.3 IV.7 IV.11	<p>Objective 2.1 Set performance-based standards for student learning and communicate these standards to students.</p> <p>Objective 2.2 Develop learning environments that allow students of varied ages, abilities, needs, and backgrounds to succeed.</p> <p>Objective 2.3 Continue collaborative work and partnerships.</p>	On-Going Evaluated Annually

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal II, III, IV	<p>Goal 3 RESEARCH. Conduct research consistent with the state, regional, and national public service missions and the University’s undergraduate and graduate programs.</p>	On-Going Evaluated Annually
<p>SBOE Objective II.3 II.7 III.2 III.3 III.5 III.6 IV.5 IV.10</p>	<p>Objective 3.1 Continue to implement the University’s comprehensive research policy, which enhances research quality and instruction and encourages innovation and the use of new technologies.</p> <p>Objective 3.2 Continue to seek research grants and contracts, particularly in the mission emphasis areas of the health professions and basic sciences/engineering.</p> <p>Objective 3.3 Increase shared use of research resources.</p> <p>Objective 3.4 Help faculty increase research productivity.</p>	On-Going Evaluated Annually
SBOE Goal II, III, IV	<p>Goal 4 SERVICE. Provide quality educational services to support economic development, continuing education, and access to University-sponsored training clinics, facilities, and events.</p>	On-Going Evaluated Annually
<p>SBOE Objective II.2 II.3 II.4 II.5 II.6 II.7 III.2 III.3 III.5 III.6 IV.3 IV.4 IV.7 IV.10 IV.11</p>	<p>Objective 4.1 Support economic growth within the region through applied research and development activities.</p> <p>Objective 4.2 Provide professional and personal developmental opportunities for individuals outside typical educational programs.</p> <p>Objective 4.3 Continue institutional goal of responsiveness by providing citizens of the region and state access to university programs providing direct services as part of the educational process.</p> <p>Objective 4.4 Provide community access to cultural enrichment through programs sponsored by the University and the use of University facilities.</p> <p>Objective 4.5 Support regional organizations and institutions, particularly those involved in education.</p>	On-Going Evaluated Annually

Alignment with SBOE Goals & Objectives	IDAHO STATE UNIVERSITY GOALS & OBJECTIVES	Anticipated Completion Date
SBOE Goal I, IV	Goal 5 FACULTY. Hire and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and useful public service.	On-Going Evaluated Annually
SBOE Objectives I.7 I.8 I.9 IV.10	Objective 5.1 Continue to recruit a high quality faculty. Objective 5.2 Continue to improve retention of high quality faculty by supporting personal and professional growth.	On-Going Evaluated Annually
SBOE Goal I, III, IV	Goal 6 SUPPORT. Manage University resources to provide appropriate staff and support while maintaining a high quality learning environment.	On-Going Evaluated Annually
SBOE Objective I.8 III.1 IV.1 IV.5 IV.8 IV.10 IV.11	Objective 6.1 Develop and maintain effective leaders. Objective 6.2 Develop and encourage the use of information and communication resources. Objective 6.3 Ensure that the University effectively and efficiently manages its resources in pursuit of its mission while maintaining program quality.	On-Going Evaluated Annually

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University of Idaho STRATEGIC PLAN

2004-2009

The University of Idaho

STRATEGIC PLAN 2004-2009

The University of Idaho is a doctoral/research-extensive, public institution integrating living, learning, scholarship, creative accomplishment, and service.

VISION STATEMENT¹

The University of Idaho will be a university of choice in the West for high-quality and innovative undergraduate and graduate degree programs, interdisciplinary learning, state-of-the-art technology and a residential campus experience.

The University of Idaho will be globally competitive in selected graduate, professional, and research programs, including those that respond to economic, environmental, and social challenges.

The University of Idaho will deliver creative outreach programs which provide knowledge and leadership to meet the lifelong educational needs of our citizens.

MISSION STATEMENT²

The University of Idaho is a doctoral research-extensive, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for regional medical and veterinary medical education programs in which the State of Idaho participates.

The University of Idaho will formulate its academic plan and generate programs with *primary emphasis* on agriculture, forestry, mining and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will *give continuing emphasis* in the areas of business and education and will *maintain basic strengths* in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

1 This Vision was adopted as a key component of the 1998 UI Strategic Plan. Recently, the UI Vision and Resource Task Force recommended updating this vision and provided a recommendation. Under the new leadership of President Tim White, the university is considering a revision to the Vision Statement, and anticipates bringing changes forward to present to the Board in the near future.

2 This mission statement was last updated and accepted by the State Board in early 1998. In the interim, there have been program changes and restructuring, and further change is anticipated through planning initiated by President Tim White, to focus the vision of the university and the allocation of resources. In addition, earlier this year the State Board updated statewide mission assignments for each institution, and these adjustments have not been incorporated into this mission statement. Finally, the External Review Committee for the recent reaccreditation review of the UI by the Northwest Commission on Colleges and Universities recommends "a full review of the mission statement to ensure accuracy and currency of this fundamental, direction setting document..." For these reasons, the UI, in coordination with the State Board, is planning to review and update the University of Idaho Mission Statement

The institution serves students, business and industry, the professional and public sector groups throughout the state and region as well as diverse and special constituencies. The University also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

Dr. Timothy P. White, President

The University of Idaho

STRATEGIC PLAN 2004-2009

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES³ Part 1: Role and Mission Goals	Anticipated Completion Date
	<p>Goal 1: Undergraduate Education</p> <p><i>Enhance the University of Idaho's undergraduate experience, and make the university a residential campus of choice⁴ in Idaho and the West</i></p>	
	Objectives:	
I-7, III-2, IV-10	Establish a core curriculum ⁵ which broadens knowledge and fosters lifelong learning	Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.
I-7, III-2	Continuously improve the quality of undergraduate programs	
II-3,5,6	Optimize the quality, size and diversity of the undergraduate student enrollment	
I-8, IV-2,6,7	Strengthen retention efforts to assist students with the transition to college life, career decision making, progress to degree completion, and employment	
IV-7,8	Integrate the undergraduate educational experience with the residential experience	
IV-9	Broaden opportunities for multicultural populations in the undergraduate experience	
I-5, II-5, IV-2	Broaden exposure to the international community in the undergraduate experience	
IV-8,11	Implement technologies which support, maintain and improve the living and learning environment of the university	

³ The planning process initiated by President White will include a thorough reconsideration and refinement of these Goals and Objectives for the next 5 years.

⁴ A *residential campus of choice* is a community of learning that provides a diverse range of undergraduate students with a sense of place and a supportive environment within which they will expand their intellectual and social horizons. On a residential campus, learning and personal development take place both in and beyond the classroom, among students and teachers in community with one another.

⁵ *Core curriculum.* A university education is preparation for both living and making a living. To this end, students working toward a baccalaureate degree must complete approximately one-fourth of their study in areas such as communication; natural and applied science; mathematical, statistical, and computer science; humanities; and social sciences, to broaden critical thinking skills and commitment to citizenship.

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES Part 1: Role and Mission Goals (cont.)	Anticipated Completion Date
	Goal 2: Graduate Education and Research <i>Be a globally competitive center for high-quality graduate, professional and research programs</i>	
I-4,5,7,9, III-2,3,4,5 IV-2,6 II-3,4,5 I-4,7,9 III-2,3,5 III-3,5 IV-4,10	Objectives: Ensure that each graduate and professional degree program is academically strong, and enhance global prominence in selected areas Optimize the quality, size, and diversity of the graduate student enrollment Increase the university's contribution to disciplinary knowledge, consistent with that of a competitive Carnegie Doctoral/Research-Extensive ⁶ University, and to the application of knowledge, consistent with our land-grant ⁷ university mission Expand research partnerships with business and industry, communities, and private and public institutions	Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.

⁶ The *Carnegie Foundation for the Advancement of Teaching* classifies U.S. 103 public universities as Doctoral/Research Universities-Extensive if they offer a wide range of baccalaureate programs, they are committed to graduate education through the doctorate, and have awarded 50 or more doctoral degrees per year across at least 15 disciplines.

⁷ *Land-grant* colleges or universities have been designated by their state legislatures to qualify for the benefits of the Morrill Acts of 1862 and 1890. The mission of these institutions, as set forth in the first Morrill Act, was to provide a broad segment of the population with the opportunity to receive a liberal, practical education. The land-grant mandate was expanded by the Hatch Act of 1887 to include responsibility for agricultural experiment station programs, and by the Smith-Lever Act of 1914 to offer educational programs beyond campuses through cooperative extension efforts with state and local communities.

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES Part 1: Role and Mission Goals (cont.)	Anticipated Completion Date
	<p>Goal 3: Outreach</p> <p><i>Expand the capacity and delivery of outreach⁸ programs and services in keeping with the University of Idaho's land-grant mission</i></p>	
<p>II-3,6,7 III-2,3,6 IV-4,8,11</p> <p>II-3,6,7</p> <p>III-1,3 IV-1</p> <p>I-4, II-2,3,6 III-2,3,6 IV-3,8,10</p>	<p>Objectives:</p> <p>Provide the infrastructure needed to plan, coordinate, and implement university-wide outreach programs and services</p> <p>Deliver high-quality undergraduate, graduate, and continuing professional education curricula and courses to distant learners</p> <p>Develop incentives and funding models for colleges and units in support of outreach</p> <p>Link the university's education and research programs to Idaho's economic and social needs and the well-being of its citizens</p>	<p>Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.</p>

⁸ *Outreach* is the transfer and exchange of knowledge and experience between the university and society. Outreach permeates all parts of the university's mission of teaching, research, and extension/public service. It provides knowledge and leadership to enhance the growth and development of individuals, communities, businesses, and the greater society, and in turn provides society a means to communicate its needs to the university.

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES Part 2: Infrastructure Goals	Anticipated Completion Date
	Goal 1: Personnel <i>Attract, retain, reward, and develop a high-quality faculty and staff</i>	
I-6,9 I-7,8,9 IV-9 I-3,7,9 IV-10 I-3,6,8,10, IV-9,10 I-7,8,9, II-3,4,5,6 I-7,8,9, IV-9,10	Objectives: Provide competitive salaries Increase incentives and opportunities for professional development and training Create equitable systems by which faculty and staff can advance their careers within the university Assist and support faculty, staff, administrators, and supervisors in carrying out their responsibilities Improve recruitment and retention of a diverse university community Implement practices and policies to recruit nationally competitive employees	Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES Part 2: Infrastructure Goals (cont.)	Anticipated Completion Date
	<p>Goal 2: Facilities</p> <p><i>Plan, develop, manage, and maintain buildings, grounds, and physical infrastructure of the university</i></p>	
<p>I-6,10, II-3, IV-8</p> <p>III-3, IV-8</p> <p>III-3, IV-8</p> <p>IV-8,9,11</p> <p>I-10, III-3, IV-8,9,10</p> <p>I-10, III-3, IV-8,9,10</p> <p>I-10, III-1, III-1,3, IV-1,8</p>	<p>Objectives:</p> <p>Develop the Moscow campus in support of UI’s strategic plan and the Long Range Campus Development Plan (LRCDP)⁹</p> <p>Increase the university’s property assets and optimize land use</p> <p>Ensure strategic development of all UI facilities statewide to meet expanding program and service needs</p> <p>Maximize utilization of existing university space for instructional, research, and support needs</p> <p>Maintain existing facilities, grounds, and systems (academic, residential, general/special use, and support) to ensure functional working conditions and attractive appearance at all UI locations statewide</p> <p>Renew, renovate, and remodel existing facilities, grounds, and systems (academic, residential, and support) to ensure safe, universally accessible, functional facilities incorporating current standards and technology</p> <p>Follow the institutionally endorsed major six-to-ten year plan for major capital projects to focus on UI’s priority needs and the funding strategies to accomplish them</p>	<p>Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.</p>

⁹ The *LRCDP* is a policy framework developed by UI for land use and transportation decisions to guide the growth and change of the physical campus to accommodate emerging and future university programs.

Alignment with SBOE Goals & Objectives (listed below)	University of Idaho GOALS & OBJECTIVES Part 2: Infrastructure Goals (cont.)	Anticipated Completion Date
	<p>Goal 3: Financial Resources</p> <p><i>Design and implement effective budgeting systems which align incentives and allocations with strategic priorities</i></p>	
<p>III-1, IV-1,6</p> <p>III-1, IV-1,5,6</p> <p>III-1, IV-1,5</p>	<p>Objectives:</p> <p>Establish information, accountability, and funding systems which support program planning, assessment, and review in a decentralized university environment</p> <p>Identify funding requirements and institute specific plans for increasing revenue</p> <p>Establish a flexible, stable, accountable, incentive-based funding system</p>	<p>Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.</p>
	<p>Goal 4: University Relations</p> <p><i>Strengthen understanding of the university such that public opinion and support increase in a manner consistent with the strategic plan</i></p>	
<p>I-4,11, III-6, IV-3,6</p> <p>II-1,3,7, III-3,6, IV-1,5,6</p> <p>I-4,6,11, II-7, III-6, IV-5,6</p> <p>II-1,7, III-6, IV-4,5</p> <p>I-4,7, II-7, III-2,6, IV-5</p> <p>II-7, III-6, IV-5</p> <p>IV-5</p>	<p>Objectives:</p> <p>Gain support for university programs, services, and strategic initiatives through strengthening public opinion about the university</p> <p>Maximize financial support from state and federal governments as well as agencies and commissions in order to strengthen UI programs and services</p> <p>Increase the number and amount of private financial contributions to the university in order to strengthen UI programs and services</p> <p>Increase support for the university and its programs and services by building relationships with key constituency groups</p> <p>Involve faculty, staff, students, parents, and alumni so that they become ambassadors for the university</p> <p>Increase engagement of the external community in the life of the campus through special events and programs</p> <p>Provide a successful men's and women's intercollegiate athletic experience to build upon the university's role and mission</p>	<p>Annual reports are generated for each of these objectives, tracking multiple key performance indicators, as specified in the U of Idaho official strategic plan.</p>

IDAHO STATE BOARD OF EDUCATION Strategic Goals and Objectives Summary Chart

I. QUALITY	II. ACCESS	III. RELEVANT	IV. EFFICIENT
I.1 - Develop & Implement State-Wide Standards	II.1 - Sound Legislative Relationships, - Local Control	III.1 - Realistic Approach & Equitable Funding Distribution	IV.1 - Evaluate Financial Base Maximize Benefits, Develop Accountability and Incentives
I.2 - Fully Implement Teacher Quality Initiative (Idaho's MOST)	II.2 - "Seamless" Mobility of Credits, Program & Services	III.2 - Monitor Prog/Services, Relevant Content & Delivery	IV.2 - Ensure Graduates are Prepared to Succeed
I.3 - Evaluate Policy, Teacher Continuing Contracts	II.3 - State-wide Infrastructure, Opportunity for All/Everywhere	III.3 - Monitor State-Wide Needs Appropriate Roles & Mission to Meet Emerging Needs	IV.3 - Refine Institution/Agency Roles & Missions, Eliminate Duplication, Provide Focus
I.4 - Increase Public Confidence, Continuous Improvement, Performance Based Assessmt	II.4 - Equal Access for those with Special Needs	III.4 - Evaluate/Refine Learning & Achievement standards/Assessmts	IV.4 - Foster Partnership, Cooperative Ventures among Institutions and Agencies
I.5 - Graduates w/Democratic Society, Global Economy Skills	II.5 - Encourage/Facilitate Minority Inclusion	III.5 - Ensure State-Funded Research/Partnerships Properly Structured/Organized	IV.5 - Seek Increased Levels of State/Local/Private Support - Ensure Accountability
I.6 - Maintain Institutional and Special Accreditation Levels	II.6 - Increase Postsecondary Attendance Opportunities	III.6 - Formulate/Implement Public Policy that Keeps Citizenry Well Informed	IV.6 - Provide Accountability to Legislature and Public through Measured Performance
I.7 - Excellent & Innovative Instruction - Qualified Teachers - Competent Administrators	II.7 - Expand Outreach, Research/Demo Programs		IV.7 - Reduce Drop-Out Rate, Increase Retention in High School and College

IDAHO STATE BOARD OF EDUCATION Strategic Goals and Objectives Summary Chart (continued)

I. QUALITY	II. ACCESS	III. RELEVANT	IV. EFFICIENT
I.8-Develop Career Opportunities -Reward Knowledge/Productivity -Promote Recruiting/Retention I.9 - Support Efforts-Hire/Retain High Qualify Faculty & Staff I.10 - Eliminate Dangers, Promote Safe & Productive Learning Environments I.11 - Support State Aid to all Types of Public Broadcasting and Libraries			IV.8 - Improve Instructional Facilities, Increase Operational Efficiency/Use of Technology IV.9 - Ensure Time for In-Depth Learning/Teacher Prof Development/Use of Facilities IV.10 - Encourage/Reward Innovative Approaches IV.11 - Support Libraries as Leader in Applying Technology to Info Access

BOARD STRATEGIC GOALS & OBJECTIVES (BSGO)

VISION STATEMENT

The State Board of Education envisions an accessible, seamless public education system that provides intelligent and well-informed citizenry capable of active participation in the processes of a democratic government, contributes to the economic 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 STATEMENT

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 educational system:

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Lewis-Clark State College

STRATEGIC PLAN FY2005-2009

[Note: This outline, submitted in the format specified by the Office of the State Board of Education staff, excerpts several elements from LCSC's rolling 5-year strategic plan (latest revision dated 1 Jul 2004—approved by SBOE in Aug 2004), which can be reviewed at <http://www.lcsc.edu/ir>. The LCSC Strategic Plan and its supporting annexes document the comprehensive, College-wide process that has been put into place to integrate planning, programming, budgeting, and assessment activities at LCSC. The LCSC plan is linked to the most recent SBOE strategic plan (2000-2005). If readers have questions on LCSC's plans/planning process—or on the fundamentals of strategic planning at the unit, institution, or system level—please contact LCSC's Office of Institutional Planning, Research, and Assessment (IPRA) at (208) 792-2065 or instres@lcsc.edu.]

Lewis-Clark State College

Strategic Plan FY2004-2009

"A good plan today is better than a perfect plan tomorrow."

"If everyone is thinking alike then somebody isn't thinking."

--George S. Patton

Preamble LCSC is unique among Idaho's four-year public colleges and universities. It is a teaching-centered institution that provides a small-school learning environment at a public institution price. Its integrated, three-part mission—academic, professional-technical, and community programs—make it one of the most accessible portals into higher education and career success for all segments of Idaho's population.

In 2001, LCSC adopted a new strategic planning process that now engages all elements of the college in planning, assessment, and execution of our programs. Our commitment to provide high quality, accessible, relevant, and efficient services to Idaho taxpayers is not merely rhetoric, and our plans are not merely a collection of platitudes. We are now in the fourth annual iteration our integrated planning-programming-budgeting process. We were pleased to have been commended during our recent accreditation visit (October 2004) by the Northwest Commission on Colleges and Universities for our planning process.

The following pages contain selected excerpts from the LCSC Five-Year Strategic Plan (FY05-09) dated 1 July 2004. The plan outlines LCSC's strategic environment, analyzes institutional strengths and weaknesses, projects future trends, and provides detailed planning guidance under multiple budget scenarios to LCSC units for the execution year (FY05), budget preparation year (FY06), and the out-years (FY07-09) of the current strategic planning window. Please refer to the basic plan for the list of SBOE, DPTE, and LCSC goals/objectives; analyses of institutional issues and key external factors; the description of the LCSC strategic planning process; organizational structure; performance measure; President's Program Guidance (PG) initiatives; Unit Action Plans; and the LCSC family of plans index.



Dene K. Thomas
President

VISION STATEMENT

[From Page 5, basic plan]

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life.*" LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION STATEMENT

[From Pages 3-4, basic plan.]

Lewis-Clark State College was established by the Idaho State Legislature in 1893 as "Lewiston State Normal School," reflecting the College's initial—and continuing—mission as a teacher training institution. The College's reputation for excellence in teacher training and its focus on teaching and learning in all of its educational and training programs have continued as LCSC has grown to meet the expanding needs of Idaho's citizens. Today, LCSC provides an array of programs in the liberal arts and sciences, with primary emphasis in business, criminal justice, nursing, professional-technical education, social work, and teacher education.

LCSC's Carnegie classification as a higher education institution is "Baccalaureate College—General," with the "baccalaureate" designation referring to "primarily undergraduate colleges" [awarding fewer than 20 graduate degrees each year] and the "general" denoting colleges that award less than half their degrees in liberal arts fields (a consequence of LCSC's three-part mission which includes professional and professional-technical degrees along with liberal arts

programs). LCSC academic, professional, and community programs—coupled with its small school atmosphere and an emphasis on student engagement and applied learning—serve constituencies throughout the state. LCSC’s integrated, three-part mission and its operating philosophy have contributed to its recent dramatic growth in headcount [largest growth rate (11.7%) among Idaho’s four 4-year colleges/universities in 2003; only 4-year institution with an increase in FTE in 2004]. LCSC’s official role and mission statement, last updated by the SBOE in 1998, is provided below.

“1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)

- **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

3. Constituencies Served

The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.”

Lewis-Clark State College STRATEGIC PLAN

Alignment with SBOE Goals & Objectives	GOALS & OBJECTIVES [SBOE, DPTE, and LCSC Goals/Objectives are listed on pp. 7-13 of the basic plan. This table lists a representative sample of specific Presidential Program Guidance (PG) initiatives which implement those goals. The complete list of LCSC PGs is contained in Annex D of the basic plan.]	Anticipated Completion Date
	I. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I (also II)	PG-05-09: Faculty/Staff Compensation (update salary study, develop salary plan, compensation review committees).	1 Apr 05
I (also II, IV)	PG-05-13: Update of Information Technology (IT) Long-Term Plan.	31 Dec 04 (progress rpt)
I	PG-05-15: Preparation for Oct 2004 NWCCU Accreditation Visit.	Complete
I (also II, III, IV)	PG-05-21: Professional-Technical programs equipment needs; replacement/recapitalization plan.	1 Apr 05 (progress rpt)
I	PG-05-49: Automation of Supervisor Performance Evaluation System.	1 Apr 05
	II. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
II (also I, IV)	PG-05-08: LCSC Strategic Retention Plan.	1 Jan 05 (progress rpt)
II (also IV)	PG-05-19: Demand-based course scheduling.	1 Apr 05
II (also I)	PG-05-20: Accelerated Learning programs (policies, program coordination).	1 Jan 05 (progress rpt)

II (also I, IV)	PG-05-25: Developmental (remedial courses)—planning, funding, coordination.	1 Jan 05 (progress rpt)
II (also III)	PG-05-29: LCSC Coeur d'Alene Long-Range Plan	1 Jan 05 (progress rpt)
II (also I, IV)	PG-05-30: Update of Campus Facilities Master Plan (CFMP)	1 Apr 05
II (also I, IV)	PG-05-50: Quick-response plan—additional residential space (student housing)	1 Jan 05 (progress rpt)
	III. RELEVANCE: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
III (also I, II, IV)	PG-05-16: Review of Baccalaureate degree options (BA, BS, BAS, BAT, BASAT).	1 May 05
III (also I)	PG-05-48: Fundamental review of General Education Core curriculum.	1 May 05
	IV. EFFICIENCY: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV (also I, II)	PG-05-02: LCSC Strategic Financial Plan.	1 Apr 05
	PG-05-11: Review of Faculty/Staff Workload.	1 Apr 05
	PG-05-35: LCSC Business Practices/Cost-Saving Measures.	1 Jan 05 (progress rpt)
	PG-05-51: Consolidated Testing Center.	1 Jan 05 (progress rpt)

	LCSC Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:
	[Note: the “2000-2005 Idaho State Board of Education Statewide Strategic Plan” represents only the starting point of an actionable strategic plan; with the suggested additions below, it could be better suited to carry out the strategic planning functions prescribed for state agencies in the Idaho Code. The four overarching philosophical goals in the plan (quality, access, relevance, and efficiency) are appropriate as elements of a revised vision statement. Whether the Board pursues a comprehensive strategic plan—or separate strategic plans to guide actions related to single important issues—consideration should be given to including the following components.]
ADD	<i>A concise description of the strategic planning role and responsibilities of the SBOE, vis-à-vis the institutions under its authority. The respective roles of the Board and institutions are omitted or intermingled in the current brochure. Define the relationship of institutional strategic plans to the Board plan. Describe the process whereby institutions participate in annual updates to the SBOE plan and how SBOE planning guidance flows into the planning-budgeting processes at the institutions.</i>
ADD	<i>A concise assessment of the strategic environment. Where does Higher Ed in Idaho stand in relation to other states? What issues related to cooperation, collaboration, and competition need to be considered? Describe trends. Identify strengths, weaknesses, and opportunities.</i>
ADD	<i>Concrete, measurable goals/objectives. Where does the SBOE want Idaho’s system to be in 1, 5, or 10 years? Real plans should have measurable goals, designated agencies or individuals responsible for carrying out actions, timelines, and discussion of resources available to execute the plan. [What needs to be done? Who will do it? When? With what resources/support? Who is responsible for developing the action plan to achieve the objective? How will progress on action plans be monitored through completion?]</i>
ADD	<i>A forecast (even if only a “guesstimate”) of the resources (funding levels) over the course of the five-year strategic planning window that will be available to achieve objectives. What are the desired funding formulas (cost shares) to support programs and facilities at the colleges/universities? Provide guidance on the combined game plan for the SBOE and institutions (and the role to be played by each) in achieving that model.</i>
ADD	<i>A clear definition (flow chart) of the SBOE-level <u>process</u> that links strategic planning, programming, assessment, and resource allocation. How does the strategic planning-budgeting cycle at the institutional level link with the planning cycle at the SBOE level?</i>
ADD	<i>Usable performance measures. After exporting philosophical material to the prefatory section of the plan, identify a small number (3 to 5?) key issues for concentration during the next five-year cycle; establish concrete objectives and courses of action to address these specific issues, and develop a set of state-wide and institution-level performance measures to assess progress. These parameters will be complemented by the routine data collection that already takes place nation-wide. Once established, a rational performance measure system for higher ed could be part of a management information system to support informed decision-making at the institutional and state levels.</i>

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NORTH IDAHO COLLEGE

North Idaho College
STRATEGIC PLAN

2004-2007

North Idaho College

STRATEGIC PLAN 2004-2007

North Idaho College's Strategic Plan 2004-2007 is a three-year plan designed to provide the direction and major goals for the institution based on the college's mission. Each of the major goals and associated objectives are more fully described in the North Idaho College Strategic Plan 2004-2007 brochure found under separate cover (not included with this submission).

(North Idaho College President, Michael Burke, PhD)

VISION STATEMENT

North Idaho College will be . . .

- A comprehensive community college, a regional leader in an integrated education system, and a catalyst for positive change.
- A student-centered institution that embraces innovation and flexibility in response to community needs.
- The first choice of students seeking an accessible and affordable quality education.
- A caring, supportive learning community where the principles of equality are modeled and promoted.
- An institution dedicated to scholarship, personal growth, and lifelong learning.

MISSION STATEMENT

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

North Idaho College STRATEGIC PLAN 2004-2007

Alignment with SBOE Goals & Objectives	North Idaho College GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
Initiative 2	2.0 Ensure North Idaho College efficiently and effectively responds to the educational and training needs of the region	December 2006
	2.1 Implement an ongoing process of assessing educational and training needs of the region	December 2006
Initiative 5	5.0 Incorporate a continuous improvement component into the planning and assessment cycle to assure accountability and on-going improvement of the college and its programs	December 2006
	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
Initiative 1	1.0 Ensure that support systems are in place to improve student success and goal attainment	December 2006
	1.1 Provide and enhance the means to assist individuals in identifying their educational, career, and personal goals	December 2006
Initiative 3	3.0 Meet the community's educational and training needs within NIC's role and mission and be recognized as the leader in educational initiatives in the five northern counties	December 2006
	3.2 Collaborate with community groups to identify economic development opportunities and potential	December 2004,2005, 2006
	3.5 Reinforce the value North Idaho College provides in enhancing the community's earning potential and overall quality of life	December 2004,2005, 2006

	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
Initiative 4	4.0 Ensure that institutional growth mirrors community needs and regional growth, and that human, technological and physical resources exist to support that growth	December 2005, 2006
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
Initiative 2	2.0 Ensure North Idaho College efficiently and effectively responds to the educational and training needs of the region 2.1 Implement an ongoing process of assessing educational and training needs of the region	December 2005, 2006
	North Idaho College has no recommendations for additions, or deletions to the State Board Strategic Plan.	



College of Southern Idaho
STRATEGIC PLAN

2005-2010

College of Southern Idaho

STRATEGIC PLAN 2005-2010

Preamble:

This iteration of the College of Southern Idaho strategic plan shows a very close alignment between the unique mission-oriented goals of the college and the systemic goals and objectives of the State Board of Education.

This side by side comparison of the goals of the two entities demonstrates the College's commitment to discharge its institutional responsibilities while collaborating with sister institutions and agencies in the delivery of community and student opportunities.

Gerald R. Meyerhoeffer, President

MISSION STATEMENT

The College of Southern Idaho, a comprehensive community college, provides educational, social and cultural opportunities for a diverse population of South Central Idaho. In this rapidly changing world, CSI encourages our students to lead enriched, productive and responsible lives.

College of Southern Idaho

STRATEGIC PLAN 2005-2010

*Indicates % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives

Alignment with SBOE Goals & Objectives	College of Southern Idaho GOALS & OBJECTIVES	Anticipated Completion Date
*Quality tracks 85%	1. QUALITY: 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.	
Competitiveness CSI Goal II	CSI Quality Goals and Objectives 1.1 Discharge duties inventively and creatively... The goal of "innovation" is to establish and to maintain the inventive spirit of the College. (CSI Goal II, "Innovation", statement of strategy.)	On-going
II-A,1; II-A,2 II-B,1; II-B,2	Objectives 1.1.a Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)	Annually
	1.1.b Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function; student preparation and instructional methods; student performance and outcomes. Take corrective action where indicated. (II-A,2)	Annually
	1.1.c Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)	On-going
	1.1.d Provide faculty, staff, and administration experience with emerging technologies. (II-B,2)	On-going
Achievement CSI Goal IV	1.2 Enhance potential successes and high-level achievement through the development and management of human, physical, and financial resources. (CSI Goal IV, "Fully Develop Resources", statement of strategy)	On-going

<p>IV-A,1; IV-A,3; IV-A,4; IV-B,2; IV-B,7</p> <p>Well informed Citizenry CSI Goal I</p>	<p>Objectives</p> <p>1.2.a Institute and refine system-wide professional development and renewal. (IV-A,1)</p> <p>1.2.b Cooperatively review personnel classification system; job descriptions; and evaluation process. (IV-A,3)</p> <p>1.2.c Reaffirm salary competitiveness goals. (IV-A,4)</p> <p>1.2.d Develop grounds and facilities that are safe. (IV-B,2)</p> <p>1.2.e 2004 Initiative on Safety and Security. (IV-B,7)</p> <p>1.3 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", Statement of Strategy)</p>	<p>Complete</p> <p>Complete</p> <p>Annually</p> <p>Complete</p> <p>On-going</p> <p>On-going</p>
<p>I-C,3; I-D,1; I-D,2; I-D,3; I-D,4</p>	<p>Objectives</p> <p>1.3.a Establish a systematic survey process to obtain input about the quality of service exhibited by the College, internally, with former students, and with the community at large. (I-C,3)</p> <p>1.3.b Develop process for balancing student growth with quality instruction on an ongoing basis. (I-D,1)</p> <p>1.3.c Set expectations for quality programs and services by assuring that standards of performance and measurements of compliance are in place. (I-D,2)</p> <p>1.3.d Assure quality of instruction in all programs in cooperation with faculty, department heads, division directors, and deans. (I-D,3)</p> <p>1.3.e 2004 Initiative on Quality Instruction and Student Growth. (I-D,4)</p>	<p>Annually</p> <p>Complete</p> <p>Annually</p> <p>On-going</p> <p>Annually</p>

<p>*Access tracks 90%</p>	<p>2. ACCESS: 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.</p>	
<p>Skills, Knowledge, Social awareness CSI Goal I</p> <p>I-A,1; II-A,3; I-B,2; I-B,3</p> <p>Workers, Citizens, learners CSI Goal III</p> <p>III-C,1, III-C 2; III-D,1; III-D,3; I-A, 3; II-B, 1 III-D, 5</p>	<p>CSI Access Goals and Objectives</p> <p>2.1 Promote habitual characteristics of respectful and courteous interactions with the widening diversity of the internal community as well as the community at large; enable access to educational and training opportunities; and, demand the highest possible quality of performance. (CSI Goal I, "Service", statement of strategy)</p> <p>Objectives</p> <p>2.1.a Assure a student's continuing access to educational and training opportunities. (I-A,1)</p> <p>2.1.b Assure that the needs of special populations and persons with disabilities are anticipated. (II-A,3)</p> <p>2.1.c Expand recruitment of multicultural, highly able, and international students; and recharge programs that promote understanding of diversity internally and externally. (I-B,2,3)</p> <p>2.2 In the development and delivery of programs and services internally, cooperate and collaborate effectively and efficiently across administrative boundaries and, externally with the other educational institutions, businesses and community organizations. (Goal III, "Partnerships", statement of strategy)</p> <p>Objectives</p> <p>2.2.a Broker four-year degree and advanced degree offerings in the service area; cooperatively construct a higher education center for the easy access of service area students to four-year and advanced degree offerings. (III-C,1,2)</p> <p>2.2.b Maintain and clarify the process for responsiveness to training requests from business. (III-D,1)</p> <p>2.2.c Create just-in-time training opportunities. (III-D,3)</p>	<p>On-going</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>On-going</p> <p>Annually</p> <p>Annually</p> <p>Complete</p>

	<p>2.2.d Reinvigorate programs to increase recruitment, retention, and placement of students. (I-A,3)</p> <p>2.2.e Continuously enhance student access, improved learning, and internal and external services with up-to-date proven technology. (II-B,1)</p> <p>2.2.f Maintain and invigorate partnerships with community organizations to further cultural and artistic programs and events. (III-D,5)</p>	<p>On-going</p> <p>On-going</p> <p>Annually</p>
<p>*Relevant tracks 90%</p>	<p>3. RELEVANT: 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.</p>	
<p>Relevant</p> <p>Citizens, Workforce, Business/ Industry</p> <p>II-A, 1; II-A,2; II-A,3; III-D, 4; II-C,1; IV-C,1</p>	<p>CSI Relevant Goals and Objectives</p> <p>3.1 Discharge duties inventively and creatively. This entrepreneurial environment is fostered by administrators and all other employees who undertake thoughtful, insightful, and forward-looking decisions and reasonable risk may be a part of the College enterprise. (CSI Goal II, “Innovation”, statement of strategy.)</p> <p>3.2 Continuously scan pertinent educational and business environments to ensure that programs meet forward-looking student, academic, and business needs and respond appropriately. (II-A,1)</p> <p>Objectives</p> <p>3.2.a Ensure that objective standards, processes, and procedures are in place to determine effectiveness of program mission and function... (II-A,2)</p> <p>3.2.b Continuously analyze, regularly report upon and make recommendations related to improvement opportunities in distance learning, internet, and the evolving data, video and voice technologies. (II-A,3)</p> <p>3.2.c Provide organizational leadership in regional economic development. (III-D,4)</p>	<p>On-going</p> <p>Annually</p> <p>Annually</p> <p>On-going</p> <p>Annually</p>
<p>Governments</p> <p>II-C,1; IV-C,1</p>	<p>3.3 Maintain and establish cordial working relationships with supervisory agencies and elected officials. (II-C,1)</p> <p>3.4 Manage and invest money resources prudently on behalf of the public in the service area. (IV-C,1)</p>	<p>On-going</p> <p>Annually</p>

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*Idaho Division of Vocational
Rehabilitation*

STRATEGIC PLAN

2004-2008

Idaho Division of Vocational Rehabilitation Strategic Plan 2004-2008

The Idaho Division of Vocational Rehabilitation (IDVR) has utilized a Strategic Plan to direct its operations for many years. Establishing goals and objectives has allowed the Division to focus on the future and anticipate changes so that it can best serve the changing needs of its clientele. Planning has also enabled the Division to utilize its resources most effectively, which are essential given the fixed resources available and the dynamics of legislation.

As part of the process to develop a final version of the Strategic Plan, Vocational Rehabilitation and the State Rehabilitation Council (SRC) solicit public input from around the State of Idaho through Town Meetings. These meetings are intended to address concerns and considerations of any member of the public regarding issues relating to the Vocational Rehabilitation of individuals with disabilities.

It is extremely important that the delivery of IDVR's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side IDVR's Strategic Planning Issues.

Dr. Michael Graham
Administrator

MISSION STATEMENT

We believe that independence and self-worth are enhanced through employment. We are committed to empowering people with disabilities with appropriate resources to make informed choices about their futures.

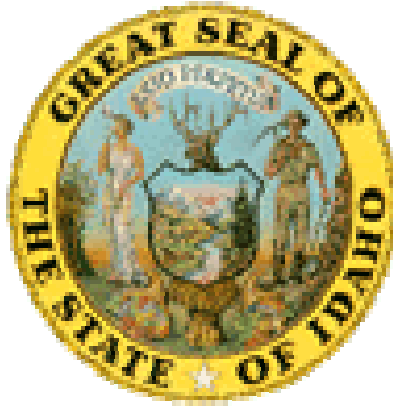
We are dedicated to being a strong voice for people with disabilities. We strive to promote cooperation and coordination between all entities to insure the provision of appropriate services to people with disabilities in Idaho.

Idaho Division of Vocational Rehabilitation STRATEGIC PLAN 2004-2008

Alignment with SBOE Goals & Objectives	IDAHO DIVISION OF VOCATIONAL REHABILITATION GOALS & OBJECTIVES	Anticipated Completion Date
<i>I</i>	1. Continually Improve The Division's Performance	
<i>IV-10</i>	1.1 More fully utilize the expertise of the Field Services Employee Council.	2004-2005
<i>III-2, III-3</i>	1.2 Streamline the Vocational Rehabilitation process.	2004-2005
<i>IV-8</i>	1.3 Utilize Information Technology to its maximum capacity.	2004-2005
<i>II-2, III-2</i>	1.4 Establish statewide consistency for orientation and training to insure continuity among all levels of staff.	2004-2005
<i>II-3, III-2</i>	1.5 Ensure the complete and effective implementation of Gemini and Famis statewide, fully utilizing current staff.	2004-2006
<i>II-3</i>	1.6 Implement Local Aware and dial up connection as Gemini options for Field Services use.	2004-2005
<i>II-2, III-6</i>	1.7 Ensure staff is fully informed of information relative to the operation of the agency, disability issues affecting our clientele and service provision. .	2004-2005
<i>III</i>	2. Pursue Relevant Program Expansion to Meet Customer Needs.	
<i>II-3, II-4, III-5</i>	2.1 Adequately meet the needs of the increasing number of School-Work Transition students identified throughout the State.	2004-2007
<i>II-3, II-7, III-2, III-5</i>	2.2 Adequately meet the needs of the increasing Adult Corrections population statewide.	2004-2007
<i>III-5, III-6</i>	2.3 Ensure VR staff has basic knowledge of SSA/Ticket to Work.	2004-2005

<i>IV-1</i>	2.4 Enhance revenue opportunities for all VR programs. Identify, pursue and secure revenue sources.	2004-2007
<i>II</i>	3. Establish VR as the Primary Source on Information Relating to Vocational Training, Education and Employment of People with Disabilities.	
<i>III-2, III-3</i>	3.1 Ensure an effective Division Marketing Plan.	2004-2005
<i>III-3, III-5</i>	3.2 Identify the number of individuals with disabilities statewide and assess their needs.	2004-2005
<i>II-3, II-7, IV-4</i>	3.3 Cultivate and maintain close collaborative relationships with our community partners.	2004-2006

	IDVR Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	
	<p>Recommend that objectives under the SBOE Strategic Plan Goal I, be added that encompass other institutions and agencies or broaden the existing objectives to more easily accommodate comparisons. Understandably, the majority of the SBOE is directed to educational institutions and the issues they face. However, if all agencies under the SBOE are to direct their strategic planning efforts towards the SBOE Strategic Plan, these need to be broadened.</p> <p>While there were similar situations listed in the goals, the wording was so specific as to preclude a comparison with VR Strategic Planning Objectives.</p>	



*Idaho Division of
Professional-
Technical Education*
STRATEGIC PLAN
2005-2009

Division of Professional-Technical Education Strategic Plan 2005-2009

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace. The type of education required for people preparing for careers has changed radically. The percentage of all occupations requiring technical training, but less than a four-year degree has grown from less than 20 percent in the 1950's to 65 percent today. Jobs, especially those requiring less than a baccalaureate degree, are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. In step with the changing economy, professional-technical education has made significant changes in curriculum, scope and delivery of courses, services and programs.

This plan is a map for both the professional-technical education system that can help to inform, organize and affect continued efforts to deliver these programs and services to people in the State of Idaho. It is a component of the broader strategic plan developed by the State Board of Education (SBOE) and contributes to a seamless system of educational services. To illustrate the connection between our plan and the SBOE, supported SBOE strategic plan goals and objectives are listed after each of the Division's objectives.

The strategic planning cycle is dynamic, decentralized and enhances our continuous improvement philosophy. The development of this plan is only the beginning. Its ultimate impact will depend on the efforts of dedicated teachers, administrators and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and encourage suggestions for improvements and new goals, objectives and strategies.

Mike Rush, State Administrator

VISION STATEMENT

A qualified, skilled workforce is essential to the competitiveness of Idaho's businesses and industries, the effectiveness of the public sector, and the well-being and safety of Idaho's citizens. Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes necessary to compete effectively, work efficiently and safely while balancing responsibilities to the family and community.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring other than a four-year college degree as well as training workers already in the workplace.

Professional-Technical Education spans educational levels, contributing to a thorough education for youth by providing them with career knowledge, technical skills and attitudes necessary to succeed in the workplace. Programs for youth are provided through the secondary schools operating in concert with the technical college system to provide a continuum of education and training opportunities.

Professional-Technical Education also focuses on providing adults with the skills necessary to perform effectively in the workplace, including skills needed for entry, reentry or advancement. Programs for adults are delivered through the technical college system as well as special arrangements with the private sector. Workforce education and training is delivered in close collaboration and cooperation with other state entities involved in workforce development.

Quality, accessibility, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education system.

MISSION STATEMENT

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Professional-Technical Education STRATEGIC PLAN 2005-2009

Alignment with SBOE Goals & Objectives	Professional-Technical Education GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Provide leadership and technical assistance that will continuously improve the quality of Idaho's professional-technical education system.	All objectives are ongoing.
SBOE 4-10	Objective 1: Promote initiatives that improve the quality of professional-technical education in Agriculture Science and Technology, Business and Office Technology, Career Guidance, Emergency Services Training, Family and Consumer Sciences, Health Professions, Marketing Education, Tech Prep, Technology Education, Trade and Industry, and Workforce and Technical Training.	
SBOE 4-3	Objective 2: Promote the delivery of community college services through the technical college system.	
SBOE 2-7, 4-4	Objective 3: Increase business and industry participation in professional-technical education.	
SBOE 1-7, 1-9	Objective 4: Increase the number and diversity of qualified professional-technical educators.	
SBOE 1-7	Objective 5: Promote professional development opportunities through Summer Conference, education and training courses, seminars, workshops and conferences.	
SBOE 2-3	Objective 6: Provide workforce development systems with information and resources needed to make informed decisions about education and training.	
SBOE 2-3	Objective 7: Collaborate with agencies and contractors that develop and provide public sector training courses.	

	<p>2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p>	All objectives are ongoing.
SBOE 1-5	Objective 1: Expand high demand training programs.	
SBOE 2-3	Objective 2: Expand workforce development training using distance learning and emerging strategies.	
SBOE 2-3	Objective 3: Assist underserved regions receive quality programs and services.	
SBOE 2-7	Objective 4: Promote short-term, non-credit and credit courses available through the technical college system.	
SBOE 2-6, 2-7	Objective 5: Inform Idahoans about professional-technical education, occupations, educational programs, schools, and scholarships.	
SBOE 2-3	Objective 6: Strengthen relationships with industries, agencies, and economic development entities.	
SBOE 2-2	Objective 7: Ensure policies, procedures and curricula support articulation between secondary and postsecondary professional-technical education and professional-technical degrees into academic programs.	
SBOE 2-7	Objective 8: Assist middle schools / junior high schools in defining and implementing exploratory professional-technical education, family and consumer sciences, and career guidance.	
SBOE 1-5, 2-4, 2-5	Objective 9: Expand opportunities that help targeted individuals participate in professional-technical programs and services.	

	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	All objectives are ongoing.
SBOE 3-3	Objective 1: Assess and prioritize professional-technical workforce needs.	
SBOE 1-3, 3-2	Objective 2: Use continuous improvement processes to assess program quality and effectiveness.	
SBOE 1-1, 3-4	Objective 3: Ensure curriculum meets current standards.	
SBOE 1-6, 3-2, 4-2	Objective 4: Develop professional-technical education programs using industry standards, licensure and certification requirements, and employer expectations.	
SBOE 3-4	Objective 5: Ensure professional-technical education programs have access to the equipment and technology that meet industry standards.	
SBOE 1-5	Objective 6: Maintain a system that supports high placement and completion rates for professional-technical education students.	
SBOE 4-6, 4-7	Objective 7: Use career clusters as a tool to improve the organization and delivery of professional-technical education.	
SBOE 4-2, 4-6	Objective 8: Meet the goal of 90 percent or better in overall placement rates and 80 percent or better in training-related and educational placement.	
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	All objectives are ongoing.
SBOE 4-1, 4-5	Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources.	
SBOE 3-1, 4-5	Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission.	
SBOE 4-5, 4-8	Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.	



*Idaho Public
Television*
STRATEGIC PLAN
2005-2009

Idaho Public Television STRATEGIC PLAN 2005-2009

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

It is extremely important that delivery of our agency's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues.

Idaho Public Television's Strategic Plan 2005-2009 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives are spelled out in the more detailed Idaho Public Television Organizational Plan under separate cover (not included with this submission).

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Providing quality educational and cultural television and related resources;
- Creating Idaho based programs and resources;

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television STRATEGIC PLAN 2005-2009

Alignment with SBOE Goals & Objectives	Idaho Public Television GOALS & OBJECTIVES	Anticipated Completion Date
	<p>1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</p>	
I-11	<p>1. Provide high quality television and web programming, as measured by the number of national awards received by:</p> <ul style="list-style-type: none"> • IdahoPTV productions. • Programs procured by IdahoPTV for broadcast in Idaho. <p>6. Progress towards DTV implementation, as measured by:</p> <ul style="list-style-type: none"> • DTV channel hours of transmission. • Number of transmitters broadcasting a DTV signal (5 required by 5/2003)/number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. • Percentage of Idaho population within our DTV signal coverage area. 	Ongoing Ongoing
	<p>2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p>	
II-2, II-3, II-4, II-5, II-6, II-7	<p>2. Foster and nurture collaborative partnerships, as measured by number of public in-state and out-of-state, private in-state and out-of-state partnerships displayed in matrix form.</p> <p>3. Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired, as measured by the percentage of broadcast hours of:</p> <ul style="list-style-type: none"> • Closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired. • Descriptive video service provided via the second audio program to aid those with impaired vision. 	Ongoing Ongoing

	<p>4. Broadcast programs, and provide related resources, that specifically serve the needs of underserved audiences, which include children, ethnic minorities, and learners and teachers (displayed in matrix form):</p> <ul style="list-style-type: none"> • Children (as measured by channel hours of programming designed specifically for children). • Ethnic minorities (as measured by channel hours of programming that addresses diversity, citizenship issues, English as a second language, or includes a Spanish-language audio channel). • Learners and teachers (as measured by channel hours of programs appropriate for use in K-20 classroom, telecourses, teacher professional development resources, adult basic education resources, and technological literacy). <p>5. Provide additional access to citizens anywhere in the state to IdahoPTV and PBS resources, which support citizen participation and educational goals, via the WWW, as measured by the number of visitors to our web sites.</p> <p>6. Progress towards DTV implementation, as “a statewide infrastructure in cooperation with public and private entities capable of converging voice, video and data technologies,” as measured by:</p> <ul style="list-style-type: none"> • DTV channel-hours of transmission. • Number of transmitters broadcasting a DTV signal (5 required by 5/2003)/number of DTV-ready translators/number of cable companies carrying our DTV channel/number of Direct Broadcast Satellite (DBS) providers carrying our channel. • Percentage of Idaho population within our DTV signal coverage area. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	<p>3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p>	
<p>III-1, III-2, III-3, III-4, III-5, III-6</p>	<p>7. Contribute to a well-informed citizenry, as measured by the number of channel-hours of public affairs programming.</p> <p>8. Provide relevant Idaho-specific information, as measured by:</p> <ul style="list-style-type: none"> • Number of channel-hours of Idaho-specific programming. • Number of IdahoPTV Idaho-specific productions produced during the year. 	<p>Ongoing</p> <p>Ongoing</p>

	<p>9. Be a relevant educational and informational resource to all citizens, as measured by Nielsen Station Audience reports on:</p> <ul style="list-style-type: none"> • Children, less than 12 years old, viewing IdahoPTV. • Adults, of 50+ years, viewing IdahoPTV. • Total audience viewing IdahoPTV. 	Ongoing
	<p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p>	
IV-3, IV-4, IV-5, IV-6, IV-7, IV-8, IV-10, IV-11	<p>10. Seek increased levels of state, federal, and private sector support, as measured by the absolute dollar value of the IdahoPTV operating budget NOT covered by direct Idaho JFAC-approved state contribution.</p>	Ongoing
	<p>Idaho Public Television Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:</p>	
<i>DELETE</i>	<i>None</i>	
<i>ADD</i>	<i>None</i>	



STRATEGIC PLAN



2005-2010

[Part of ISDB's continuing effort in Strategic Planning and Program Development]

ISDB STRATEGIC PLAN 2005-2010

The state agency known as the Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the faculty, staff, administration, and student body toward achieving those goals. The mission and vision of our school reflects an ongoing commitment to meeting the challenge of educating the sensory impaired child.

It is extremely important that delivery of our agency's services is in alignment with the guiding goals & objectives of the State Board Of Education (SBOE). To that end, this plan displays SBOE goals & objectives along side the Agency's Strategic Planning Issues. We believe this model can and should be used by all Institutions and Agencies under SBOE governance.

ISDB's Strategic Plan 2004-2009 is intended to answer the question of 'What does the agency need to accomplish?' ... and 'Where is our Primary Direction for the coming five (5) years.' The details of 'How' we intend to accomplish these goals and objectives is spelled out in the more detailed ISDB Organizational Plan under separate cover (not included with this submission).

During a corporate OSBE meeting in September 2004, in which all Institutions and Agencies under SBOE governance participated, it was agreed that they would all adopt the Board's four main Strategic Planning Goals and revise individual strategic plans to re-align agency Objectives under one of those four Goals. An area for "Agency Unique" Objectives was established, as well as a "feedback" section where each Institution or Agency might suggest SBOE Goals and Objectives that needed to be added or were no longer relevant. (see Section 6, below).

Harvey W. Lyter III
Interim Superintendent

VISION STATEMENT

The ISDB provides service to every LEA as part of the overall public education system. We are also committed to working with parents, vocational rehabilitation, the State Department of Education and other state agencies to insure that the educational needs of every deaf, hard of hearing, blind and visually impaired child in Idaho are met. Our focus is on compliance with state and federal regulations and guidelines, and delivery of high quality services leading to academic, occupational, and personal success of these young citizens. This shall lead to the highest potential for an adult life of independence and self-sufficiency: a meaningful personal, family and community life; and a useful, productive occupational life as citizens of our State and our Nation.

MISSION STATEMENT

To promote and maintain excellent and comprehensive educational opportunities for every deaf, hard of hearing, blind and visually impaired child in the state of Idaho from birth to 21 years of age. Our overall focus is on providing appropriate, effective, and efficient supplemental services to each Local Education Agency (LEA) in order to provide a quality educational, residential, and outreach program for deaf and blind students throughout the state.

ISDB STRATEGIC PLAN 2005-2010

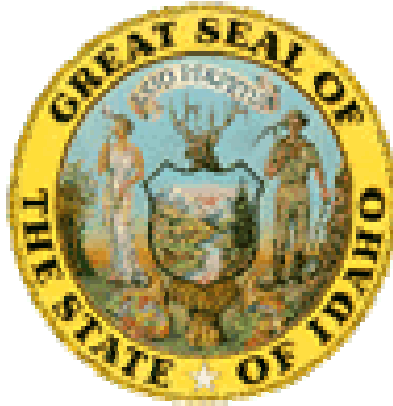
(Dec 2004 Maintains 99% alignment to SBOE Goals & Objectives)

Alignment with <u>SBOE</u> Goals & Objectives	ISDB GOALS & OBJECTIVES
	<p>1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</p>
<p>III-2, IV-3 III-3, IV-3 I-1, IV-3 IV-8 II-3, IV-8 I-4, IV-6</p>	<ul style="list-style-type: none"> - Revise Inter-Agency Agreement with SDE - Review/Update/Revise all Agency Policies and Department Manuals - Implement State Records Management Program throughout ISDB system - Review/Revise Vehicle/Fleet Management procedures - Review/Revise plan for Campus, Outreach offices facility utilization & renovation - Improve contacts with Gooding Chamber Of Commerce, Rotary Club, etc
	<p>2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.</p>
<p>I-1, III-4 I-7, III-2, IV-3, IV-9 -- -- IV-1, IV-5 II-7, III-1, IV-4, IV-8 I-7, III-2, III-4, IV-2, IV-10 I-5, II-2 II-4 I-10, II-4, IV-8 II-3, II-4, IV-4, IV-8 II-4, IV-8 II-4, IV-8</p>	<ul style="list-style-type: none"> - Align Curriculum and Assessments to Idaho State Standards - Research and Recommend an Optimal Agency Calendar <ul style="list-style-type: none"> -- Investigate "year-round" operations- administration, facilities, academics -- Study Fiscal, Personnel, Support Service contract impacts of this approach -- Review options for full year employment of Classified employees -- Explore options for year-round cottage, food services, classroom utilization - Implement effective instruction strategies designed to meet the educational needs of all students (Consider Skill Level Grouped Instructional Programs) - Develop Life Long Learning Habits - Enhance Special Needs Unit (SNU) program - Increase Student & Staff Communications Skills - Investigate feasibility of Magic Valley Low Vision Clinic (like ICBVI clinic in Boise) - Communications upgrades throughout the facility (Total communications capabilities) - IT Committee; continue search for better communications system to improve 2-way connectivity for Deaf Staff members

<p>II-3, II-7, III-5</p> <p>II-3, II-7, III-3, IV-4, IV-7, IV-8, IV-10</p>	<ul style="list-style-type: none"> - Study Alternative Locations for Agency Headquarters & Campus <ul style="list-style-type: none"> -- Most effective & efficient interaction with community services, supplemental resources, and state government functions (i.e., personnel, budgeting, etc). -- Review potential uses of existing facilities by municipal and county agencies -- Investigate opportunities for facility & transportation sharing with LEAs - Study alternative models for Regional Outreach Service Delivery; most Day-Campuses
	<p>3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.</p>
<p>I-9, III-3</p> <p>III-5</p> <p>I-3, III-3</p> <p>I-8, IV-9</p> <p>III-5, III-6</p>	<ul style="list-style-type: none"> - Identify an overall Program Staffing Needs Process <ul style="list-style-type: none"> -- Establish & Maintain pool of qualified candidates for rapid staff replacement(s) - Establish better ties with nation-wide Deaf & Blind teacher training programs <ul style="list-style-type: none"> -- Enhance recruiting & retention of highly qualified, certified staff members -- Revise agency "marketing strategy" to better fit long-term recruiting needs - Adopt unified payroll system for all employees - Expand Professional Development - Build better ties with the Commission for the Blind (ICBVI), Council for Deaf/HH (CDHH), and Idaho Registry of Interpreters for the Deaf (IRID), Idaho Division of Vocational Rehabilitation (IDVR)
	<p>4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p>
<p>I-10</p> <p>III-3</p> <p>I-10</p> <p>II-6, IV-4, IV-5</p> <p>II-3, II-7, III-3</p> <p>IV-5</p> <p>III-5, IV-4</p>	<ul style="list-style-type: none"> - Projects to remodel existing facilities, Improve existing building utilization. <ul style="list-style-type: none"> -- Build up-to-date Student Health Center or Remodel/Upgrade existing space - Develop Education Facilities - Pursue Safety & Security Upgrades throughout all Campus Facilities - Explore Development of a Post-Secondary Living Facility <ul style="list-style-type: none"> -- Pursue Grant for facility on CSI Campus (Partner with CSI Foundation) - Pursue increase and expansion of Outreach Program Staff to reduce significant caseload burden - Pursue a closer, smoother Foundation-to-Agency working relationship - Revise (Gooding area) IT Consortium Agreement - Enhances mutual support arrangements among community services

<p>III-3, IV-10</p> <p>I-1, II-3, IV-8</p>	<p>- Review weekend travel-home arrangements for most economical operations</p> <p>- Standardize computer systems - Upgrade architectures for interoperability with other state agencies and LEAs</p>
	<p>5. AGENCY UNIQUE ISSUES: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.</p>
<p>I-8, I-9, III-1</p> <p>III-1, III-3, III-5</p> <p>I-10, IV-7</p>	<p>- Focus SBOE on obtaining Executive & Legislative support for Educational Staff Pay Equity (Budget initiative; Agency Heads Council #1 priority for FY06)</p> <p>- Investigate feasible strategy to obtain per capita share of annual appropriated education funding (like LEAs now have)</p> <p>- Review/Revise long-term plans for cottage quality of life improvements & renovations (Cottage-7, Old Boys Dorm, Old Admin Bldg/Round Bldg, etc)</p>
	<p>6. RECOMMENDED Additions or Deletions to SBOE Plan:</p>
	<p>- ISDB has no inputs in this category</p>

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IDAHO STATE HISTORICAL SOCIETY STRATEGIC PLAN

2004-2009

IDAHO STATE HISTORICAL SOCIETY STRATEGIC PLAN 2004-2009

The Idaho State Historical Society's Strategic Plan 2004-2009 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary

Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives are spelled out in the more detailed Idaho State Historical Society's Organizational Plan under separate cover (not included with this submission).

Steve Guerber, Executive Director
 (Agency/Institution Head - Name & Title)

MISSION STATEMENT

Our mission: to educate through the identification, preservation, and interpretation of Idaho's cultural heritage.

IDAHO STATE HISTORICAL SOCIETY STRATEGIC PLAN 2004-2009

(Suggestion: Indicate % of tracking alignment; ie, Tracks 80% to SBOE Goals & Objectives)

Alignment with SBOE Goals & Objectives	IDAHO STATE HISTORICAL SOCIETY GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I.4	1.1 Improve interpretation, appreciation of and access to Idaho History	On-going
I.4	1.2 Enhance public outreach and historical interpretation programs	On-going
I.4	1.3 Enhance Idaho State Historical Society publications program with the resurrection of the <i>Idaho Yesterdays</i> academic journal and the continuation of <i>The Mountain Light</i> quarterly newsletter	December 2004/on-going
	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
II.7	2.1 Improve access to cultural resources holdings and information at the Idaho State Historical Society	On-going
II.7	2.2 Maximize use of technological advances to increase user access to information	On-going

II.7	information 2.3 Complete construction of the Idaho History Center	October 2005
II.7	2.4 Seek funding support for construction of Phase II of the Idaho Historical Museum	2005-2006
II.7	2.5 Seek funding for Phase III of the Idaho History Center (expansion of the Wells Archives Building)	2006-2007
	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
III.2	3.1 Enhance public education programs at the Museum, Old Penitentiary, Historical Library and historic sites	On-going
III.2	3.2 Fulfill responsibility as lead state agency in preparation for the bicentennial commemoration of the Lewis and Clark Expedition	Through 2006
III.2	3.3 Identify, protect, record and acquire significant prehistoric and historic resources of the state	On-going
III.2	3.4 Conduct historic and prehistoric preservation programs	On-going
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
IV.5	4.1. Secure adequate resources and support for the needs and activities of the Agency	On-going
IV.6	4.2. Create and maintain needed system of controls, practices and methods of operation within the Agency	On-going
	(Agency/Institution) Recommends Amendments, Additions, Deletions to the State Board Strategic Plan as follows:	

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Idaho State Library

STRATEGIC PLAN

2005-2009

Idaho State Library STRATEGIC PLAN 2005-2009

VALUES

Library Ideals: We believe libraries exist for the public good. They are essential to literacy and informed citizens in a democratic society. We affirm intellectual freedom, life-long learning, customer privacy, and public access to information.

Customer Service: We deliver high quality customer service to internal and external customers.

Relationships: We achieve organizational effectiveness through mutual support, trust, value, and respect.

Collaboration: We accomplish goals using shared leadership, teamwork and consensus.

Learning Organization: We continuously improve services by creating, gathering, and transferring information and modifying behaviors to reflect new knowledge and insights.

Idaho State Library's Strategic Plan 2005-2009 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary Direction for the coming five (5) year period."

Ann Joslin, State Librarian

VISION STATEMENT

Building upon a century of service to Idaho's citizens, Idaho State Library promotes vital leadership for a dynamic library community. We foster continuous library development through the promotion of life-long learning and the innovative use of technology. Our valued and trusted staff provides outstanding customer service to all.

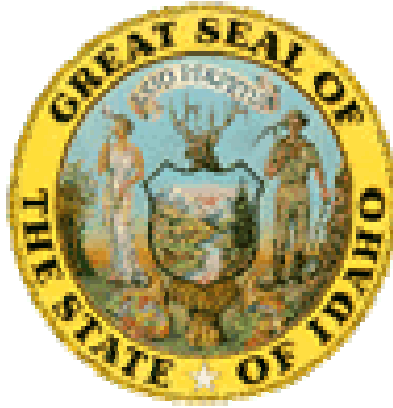
MISSION STATEMENT

The Idaho State Library assists libraries to build the capacity to better serve their clientele.

Idaho State Library STRATEGIC PLAN 2005-2009

Alignment with SBOE Goals & Objectives	STATE LIBRARY GOALS & OBJECTIVES	Anticipated Completion Date
	1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
I-4; I-11	1.1 ISL provides consulting services, education and information to policy makers, directors, staff, trustees, friends groups and other interested parties on library issues. (ISL Plan 1.1)	Ongoing
	2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
I-11; II-2; II-3; II-4; II-5; II-7	2.1 ISL works in partnership with the local community to promote and deliver library services to people with special needs. (ISL Plan 2.3)	Ongoing
	3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
II-7; III-2; III-3; III-5; III-6	3.1 ISL services extend throughout the state to libraries and other community organizations. (ISL Plan 2.1)	Ongoing
	3.2 ISL increases the visibility of libraries as community and statewide resources. (ISL Plan 3.1)	Ongoing
	4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
II-2; III-6; IV-5; IV-11	4.1 ISL monitors, promotes, and participates in developing Idaho government information policy. (ISL Plan 2.2)	Ongoing
	4.2 ISL incorporates and promotes the effective use of new technologies. (ISL Plan 2.4)	Ongoing

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Eastern Idaho
Technical College
STRATEGIC PLAN

2004-2009

Eastern Idaho Technical College STRATEGIC PLAN 2004-2009

The Eastern Idaho Technical College (EITC) Strategic Plan (The Plan) has been developed in response to the statutory requirements in Idaho Code (see Title 67) and further described in the State Board of Education (SBOE) Governing Policies and Procedures document (see Section I dated April 2002). The Plan is an integral part of the SBOE overall planning process and aides in the delivery of quality Professional-Technical education in the nine county EITC service area. The Plan aligns and incorporates the Strategic direction of the SBOE and the Division of Professional-Technical Education (PTE).

The EITC Strategic Plan serves to maintain the focus of the college on providing quality education to our students and providing well trained and qualified individuals to employers. The Plan is considered a living document and is an integral part of annual and long-term planning efforts. Instructional and business decisions, including personnel and budgetary considerations, are made based on The Plan. The Plan also serves as the basis for annual execution plans and institutional planning and effectiveness.

Eastern Idaho Technical College's Strategic Plan 2004-2009 is intended to answer the question of "What does the agency need to accomplish?" ... and "Where is our Primary Direction for the coming five-to-eight (5-8) year period." The details of "How" we intend to accomplish these goals and objectives will be spelled out in the more detailed Eastern Idaho Technical College Organizational Plan under separate cover (not included with this submission).

A handwritten signature in black ink, appearing to read "William A. Robertson". The signature is fluid and cursive, with the first name being the most prominent.

William A. Robertson - President

MISSION STATEMENT

Eastern Idaho Technical College provides high-quality educational programs that meet the diverse needs of the citizens of its nine county service area and the State of Idaho. We offer an excellent learning environment and deliver a variety of learning opportunities to our students. The College serves by being a minimal cost, open-door institution that advocates for the needs of the individual. The College champions technical programs, customized industry training and retraining, development and basic skills instruction, work force and community education, economic development, distance education, and student services.

VISION STATEMENT

Our vision is to be a superior quality technical education college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Eastern Idaho Technical College

STRATEGIC PLAN 2004-2009

Alignment with PTE Goals & Objectives	Alignment with SBOE Goals & Objectives	Eastern Idaho Technical College GOALS & OBJECTIVES	Anticipated Completion Date
		1. QUALITY: Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.	
1-II, 3-IV	1-VI, 4-III	Revise the strategic planning process and develop an updated strategic plan.	
1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III	Expand access for selected programs and services to selected communities in the service area.	
1-III, 2-IV, 2-V, 2-VIII	2-VII	Expand and strengthen partnerships with operating contractors of the Idaho National Laboratory and the Idaho Completion Project.	
1-VI, 4-I	1-IV	Annually review relevant data to determine the effectiveness of each credit program offered.	
3-IV	1-VI	Obtain national Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation for Dental Assisting program.	
3-IV, 3-VIII	4-II	Achieve an annual ninety per cent positive employment placement rate of all graduates.	
1-III, 2-IV, 2-V, 2-VIII	2-VII	Provide supervised industry work experiences to increase student learning opportunities.	
3-IV	1-VI	Expand industry certification opportunities in instructional programs.	
1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III	Enhance learning opportunities in student organizations and competitions.	

		2. ACCESS: Provide all ages and abilities information and services to develop skills, knowledge, and social awareness to become globally competitive workers, responsible citizens, and life-long learners.	
1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III	Ensure seamless transitions for students from Adult Basic Education, GED, and developmental courses into full-time programs or employment.	
2-1, 2-IX, 3-II, 3-IV, 3-VI	1-V, 3-II	Continue administration of employer satisfaction surveys and alumni satisfaction surveys.	
3-I	3-III	Conduct employer needs surveys for all program changes and new program development.	
1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III	Increase the number of students entering nontraditional training programs.	
2-IX	2-IV, 2-V	Increase special populations students enrollment.	
1-III, 2-IV, 2-V, 2-VIII	2-VII	Continue providing Center for New Directions access to all students.	
2-IX	2-IV, 2-V	Maintain comprehensive student recruitment and placement services.	
3-III	1-I	Conduct an annual evaluation of COMPASS scores of applicants in coordination with division managers.	
2-IX	2-V	Increase recruitment efforts of minority students.	
2-IX	2-IV, 2-V	Assure College services access for non-English speaking residents by using faculty and staff translators.	
		3. RELEVANT: Ensure information and research available meets the needs of workforce, business & industry, and government at all levels.	
3-I	3-III	Expand outreach opportunities for instruction/programs, Adult Basic Education, Workforce Training, emergency services training, and adult career development throughout Region VI.	
1-III	4-IV	Continue active membership in the Idaho Workforce Training Network.	
1-III, 1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III, 4-IV	Increase the number of articulated courses with institutions of higher education to ensure seamless transitions for students.	

1-III	4-IV	Continue active involvement with regional Workforce Investment Board.	
2-V, 2-VI, 2-VIII	1-IV	Continue community involvement.	
3-III, 3-V	1-I, 3-IV	Continue COMPASS testing for high school students in the service delivery area.	
2-V	2-VI	Annually host high school students on the EITC campus for recruitment activities.	
2-V, 2-VI, 2-VIII	3-VI	Continue efforts to establish and maintain a positive public image.	
		4. EFFICIENT: Ensure maximum benefit derived from resources invested in operation & management of education process state-wide.	
4-I, 4-II	3-I	Continue the development of new funding streams through the State Board of Education, the State Legislature, the Foundation, and grants.	
1-IV	1-VIII, 1-IX, 1-II	Provide professional development, industry certification, and skills upgrade opportunities for faculty and staff within the limits of College resources.	
1-V	1-II	Continue improvement of adjunct faculty training and new faculty orientation.	
3-I	3-III	Plan and construct a Health Education Building.	
4-I, 4-II, 4-III	4-V	Continue activities to increase energy efficiency campus-wide.	
1-VI, 1-VII, 2-II, 2-III, 2-VI, 4-I, 4-II, 4-III	2-III, 4-V	Continue the Foundation's support for the library collection.	
1-III, 4-III	4-III, 4-VIII	Complete a comprehensive Technology Master Plan.	
1-VI, 1-VII, 2-II, 2-III, 2-VI	2-III	Continuously upgrade the EITC web site.	
4-I	4-I	Maximize profitability of the EITC bookstore.	
4-I	4-I	Reduce motor pool maintenance costs.	

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

SUBJECT

There are three vacancies on the EITC Advisory Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Polices and Procedures IV.I. and Section 33-2212, Idaho Code.

BACKGROUND

Consistent with Section 33-2212, Idaho Code, the State Board for Vocational Education may appoint an Eastern Idaho Technical College (EITC) Advisory Council consisting of not less than twelve (12) nor more than fifteen (15) persons. State Board of Education policy states that the EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC President as ex-officio members, and other members appointed by the State Board for Vocational Education, each to a term of three years. A council member is eligible for reappointment to consecutive terms.

DISCUSSION

A slate of three (3) persons is presented by the current EITC Advisory Council to the State Board of Education in order to fill vacancies created January 1, 2005, by term completion of three (3) Advisory Council members. The EITC Advisory Council requests the State Board of Education appoint/reappoint the three (3) recommended persons, bringing the EITC Advisory Council membership to 15. The list of nominees is:

Calvin Ozaki	—	Reappointment
Ralph Steele	—	Reappointment
Louis Fatkin	—	New Appointment

Their terms will begin immediately upon State Board of Education ratification and continue through 2007.

The vacancy was advertised in three (3) newspapers during the week of April 2, 2005. We received two applicants for the vacant position. The candidate was chosen by review and vote of the current membership.

IMPACT

This will bring the EITC Advisory Council membership to the recommended 15.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the resumes of Calvin Ozaki, Ralph Steele, and Louis Fatkin and recommends approval of the appointments as submitted by EITC.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

BOARD ACTION

Motion to approve the reappointments of Calvin Ozaki and Ralph Steele to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2007.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Motion to approve the appointment of Louis Fatkin to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2007.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: IV. Organization Specific Polices and Procedures

Subsection: I. Eastern Idaho Technical College

October 2003

I. Eastern Idaho Technical College

EITC is responsible for fostering and promoting Professional-Technical Education services in Region VI in Idaho under Idaho Code.

1. EITC Advisory Council

a. The EITC Advisory Council shall be appointed by the Board as provided for in Idaho Code §33-2212.

b. The EITC Advisory Council consists of the State Division of Professional-Technical Education Administrator and the EITC president as ex-officio members, and other members appointed by the Board , each to a term of three (3) years. An appointment to the EITC Advisory Council cannot be made until the nomination process has concluded.

c. Advisory Council Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate is interested in reappointment, the Advisory Council shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2. Open Appointment

a. The EITC Advisory Council, on behalf of the Board, will advertise the vacancy in regional newspapers. Such advertisement will solicit interested persons to apply for the vacant position on the EITC Advisory Council.

b. Each applicant must provide a written statement expressing his or her interest in becoming a member of the EITC Advisory Council. Each applicant must also provide evidence of his or her

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

qualifications for the position and each applicant must identify his or her primary residence.

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 22
VOCATIONAL EDUCATION -- FEDERAL AID
33-2212. CREATION OF ADVISORY COUNCIL -- MEMBERS --
COMPENSATION.

The state board for professional-technical education may appoint an advisory council consisting of not less than twelve (12) nor more than fifteen (15) persons to offer counsel and advice in the organization, establishment and conduct of the Eastern Idaho Technical College. Members of the council will serve without salary but shall be compensated as provided by section 59-509(b), Idaho Code. Members of said council shall be appointed from as nearly as is practicable the vocational area to be served by the Eastern Idaho Technical College as determined by the state board for professional-technical education.

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**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005**

3/16/05

Dr. William Robertson
1600 S. 25th E.
Idaho Falls, ID 83404

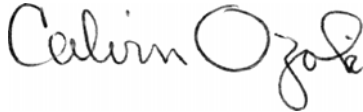
Dear Bill,

It's been my pleasure to serve on the Eastern Idaho Technical College Advisory Council for the past three years. This has been a very rewarding personal experience, to be involved in assisting the College in providing high quality higher education to our community. I believe the College provides a unique and critical service to our community, and should play vital role in supporting the creation and development of the new Idaho National Laboratory.

I would appreciate the opportunity to continue my involvement with the Advisory Council, and am requesting a reappointment on the Council. Thank you for considering this request.

Attached is my resume, as a statement of my qualifications.

Sincerely,

A handwritten signature in cursive script that reads "Calvin Ozaki". The signature is written in black ink and is positioned below the word "Sincerely,".

Calvin Ozaki

2569 South Boulevard
Idaho Falls, ID 83404
208 523-1439

Calvin B. Ozaki

2569 South Boulevard
Idaho Falls, ID 83404

(208) 523-1439 home
(208) 526-9024 work
(208) 521-4331 cell

calozaki@aol.com
calvin.ozaki@inl.gov

Summary of Leadership Experience

Over 25 years of diverse program, project, and line management leadership experience in nuclear and waste management operations, business management, and business development. Held executive leadership positions at three DOE National Laboratories, with personal expertise in technical and business operations, regulatory, environment, safety and health, and stakeholder involvement.

Education/Certifications

- M.S. Radiological Health, Oregon State University, 1979
- B.S. Biology and B.A. Chemistry, University of California at Irvine, 1976
- Executive Business Leadership Program, International Institute for Management Development, Lausanne, Switzerland, 1999
- Program 2000 - Executive Leadership, Northeastern University, Boston, MA, 1992-1994
- Total Quality Management Instructor, 1989
- Certified Hazardous Materials Manager, 1984
- California Community College Teaching Credential, 1981

Experience Summary

Idaho National Laboratory, Deputy Director for Facilities and Site Services, 2005 to present:

Senior leadership responsibility for site-wide landlord and site services activities with an annual budget of \$156M and an 1,100-person staff. Worksopce include; Engineering Services, Security and Emergency Services, Operations and Maintenance Services, and Training and Document Resources. Primary responsibility is to integrate, consolidate, and transform the former INEEL and ANL into the newly created Idaho National Laboratory.

Argonne National Laboratory - West, Director of Nuclear Program Services Division and Infrastructure Program, 2001 to 2005:

Executive leadership responsibility for site-wide Business Services, Safety and Health, and Safeguards and Security, with an annual budget of \$21M, and a 200-person staff. Also responsible for directing, planning, and funding the Site Infrastructure Program, which includes site physical assets, facility operations and services, with an annual direct budget of \$35M. Over the past two years the site has successfully exceeded 2,500,000 hours without a lost time accident, and

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

has significantly improved its safety performance in Total Recordable Case Rate and Days Away From Work.

BNFL Inc., Deputy General Manager - Advanced Mixed Waste Treatment Project (AMWTP), 1995 to 2001

Executive leadership responsibilities included assisting the General Manager in all aspects of Program execution and with specific collateral responsibilities as Business/Contracts Manager, ES&H Manager, Retrieval Project Manger, Community Relations/Public Involvement Manager, and DOE and INEEL Site M&O contractor interface.

Led and managed the winning proposal team for the Advanced Mixed Waste Treatment Project, a \$1.2 B fixed price privatization contract. Grew the organization from a two-person business development office to a \$400M capital construction project with five corporate partners, and a 400-person waste processing facility. Lead responsibility for defining and managing the prime DOE contract, including negotiating modifications and equitable adjustments. Also led in developing the Project business model, including internal and external financing options.

Led and managed overall Environment, Safety & Health activities (Radiological and Criticality Safety, Industrial Hygiene, Industrial Safety, Fire Protection, and Environmental Permitting). Developed and implemented these programs from the ground up, and successfully passed the first Retrieval Operational Readiness Review with no prestart findings. During my tenure as ES&H Manager, achieved over 1,000,000 hours of construction activities without a lost time injury.

Led the Project's regulatory, community, and public involvement activities, which included environmental permits, environmental impact statements, and public and community outreach activities. The most notable challenge was to proactively project a positive Project image during the incinerator law suit from the celebrity lawyer, Gerry Spence. Also led negotiations with state, county, and local official to resolve property and sales tax and building permit issues.

Lockheed Idaho Technology Co./EG& G Idaho, Inc., Department Manager, 1988 to 1995

Led the INEEL Waste Management Technical Support Programs Group, which included DOE's National Programs for Commercial Low-Level Waste (LLW), Greater-Than-Class C LLW, DOE LLW and Spent Fuel. Also directed several other INEEL technical support programs including the Stored TRU Waste Program, Chemical and Radiological Risk Assessment Program, Program Plans and Budgets, Pollution Prevention Program, and Information Resources and Sample Management Office.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

Grew the Business Unit from a single national Waste Management Program at \$5M/yr and 15 people to nine diversified programs at \$54 M per year and 162 people. Expanded and enhanced INEEL's national and international leadership role within the global waste management business sector, and achieved an unprecedented total of five Outstanding CPAF awards, and earned maximum award fee.

Competed for and completed the EG&G Corporate-sponsored executive leadership "Program-2000," which focused on developing superior business leadership in a global economy. The two-year Boston-based Executive Leadership Program was administered and certified by Northeastern University School of Business, Boston, MA. Volunteered for a corporate leadership role in implementing Total Quality Management (TQM) within the INEEL, successfully trained and qualified as a TQM instructor, and personally trained the 160 staff members in my Business Unit.

Westinghouse Electric Corp, Albuquerque, NM, Principal Engineer, 1985 to 1988

Led the Westinghouse Task Force for obtaining the Nuclear Regulatory Commission (NRC) Certificate of Compliance for the TRUPACT II, an innovative Type B package for transporting TRU waste. Closely coordinated and integrated the activities of DOE Headquarters and Albuquerque Program Managers, DOE M&O contractors and subcontractors, and directly interfaced with NRC licensing authorities. Led the first ever NRC tour and review of DOE waste management activities at Rocky Flats, INEEL, and Hanford.

Lead Westinghouse representative for the WIPP Waste Acceptance Criteria Certification Committee (WIPP-WACCC). Reviewed, audited, and approved TRU waste certification and quality assurance programs at all ten DOE TRU waste sites. Primary area of responsibility and expertise was determining the adequacy and consistency of the radiological, chemical, and physical waste characterization activities.

Developed and implemented the corporate speaker's bureau program, and provided numerous public, community, and governmental presentations and briefings.

Lawrence Livermore National Laboratory, Waste Management Operations Manager/Deputy Group Manager, Toxic Waste Control Group, 1979 to 1985:

Led the hazardous and radioactive waste management operations, which encompassed a diverse set of operational facilities; the Solid Waste Treatment and Storage Facility, Liquid Waste Treatment Facility, Low Level Waste Incinerator, and Decontamination Facility. Managed the \$7M/yr, 30-person waste operations, which included; accumulating, treating, incinerating, packaging,

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

storing, shipping, and disposing of hazardous and radioactive waste. Directed all activities associated with maintaining and upgrading existing facilities, and initiating the design, engineering, and construction of new facilities and process equipment. Managed regulatory compliance for waste operations and hazardous materials transportation. Successfully prepared the RCRA Part B Application for treatment and storage, including incineration (first ever in EPA Region X).

Held other diverse technical positions; (1) Senior health physicist in the Hazards Control Department, responsible for establishing and implementing radiation safety programs for the Plutonium and Tritium Facilities, Nuclear Chemistry Programs, Nuclear Research Reactor, and high energy particle accelerators (e.g. 100 MeV LINAC), (2) DOE Nuclear Emergency Search Team (NEST) member and Hot Spot Response Team member; responsible for emergency preparedness and response, including planning and conducting "hot" radiation spill response exercises, and (3) Laboratory Speakers Bureau member; provided presentation and briefings to public audiences.

Chabot College, Valley Campus, Livermore, CA, Instructor, Radiation Technology Certification Program, 1980 to 1984

Developed and taught six semester-long courses in the Radiation Technology Certification Program, ranging from "Fundamentals of Radiation" to "Biological Effects of Radiation." Also served as a member of the Radiation Technology Advisory Committee.

Community Involvement:

- Greater Idaho Falls Chamber of Commerce, Chairman of the Board of Directors, 2003, Board of Directors
- Eastern Idaho Economic Development Council, Board of Directors
- Bonneville County United Way; Board of Directors, Executive Committee, Campaign Co-chairman, and Chairman of Funds Distribution
- Eastern Idaho Technical College Advisory Council Member
- Idaho Falls Higher Education Advisory Council Member (University of Idaho, Idaho State University, Boise State University, and BYU-Idaho)
- National Ski Patrol volunteer, Grand Targhee Ski Resort, WY

Personal Information:

- Married 25 years to Cindy Ozaki, with two daughters; Kimberly and Kristen Enjoy downhill and cross country skiing, photography, camping, fishing, golf, and gardening

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RALPH J. STEELE

May 17, 2005

Mr. William Robertson
Eastern Idaho Technical College
1600 S 25th E
Idaho Falls, Idaho 83404

Dear Bill,

I have enjoyed serving on the Eastern Idaho Technical College Advisory Council.

I would like to continue my membership on the Advisory Council.

Please accept this letter and the enclosed resume as my request for reappointment.

Sincerely,

A handwritten signature in black ink that reads "Ralph J. Steele". The signature is written in a cursive style with a horizontal line extending from the end.

Ralph J. Steele

531 South 52 East
Idaho Falls, Idaho 83401
208-523-5424

Ralph J. Steele

531 South 52 East, Idaho Falls, Idaho 83401 208-523-5424

Experience

Lifelong Rancher

Bonneville County Commissioner

Representative Idaho Legislature

10 Years

Served on various committees, including

- JFAC
- Transportation

Chairman

Bonneville Cattlemen's Association

Member and Chairman

Bonneville ASCS Committee

Member

School Consolidation Committee

Education

Attended:

- Ricks College, Rexburg, Idaho
- Idaho State University, Pocatello, Idaho

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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April 8, 2005

Frank Just, Chairman
EITC Advisory Council
Eastern Idaho Technical College
1600 South 25th East
Idaho Falls, ID 83404-5788

Dear Mr. Just:

I am submitting my resume for your review to express my interest for appointment to the EITC Advisory Council. I feel that I have the necessary professional experience for your serious consideration and would appreciate the opportunity to serve on the Council.

As you can see from my resume the bulk of my experiences for the last 28 years has been in the health care field where I have been employed at Eastern Idaho Regional Medical Center for 25 years as the Executive Director of Risk Management and Physician Relations. I am a member of the hospital's Administration, where my immediate supervisor is the hospital's CEO, Doug Crabtree.

During my 25 year tenure at EIRMC, I have worked with Eastern Idaho Technical College relative to Emergency Preparedness exercise development and have given several Risk Management presentations to the medical career students at the college.

I think it's important to point out that Eastern Idaho Regional Medical Center has enjoyed a wonderful academic relationship with EITC, especially in the areas of nursing and the surgical scrub nursing program. Also, independently our employees have accessed the business education opportunities provided at the college (i.e., computer training).

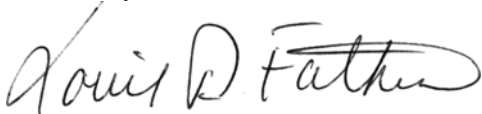
PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

I support the further expansion of EITC's healthcare career programs, which further enhances the medical expertise for not only EIRMC, but for the many other healthcare entities that are now available within the community.

Throughout the years I have participated in a number of volunteer endeavors, including: United Way, Better Business Bureau, American Cancer Society, American Red Cross, and the American Heart Association. I am a member of the Bonneville County Emergency Management Committee, as part of my disaster readiness role at the hospital.

I would welcome the opportunity to serve on the Advisory Board. Thank you for your consideration, and I look forward to hearing from you.

Sincerely,



Louis A. Fatkin
Executive Director of Risk Management

LAF/kd

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

Louis A. Fatkin
2395 West 7th South
Idaho Falls Idaho 83402
(208) 552-3224

Current Position

Executive Director Risk Management and Physician Relations at Eastern Idaho Regional Medical Center.

Highlights

- 25 years experience in directing hospital risk management activities which include: coordinating loss prevention and reduction activities; managing actual or potential liability claims; managing and analyzing risk management data.
- 17 years as Chair of Hospital Safety Committee.
- Coordinates physician recruitment and physician relations programs.
- Coordinates the activities of medical ethics intervention team.
- Ensures regulatory compliance on risk/safety perspective with local, state and federal agencies.
- Part of hospital administrative cabinet, participates in administrative call on a rotating basis.

Work History

- 1976-1977 National Park Service, Washington DC. Season park ranger with Visitor Services during Bicentennial.
- 1977-1979 Patient Representative, Charlotte Memorial Hospital, Charlotte, North Carolina. Worked in Emergency Department handling social interventions with patients and families.
- 1979-present Eastern Idaho Regional Medical Center. Started in education and assigned risk management program development for facility.

Education

Bachelor of Science, Political Science Major, Frostburg State University, Frostburg, Maryland.

Affiliations

Member of the American Society for Healthcare Risk Management

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

SUBJECT

Reappointment of Idaho State Library Board Member – Peter Black.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section IV. H. 1. (1). Idaho Code, 33-2502

BACKGROUND

The State Board of Education has statutory authority in the appointment and reappointment of members to the Idaho State Library Board of Trustees.

DISCUSSION

Mr. Black is very interested in continuing his service on the State Library Board as a representative from Eastern Idaho. Mr. Black is a former Idaho Legislator and school librarian and an advocate for all types of libraries in Idaho.

Attachments: Letter of Interest in Reappointment to the State Library Board, Personal Resume.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed submitted information and recommends approval of the appointment.

BOARD ACTION

Motion to approve the reappointment of Peter Black to the Idaho State Library Board beginning July 1, 2005 and ending June 30, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 25
STATE LIBRARY

33-2502. STATE LIBRARY BOARD -- MEMBERSHIP -- OFFICERS --
MEETINGS -- COMPENSATION.

The state library shall be governed by the state library board. The state library board shall be maintained within the office of the state board of education and shall consist of the state superintendent of public instruction or the superintendent's designee, as ex officio member, and five (5) members appointed by the state board of education. On the first Monday of July, 1998, the state board of education shall appoint one (1) member for a term of three (3) years, one (1) member for a term of four (4) years, and one (1) member for a term of five (5) years. Thereafter, the state board of education shall annually, on the first Monday of July, appoint one (1) member to the state library board to serve for a term of five (5) years. The state library board shall annually elect a chairman, vice chairman, secretary and other officers as it deems reasonably necessary. The state library board shall meet at least twice each year. Members shall be compensated as provided by section 59-509(n), Idaho Code.

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Policies and Procedures

Section IV Agency Affairs

H. Idaho State Library

The Idaho State Library provides, promotes, and delivers library services to people in Idaho.

1. 1. State Library Board.

a. The State Library Board consists of the state superintendent of public instruction (or his or her designee), as an ex-officio member, and five (5) members appointed by the State Board of Education, each to a term of five (5) years.

b. Board Appointment Procedures:

(1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment, the State Library Board shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The State Library Board, on behalf of the State Board of Education, will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho State Library Board.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the State Library Board. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.

(c) The State Library Board will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

this review is to eliminate from further consideration all but the most qualified applicants.

(d) The State Library Board will forward only the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the State Library Board.

(3) The State Library Board, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographical representation, interest, knowledge, experience, and willingness to advocate for the development and delivery of library and information services in Idaho.

2. Policies and Procedures.

The State Library Board elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

3. Budgetary and Other Matters.

The State Library Board, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Idaho State Library are referred to in these Governing Policies and Procedures of the State Board of Education.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
JUNE 16-17, 2005

REFERENCE: LETTER OF INTEREST

March 11, 2005

Ms. Ann Joslin
Idaho State Librarian
Idaho State Board of Education
c/o Idaho State Library
325 W. State Street
Boise, Idaho 83702

Dear State Librarian Joslin and State Board Members:

I have thoroughly enjoyed my association with the Idaho State Library Board. I am very interested in continuing my service on the Board as a representative from Eastern Idaho. I have enjoyed my involvement with Idaho libraries and would like to continue being an advocate for libraries in Idaho. There is much left to be done, but in particular the plans for more school library participation in Idaho library networks. Since I was a school librarian for fourteen years, it would be exciting to be involved in this new effort.

I hold a school media generalist endorsement as part of my teaching credential and received my Master's degree in school administration in May of 1998. I was a media generalist in the Pocatello schools for 14 years. I have been working in schools since 1975. During the 1999 school year I accepted a position teaching educators how to use computers in their classrooms. A year ago, the superintendent asked me to take over the role of Public Information Officer for the Pocatello/Chubbuck School District.

I was elected to the Idaho House of Representatives in 1982 where I served on the Education and Business committees during my first and second terms. In 1986, I was elected to a third term and began serving on the Joint Finance and Appropriations Committee. I also served on the Local Government Committee, and was elected Assistant Minority Leader of the Idaho House. These positions I held until I retired from the legislature in 1996.

I was actively involved in various efforts on behalf of Idaho libraries and an advocate for the State Library while serving on JFAC. I always tried to get extra funding for acquisitions and expenses. I also helped with library legislation while serving on the Local Government Committee. I carried a major piece of legislation for libraries during my last term and was recognized by Idaho Library Association as Legislator of the Year.

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I continue to an advocate for getting libraries connected to the internet and secure funding to continue that process. After being part of a team that helped develop the plan for the Capitol building computer/internet system, I was firmly convinced that all libraries needed to have access to state government and to each other. I still actively participate in library and reading projects in the schools and the Idaho Library Association.

Again, I have enjoyed my experience and association with the State Library staff and the other Board members. It is a delightful group dedicated to Idaho's citizens and the betterment of society. The staff and the Board of the Idaho State Library are some of the finest people in Idaho and they work very hard on behalf of all of Idaho. I would greatly appreciate the opportunity to serve on the Idaho State Library Board for a second five-year term.

Sincerely,

Pete Black
2249 Cassia St.
Pocatello, ID 83201-2059
208-237-1779H
208-235-3257W
blackcat1@cableone.net

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Mr. Pete Black
2249 Cassia
Pocatello, ID 83201
(208) 237-1779
(208) 221-2249
blackcat1@cableone.net

Pocatello/Chubbuck School District (25)
3115 Poleline Rd.
Pocatello, ID 83201-6119
(208) 235-3257
blackpe@d25.k12.id.us

Personal resume

Highlights of Qualifications

- 14 years in the Idaho House of Representatives.
- 10 years in leadership of the Idaho House.
- 10 years on the Joint Finance and Appropriations Committee with emphasis on various education budgets.
- 4 years on the House Education Committee.
- 10 years on Ways and Means Committee.
- 8 years on Business Committee.
- 6 years on Local Government Committee.
- Executive Committee Western Legislative Conference
- Higher Education study committees.
- Public School facilities committees.
- Assisted in developing state teacher salary allocation plan.
- K-12 subcommittee of the Idaho Council for Technology in Learning, 1994-2004
- Member of Idaho State Library Board.
- Member of Idaho State Personnel Commission.
- Proven record working with all levels of education personnel.
- Working relationship with members of the Legislature.
- Working relationship with members of the State Department of Education
- Able to elicit trust and confidence from those with whom I work.
- Skillful at building consensus among stakeholders.
- Working relationship with many staff members in various departments of state government.



Professional Experience

- Currently Public Information Officer and Tech Trainer for School District 25.
 - Developed a positive image for SD25 after tumultuous years with a former superintendent.
 - Successful levy election
 - Instituted a Recognition program
- Technology training coordinator for Pocatello/Chubbuck school district.
 - Developed all of the computer technology courses for all staff.
 - Work with adults all levels of education and experience.
 - Coordinated all professional development courses in technology for university credit.
 - Coordinated technology training with Curriculum content in Reading, Science, and Math.
 - Worked with surrounding districts to provide training and testing for the Idaho Technology Competency Assessments.
 - Education Technology Assessment coordinator for Boise State University for Eastern Idaho.
- Legislative liaison for Pocatello/Chubbuck school district.
 - Assisted in developing legislative platform and working with area legislators on issues important to education.
 - Legislative session representative for SD25 on Pocatello Chamber of Commerce State Issues Committee
- Media generalist for Chubbuck and Syringa Elementary schools.
 - Developed library reading programs for each school, purchased new books, audio-visual materials, and computer software.
 - Worked with Idaho Library Association in School Media Program
 - Representative of school media generalists on state Public Education Information and Technology Committee.
- Classroom teacher for 10 years.
 - Experience in grades one, two, three, and four.
 - Assisted with administrative duties when called upon.

Education:

- Idaho State University--Pocatello, Idaho
Master's Degree Education Administration, 1998
- Idaho State University--Pocatello, Idaho
Library Science endorsement, 1986
- Idaho State University--Pocatello, Idaho
Bachelor of Science Elementary Education; Psychology/Sociology components, 1975

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- Pocatello Schools, Pocatello High School--Pocatello, Idaho
Diploma, 1964

Personal/Professional Activities:

- Phi Delta Kappa--Fraternal Organization for Educational Leaders
- National Education Association
 - Delegate to Annual Conferences
- Idaho Education Association
 - Government Relations Committee
 - Legislative Action Committee member
 - Delegate to Annual Conferences
 - Land Board Task Force Chair
 - IEA Board of Directors
- Pocatello Education Association
 - Government Relations Chair
 - Professional Development Committee
 - Building Representative
- Idaho Library Association/Education Division
- Southeast Idaho Reading Council
- Democratic Party Precinct Committeeman
- Parent/Teacher Advisory Council
- Committee for Media Specialists in the Schools
- ESEA Chapter II Advisory Council 1988-1994
- Arts For Idaho, Board Member 1988-1994
- ISU Alumni Association Board of Directors 1996-present
- Idaho Council for Technology in Learning 1990-present
- Idaho State Library Board Member 1997-Present
- Idaho Personnel Commission vice-chair 2001-present

Political Experience:

- Elected to Idaho House of Representatives 1982
- Reelected in 1984
- Ran unopposed in 1986, 1988, 1990, 1992
- Reelected in 1994
 - Assistant Minority Leader 1986-1996
 - Appropriations Committee, 1986-1996
 - Ways and Means Committee 1986-1996
 - Local Government Committee, 1992-1996
 - Business Committee, 1982-1992
 - Education Committee, 1982-1986
- Special Committees:
 - Higher Education Governance
 - Recodification of Idaho's Liquor Laws
 - Governor's task force on Idahoans Outdoors

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- Personal Care Services in Idaho
- Ad Hoc Committee for Training of New Members
- Leadership Committee on Indian Gaming in Idaho
- 1990 Legislative Redistricting Committee
- Leadership Committee on Thoroughness in Education
- Leadership Committee on INEL oversight
- Administrative Procedures Act
- Higher Education Research Expansion
- Legislative Computer Services
- Criminal Code Recodification
- Higher Education Facilities Committee
- Parks and Recreation Alternative Funding Committee
- Ad Hoc Committee for Technology in the legislature
- Education of Children with Disabilities Committee
- Idaho Council on Technology in Learning
- WLC Education Committee
- WLC Executive Committee
- College of Education Senator, ISU 1973-1975
- High School House of Representatives, 1963-64
- President of Future Teachers of America Club, 1964

Military Experience:

- United States Navy Reserve--1964-1966
 - Recruit Company 5077 Honorman, 1964 (first for Idaho)
 - Acting Petty Officer First Class (Second officer of Recruit Company)
- Treasure Island Naval Training Station--Personnelman

Awards and Recognitions:

- Idaho State University Professional Achievement Award for College of Education, 2003
- Who's Who in America, 1990-2005
- Who's Who in the West, 1992-2005
- Legislator of the Year--Idaho Library Association, 1996
- Top 10 Legislators--Legislative Services Director, 1992
- Outstanding Democrat House Member, 1988
- Friend of Idaho State Veterans, 1989
- Idaho Fair Housing Award, 1991
- Children with Disabilities Honoree, 1996
- Idaho State Police Association Honoree, 1992
- Idaho State Employees Award, 1989
- Idaho Small Business Recognition, 1986

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SUBJECT

District 4 appointment to the Idaho State Historical Society Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.

The Idaho State Historical Society is charged with responsibility for the preservation of the state's history and prehistory. This is done primarily in accordance with Chapters 41 and 46 of Title 67 of the Idaho Code, and through other statutory capacity assigned under Titles 14, 31, 33, 58, and 63. Chapter 46 provides statutory authority for the Society to oversee and carry out historic preservation and protection of the state's historic, archaeological, architectural, and cultural resources.

BACKGROUND

The State Board of Education is responsible for appointment to the Idaho State Historical Society Board of Trustees.

DISCUSSION

A vacancy on the Board of Trustees of the Idaho State Historical Society occurred on December 31, 2004, due to the resignation of Max Pavesic, who left Idaho for retirement in Portland, Oregon.

The Idaho State Historical Society issued a news release to all media in District 4, which encompasses Ada, Canyon and Owyhee counties. In addition, a notice was mailed to all historical societies and museums in the district. Interested individuals were directed to submit an application postmarked no later than March 15, 2005.

The search produced five interested individuals: Debora Kristensen, Boise; Jesse Walters, Boise; Dale Gray, Grandview; Pam Demo, Boise; and Ellen Pline, Nampa. A nominating committee comprised of ISHS Trustees Judy Meyer and Eugene Place reviewed the applications and conducted interviews with all candidates.

Below is the Idaho State Historical Society's Board of Trustees recommendation for the District IV Trustee appointment to our Board. As has been our practice in past years, we've ranked the top three candidates in order of preference:

- 1) Debora Kristensen (vita attached)
- 2) Jesse Walters (vita attached)
- 3) Dale Gray (vita attached)

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Unlike in years past, however, we were blessed with two candidates who for us, stood head and shoulders above the competition. Specifically, they are Debora Kristensen and Jesse Walters.

Due to some unavoidable Trustee absences at our last Board meeting, the majority vote resulted in the #1 recommendation for Debora Kristensen (2-1). Had all six current Trustees been in attendance, this ranking might have been different. For this reason, I feel compelled to express the unanimous support of the Trustees for the top two candidates and its evenly divided preference for either appearing first on our list! We look forward to a prompt appointment to the currently vacant seventh position on the ISHS Board.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed submitted information and recommendations from ISHS. Based on a review of the resumes and qualifications of the nominees, staff recommends the approval of the nomination of Jess Walters to the Idaho State Historical Society for a term beginning immediately and ending December 31, 2008.

BOARD ACTION

A motion to approve the appointment of Jess Walters to the Idaho State Historical Society's Board of Trustees for a term beginning immediately and ending December 31, 2008.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

A motion to approve the appointment of Debora Kristensen to the Idaho State Historical Society's Board of Trustees for a term beginning immediately and ending December 31, 2008.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

A motion to approve the appointment of Dale Gray to the Idaho State Historical Society's Board of Trustees for a term beginning immediately and ending December 31, 2008.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

Subsection: G. Idaho State Historical Society

April 2002

G. Idaho State Historical Society

The Idaho State Historical Society (ISHS) is responsible for collecting, preserving, and displaying artifacts and information illustrative of Idaho history, culture, and society. Through its educational programs for children and adults, it promotes and encourages interest in the history of Idaho. The society maintains the State Archives, the State Museum, state-owned historic sites, the Oral History Center, the State Historical Library, and the State Genealogical Library. The State Historical Society also maintains the Office of the State Archaeologist.

1. State Historical Society Board.

a. The State Historical Society Board of Trustees shall be appointed by the State Board of Education as provided for in Idaho Code §67-4124.

b. Board Appointment Procedures:

(1) Incumbent Reappointment.

In the event that the incumbent candidate has served only one term and is interested in reappointment, the Board of Trustees shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The State Board of Education may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

(2) Open Appointment

(a) The State Historical Society Board of Trustees, on behalf of the State Board of Education, will advertise the vacancy in the Society's publications, and through other regional and local historical societies. Such advertisement will solicit interested persons to apply for the vacant position on the ISHS Board of Trustees.

(b) Each applicant must provide a written statement expressing his or her interest in becoming a trustee of the ISHS. Each applicant

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must also provide evidence of his or her qualifications for the position, relative to the requirements of § 67-4124, Idaho Code. Lastly, each applicant must identify his or her primary residence.

- (c) The ISHS Board of Trustees will review all applications for the vacant trustee position and conduct interviews as deemed necessary. The purpose of the review of applications is to eliminate from further consideration all but the most qualified applicants.
 - (d) The ISHS Board of Trustees will forward only the most highly qualified applicants, in order of preference, to the State Board of Education for consideration. The Board may provide for interviews of the applicants, or may make the appointment based on the recommendation of the ISHS Board of Trustees.
- (3) The ISHS Board of Trustees, in making their recommendation, and the State Board of Education, in making the final appointment, shall consider geographic representation and qualifications as provided for in Idaho Code §67-4124.

2. Policies and Procedures

The Board of Trustees of the Idaho State Historical Society elects its own officers and makes all necessary rules and regulations for the conduct of the public business entrusted to its care.

3. Budgetary and Other Matters

The Board of Trustees of the Idaho State Historical Society, through its chief executive officer, submits an annual budget request to the State Board of Education on a schedule established by the executive director or his or her designee. Other matters that might involve the Idaho State Historical Society are referred to in these Governing Policies and Procedures of the State Board of Education.

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DEBORA K. KRISTENSEN

Givens Pursley LLP
601 W. Bannock Street
Boise, Idaho 83702
(208) 388-1200
Direct Dial (208) 388-1287
Facsimile (208) 388-1300
E-mail dkk@givenspursley.com

LEGAL EXPERIENCE

November 1999 – Present **Partner, Givens Pursley LLP, Boise, Idaho**

Practice in all areas of civil litigation and administrative law, with particular emphasis in First Amendment and commercial litigation in state and federal courts. Represent major print and broadcast media throughout Idaho, including state broadcasters and newspaper associations, as well as notional media clients with matters in Idaho. Also represent adult entertainment businesses and theater group in successful constitutional challenge to Boise City ordinance banning public nudity and media organization in constitutional challenge to Idaho Legislature's use of closed committee meetings. Frequent author and speaker on media related issues. Active public records and open meetings lobbyist on behalf of various members of the Idaho media. Member of firm's Executive Committee (2001-2002); Chair of firms' Hiring Committee (2001-present); member of firm's Building Committee (2002-2004).

January 1998 – November 1999 **Partner-in-Charge, Davis Wright Tremaine LLP, Boise, Idaho**

Primary responsibility for all aspects of general civil litigation practice, with particular emphasis in First Amendment and employment litigation. As Partner-in-Charge of the Boise office, also responsible for enhancement of the office practice, communication between lawyers, associate and lateral integration into office and firm, and the financial management and operations of Boise office. Selected as member of Idaho Supreme Court's Media/Court Committee, established to better relations between the bench, bar and media. Serve as First Amendment counsel to local and national media clients. Frequent author and speaker on free speech and access issues.

January – December 1997 **Partner, Davis Wright Tremaine LLP, Boise, Idaho**

Experienced in all phases of civil litigation in state and federal courts with particular emphasis in complex and First Amendment litigation and access matters. Selected from a group of 50+ applicants to participate in Boise Chamber of Commerce's 1997-1998 Leadership Boise program. Serve as First Amendment counsel to *The Idaho Statesman*, KTVB-TV, *Boise Weekly*, *The Times-News*, and the *Nampa Press-Tribune*, in addition to numerous national media clients.

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- March –
December 1996 **Senior Associate, Davis Wright Tremaine LLP, Boise, Idaho**
General civil litigation practice with particular emphasis in First Amendment litigation and access matters. Co-lead lawyer in two-week arbitration proceeding in California on energy related dispute with Pacific Gas and Electric Company. Participated in organization of First Amendment Coalition, a group made up of media representatives to foster greater access to information and courts in Idaho.
- October 1990 –
February 1996 **Associate, Davis Wright Tremaine, Seattle, Washington**
Participated in all phases of civil litigation. Practice included independent caseload management, depositions, motion practice, discovery, oral argument, arbitration, settlement negotiations, and sole or primary responsibility for cases and clients. Participated in intensive two-week trial and advocacy program sponsored by the National Institute of Trial Advocacy. Editor of Communication Department's quarterly newsletter, *First Amendment Law Letter*, 1991-1994. Chairman of the New Associates Committee, 1993-1996. Member of *Pro Bono* Committee, 1992-1996. Seattle office associate representative to Associate Committee, 1992-1994.
- 1992 – 1996 **Legal Services Coordinator, Downtown Emergency Services Center, Seattle, Washington**
Coordinated providing legal services to largest homeless shelter in King County, Washington. Organized and participated in monthly legal clinics at shelters. Handled numerous immigration, family law, employment law and public assistance related disputes.

EDUCATION

- Legal J.D., Santa Clara University School of Law, May 1990
Santa Clara, California

Honors and Activities:
Editor-in-Chief, *Santa Clara Law Review*
Recipient, Anne Hannon Smith Scholarship
Recipient, Emery Law Scholarship
Pupil, Santa Clara Inn of the American Inns of Court
- College B.A. in Psychology, University of California at Berkeley, May 1987
Berkeley, California

Honors and Activities:
Captain, Intercollegiate Varsity Women's Volleyball 1985-1986
Member, Intercollegiate Varsity Women's Volleyball 1983-1986
Member, Alpha Delta Pi Sorority

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ADMISSIONS TO PRACTICE

State of Idaho, 1996
State of Washington, 1991
State of California, 1990
United States Supreme Court, 2003
Ninth Circuit Court of Appeals, 2001
U.S. District Court, Idaho, 1996
U.S. District Court, Central District of California, 1993
U.S. District Court, Eastern District of Washington, 1992
U.S. District Court, Western District of Washington, 1991
U.S. District Court, Northern District of California, 1990

PROFESSIONAL AND COMMUNITY ACTIVITIES

Bar related:

President, Idaho State Bar (January – June 2005) (third woman elected to this position in history of Idaho State Bar)
Commissioner, Idaho State Bar Board of Commissioners, Fourth Judicial District Representative (2002-present)
Founding Member, Media and Courts Conflict Resolution Panel, statewide committee established by the Idaho Supreme Court's Media and Courts Committee to resolve disputes between the bench and press (2004-present)
Member, Judicial Independence and Integrity Committee, Idaho State Bar (2003-present)
Barrister, American Inns of Court No. 130, Boise, Idaho (2002-present)
Member, Editorial Advisory Board for *The Advocate*, the monthly magazine of the Idaho State Bar Association (2001-03)
Founding Member, Fourth Judicial District's Media/Courts Committee (1999-present)
Founding Member, Idaho Supreme Court's Media and Courts Committee (1998-present)
Founding Member, Public Information Committee of the Idaho State Bar (1998-2001)

Community:

Trustee, Riverstone Community School Board of Trustees (2003-present)
Board Member, Bishop Kelly Foundation (1999-2005)
 President, Bishop Kelly Foundation (2001-2003) (first woman elected to this position)
 Secretary, Bishop Kelly Foundation (1999-2000)
 Chair, Bishop Kelly Foundation's 1999 "Winner's Choice Dinner & Auction"
 Co-Chair and Procurement Committee Chair, Bishop Kelly Foundation's 1998 "Winner's Choice Dinner and Auction"
Member, Idaho Association of Commerce & Industry (1999-present)

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Member, 1999 Tribute to Women and Industry (“TWIN”) Award Committee, sponsored by Women and Children’s Alliance
Board Member, Idaho State Broadcasters Association (1998–2002)
Selection Committee, Annual Max Dalton Open Government Award, sponsored by the Idaho Newspaper Foundation (1998–present)
Participant, Leadership Boise sponsored by the Boise Area Chamber of Commerce (1997–1998)
Chair, 1998–1999 Leadership Boise “Education Day” planning committee
Member, Boise Area Chamber of Commerce (1996–present)
Member, City Club of Boise (1996–present)
Member (1996–present) and First Amendment Lobbyist (1996-2002), Idaho Press Club

AWARDS

Recipient, 2005 Kate Feltham Award (awarded to individuals who have “made an extraordinary effort to promote equal rights and opportunities for women and minorities within the legal profession in Idaho”) sponsored by Idaho Women Lawyers, Inc.
Recipient, 2004 Accomplished Under Forty Award sponsored by the *Idaho Business Review*
Recipient, 1998 TWIN Award sponsored by the Women and Children’s Alliance

RECENT PUBLICATIONS AND PRESENTATIONS

Kristensen, organized and hosted statewide reception and dinner event entitled “The First 50 Women in Idaho Law” at the Grove Hotel in Boise to honor the first 50 women admitted to the bar in Idaho (March 10, 2005).

Kristensen, *THE FIRST 50 WOMEN IN IDAHO LAW*, published by the Idaho State Bar (2005).

Kristensen, *The Five Men Who Made the First Idaho Women Attorney Possible*, 48:3 *The Advocate* __ (March 2005).

Kristensen, President’s Columns, 48:2-7 *The Advocate* (February – July 2005).

Kristensen, *Survey of Idaho Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2005).

Kristensen & Durkee, *Survey of Idaho Employment Privacy Law*, published by the Media Law Resource Center in its annual 50-State Survey (2004-2005).

Kristensen & Durkee, *Survey of Idaho Employment Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2004-2005).

Kristensen, *Ten Things You Should Know About Practicing In Idaho*, presentation at the Idaho State Bar’s Practical Skills Seminar in Boise (October 1, 2004).

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Kristensen, "Getting to Know State Government," James E. Rogers Distinguished Lectureships at Idaho State University (September 14, 2004).

Kristensen, Convocation Speaker at the University of Idaho College of Law (August 18, 2004).

Kristensen, *Ten Things You Should Know About Practicing In Idaho*, presentation at the Idaho State Bar's Practical Skills Seminar in Boise (April 30, 2004).

Kristensen, *The First Amendment at Work in Idaho*, speaker at University of Idaho Law Symposium entitled "First Amendment and the Media: Exploring Contemporary Legal Problems Facing America" (April 2, 2004).

Debora K. Kristensen, *Media Law in Idaho: Where are We?*, 40 IDAHO L. REV. 395 (2004).

Kristensen, *Media Ethics*, presentation to Leadership Boise (January 22, 2004).

Kristensen, *Survey of Idaho Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2004).

Kristensen & Durkee, *Survey of Idaho Employment Privacy Law*, published by the Media Law Resource Center in its annual 50-State Survey (2003-2004).

Kristensen & Durkee, *Survey of Idaho Employment Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2003-2004).

Kristensen, *Under the Microscope: News Media Coverage and Portrayal of the Legal Process*, moderate panel discussion for Citizen's Law Academy (October 6, 2003).

Kristensen, *In Search of Judicial Independence*, 46:6 The Advocate 27 (June 2003).

Kristensen, *Keynote Speaker to New Admittees of the Federal Court Bar*, U.S. District Court for the District of Idaho (April 24, 2003).

Kristensen, *Media Coverage of the Law*, moderate panel discussion for Citizen's Law Academy (November 4, 2002).

Kristensen & Durkee, *Survey of Idaho Employment Privacy Law*, published by the Media Law Resource Center in its annual 50-State Survey (2002-2003).

Kristensen & Durkee, *Survey of Idaho Employment Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2002-2003).

Kristensen, *Media and the Courts*, presentation at the Russian and American Judicial Systems seminar in Boise, Idaho, sponsored by United States District Court for the District of Idaho (August 9, 2002).

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Kristensen, *Finding the Right Balance: American Civil Liberties in Time of War*, 44:12 The Advocate 20 (December 2001).

Kristensen, *Survey of Idaho Employment Privacy Law*, published by the Media Law Resource Center in its annual 50-State Survey (2001-2002).

Kristensen, *Survey of Idaho Employment Libel Law*, published by the Media Law Resource Center in its annual 50-State Survey (2001-2002).

Kristensen, *Developments in Idaho Law*, presentation to annual meeting of the Idaho State Broadcasters Association, Sun Valley, Idaho (July 27, 2001).

Kristensen, *Idaho's Open Meeting Law and Public Records Act*, presentation to annual meeting of the Idaho Press Club (May 5, 2001).

Kristensen, *Is it Like it's on TV?*, moderate panel discussion for Citizen's Law Academy (May 1, 2001).

Kristensen, *Censorship and the First Amendment*, presentation to Boise Branch, American Association of University Women (January 13, 2001).

Kristensen, *Idaho Court Rejects Multiple Libel Claims Brought by Former Executive Director of Housing Authority*, LDRC Libeletter at 17 (December 2000).

Kristensen, *Privilege for Accurate Reporting of Court Records Reaffirmed*, LDRC Libeletter at 21 (September 2000).

Kristensen, *Survey of Idaho Employment Privacy Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (2000-2001).

Kristensen, *Survey of Idaho Employment Libel Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (2000-2001).

Kristensen, panelist for ACLU Idaho and Boise Public Library sponsored discussion entitled *Free Speech: Can it Be Too Free?*, Boise, Idaho (September 28, 2000).

Kristensen, *Privilege for Accurate Reporting of Court Records Reaffirmed*, LDRC LibelLetter at 21-22 (September 2000).

Kristensen, newsroom seminar on Idaho Public Records Act and Idaho Open Meetings Law for the reporters and editors of *The Boise Weekly* (August 9, 2000).

Kristensen, *Developments in Idaho Law*, presentation to annual meeting of the Idaho State Broadcasters Association, Sun Valley, Idaho (July 28, 2000).

Kristensen, moderate panel discussion for Leadership Boise class on *Free Speech*

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in Today's Society (January 13, 2000).

Kristensen, *National Developments in Media Law*, speaker at CLE entitled "From the Internet to Invasion of Privacy: Current Legal Issues for Attorneys and the Media" presented by the Idaho State Bar Association (October 15, 1999).

Kristensen & Fearnside, newsroom seminar on national media developments and ethical guidelines training for the reporters and editors of *The Idaho Statesman*, Boise, Idaho (September 27-28, 1999).

Kristensen & Fearnside, *Survey of Idaho Employment Privacy Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (1999-2000).

Kristensen & Fearnside, *Survey of Idaho Employment Libel Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (1999-2000).

Kristensen, *California Narrows Application of Neutral Report Privilege*, 17:1 Communications Lawyer (Spring 1999).

Kristensen, *When and How to Use Public Records Laws*, presentation to Boise State University journalism students (February 18, 1999).

Kristensen, *From Copyright to Newsgathering: How to Avoid Legal Problems and Pitfalls*, presentation to annual meeting of Parenting Publications of America, San Diego, California (January 29, 1999).

Kristensen, moderate panel discussion for Leadership Boise class on *Tension Between the Public's Right to Know and an Individual's Right to Privacy* (January 14, 1999).

Kristensen, *Survey of Idaho Employment Privacy Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (1998-1999).

Kristensen, *Survey of Idaho Employment Libel Law*, published by the Libel Defense Resource Center in its annual 50-State Survey (1998-1999).

Kristensen, *Agricultural Disparagement Statutes*, presentation to ACLU members in Boise, Idaho (October 21, 1998).

Kristensen, *What Can You Say About an Idaho Potato?*, 40:7 The Advocate 18 (July 1998).

Kristensen, *Legal and Ethical Traps for the Press*, Idaho Newspaper Association Roundtable Seminar, Moscow, Idaho (June 12, 1998).

Kristensen & DeVore, *Summary of Privacy Law in Idaho*, newsroom seminar for the reporters and editors of *The Idaho Statesman*, Boise, Idaho (February 12, 1998).

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Kristensen, *The History of the First Amendment*, presentation to students at Boise High School, Boise, Idaho (December 10, 1997).

Kristensen, *1997 Changes to Idaho's Public Records Act*, newsroom seminars for the reporters and editors of *The Idaho Statesman*, Boise, Idaho (November 5-6, 1997).

Cameras in the Courtroom, guest on KIVI-TV's "Newsmakers" program (aired August 10, 1997).

Current Legal Issues Affecting Newspapers, panelist for Newspaper Association Managers Annual Meeting, Whistler, B.C. (August 7, 1997).

What's New in Broadcasting in 1997?, speaker at Idaho State Broadcasters Association Annual Meeting in Sun Valley, Idaho (July 19, 1997).

Kristensen, *Cameras in Idaho's Trial Courts: Their Time Has Come*, 39:8 The Advocate 8 (August 1996).

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Jesse R. Walters
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JAN 21 2005
IDAHO HISTORICAL SOCIETY

Steve Guerber
Executive Director
Idaho State Historical Society
1109 Main Street, suite 250
Boise, ID 83702

January 19, 2005

Dear Steve:

Thank you for answering my inquiry about the opening in the position on the Board of Trustees for the State Historical Society. I am very interested in serving on the Board, and submit this letter as an application to fill the balance of Max Pavesic's term.

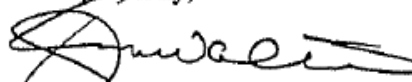
As you know, I retired as a Justice on the State Supreme Court in July 2003. I am enclosing a copy of my professional biography (which my wife thinks reads like an obituary) to provide you with background information about me. I am 66 years old, a fourth generation Idahoan and have lived in Boise since 1963.

Idaho history has always been one of my primary interests. I have been a regular attendee at the brown bag lunches sponsored by the Friends of the Historical Museum for over ten years. Since my retirement I have been working as a volunteer docent at the State Historical Museum and as an interpreter and tour guide at the Old Penitentiary. I am sure that Ken Swanson and Kurt Zwolfer of the Museum and Rachelle Littau at the Old Penitentiary would be willing to provide you with their views of my interest and willingness to work on the Society's programs.

I have served on many boards and committees both in an advisory role and as an active member. I understand from my telephone conversation with you that the Board of Trustees plays an important role in the maintenance and development of historical facilities and programs for the Department of Education and the State of Idaho. I have the time and desire to be an active participant on the Board and would be a willing contributor to help meet the Board's goals and efforts.

I am available for an interview at your convenience and would welcome the opportunity to meet with you and the Trustees at any time. Thank you for your consideration.

Respectfully,


Jesse R. Walters

JESSE R. WALTERS
Retired Justice, Idaho Supreme Court

Justice Walters was born at Rexburg, Idaho, on December 26, 1938, and graduated from Idaho Falls High School in 1957. He attended Ricks College for one year, then transferred to the University of Idaho and the University of Washington, receiving an L.L.B. from the University of Idaho in 1963 and later a Juris Doctor degree from the same school. He received an L.L.M. degree from the University of Virginia in 1990.

Justice Walters was admitted to the Idaho Bar in 1963, the United States District Court of the District of Idaho and the Ninth Circuit Federal Court of Appeals. He served as a law clerk to the Chief Justice of the Supreme Court from 1963-64, and as an attorney for the Idaho Senate during the legislative session in 1965.

He was engaged in the private practice of law in Boise from 1964 until 1977, when Governor John Evans named him a District Judge of the Fourth Judicial District. Judge Walters served in that capacity from 1977 to 1982, and served as Administrative District Judge of the Fourth Judicial District from 1981 to 1982.

When the Idaho Court of Appeals was created in 1981, Governor Evans named Judge Walters as one of the three original members. He was selected by the Chief Justice of the Idaho Supreme Court to serve as Chief Judge, and was reappointed to that position through seven two-year terms, from 1982 to 1997.

In 1997, he was appointed by Governor Phil Batt as the fiftieth Justice to serve on the Idaho Supreme Court. He was elected May 1998, to a six-year term on the Court. He retired from the Court in July, 2003.

Justice Walters has been a member of the American Bar Association for over twenty-five years and served on the board of directors of the American Judicature Society and of the Idaho Law Foundation. He served as an officer and president of the Council of Chief Judges of the State Intermediate Courts of Appeals. He chaired the Idaho Supreme Court's Criminal Rules Committee, the Jury Reform Committee and the pattern Criminal Jury Instructions Committee. He was active in many community affairs and was an instructor in numerous continuing legal and judicial education programs.

During his tenure on the Idaho Supreme Court, the Court of Appeals and the district court, Justice Walters participated in over 4,200 appeals. He was the author of 1,372 appellate opinions. Following his retirement in 2003, Justice Walters continued to serve in the judiciary as a Senior Judge, sitting as a judge pro tem with the Idaho Supreme Court and the Idaho Court of Appeals.

He and his wife, Harriet, have three children: Craig, Robyn and Scott and seven grandchildren.

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Dale M. Gray

Frontier Historical Consultants, Inc.
24265 River Road
Grand View, ID 83624
(208) 834-3061
dalegray@mindspring.com

Education

M. A. in History, 1984. Montana State University, Bozeman, Montana.
B. A. in History, 1981. Boise State University, Boise, Idaho.

Work Experience

President: Frontier Historical Consultants, Inc. - Grand View, Idaho.
10/98 to Present

Idaho Regional Director / Senior Historian. GCM Services - Boise,
Idaho. 5/93 to 10/98.

Historian. GCM Services - Butte, Montana. 8/90 to 5/93.

Director. Owyhee County Historical Complex - Murphy, Idaho. 7/88
to 8/90.

County Historic Preservation Officer. Owyhee County, Murphy, Idaho.
12/88 to 8/90.

Graduate Teacher's Assistant. Montana State University, History and
Philosophy Department, Bozeman, Montana. 1984

Additional Experience and Certification

Section 106 Training Course	University of Nevada Reno	2003
Section 106 Review	Idaho Transportation Department	2003
Section 4(f) Training	Idaho Transportation Department	2003
24-Hour Hazardous Materials Handlers Certification		1994 to present
Archaeological course work	Boise State University Montana State University	1998 1983-1984
Historic Landscape Seminars	Boise Missoula Nine-Mile Ranger Station	1991 1994 1995
Historic Archaeology Seminar	Dillon	1990
Silver City, Idaho - Historic Archaeology	Lincoln Mill excavation China Town excavation	1987 1988
Boise, Idaho - Historic Archaeology	Arthur Foote House (10-AA-96)	1986
Archaeological Field School	Montana State University/ University of Idaho Red Bluff, Montana - Assay Office (24MA651)	1984

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Mining Related Surveys

Dale Gray has conducted the cultural resource work on a number of mining related projects in Idaho, Montana, Nevada and Wyoming. He has personally recorded over 1000 historic mines and mills, led surveys on nine mine projects in Idaho and 56 mining projects in Montana, and prepared historic context studies for 226 historic mining districts in Idaho and Montana. Working with company archaeologists, he has served the dual role of Project Administrator and on the ground crew for six intensive –level surveys of proposed phosphate mines in Eastern Idaho. A complete list of Montana projects available on request. A list of Idaho mining projects includes:

- "Atlanta Mine Expansion", Soda Springs, Idaho. Prepared for the Atlanta Gold Corp through a subcontract with TetraTech. In process. (PA/Crew).
- "Manning Creek South Extension", Soda Springs, Idaho. Prepared for the J. R. Simplot Corporation through a subcontract with Maxim Technology, Boise, Idaho. May 2003. (PA/Crew).
- "Rasmussen Mine Expansion", Soda Springs, Idaho. Prepared for Agrium Corporation through a subcontract with Maxim Technology, Helena, Montana. December 2000. (PA/Crew).
- "Smoky Canyon Mine Expansion", Soda Springs, Idaho. Prepared for the J. R. Simplot Corporation through a subcontract with Maxim Technology, Boise, Idaho. August 2000. (PA/Crew).
- "Astaris Dry Valley Mine Expansion", Soda Springs, Idaho. Prepared for FMC Corporation through a subcontract with Maxim Technology, Helena, Montana. July 2000. (PA/Crew).
- "Oro Grande Mine Expansion Project", Orogrande, Idaho. Led field survey and mine feature recordation for Tracks of the Past, prepared for Cyprus Metals Co. October 1997. (Crew Chief).
- Petsite Mine Project, Orogrande, Idaho. Acted as technical advisor and led survey crew for Tracks of the Past, Inc for the recordation of historic mines for Cyprus Metals Co. October 1996. (Crew Chief).
- Stibnite Mine Expansion EIS. Prepared for Maxim Technologies, Boise. October 1996.

Archaeological Surveys

Although primarily trained as a historian, Dale Gray has university training in archaeology and has participated in archaeological field surveys at a variety of levels ranging from field tech to PA / Project Manager. These projects occurred on Bureau of Land Management, Forest Service, and private lands and range from 10 to 9,000 acres. These surveys fall into four categories: the aforementioned mining-related projects, Land Exchanges (2), Fire Rehabilitation Surveys (14) and Gravel Pits (14). A partial list of such projects includes:

Land Exchanges

- "North Idaho Land Exchange", 2003. The City of Boise, Boise, Idaho. (PA).
- "Boise Foothills Land Exchange", 2003. The Nature Conservancy, Boise, Idaho. (PA / Crew)

Bureau of Land Management Emergency Fire Rehabilitation CR Surveys

- Crimson and Clover, 2000. Ogden Environmental, Boise, Idaho. (Crew chief)
- Grass Fire, 2000. Ogden Environmental, Boise, Idaho. (Crew chief)
- Grassy Hills, 2000. Ogden Environmental, Boise, Idaho. (Crew chief)
- Main Canal North, 1998. GCM Services, Butte, Montana. (Crew chief)
- Bliss EFR, 1998. GCM Services, Butte, Montana. (Survey crew)
- Petro 2 EFR, 1997. GCM Services, Boise, Idaho. (Survey crew)
- Calf Creek EFR, 1997. GCM Services, Boise, Idaho. (Survey crew)
- Richfield EFR, 1996. GCM Services, Boise, Idaho. (Project manager)
- Coxes Well EFR, 1996. GCM Services, Boise, Idaho. (Crew chief / Survey crew)
- Clover East EFR 1995. GCM Services, Boise, Idaho. (Survey crew)
- Clover Southwest EFR 1995. GCM Services, Boise, Idaho. (Survey crew)
- Point Well North, 1994. GCM Services, Boise, Idaho. (Survey crew)
- Point Well South, 1994. GCM Services, Boise, Idaho. (Survey crew)
- Hawley II, 1994. GCM Services, Boise, Idaho. (Survey crew)

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SUBJECT

Proposed Amendment to IDAPA 08.02.03 – Rules Governing Thoroughness – to remove the achievement standards from the rule and place them in an incorporated document. The achievement standards are contained in IDAPA 08.02.03, sections 200-999.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, 33-116, 33-118, 33-1612, and 67-5229(l), Idaho Code

BACKGROUND

In 1996, the State Board of Education rewrote all of their rules. At that time, and after discussions with leadership and Carl Bianchi at the Legislative Services Office, it was determined that the Achievement Standards should be placed in the rule rather than as an incorporated document. That decision was made in part because the standards were new. It was also agreed that once the standards were adopted and understood by all school districts, the standards could then be removed from the rule and placed into a document incorporated by reference.

DISCUSSION

Staff has worked with the chairs of the Senate and House Education Committees, Legislative Services, the Office of Administrative Rules, the Division of Financial Management, the Governor's Office, the Idaho School Board's Association, the Idaho Superintendent's Association, the Idaho Education Association, and the State Department of Education. There has been no objection to the proposal of removing the standards from the rule and adopting a manual entitled the "Idaho Achievement Standards" into the rule.

Staff further feels that the standards have been published long enough for them to be accepted and understood by school districts, teachers, students, and parents.

Furthermore, it costs the State Board of Education approximately \$10,000 per year to maintain the standards with the Office of Administrative Rules. By incorporating the document by reference, the State Board of Education will be able to use those funds for other education purposes.

Because there is no change to the actual text of the rule, and in order to save time, paper, and cost to the State Board of Education, the entire set of assessment standards are not being reprinted in these materials.

IMPACT

If the Board approves the proposed rule amendment, staff will proceed with the rulemaking process. Staff will also make the incorporated document, "Idaho Achievement Standards" available on the State Board's website. If the rule is

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ultimately approved by the Legislature, it will save the State Board of Education approximately \$10,000 per year.

If the Board does not approve the proposed rule amendment, the rule will remain as part of the Rules Governing Thoroughness as it has for the past nine years.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the proposed rule amendments to remove the achievement standards from IDAPA 08.02.03 and to adopt the same achievement standards in an incorporated document entitled "Idaho Achievement Standards."

BOARD ACTION

A motion to approve the proposed rule amendments to remove the achievement standards from IDAPA 08.02.03 and to adopt the same achievement standards as an incorporated document entitled "Idaho Achievement Standards."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

33-116. SCHOOL DISTRICTS UNDER BOARD SUPERVISION. All school districts in Idaho, including specially chartered school districts, shall be under the supervision and control of the state board.

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

**TITLE 33
EDUCATION
CHAPTER 16
COURSES OF INSTRUCTION**

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and

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thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.