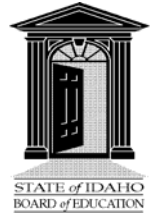


**STATE BOARD OF EDUCATION MEETING**  
**May 10-11, 2007**  
**Sun Valley Room**  
**Boise, Idaho**



**Thursday, May 10, 2007, 8:00 a.m., Sun Valley Room, Harrison Plaza Suites, Boise Idaho**

**EXECUTIVE SESSION (Closed to the Public)**

Pursuant to Idaho Code Section 67-2345(1), the State Board of Education will meet in executive session to discuss one or more of the following:

- (a) to consider hiring a public officer, employee, staff member or individual agent. This paragraph does not apply to filling a vacancy in an elective office;
- (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student
- (c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
- (d) to consider records that are exempt by law from public inspection
- (e) to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations;
- (f) to consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

**Friday, May 11, 2007, 8:00 a.m., Sun Valley Room, Harrison Plaza Suites, Boise Idaho**

**STRATEGIC PLANNING**

- 1. 2007 Strategic Plan
- 2. 2008 Draft Strategic Plan/Working Document

**BAHR**

- 3. University of Idaho - Tenure Policy Waiver
- 4. Compensation – Agency Heads
- 5. Compensation – Institution Presidents
- 6. Special Meeting for Fee's Discussion

## **OTHER / NEW BUSINESS**

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

**STRATEGIC PLANNING  
MAY 10-11, 2007**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>OSBE STRATEGIC PLAN FY07</b>	<b>Information Item</b>
<b>2</b>	<b>OSBE STRATEGIC PLAN FY08 - DRAFT</b>	<b>Information Item</b>
<b>3</b>	<b>UNIVERSITY OF IDAHO – TENURE POLICY WAIVER</b>	<b>Information Item</b>
<b>4</b>	<b>COMPENSATION - AGENCY HEADS</b>	<b>Motion to Approve</b>
<b>5</b>	<b>COMPENSATION – INSTITUTION PRESIDENTS</b>	<b>Motion to Approve</b>
<b>6</b>	<b>SET SPECIAL MEETING – FEE SETTING</b>	<b>Motion to Approve</b>

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# State Board of Education

## DRAFT STRATEGIC PLAN 2007 – 2010

### MISSION STATEMENT

Efficiently provide all Idahoans access to a quality and relevant education.

### VISION

Improve the knowledge, skills and opportunities of all Idahoans by efficiently delivering quality, accessible and relevant education, training, rehabilitation and information/research services.

**Quality** – 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.

**Access** – Provide individuals of all ages and abilities access to services to develop their skills, knowledge and social awareness in order to be responsible citizens, globally competitive workers and lifelong learners.

**Relevancy** – Ensure services are relevant to the needs of Idaho’s citizens, workforce, business, industry and local, state and federal government.

**Efficiency** – Ensure maximum benefit from education resources through effective operation and management of the educational system.

### ORGANIZATION

The framers of Idaho’s Constitution (Article IX, Section 1), knowing that “the stability of a republican form of government depending mainly on the intelligence of the people,” required the legislature to establish and maintain our public school system. The framers then vested (Article IX, Section 2) the “general supervision” of the Idaho public education system in the State Board of Education, “the membership, powers and duties of which shall be prescribed by law.”

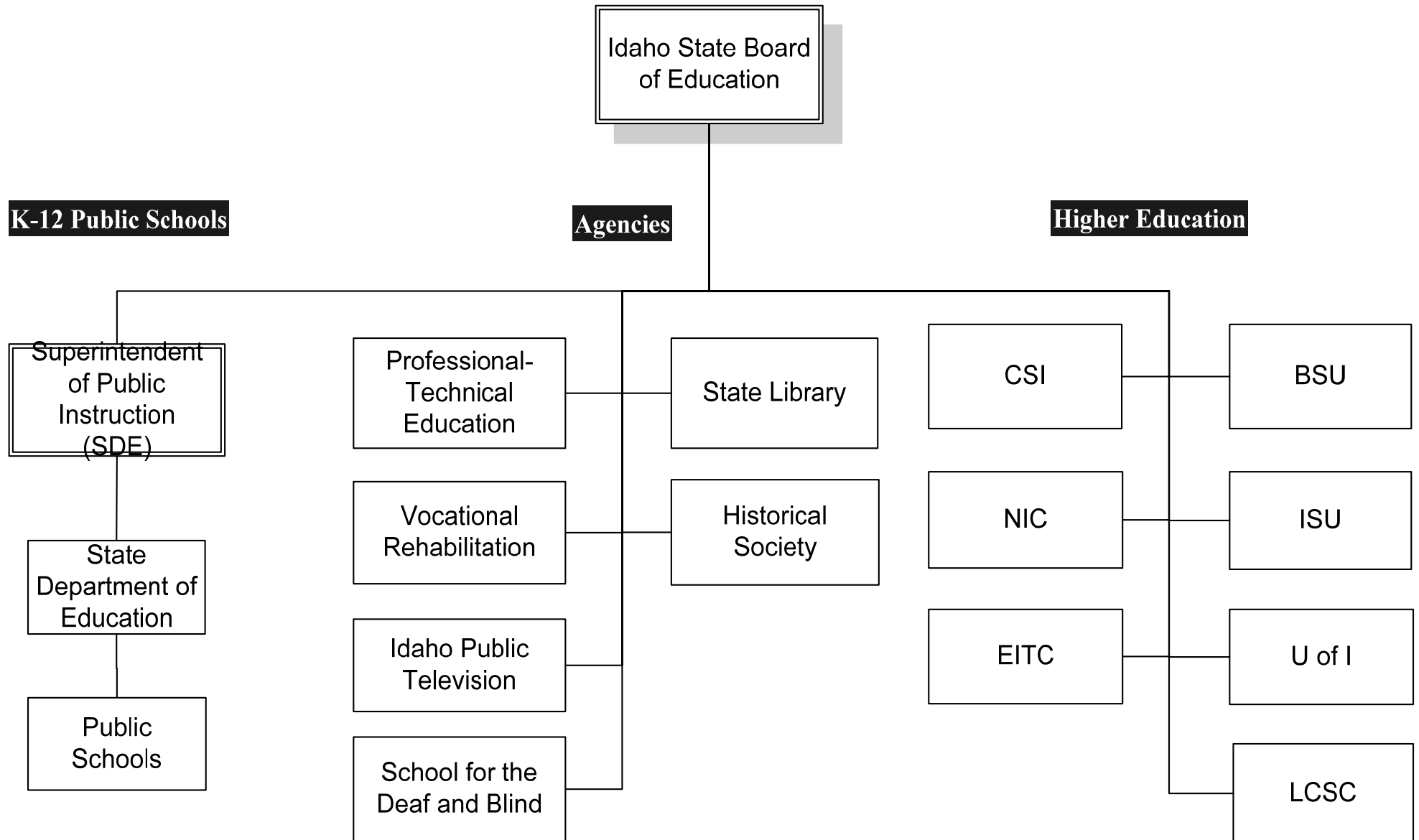
The State Board is constitutionally vested with the general supervision of all public higher education and sits in a constitutional capacity as the Board of Regents of the University of Idaho. The State Board is identified in statute as the Trustees of Idaho State University, Lewis-Clark State College, Boise State University and the Idaho School for the Deaf and the Blind as well as the State Board for Professional-Technical Education. *The Idaho public education system*, over which the Board is responsible, consists of the following institutions and agencies:

All public primary/secondary schools  
Boise State University  
Idaho State University  
Lewis-Clark State College  
University of Idaho  
College of Southern Idaho\*  
North Idaho College\*  
Eastern Idaho Technical College

*\*Also have local elected boards*

State Department of Education  
Office of the State Board of Education  
Division of Professional-Technical Education  
Division of Vocational Rehabilitation  
Idaho Public Broadcasting System  
Idaho Commission for Libraries\*\*  
Idaho State Historical Society\*\*  
Museum of Natural History  
School for the Deaf and the Blind

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



## **STATE BOARD FUNCTION AND ROLE**

The function and role of the State Board is to coordinate the efforts of the institutions that report to it to assure the accomplishments of its mission, vision and goals. It accomplishes this by:

- Monitoring and tracking the performance of the education system using national reports and state-by-state statistics and comparisons;
- Assuring system accountability by implementing and monitoring education assessment standards
- Observing trends and establishing system goals (targets) to improve the system;
- Seeking out best practices and implementing them in Idaho;
- Coordinating the efforts (plans, programs, curricula) of its subordinate institutions;
- Interacting with regional accreditation bodies to ensure program quality;
- Informing policy makers on issues and needs of the educational system;
- Advocating for adequate funding for education;
- Assuring a seamless education system from kindergarten through graduate level;
- Coordinating system-wide planning, programming, budgeting, and assessment efforts; and
- Assessing its own performance (planning, execution, quality of efforts).

**CALENDAR**

**Office of the State Board of Education  
Schedule of Dates  
For  
Strategic Planning, Agency Profiles, and Budget Requests**

<b>Due Date</b>	<b>Item</b>	<b>Assignment</b>
April	Board strategic planning session with institution presidents & agency heads	Management
April - May	Institutions and agencies prepare strategic plans	Institutions and Agencies
Mid May	Strategic plans due to OSBE for inclusion in June Board Agenda	Institutions and Agencies
Mid June	Board approves strategic plans and budget guidelines	Board
July 1	OSBE submits all strategic plans to DFM	Management
Early-July	Agency Profiles sent to institutions and agencies	DFM
Mid July	Agency Profiles due to OSBE for inclusion in August Board Agenda  Agencies/Institutions submit line items to OSBE Fiscal for inclusion in August Board agenda	Institutions and Agencies
Mid-August	Board approves strategic plans and budget requests	Board
Late-August	All budget documents returned to OSBE for final submission to DFM & LSO (4 Copies)	Institutions and Agencies
September 1	OSBE submits budget requests to DFM & LSO OSBE submits Agency Profiles and Performance Measures to DFM	Fiscal and Management



## POST SECONDARY SCHOOLS

Use the data from the Uniform Performance Measures (UPM) currently collected from all universities to measure the following goals and develop trend line data from the last five years to develop benchmarks for the coming five years. (Note: The current UPMs developed in 2000 will be reviewed during the coming year in developing the 2008-2011 Strategic Plan.)

### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
1. <b>Improve retention rate of students in college</b> <i>Performance Measure/Benchmark: UPM 4</i>	X			X
2. <b>Expand accelerated learning opportunities</b> <i>Performance Measure/Benchmark:</i> 1. Increase the number of dual enrollment courses from ____ in 2006 to ____ in 2007 (information not available at this time) and ____ in 2010, and; 2. Increase the number of students participating in dual enrollment courses from ____ in 2006 to ____ in 2007 (information not available at this time) and 25% in 2010		X		X
3. <b>Improve the quality, quantity and relevance of research</b> <i>Performance Measure/Benchmark: UPM 10</i>	X		X	
4. <b>Increase Employer Satisfaction for recent graduates</b> <i>Performance Measure/Benchmark: UPM 7</i>	X		X	
5. <b>Have all institutions and programs meet national accreditation and/or industry standards</b> <i>Performance Measure/Benchmark: UPM 6</i>	X		X	
6. <b>Increase the number of students attending college</b> <i>Performance Measure/Benchmark: UPM 1</i>		X		
7. <b>Increase access to comprehensive Community College services</b> <i>Performance Measure/Benchmark: UPM 1, 5</i>		X		
8. <b>Improve Teacher Education</b> <i>Performance Measure/Benchmark: UPM 7</i>	X		X	
9. <b>Fulfill specific education needs of Idaho students, communities and businesses to prepare students for a global economy</b> <i>Performance Measure/Benchmark: UPM 6, 7, 9</i>	X		X	

**Uniform Performance Measures for All Idaho Postsecondary Institutions**  
(Approved April 2000)

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

## ELEMENTARY & SECONDARY SCHOOL

Note: These goals are the same as the Idaho Department of Education's goals.

### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Increase academic achievement in all curricular areas and civic, personal and relevant workplace skills.</b>	<b>X</b>		<b>X</b>	
<u>Performance Measure:</u>				
1. Increase the number of students completing a challenging curriculum				
<u>Benchmark:</u>				
Decrease the number of HS graduates enrolled in post secondary education taking remedial math and English courses from 40% in 2006 to 38% in 2007 and to 30% in 2010.				
<u>Performance Measure:</u>				
2. Increase the number of 9 <sup>th</sup> graders graduating from high school				
<u>Benchmark:</u> Increase the number of 9 <sup>th</sup> graders graduating from High School from 80% in 2006 to 82% in 2007 and to 85% in 2010				
<u>Performance Measure:</u>				
3. Increase the number of high school students successfully transitioning to postsecondary education.				
<u>Benchmark:</u> Increase the number of high school graduates going to post secondary education from 32% in 2006 to 34% in 2007 and to 38% in 2010.				
<u>Performance Measure:</u>				
4. Increase the number of students meeting academic standards.				
<u>Benchmarks:</u>				
- Increase the number of students and schools meeting ISAT proficiency levels from 75% in 2006 to 80% in 2007 and to 100% in 2010.				
- Increase the number of students improving skills under the ISAT growth model from in 2006 45% to 50% in 2007 and to 55% in 2010.				
<b>Increase the number of qualified effective educators in Idaho's K-12 schools to meet the hiring needs of school districts.</b>		<b>X</b>		
<u>Performance Measures:</u>				
5. Increase the number of teachers engaged in professional development relevant to their teaching assignment.				
<u>Benchmark:</u> Increase the number of teachers engaged in professional development from ____ in 2006 to ____ in 2007 and to ____ in 2010 (information not available at this time)				
<u>Performance Measure</u>				
6. Increase students in postsecondary teacher training programs				
<u>Benchmark:</u> Increase the number of students in teacher training programs from ____ in 2006 to ____ in 2007 and to ____ in 2010 (information not available at this time)				

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Increase the quality and accuracy of relevant data collection and reporting for informed decision making.</b>	<b>X</b>		<b>X</b>	
<i><u>Performance Measure:</u></i>				
7. <i>Successfully implement a quality, valid assessment system</i>				
<i><u>Benchmark:</u> Complete by 2011</i>				
<i><u>Performance Measure:</u></i>				
8. <i>Increase the employment attainment of Idaho students after secondary and postsecondary education.</i>				
<i><u>Benchmark:</u> Develop measures to track employment attainment after high school, and after various levels of post-secondary training and education including non-credit workforce training.</i>				
<b>Increase the educational capacity to respond effectively and efficiently to the changing needs of public education.</b>	<b>X</b>			<b>X</b>
<i><u>Performance Measures:</u></i>				
9. <i>Increase the access and variety of programs and classes to meet state content standards.</i>				
<i><u>Benchmark:</u> To be developed</i>				
<i><u>Performance Measures:</u></i>				
10. <i>Enhance specific techniques of teachers to deliver effective instruction by increasing the number of teachers engaged in reaching academies, math instruction, coaching and other professional development.</i>				
<i><u>Benchmark:</u> To be developed</i>				

## AGENCY GOALS & PERFORMANCE MEASURES

### IDAHO DIVISION OF VOCATIONAL REHABILITATION

#### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment.</b> <i>Performance Measure:</i> Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.) <i>Benchmark:</i> The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance	X		X	
<b>Increase the earnings of individuals who successfully become employed after receiving VR services.</b> <i>Benchmark:</i> The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.	X		X	
<b>Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services.</b> <i>Performance Measure:</i> Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services. <i>Benchmark:</i> The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.		X		
<b>Continually improve the relevance of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment</b> <i>Performance measure:</i> Increase the number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., who successfully become employed after receiving Vocational Rehabilitation services. <i>Benchmark:</i> The number of individuals with severe disabilities from special populations, i.e., School Work Transition, Corrections, Mental Health, etc., exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.			X	

## IDAHO PUBLIC TV

### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry.</b>		<b>X</b>		
<i>Performance Measures: Number of awards for IPTV produced media and services.</i>				
<i>Benchmark: FY 06 - 60 national and regional awards – FY 07 – 60 national and regional awards.</i>				
<b>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.</b>		<b>X</b>		
<i>Performance: Provide statewide access to IPTV media and services.</i>				
<i>Benchmarks: Transmitters/digital ready translators/satellite carriage/web visitors</i>				
(FY 06)	10	/	5	/ 6 / 1,623,860
(FY 07 goal)	10	/	8	/ 7 / 1,700,000
<b>Ensure information and research available meets the needs of workforce, business &amp; industry, and government at all levels.</b>			<b>X</b>	
<i>Performance Measure: Number of IPTV channel hours of Idaho specific educational and informational programming.</i>				
<i>Benchmarks: 2,162 channel hours (FY 06); 2,500 channel hours (FY 07 goal)</i>				
<b>Ensure maximum benefit derived from resources invested in operation &amp; management of education process state-wide.</b>				<b>X</b>
<i>Performance Measure: Total personnel in content delivery/distribution &amp; administration as compared to peers (statewide public broadcasters, CPB SABS data)</i>				
<i>Benchmark: 27.66 FTE personnel (FY 05 IPTV), 50.74 national average</i>				

## PROFESSIONAL TECHNICAL EDUCATION

### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Develop additional PTE capacity at the postsecondary level</b>	<b>X</b>			
<i><u>Performance Measure:</u> Availability of professional-technical programs to prepare students for employment, and continuing education and development</i>				
<i><u>Benchmark:</u> Enrollments will increase</i>				
<b>Support articulation between secondary and postsecondary professional-technical education</b>		<b>X</b>		
<i><u>Performance Measure:</u> Ensure policies, procedures and curricula allow effective articulation between secondary and postsecondary professional-technical education to support SBOE Policy III, Subsection V., and strengthens a goal of seamless education for Idaho students.</i>				
<i><u>Benchmark:</u> Percent of Tech Prep students will increase</i>				
<b>Maintain high placement rates</b>			<b>X</b>	
<i><u>Performance Measure:</u> Number of postsecondary completers who obtain work in their related field</i>				
<i><u>Benchmarks:</u> Overall placement will be at 90 percent or better; training-related and educational placement will be 80% or better</i>				
<b>Improve the capacity of PTE to support high school reform</b>			<b>X</b>	
<i><u>Performance Measure:</u> Ability of professional-technical education to support academic achievement standards</i>				
<i><u>Benchmark:</u> Percent of professional-technical education teachers trained in academic integration will increase</i>				

## IDAHO SCHOOL OF THE DEAF AND BLIND

### Goal/Performance Measure/Benchmark:

	<u>Quality</u>	<u>Access</u>	<u>Relevancy</u>	<u>Efficiency</u>
<b>Explore broader avenues for education and training</b>	<b>X</b>			
<i><u>Performance Measure:</u> Incorporate emerging technologies (e.g. Cochlear Implants) into Campus &amp; Outreach programs state-wide.</i>				
<i><u>Benchmark:</u> Increase the ability for students to have access to these technologies by 15% per year.</i>				
<b>Develop programs to assist students in living independently</b>	<b>X</b>		<b>X</b>	
<i><u>Performance Measure:</u> Expand Independent Living Program // Develop better life long learning habits</i>				
<i><u>Benchmark:</u> Increase to 70% the number of students living independently or at college or training facility</i>				
<b>Study alternative models for Regional Outreach Service Delivery; most Day-Campuses, or Improved Internet Access via an "ISDB Virtual Academy" approach</b>		<b>X</b>		
<i><u>Performance Measure:</u> Pursue expansion of outreach programs</i>				
<i><u>Benchmark:</u> Develop legislation for the 2007 session to address service mode delivery.</i>				
<b>Establish better ties with nation-wide Deaf &amp; Blind teacher training programs</b>		<b>X</b>		
<i><u>Performance Measure:</u> Enhance recruiting/retention of more highly qualified staff members</i>				
<i><u>Benchmarks:</u> Increase by 10% the number of highly qualified staff employed by ISDB</i>				





# **State Board of Education**

## **STRATEGIC PLAN**

**FY2008-2012**

## **DRAFT**

### **SECTION I: PLANNING GUIDANCE**

#### **Authority:**

This strategic plan has been developed by the Idaho State Board of Education in compliance with the requirements of the Idaho Code, Chapter 19, Title 67, Sections 67-1901 through 67-1905 (“Strategic Planning, Performance Measurement, and Training”), as amended during the first regular session of the Fifty-eighth Legislature (2005). It supersedes the previous State Board Strategic Plan (2000-2005). As directed by the Idaho Code, this plan has been developed by the Office of the State Board of Education (OSBE) in collaboration with the institutions, agencies, and school under the auspices of the State Board of Education (SBOE) and in consultation with appropriate members of the Legislature.

This plan has been approved for implementation by the State Board. The President of the SBOE shall attest to the accuracy of the Board’s annual performance measure report [in accordance with Section 67-1904 (b) (v)].

The comprehensive strategic plan and accompanying annual performance report shall be submitted to the Division of Financial Management (DFM) and the Budget and Policy Analysis (BPA) Office of the Legislative Services Office (LSO). BPA may incorporate all or some of the information submitted in the strategic plan/performance measure report in its annual Legislative Budget Book. This strategic plan and the supporting strategic plans of the organizations under the auspices of the State Board are public records, available to the public as provided in Section 9-338, Idaho Code.

#### **Scope:**

The SBOE strategic plan links the Board’s planning, programming, budgeting, and assessment activities—and those of its subordinate organizations—with the Legislative cycle and the institutional accreditation cycle. The plan includes an assessment of the environmental factors affecting the state’s educational programs, including (per Idaho Code) identification of key factors external to the Board and beyond its control that could significantly affect the achievement of the strategic plan goals and objectives.

Updated annually (revised more frequently, if required, to address directives of the Legislature and/or Governor’s Office, or to address time-sensitive emergencies/issues), the Board’s rolling, five-year strategic plan addresses four time periods within the strategic planning window:

- 1) Execution of plans, programs, and budgets during the current fiscal year (FY08);
- 2) Development of plans, policies, budgets, and Legislative requests for the next fiscal year budget development cycle (FY09); and
- 3) Mid- to long-range planning for the out-years of the strategic planning window (FY10-12, and beyond).
- 4) The Performance Measure report provides projections (“benchmarks”) of program performance at the completion of the current fiscal year (FY08) and historical performance data for the previous four fiscal years (FY04-07).

## DRAFT

The SBOE strategic plan focuses on state-wide, aggregate performance measures, policies, and resource requirements. The Board's subordinate institutions, agencies, and school develop strategic plans that address their assigned roles/missions and dovetail with the Board's strategic plan. The Board places special emphasis on coordinating the plans, programs, and budgets of its components [for example, among the 4-year colleges] and also among the various components [for example, between the 4-year colleges and the K-12 system]. The Board plan provides a mechanism for assessing the performance, policies, and procedures of Idaho's educational system vis-à-vis other state educational systems in the region and the nation.

In collaboration with the Northwest Commission on Colleges and Universities (NWCCU), germane Legislative committees, and other external bodies, the Board's strategic plan includes procedures for assessing the effectiveness of its own operations in order to foster continuous improvement in the quality, relevance, efficiency, and accessibility of its programs.

### **Role/Responsibilities—General:**

The statutory basis for the State Board of Education/Board of Regents of the University of Idaho is established in Title 33-101 of the Idaho Code. The Board is responsible for “the general supervision, governance, and control of all state educational institutions, to wit: University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, the School for the Deaf and Blind and any other state educational institution...” Enumerated general powers and duties of the State Board are found in Title 33-107 and include, *inter alia*, the power to acquire, hold and dispose of title, rights, and interests in real and personal property; have general supervision...of all entities of public education supported in whole or part by state funds; prescribe the courses and programs to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions; and approve new courses and programs of study to be offered at community colleges organized pursuant to Chapter 21, Title 33 [i.e., academic programs/courses intended to be transferable to state baccalaureate institutions].

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

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

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

*\*Also have local boards*

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

## **DRAFT**

The primary “components” of the education system—groupings of organizations within and among which the Board will coordinate planning, programming, budgeting and assessment activities—are the following:

- K-12 public primary/secondary schools and School for the Deaf and Blind
- 2-year Community Colleges
- 4-year College/Universities
- The other educational agencies

Key oversight and coordination responsibilities of the Board over the state-wide educational system include the following:

- Monitoring and tracking the performance of the entire education system, using national and regional reports and studies and state-by-state statistics and comparisons
- Assuring system-wide accountability by implementing and assessing educational program performance standards
- Observing trends and establishing system goals (targets) to improve the system
- Seeking out best practices within and outside the state and implementing them throughout the system
- Coordinating system-wide planning, programming, budgeting, and assessment efforts
- Coordinating the efforts (plans, programs, curricula, budgets) of its subordinate institutions and agencies
- Interacting with regional and specialized accreditation bodies to ensure program quality
- Informing law-makers on issues and needs of the educational system
- Serving as an advocate for adequate funding and coherent policies for education
- Encouraging a seamless education system from K-12 to college and beyond
- Assessing and improving the quality of its own (the Board’s) programs, policies, and processes

### **Planning Responsibilities:**

The Board President, supported by the Executive Director of the Board Staff, is responsible for establishing the agenda for Board strategic planning activities throughout the year and linking the planning process to the Legislative and accreditation calendars. The Board President also serves as the Attestation authority to certify the accuracy of the Board’s annual Performance Measure report. The Board President will be responsible for orally presenting the information from the Board’s strategic plan/performance report to the germane Senate and House of Representatives committees each year, as described in Title 67-1904 (7).

The Deputy Director of the Board Staff is the primary OSBE point of contact for coordination of strategic planning efforts with the Board’s subordinate institutions and agencies. The institutional presidents/agency directors will designate individuals who will serve as their organizations’ primary points of contact for strategic planning matters, and, who will serve as a strategic planning working and coordination group, chaired by the OSBE Deputy Director. The Deputy Director also is responsible for coordinating recurring training on the strategic planning

## DRAFT

process with the DFM, and, when possible, dovetailing that training with the biennial training of Legislators by LSO [as described in Idaho Code, Section 67-1905 (2)]. The next round of strategic planning training sessions for Legislators is expected to take place in the summer of 2007. Ideally, joint training sessions should be conducted for new Legislators and SBOE/institutional planners.

Institutional/agency presidents/directors are responsible for developing their organizations' strategic plans in support of the State Board strategic plan, and for collaborating with the Board on development of the Board's strategic plan. Post-secondary institution executives are responsible for submission of plans for proposed program changes to the State Board and to the regional accreditation agency (Northwest Commission) for review and approval. Institutional executives/agency directors also are responsible for orally presenting information on their strategic plans/performance reports to the germane Senate and House of Representatives committees.

### **Strategic Planning Calendar/Timelines:** [Illustrative Timeline—placeholder]

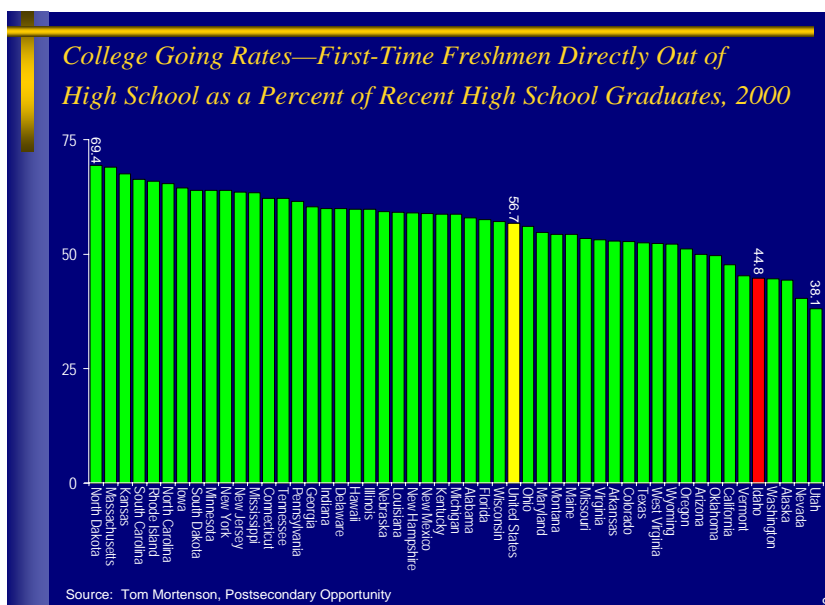
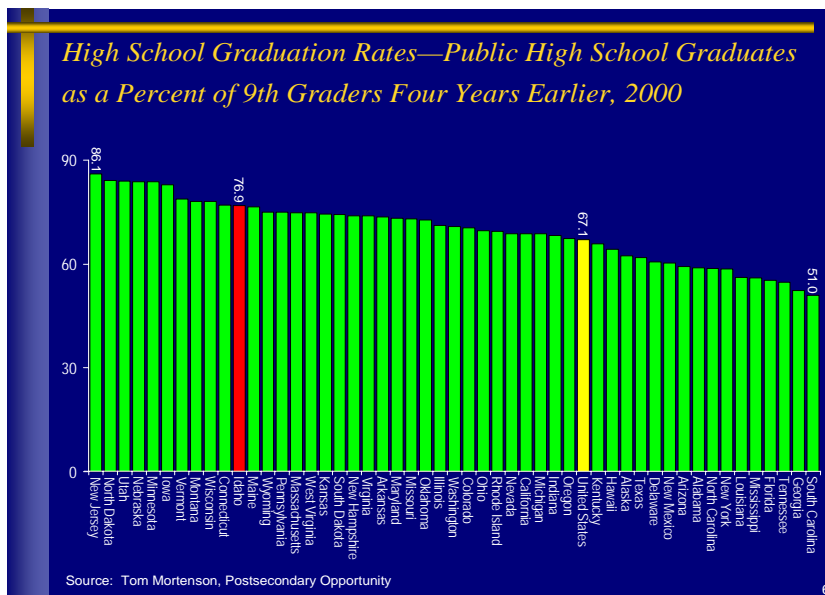
The strategic plans of the Board and its subordinate institutions and agencies—and the strategic planning, programming, budgeting, and assessment process described therein—will be directly linked to the Legislative calendar and to the budget process, to ensure that the plans are anchored to the real-world resource allocation process with clearly defined lines of accountability and concrete timelines.

Jan 07	Governor's State of the State/Budget Address; Legislature Convenes; SBOE meeting to finalize legislative strategy
Jan-Mar 07	SBOE President, Institutional Executives, and Agency Directors testify to JFAC and germane committees on their strategic plans, performance reports, and FY08 budget and policy requests.
Feb 07	SBOE reviews results of Northwest Commission (NWCCU) accreditation results; discussion among higher-education institutions to share lessons-learned. This assessment will include a review of the 5-/10-year accreditation horizon, milestones, and progress on any recommendations for each affected institution.
Apr 07	Based on final FY08 budget, Board sets Higher-Ed student fees. Board issues updated strategic planning guidelines for institutions/agencies for FY09.
May 07	Institutions/agencies report on actual accomplishments for the current year's strategic plan; followed next day by annual evaluations of chief executive officers.
Jun 07	(Every other year) LSO training sessions on strategic planning for new legislators; OSBE requests joint sessions with DFM/LSO for training institution/agency planners
Jul 07	New fiscal year begins. OSBE submits Board and Institution/Agency Strategic Plans (Sections I-III only at this point) to DFM
Sep 07	OSBE submits Agency Profile (AP) and Performance Measure (PM) reports to DFM; submission of Budget Requests to DFM and LSO

## SECTION II: ENVIRONMENTAL SCAN

[Placeholders for illustrative purposes. The Environmental Scan section will highlight on a very selective basis findings of studies, statistics, reports, and trend analyses of the factors that are driving the Board's current Legislative agenda.]

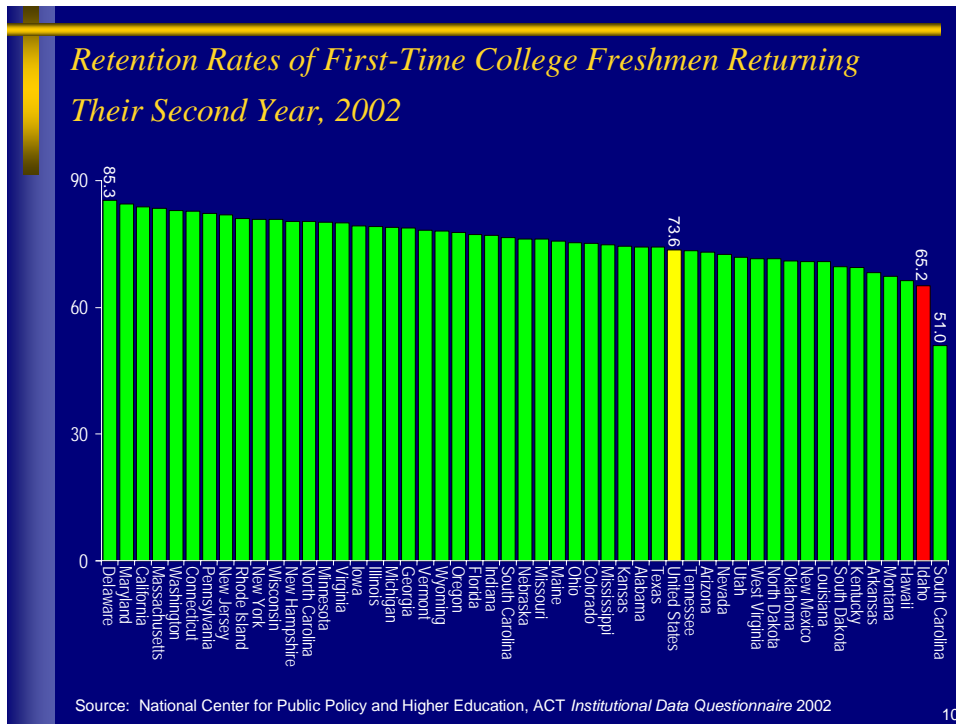
**Bridging the High School to College Gap:** National and regional comparisons indicate that Idaho ranks well in numbers of 9<sup>th</sup> graders who successfully graduate, but we are well-below average on college participation rates (the number of high school graduates who proceed directly to college).



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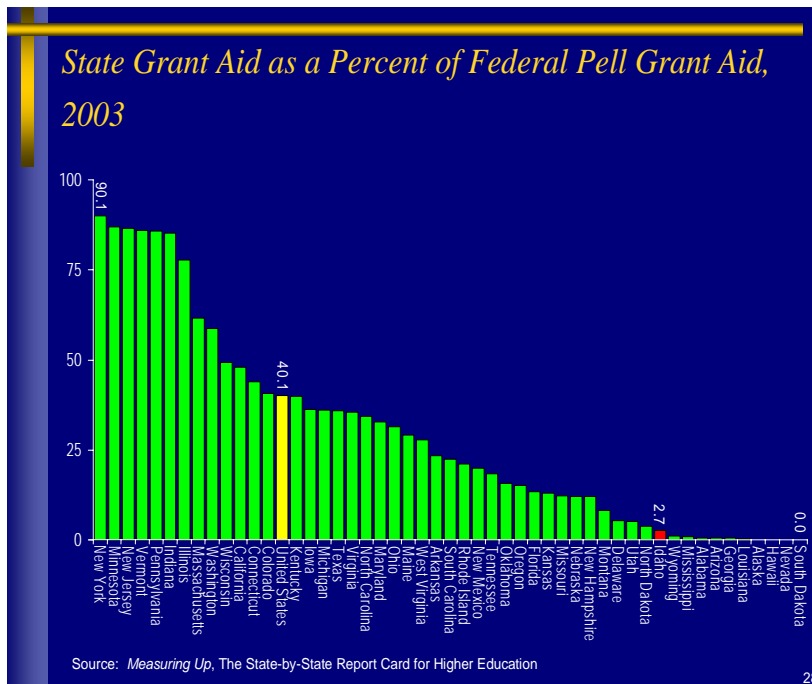
These persistent trends indicate that Idaho should focus effort and resources on better academic preparation (concurrent enrollment, AP courses, rigorous curricula, etc.). Increased access to higher education by expanding Community College opportunities can help address this concern.

**Retention Rates:** National and regional studies highlight Idaho's poor showing, relative to other states, on retention of entering freshman through to the sophomore year.



This reinforces the earlier-noted need for a rigorous curriculum for college preparation, closer coordination of high school and college/university curricula, adequate funding for remedial courses during the interim period that high school and college curricula and performance standards are harmonized, and increased focus on tutoring and advising.

**Concerns over access to college for students with limited economic means:** FY08 saw positive steps beginning to address the lack of need-based financial assistance for Idaho students.



The environmental scan supports the need for continuing the momentum established in the FY08 budget to increased need-based support for Idaho students.

[And so on. The approach is to link every environmental factor directly to one or more current legislative agenda items or other current policy initiatives.]

### **SECTION III: SBOE VISION, GOALS, OBJECTIVES, STRATEGIC INITIATIVES**

#### **Vision Statement:**

The State Board of Education will direct, oversee, and coordinate the plans and operations of its subordinate institutions and agencies to provide the citizens of Idaho with a seamless public education system that fosters an intelligent, well-informed citizenry capable of active participation in the processes of a democratic government; contributes to the economic development and quality of life in Idaho; provides open access to cultural and intellectual resources; and enables all individuals to develop the skills, knowledge, and abilities to become contributing members of society.

#### **Goals:**

The State Board will carry out its oversight and coordination responsibilities over its subordinate public education institutions and agencies in order to achieve the following goals:



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1. **Quality.** Sustain—and continuously improve—the quality of the education, training, rehabilitation, and information/research components of Idaho’s public education system.
2. **Access.** Maintain—and increase—access by individuals of all ages, abilities, and economic means to the public education system’s education, training, rehabilitation, and information/research services; facilitating development of the skills, knowledge, and civic awareness needed to contribute to society as productive citizens and life-long learners.
3. **Relevance.** Provide educational, training, rehabilitation, and information/research programs, curricula, and services through the public education system that are relevant to the needs of Idaho’s citizens, workforce, businesses, industry, and institutions.
4. **Efficiency.** Deliver educational, training, rehabilitation, and information/research programs through the public education system in a manner which makes effective and efficient use of taxpayers’ resources.

### **Objectives for the FY09 Legislative Cycle:**

1. (Goal 1: Quality) **Compensation:** Sustain efforts implemented in the FY08 budget to provide fair salary adjustments to faculty and staff of educational institutions and agencies in order to narrow the gap between Idaho median salaries and market rates within the region and recruit and retain quality employees needed to sustain quality educational programs in Idaho.
2. (Goal 2: Access) **MCO Funding:** Complement one-time funding appropriations provided in FY08 with adequate MCO funding in FY09 to cover inflationary costs accrued since FY07 and sustain current operational levels and program offerings within the public education system. MCO funding is essential to avoid cannibalization of current programs and reduction of access and capacity.
3. (Goal 2: Access; Goal 3: Relevance) **Community Colleges and Professional-Technical Education:** Follow through on Legislative initiatives in FY08 to expand access to affordable Community College and Professional-Technical programs. Increase efficiency of program delivery while expanding the gateway from the Community College component into the 4-year College component of the public education system.
4. (Goal 1: Access; Goal 4: Efficiency) **Occupancy Costs:** During the FY09 budget planning cycle, provide the Legislature with a systematic and predictable protocol for appropriating Occupancy Costs to operate and maintain educational facilities and protect the State’s investment in infrastructure vital for the delivery of educational and training programs.
  - Strategic Initiative: work with LSO and JFAC during summer of 2007 to clarify policies applicable for defining and approving Occupancy Costs for new construction of facilities under Board oversight, whether state- or privately-funded. Project lead:

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OSBE Executive Director. Target completion date: Jan 2008 (JFAC approval, with PBFAC/DPW coordination).

... (And so on, with a bullet list of Objectives and accompanying Strategic Initiatives for all other legislative agenda Items, plus objs related to input/output)...

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### **SECTION IV: SBOE AGENCY PROFILE AND PERFORMANCE MEASURES**

[Attached for illustrative purposes is last year's AP—the content of this section will be realigned to the Board's legislative agenda for FY09 and reports to the 2008 session.]

#### **Part 1 – Agency Profile**

##### **Agency Overview**

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

##### **Core Functions/Idaho Code**

1. **Section 33-107, Idaho Code. GENERAL POWERS AND DUTIES OF THE STATE BOARD.** The state board shall have power to: (excerpted sections listed below)
  - (3) have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
  - (5) through its executive departments and offices;
    - (a) enforce the school laws of the state,
    - (b) study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional Legislation;
  - (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
    - (a) maintain a register of postsecondary educational institutions approved to provide programs and courses that led to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code
    - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
  - (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
  - (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.
2. **Section 33-118, Idaho Code. COURSES OF STUDY -- CURRICULAR MATERIALS.** The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools ...
3. **The State Board of Education is responsible for general supervision and oversight of the following agencies and institutions:**
  - a. Boise State University

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- a. Small Business Development Center
  - b. Idaho Council of Economic Education
  - c. Tech Help
- b. Idaho State University
  - a. Family Practice Residency
  - b. Idaho Dental Education Program
  - c. Museum of Natural History
- c. University of Idaho
  - a. WOI (WI) (originally Washington-Oregon-Idaho, but now Washington-Idaho) Veterinary Medicine Program
  - b. WAMMI - Washington, Wyoming, Alaska, Montana, and Idaho Medical Education Program
  - c. Forest Utilization Research Program
  - d. Idaho Geological Survey
  - e. Agriculture Research and Extension
- d. Lewis-Clark State College
- e. Eastern Idaho Technical College
- f. College of Southern Idaho (limited oversight)
- g. North Idaho College (limited oversight)
- h. State Department of Education (oversight of programs)
- i. Idaho Education Public Broadcast System
- j. Idaho State School for the Deaf and the Blind
- k. Division of Professional-Technical Education
- l. Division of Vocational Rehabilitation
- m. Idaho State Historical Society (limited oversight)
- n. Idaho State Library (limited oversight)
- o. Other Special Programs
  - a. Health Programs, University of Utah
  - b. Health Programs, WICHE - Western Interstate Commission for Higher Education
  - c. Special Programs, Scholarships and Grants

### Revenue and Expenditures

Revenue	FY 2003	FY 2004	FY 2005	FY 2006
General Fund	\$5,247,700	\$3,574,300	\$4,107,200	\$4,609,400
Federal Grant	\$373,000	\$324,600	\$5,230,800	\$6,958,200
Misc. Revenue	<u>\$1,164,800</u>	<u>\$543,100</u>	<u>\$133,900</u>	<u>\$176,800</u>
<b>Total</b>	<b>\$6,785,500</b>	<b>\$4,442,000</b>	<b>\$9,471,900</b>	<b>\$11,744,400</b>
Expenditure	FY 2003	FY 2004	FY 2005	FY 2006
Personnel Costs	\$1,170,700	\$1,198,900	\$1,445,400	\$1,589,000
Operating Expenditures	\$4,067,800	\$3,886,600	\$7,924,100	\$7,351,500
Capital Outlay	\$0	\$15,600	\$54,700	\$18,100
Trustee/Benefit Payments	<u>\$36,900</u>	<u>\$521,800</u>	<u>\$1,204,400</u>	<u>\$1,928,700</u>
<b>Total</b>	<b>\$5,275,400</b>	<b>\$5,622,900</b>	<b>\$10,628,600</b>	<b>\$10,877,300</b>

### Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY 2003	FY 2004	FY 2005	FY 2006
Administering the ISAT test	520,000	1,000,000	1,340,000	
Provide governance to agencies and institutions through regular and special meetings of the Board	17	15	15	
Charter School Oversight				
a. schools overseen by districts	15	16	16	17
b. schools overseen by the Public	0	2	8	11
Charter School Commission				

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### Performance Highlights

The Board has worked diligently to make Idaho a seamless education system. In the last two years the Board has implemented a series of programs and policies to improve education in Idaho, including:

- Collaboration with higher education to assign statewide missions and create an eight year plan for academic programming;
- Thorough partnership with the legislature, resolution of funding equity;
- Focus on fiscal responsibility by establishing an Audit Committee to ensure institutions are meeting federal and state laws;
- Clarifying institution foundation responsibilities and paying university presidents in state money only versus a combination of foundation and state funds;
- Increased awareness on the need for greater rigor in high school to prepare students for work and post secondary education;
- Promotion of greater access to post secondary education through community colleges, distance education, and dual enrollment of high school students;
- Expansion of the ISAT as a graduation requirement, adding of science, and improvement of test items;
- Expansion of scholarship access through online application and evaluation of Idaho's current scholarship programs.
- 

### Part II – Performance Measures

[Note: we recommend that, at least for the first iteration of the revamped strategic plan, institutions and agencies draw their key measures from off-the-shelf statistics that are already compiled and reported (and used as the basis to compare Idaho institutions with peers) through IPEDS, NCES, WICHE studies, “Measuring Up” assessments, etc.]

Performance Measure	2003	2004	2005	2006	Benchmark
1. Student retention rates at postsecondary institutions **(from Baccalaureate Institutions only)	55%	Not Available	Not Available	Not Available	2007 65% 2010 75%
2. Graduation rates at postsecondary institutions	32.02%	31.98%	Not Available	Not Available	2007 34% 2010 40%
Degrees Awarded?	9821	8457	Not Available	Not Available	2007 8700 2010 9500
3. Employer satisfaction					Develop a survey to forward to employers
4. Amount of externally funded research					Information not available at the time of this meeting
5. Decrease the number of recent high school graduates enrolled in remedial courses in college	Not Available	Not Available	Not Available	40%	2007 38% 2010 30%
6. Increase the percentage of 9 <sup>th</sup> graders graduating from high school	Not Available	Not Available	Not Available	80%	2007 82% 2010 85%
7. Increase the percentage of high school students attending	Not Available	Not Available	Not Available	32%	2007 34%

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postsecondary education					2010	38%
8. Increase the number of teachers engaged in professional development related to their teaching emphasis	New	New	New	New	2007	5%*
					2010	10%*

[End of placeholder section displaying Agency Profile format—from 2006 OSBE report]

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### Attachments

1. Idaho Code: “Strategic Planning/Performance Measurement” Sections 67-1901-1905
  2. SBOE annual planning calendar/Legislative calendar
  3. Accreditation calendar (10 year look-ahead)
  4. Key strategic planning points of contact (SBOE, Institutions/Agencies, DFM, LSO, etc.)
  5. Post-secondary institutions 8-year program plan
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**Draft of Proposed Performance Measures for Organizations Under the Board**  
[From the organizations' lists, below, component group and system-wide PMs will be aggregated for the SBOE's overall Strategic Plan/Performance Measure Report]

### FOUR YEAR INSTITUTIONS

Goal/Performance Measure/Benchmark:

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### COMMUNITY COLLEGES

Goal/Performance Measure/Benchmark:

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### ELEMENTARY & SECONDARY SCHOOL

(Note: These goals are the same as the Idaho Department of Education goals.)

Goal/Performance Measure/Benchmark:

#### **Increase opportunities of advancement for students.**

Performance Measure:

1. Increase the number of students enrolled in concurrent credit, Advanced Placement (AP), International Baccalaureate (IB)

Benchmark:

2. Increase the number of highly qualified teachers to deliver accelerated course offerings.

Benchmark:

#### **Increase choices in education for all students.**

Performance Measure:

1. Increase the number of charter schools, Magnet schools, academies.

Benchmark:

Performance Measure:

2. Reduce the limitations put on the formation of Magnets, Charters and Academies by redirecting the focus of the Idaho Public Charter School Commission and State Department of Education to assist and guide the stakeholders and school districts.

Benchmark:

#### **Increase Relevancy and Accountability for students in middle schools.**

Performance Measure:

1. Increase relevance and rigor for students in middle school. Begin remediation process earlier for students in need before the enter high school.

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### **Improve the quality and accuracy of relevant data collection and reporting to track student growth and performance.**

Performance Measure:

1. Successfully implement a quality, valid assessment system
2. Develop a unique student identifier by Fall 2008.

### **Improve the efficiency and accuracy of the assessments required to measure student performance.**

Performance Measure:

1. Collect same data from a reduced number of assessments.

### **Implement a new pay grid or pay-for-performance option for educators.**

Performance Measure:

1. Improve student achievement by rewarding high-performing teachers for their students' achievement.
- 

## **DIVISION OF PROFESSIONAL TECHNICAL EDUCATION**

### **1. Maintain quality programs and options available through the technical college system. (Quality)**

Performance Measure: Increase postsecondary enrollments.

Benchmark:

FTE: 3,894 – 2006; 3,972 – 2007; 4,051 -2008  
4,132 – 2009; 4,215 – 2010; 4,299 -2011

Headcount: 8,309 – 2006; 8,475 – 2007; 8,644 - 2008  
8,817 – 2009; 8,993 – 2010; 9,172 - 2011

### **2. Support articulation between secondary and postsecondary professional-technical education. (Access )**

Performance Measure: Increase the number of Tech Prep students.

Benchmark: 686 – 2006; 699 – 2007; 713 – 2008; 727 – 2009; 741 – 2010; 755 - 2011

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### 3. Improve the capacity of PTE to support high school reform. (Relevance)

Performance Measure: Increase the number of students taking approved professional-technical education courses offered at the high schools that meet academic achievement standards.

Benchmark: 5,469 – 2006; 5,578 – 2007; 5,689 – 2008;  
5,802 – 2009; 5,918 – 2010; 6,036 - 2011

### 4. Maintain high placement rates. (Relevance)

Performance Measure: Number of professional-technical education completers who achieve positive placement or transition at 90 percent or better.

Benchmark: 93.99% -2006; 95.39% - 2007; 93% - 2008; 93% - 2009; 93% - 2010; 93% - 2011

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## DIVISION OF VOCATIONAL REHABILITATION

### Goal/Performance Measure/Benchmark:

#### 1. Continually improve the quality of VR services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment and long term supported employment. (Quality, Access, Relevancy)

a. Performance Measure: Increase the number of individuals who successfully become employed after receiving VR services. (For FY2006 this objective will not be met as there will be some decline from the previous year, which was the best in agency history.)

Benchmark: 1996 -- 2006; 2,005—2007; 2,015—2008; 2,025—2009; 2,030—2010; 2,035--2011

*The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance*

b. Performance Measure: Increase the earnings of individuals who successfully become employed after receiving VR services.

Benchmark: \$9.22—2006; \$9.31—2007; \$9.40—2008; \$9.49—2009; \$9.59—2010; \$9.69--2011

*The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

c. Performance Measure: Increase the number of individuals with significant disabilities placed in employment with long term job support.

Benchmark: 1,100—2006; 1,200--2011



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**2. Ensure That All Eligible Individuals With Disabilities Have Equal Access To Services. (Quality, Access, Efficiency)**

Performance Measure: Increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.

Benchmark: 229—2006; 235—2007; 236—2008; 237—2009; 238—2010; 239--2011

*The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.*

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**IDAHO PUBLIC TV**

**Goal/Performance Measure/Benchmark:**

**1. Direct efforts at continuous improvement in competitiveness, high achievement, and well informed citizenry. (Quality)**

Performance Measure: Number of awards for IdahoPTV produced media and services.

Benchmark:

FY 06 – 60 national and regional awards

FY 07 goal – 60 national and regional awards

**2. 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. (Access)**

Performance: Provide statewide access to IdahoPTV media and services.

Benchmark:

	Transmitters/digital ready translators/satellite carriage/web visitors
FY 06 –	10 / 5 / 6 / 1,623,860
FY 07 goal –	10 / 8 / 7 / 1,700,000

**3. Ensure information and research available meets the needs of workforce, business & industry, and government at all levels. (Relevancy)**

1. Performance Measure: Number of IdahoPTV channel hours of Idaho specific educational and informational programming.

Benchmark:

FY 06 – 2,162 channel hours

FY 07 goal – 2,500 channel hours

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**4. Ensure maximum benefit derived from resources invested in operation & management of education process state-wide. (Efficiency)**

Performance Measure: Total personnel in content delivery/distribution & administration as compared to peers (statewide public broadcasters, CPB SABS data)

Benchmark:

FY 05 – IdahoPTV 27.66 FTE personnel, 50.74 national average

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**IDAHO COMMISSION FOR LIBRARIES**

Goal/Performance Measure/Benchmark:

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<b>SBOE Goal</b>	<b>Performance Measure</b>	<b>2006</b>	<b>07</b>	<b>08</b>	<b>09</b>	<b>Benchmark / Target</b>
Access Efficiency	1. % increase in resource sharing (interlibrary loans to and from Idaho libraries) through LiLI Unlimited	98,921 (Baseline)				2% annual increase
Access Efficiency	2. % increase in Idaho library holdings in LiLI Unlimited web catalog	4,931,172 + 6%				5% annual increase
Access Relevance	3. % increase in registrations at library summer reading programs	40,700 + 11%				10% annual increase
Access Efficiency	4. Value of LiLI Database licenses (V) if purchased individually by all libraries compared to actual cost (A)	V = \$10,871,113 > A = \$529,873				V > A

1. 2006 is baseline year.

2. 2005 is baseline year, with 4,631,646 Idaho holdings.

3. 2004 is baseline year, with 27,632 registrations.

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**IDAHO STATE HISTORICAL SOCIETY**

**1. Training - Develop and implement a training program that will allow staff to acquire the skills necessary to achieve our vision. (Quality, Efficiency)**

Performance Measure: Assess ISHS staff training needs

Benchmark: June 2007 \_\_\_\_\_

Performance Measure: Trustees and Executive Director develop a policy addressing training needs and provide authority to allocate resources

Benchmark: Fall 2007 \_\_\_\_\_

Performance Measure: Assess what training can be done within agency and what must be done externally; identify sources of external training

Benchmark: November 2007 \_\_\_\_\_

Performance Measure: Schedule approved training as funds and personnel are made available.

Benchmark: April 2008 (ongoing) \_\_\_\_\_

Adjust or change ineffective training

Benchmark: May 2008 (ongoing) \_\_\_\_\_

**2. Funding and Growth - Implement a funding plan for ISHS growth within two years**

(This goal does not precisely fit with any of the SBOE vision goals, except in that funding is necessary to achieve any of the ISHS/SBOE goals.)

Performance Measure: Convene goal work group made up of representatives from each ISHS work unit; outline needs for each work unit for next two years

Benchmark: August 2007 \_\_\_\_\_

Performance Measure: Identify major upcoming projects and identify projects that do not have full funding

Benchmark: October 2007 \_\_\_\_\_

Performance Measure: Compile list of potential funding sources

Benchmark: November 2007 \_\_\_\_\_

Performance Measure: Identify personnel to assist with funding process; develop funding strategy

Benchmark: December 2007 \_\_\_\_\_

Performance Measure: Implement the plan

Benchmark: January 2008 (ongoing) \_\_\_\_\_

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### **3. Communication - Implement an internal communications plan by January 2009** (Efficiency)

Performance Measure: Assess staff needs

Benchmark: October 2007 \_\_\_\_\_

Performance Measure: Identify currently effective internal communication; identify gaps; identify tools to fill those gaps

Benchmark: January 2008 \_\_\_\_\_

Performance Measure: Develop, review, and produce plan to improve internal communications

Benchmark: January 2009 \_\_\_\_\_

### **4. Customer/Consumer - Assess needs of Idahoans across the state and modify ISHS services to meet those needs.** (Quality, Access, Relevancy, Efficiency)

Performance Measure: Identify and profile current and potential customers

Benchmark: August 2007 \_\_\_\_\_

Performance Measure: Assess customer needs

Benchmark: June 2008 \_\_\_\_\_

Performance Measure: Examine current services; research ways of offering new services; determine funding needs; develop new services and offerings

Benchmark: April 2009 (ongoing)

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## **IDAHO SCHOOL FOR THE DEAF AND BLIND**

### **Goal/Performance Measure/Benchmark:**

#### **1. Expand programs that address the habilitation and education needs of children/students who utilize a variety of advanced technologies and learning activities.** (Quality)

Performance Measure: Incorporate emerging technologies and educational strategies into the entire continuum of educational delivery programs.

Benchmark:

2007: Twenty students in the Treasure Valley have local access to appropriate, advanced CI habilitation through ISDB.

Students on campus have access to sound habilitation, language and education programs.

2008: Appropriate habilitation and education services for advanced technologies, language and learning will be available locally to 20% of the children/students eligible for [ISDB] services.

2009: Availability of habilitation and education opportunities increased by another 20%

2010: Sixty percent of Idaho's deaf/hard of hearing children/students have access to habilitation and education services that support their chosen assistive technologies, language development, and research-based learning through the state's oversight agency.

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### 2. Develop programs to assist students in living independently (Quality, Relevancy)

Performance Measure: Expand Independent Living Program to develop better life long learning habits and life skills.

Benchmark:

2007: ISDB's Independent Living Program curriculum and position request will be approved by the State Board of Education.

2008: Increase to 30% the number of students living independently or at a college or training facility.

2009: Increase to 50% the number of students living independently or at a college or training facility.

2010: Increase to 70% the number of students living independently or at a college or training facility.

### 3. Study enhanced service and alternative models for Regional Outreach Service Delivery to children and students birth through post-secondary transition; family development systems, day-campuses, a residential component, and improved internet access via an "ISDB Virtual Academy" approach. (Access)

Performance Measure: Expand [ISDB]'s Outreach service options and increase outreach staff to meet the ongoing and changing needs of Idaho families, while continuing to ensure placement options.

Benchmark:

2007: Increase outreach staff and budget by 5-7% each year for next 3 years.

Develop and obtain approval of Program Standards for B/VI and D/HH service delivery.

Hire Transition Coordinators for B/VI and D/HH service transition planning.

2008: Present legislation/rules to the legislature.

Implement Legislative guidance and SBOE directives

2009: Establish accountability tracking and reporting.

2010: Continue appropriate professional review of services and current best practices.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**INSTITUTION / AGENCY AGENDA**  
**UNIVERSITY OF IDAHO**

**SUBJECT**

A request by the University of Idaho for a waiver of Board Policy Section II.G.6.i so as to allow the University to offer a tenured faculty position to the qualified candidate selected by the University for the position of Vice President for Research. Tenure is associated with the faculty appointment, not the administrative appointment.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Section II.G.6.i which governs tenure for academic administrators.

**DISCUSSION**

The University of Idaho seeks to hire a new Vice President for Research (VPR) to replace Dr. Charles Hatch who retired after many years of service to the University. Dr. Hatch was appointed to the VPR from within the academic ranks of the University and, consequently, retained his tenured faculty position during his time as VPR.

The position of Vice President for Research is not specifically included in the list of academic administrators set out in SBOE Policy Section II.G.6.i for which the appointee is eligible for tenure in the appropriate department or academic unit. However, as research at the University of Idaho continues to grow in importance, and as research becomes more integrated into academic learning at all levels, including undergraduate, it is critical that the individual leading the research enterprise at the University have a significant academic background.

Having tenured faculty hold the rank of VPR, or its institutional equivalent, is by far the norm in research institutions on par with the University of Idaho. Consequently, in order to draw high quality candidates to the position, it is imperative that the University be able to offer tenure to qualified candidates.

Allowing tenure for qualified VPR candidates is consistent with the intent of Section II.G.6.i because in today's research institution, the position of VPR is more in line with the other academic administrator positions such as Provost or Dean, than with the clearly non-academic positions of VP for Finance, VP for Advancement, or General Counsel.

**IMPACT**

The fiscal impact of the proposed waiver will most likely be a positive one in that if the University is not allowed to offer tenure to qualified candidates, the only means of attracting equally qualified candidates will be through increased salary. Accepting lesser qualified candidates would likely negatively impact the research enterprise at the University.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff offers no comments at this time.

**BOARD ACTION**

A motion to waive application of Board Policy Section II.G.6.i to allow the University of Idaho to offer a tenured faculty position to the qualified candidate selected by the University for the position of Vice President for Research.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



# **Idaho State Board of Education**

## **GOVERNING POLICIES AND PROCEDURES**

### **SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

#### **Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)**

**October 2002**

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- (4) Failure to provide timely notice of non-renewal because of mechanical, clerical, or mailing error does not extend or renew the letter or contract of employment for another term, but the existing term of employment will be extended to provide the employee with a timely notice of non-renewal.
  - (5) Financial Exigency - Notice of non-renewal is not required when the Board has authorized a reduction in force resulting from a declaration of financial exigency and a non-tenured faculty member is to be laid off. In that event, notice of layoff must be given as provided under the policies for reduction in force.

#### **b. Request For Review**

- (1) Non-renewal is not subject to investigation or review except that the employee may request an investigation or review to establish that written notice was or was not received in accordance with the time requirements set forth in this section. In such cases, the investigation or review will be concerned only with manner and date of notification of non-renewal. The employee must request such investigation or review in writing of the chief executive officer within fifteen (15) days of receipt of the written notice of non-renewal.
- (2) Provided, however, that if the non-tenured faculty member presents bona fide allegations and evidence in writing to the chief executive officer of the institution that the non-reappointment was the result of discrimination prohibited by applicable law, the non-tenured faculty member is entitled to use the internal discrimination grievance procedure to test the allegation. In such cases, the same procedures, burden of proof, time limits etc. as set forth for the grievance of non-renewal by non-classified employees shall be used (see subsection F).

- c. Non-tenured faculty members who are notified that they will not be reappointed or that the succeeding academic year will be the terminal year of appointment are not entitled to a statement of reasons upon which the decision for such action is based. No hearing to review such a decision will be held.

#### **6. Tenure**

- a. Tenure Defined - Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Non-tenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a non-

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## **GOVERNING POLICIES AND PROCEDURES**

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tenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.

#### **b. Acquisition of Tenure**

(1) Professional-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as non-tenure track faculty and will:

(a) be afforded the right to pursue promotion; and

(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least four (4) full years of service and in no case later than during the faculty member's sixth (6<sup>th</sup>) full academic year of employment at the institution.

c. Notification - An individual eligible for tenure must be informed, by proffered written contract, of appointment or non-appointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

#### **d. Standards of Eligibility for Tenure**

(1) Annual Appointments - Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.

(2) Service In Professorial Rank - All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.

(3) Service In Instructor Rank - A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of

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instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.

- (4) Exceptional Cases - Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.
- e. Evaluation For Tenure - It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and non-tenured faculty; student representation; and one (1) or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the chief executive officer. The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.
- f. Award of Tenure - The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given
- g. Periodic Performance Review of Tenured Faculty Members - It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department.
- (1) Procedures for periodic review - Each institution must establish procedures for the performance review of tenured faculty members at the institution. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.
- (2) Review standards - Each institution may establish its own internal review standards subject to approval by the Board. Absent such institutional standards, the institution must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by a majority of members of the department or unit, the

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- department chairperson or unit head, the appropriate dean, the appropriate vice president, or the chief executive officer, then the appropriate vice president or equivalent administrator must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure at the institution. If during the periodic review, the performance of a tenured faculty member is not questioned in writing, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.
- (3) Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review described here.
- (4) Termination of employment - If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.
- h. Dismissal for Adequate Cause - Tenured faculty members may be dismissed for adequate cause as provided for in Subsection L of this Section.
- i. Tenure for Academic Administrators
- (1) "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions.
- (2) An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit
- (3) An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.

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- (4) Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.
  - (5) An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.
  - (6) Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty
- j. Terminal Contract of Employment - If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.
  - k. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.
  - l. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.
    - (1) A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.
    - (2) Before a non-tenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.

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- (3) No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.
  
- (4) When a tenured faculty member is serving as department chairman, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**SUBJECT**

Compensation for Agency Heads of the State Board of Education for FY 2008

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.  
Various appropriation bills (contained funding for respective agency salaries)

**BACKGROUND**

The Legislature provided state employee salary increases equivalent to 5% for FY 2008, to be allocated based upon merit. Across-the-board salary increases will not be allowed.

The agency heads and Director of the School for the Deaf and Blind are evaluated by the Executive Director, who makes recommendations to the Board with respect to future compensation. The Board does not determine the salary for the directors of the Idaho State Historical Society or the Commission for Libraries.

**DISCUSSION**

Included below are individual motions regarding salary for each Agency Head, to be presented at the May 11, 2007 Board meeting.

The Board is not approving salary increases for the directors of the Commission for Library or the Idaho State Historical Society, because those individuals report to their respective boards.

**IMPACT**

Board action will allow the Agency Heads to receive compensation based on their performance reviews.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Executive Director will discuss performance and recommendations for compensation of the Agency Heads.

The following motions are available for the Board's use after determining FY2008 salary amounts.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**PROPOSED BOARD ACTION**

A motion to set the annual salary for Dwight A. Johnson, Executive Director of the Office of the State Board of Education, at \$\_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the annual salary for Michael Graham, Administrator for the Division of Vocational Rehabilitation, at \$\_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the annual salary for Mary Dunne, Director of the Idaho School for the Deaf and Blind, at \$\_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the annual salary for Peter Morrill, General Manager of Idaho Public Television, at \$\_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the annual salary for Mike Rush, Administrator of the Division of Professional-Technical Education, at \$\_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**  
**Governing Policies and Procedures**

Section: I Governing Policies and Procedures

Subsection E: Executive Officers

April, 2002

**E. Executive Officers**

2. Presidents/Agency Heads/Superintendent (also referred to as chief executive officers)

(c) The agency heads and superintendent are evaluated by the Executive Director, who makes recommendations to the Board with respect to future contracts and compensation. The Presidents are evaluated by the Board. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to future contracts are made by the Board.

c. Terms and Conditions

The Board and each chief executive officer shall sign an annual letter of agreement that documents the period of appointment, salary, and any additional terms. The Board shall evaluate the performance of each chief executive officer pursuant to the Board's evaluation policy.

d. Compensation and Benefits

The chief executive officer's annual salary shall be set and approved by the Board. The chief executive officers shall not receive personal salary or benefits or supplements from institutional foundations or other affiliated organizations except as allowed for institutional presidents pursuant to topic 3, subtopic e, below and as such is specifically approved by the Board in each instance. Additionally, the chief executive officer may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**SUBJECT**

Compensation for Presidents of the colleges and universities of the State Board of Education for FY 2008

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.E.2.

**BACKGROUND**

The Legislature provided state employee salary increases equivalent to 5% for FY 2008, to be allocated based upon merit. Across-the-board salary increases will not be allowed.

The Presidents are evaluated by the State Board of Education, which also determines any salary changes for the next fiscal year.

**DISCUSSION**

Included below are individual motions for each President, to be presented at the May 11, 2007 Board meeting.

**IMPACT**

Board action will allow the Presidents to receive compensation based on their performance reviews.

**STAFF COMMENTS AND RECOMMENDATIONS**

No comments are provided at this time.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**PROPOSED BOARD ACTION**

A motion to set the salary for Dr. Arthur Vailas as President of Idaho State University at \$ \_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the salary for Dr. Robert Kustra as President of Boise State University at \$ \_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the salary for Dr. Timothy White as President of the University of Idaho at \$ \_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the salary for Dr. Dene Thomas as President of Lewis-Clark State College at \$ \_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to set the salary for William Robertson as President of Eastern Idaho Technical College at \$ \_\_\_\_\_, effective July 1, 2007.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

A motion to approve a vehicle allowance in lieu of a vehicle for certain institutional Presidents at an annual amount of \$7,200.00.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**  
**Governing Policies and Procedures**

Section: I Governing Policies and Procedures

Subsection E: Executive Officers

April, 2002

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**E. Executive Officers**

2. Presidents/Agency Heads/Superintendent (also referred to as chief executive officers)

(c) The agency heads and superintendent are evaluated by the Executive Director, who makes recommendations to the Board with respect to future contracts and compensation. The Presidents are evaluated by the Board. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to future contracts are made by the Board.

c. Terms and Conditions

The Board and each chief executive officer shall sign an annual letter of agreement that documents the period of appointment, salary, and any additional terms. The Board shall evaluate the performance of each chief executive officer pursuant to the Board's evaluation policy.

d. Compensation and Benefits

The chief executive officer's annual salary shall be set and approved by the Board. The chief executive officers shall not receive personal salary or benefits or supplements from institutional foundations or other affiliated organizations except as allowed for institutional presidents pursuant to topic 3, subtopic e, below and as such is specifically approved by the Board in each instance. Additionally, the chief executive officer may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**MAY 10-11, 2007**

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**SUBJECT**

Set date for April 2008 College and University Fee Hearing

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

**BACKGROUND**

According to Board policy, the State Board of Education sets fees for the Colleges and Universities. Traditionally the Board has set these fees at the regular April Board meeting.

**DISCUSSION**

Following the April 2007 Board meeting, staff discussed alternatives to setting the fees on a separate date than the regular meeting in April.

**IMPACT**

Staff believes that conducting the fee-setting meeting on a different date than the regular April meeting will allow for more detailed discussion, if necessary, and will allow the Board and college/university staff to spend more time on the non-fee agenda items in April.

**STAFF COMMENTS**

Staff has discussed this idea and recommends this approach be undertaken for the fee hearing and setting process in 2008.

**BOARD ACTION**

A motion to set a special Board meeting for Monday, April 7, 2008, for the purposes of conducting fee hearings for the colleges and universities.

Moved by\_\_\_\_\_ Seconded by\_\_\_\_\_ Carried Yes\_\_\_\_\_ No\_\_\_\_\_

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