

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010**

TAB	DESCRIPTION	ACTION
1	LEWIS-CLARK STATE COLLEGE ANNUAL REPORT	Information Item
2	PRESIDENTS' COUNCIL REPORT	Information Item
3	IDAHO COMMISSION ON HISPANIC AFFAIRS – 3 YR COMPREHENSIVE EDUCATION PLAN	Information Item
4	LEGISLATIVE PROCESS	Information Item
5	LEGISLATION 2011	Motion to Approve
6	BOARD POLICY I.E. – 1ST READING	Motion to Approve
7	BOARD POLICY I.J. – 1ST READING	Motion to Approve
8	IDAHO STATE UNIVERSITY – FACULTY GOVERNANCE	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010**

SUBJECT

Lewis-Clark State College (LCSC) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for LCSC to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Interim President Fernandez will provide a 15-minute overview of LCSC's progress in carrying out the College's strategic plan. An outline of points to be covered is provided in Attachment 1.

IMPACT

LCSC's strategic plan, based on its assigned role and mission from the State Board and supportive of the State Board's own strategic plan, drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – Outline of LCSC Progress Report

Page 2

BOARD ACTION

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

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LCSC Progress Report

Tony Fernández
October 14, 2010

LCSC's Role/Mission

- Baccalaureate College-Diverse (Carnegie classification)
- Our heritage as a Normal School- a teaching institution since 1893
- Small-college atmosphere, personal interaction between faculty and students, applied learning that supports the state and local economy
- Accessible/affordable portal to higher education

LCSC Role/Mission

LCSC is a regional state college offering undergraduate instruction in:

- The liberal arts and sciences
- Professional areas tailored to the educational needs of Idaho
- Applied technical programs which support the state and local economy
- Other educational programs designed to meet the needs of Idahoans.

Role/Mission

.Three-part mission:

- Academic Programs
- Professional-Technical Programs
- Community Programs

Primary Emphasis Areas

-Educating People for the Economy-

- Business (1974)
- Criminal Justice (1976)
- Nursing (1965)
- Professional-Technical Education (1965)
- Social Work (1991)
- Teacher Education (1893)
- Arts & Sciences Core (1893)

LCSC Strategic Plan: Background

- LCSC's Strategic Plan continues to:
 - Draw goals from SBOE Strategic Plan
 - Integrate planning-budgeting-assessment process
 - Focus role/mission: mission drives programs
 - Align organizational structure to mission
 - Be driven by integrated planning teams
- This integrated planning process helps LCSC provide high-quality, accessible, and efficient programs in a period of growing demand

LCSC Strategic Planning Process

- Phase I: Unit Action Plan preparation
- Phase II: Functional Area Review Groups convene and prioritize requests
- Phase III: President and VPs review committee reports
- Phase IV: Committee chair reports to President and VPs
- Phase V: Prioritization of planning requests and testimony to State Legislature
- Phase VI: Finalization of plans and budget submission

Strategic Plan Initiatives

- PG-9: Faculty & Staff Compensation
- PG-11: Faculty Instructional Workload
- PG-15: NWCCU Accreditation
- PG-19: Demand-Based Course Scheduling
- PG-29: Coeur d'Alene Planning
- PG-48: General Education Core Review
- PG-58: Textbook Costs
- PG-60: Collaborative Programs
- PG-63: Strategic Enrollment Management



2009 Accreditation Visit

"...an institution that really has it all together."

- The Visiting Team commends Lewis-Clark State College for
 - "... the exceptional improvement since the 1999 visit in the process of planning and budgeting that is both effective and transparent to the campus."
 - "...the way faculty at Lewis-Clark State College have embraced distance learning to better serve the region through programs such as: the Center at Coeur D'Alene, the Pathways to Alternative Certification and Endorsements (PACE), the Management Degree Online, and the Online RN to BSN program."
 - "...the visionary and dynamic leadership of this institution which is clearly well-regarded and respected both within the institution and beyond."



Commendations (cont.)

- "... the faculty and staff of Lewis-Clark State College genuinely care about students and student success, and demonstrate an impressive level of collegiality among themselves as well as a deep commitment to this institution."
- "... the Trustees of the State Board of Education for their strong, thoughtful, informed support for Lewis-Clark State College and its unique tripartite mission to serve this region."
- "...the quality and maintenance of the physical plant and the extremely attractive appearance of the campus. We congratulate the College on the many new and improved facilities since the last team visit including the newest addition, Sacajawea Hall."



Recommendation:

"The Visiting Team recommends that Lewis-Clark State College continue to develop measurable learning objectives and appropriate assessment measurements consistently across the curriculum and use the results to improve teaching and learning at the College. At the same time, we recommend that they do so as part of the ongoing review of the General Education Curriculum (Standard 2.B.3)"

Specialized Accreditation

- BSN accreditation by the Commission on Collegiate Nursing Education (CCNE) September 20-22
- Teacher Education- National Council for the Accreditation of Teacher Education (2012)
- Medical Assistant-Commission on Accreditation of Allied Health Education Programs (2014)
- Practical Nursing-Idaho Board of Nursing (2014)
- Social Work Education-Council on Social Work Education (2014)
- Business Division-International Assembly of Collegiate Business Education (2017)

Instruction

- Over the past year, LCSC delivered quality programs in each of our six assigned emphasis areas
- Academic credit hour production in FY10 was 75,220 hours
- Record enrollment in Distance Learning courses (duplicated headcount 6,755)
- 604 degrees conferred last year
- Improved retention for first-time, full-time students from 49% in Fall 2001 to 54% in Fall 2010

Instruction

- NCLEX-RN first –time pass rate= 80%
- Rad. Tech. pass rate = 92%
- Solid performance on teacher Praxis exams: 88% first-time pass rate
- Social Work Licensure first-time pass rate=90% (national pass rate=79%)
- PACE program (accelerated teacher certification initiative)
- Professional-Technical programs are meeting workforce needs (Placement Rate= 91%)

LCSC Coeur d'Alene

-Educating People for the Coeur d'Alene Economy-

- Enrollment up 8.3%
- New classrooms at NIC
- Applied Science
- Business Administration
- Communications
- Interdisciplinary Studies
- Justice Studies
- Nursing (BSN)
- PACE (accelerated teacher certification)
- Social Work (BSW)

Outreach

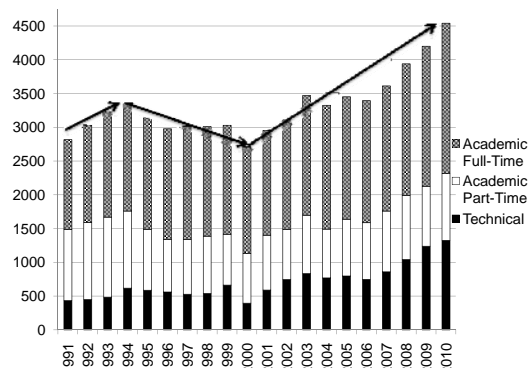
- Community programs mission provided non-credit courses reaching thousands of citizens in the region
- ISBDC provided approximately 2,000 hours of customized training to support economic development throughout Region II
- Small Business Development Center (SBDC) served approximately 200 client businesses throughout the region, to support economic development
 - Provided approximately 2,400 consulting hours
 - Helped small businesses acquire and execute \$3 Million in loans



Outreach

- LCSC ABE/GED programs produce 400-500 graduates each year, making us one of Idaho's largest high school programs
- Excellent collaboration with Department of Correction
 - Robust GED programs with Cottonwood (NICI) and Orofino (ICIO)
 - Special Education programs for inmates
 - Basic literacy and ESL classes
 - Family/Parenting Education for inmates/families
 - Education during incarceration has a dramatic impact on recidivism rates
 - LCSC supports Idaho Correctional Industries
 - Red Shirt program reduces recidivism and provides employment skills
- Budget Impacts:
 - Kooskia outreach center closed
 - Family Education closed

Enrollment



Enrollment

- In Fall 2010 LCSC has:
 - 4,542 Total enrollment
 - 68% increase in headcount since Fall 2000
 - Total FTE 3,225
 - Native American enrollment down-maybe
 - Freshman enrollment up 5%
 - Pre-College enrollment up 10%
 - International enrollment down 8%

Athletics

- Women's Basketball -Conference Tournament Championship
- Volleyball –Conference Tournament Championships
- Women's Track/Field – 4 Athletes to National Championship
- Men's and Women's Tennis- District Title & Qualified for Nationals
- Men's and Women's Cross Country-Conference Championship
- Baseball- program best regular season record (47-3)
- FY2010 cuts= \$91,000
- FY 2011 cuts= \$61,000

Finance

- LCSC runs a lean and practical operation focused on professions that promote economic development. Realistic planning and aggressive management help us cope with the combined impact of:
 - Increased enrollment
 - Increased costs
 - Decreased funding from State
- Over the past decade, LCSC has taken the steps necessary to sustain our mission

FY12 Budget Request

MCO Requests

• Change in Employee Compensation (1%)	\$173,000
• Inflation Adjustments	\$238,000
• Replacement Capital Outlay	\$1,150,000
• Enrollment Workload Adjustment	\$944,000

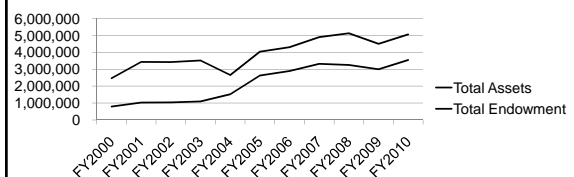
Line Items (Enhancements)

• Occupancy Costs (Sacajawea Hall)	\$489,000
• Biology and Education program growth	\$577,000

Research, Grants, and Contracts

- Total grants growth from \$3.3M in FY01 to \$12.0 M in FY10
- Providing vital support for primary mission areas:
 - High School Participation (ETS)
 - LCSC participation in the IDEA Network for Biomedical Research Excellence (INBRE) grant
 - Nursing and Health Sciences (Hispanic & Native American scholarships)
 - Professional-Technical (workforce training)

Advancement



- LCSC Foundation assets grew from \$1.6M in FY01 to \$5.1M in FY10

Personnel

- Loyal and committed faculty and staff, with low turnover rate
- Merit, market, and salary compression issues
- Salaries lag peer institutions

LCSC Students

- School/ community involvement
- LCSC's impact on students
- Communication with students
- Benefits of LCSC

In Conclusion

- LCSC supports the goals of the State Board: A Well Educated Citizenry, Critical Thinking and Innovation, and , Transparent Accountability. LCSC is also working toward improved quantitative benchmarks.
- Especially important in these economic times, LCSC provides Idaho taxpayers with excellent return on investment
- LCSC is an engine for economic and human development within the region

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

President Burton Waite, President of Eastern Idaho Technical College and current Chair of the Presidents' Council with give the bi-monthly report for the Presidents' Council.

The Idaho Higher Education Presidents' Council met On September 7 in Boise at noon. Richard Westerberg, Board President, joined the meeting by conference call.

Items Covered:

- Discussed and approved a tentative meeting schedule. Some of those meetings will be done by Video Conference to allow us to reduce our travel and also allow us to evaluate the effectiveness of meeting using that technology.
- Discussed a plan for the legislative luncheon that has historically been held in the early part of each year. We decided that the presidents would submit names of possible speakers to the entire group and then at the next meeting we would decide whom we should pursue.
- Discussed the creation of an endowment for the Performing Arts in cooperation with the Idaho Humanities Council where there would be an Artist in Residence who would perform at the campuses of the institutions of higher education throughout the state.
- Selena Grace provided information on the board's graduation policy and the student longitudinal data system. The president's had a discussion about these items and they were referred to CAAP to bring forth recommendations.
- Dr. Rush discussed the new way that late items submitted to the State Board meeting agenda would be handled in the future. All late items will be placed at the end of the agenda. The board would then be able to move an item at their discretion.
- Discussed the submission of campus security plans to the Board.
- Discussed two legislative items that have been approved for submission this coming session. The first deals with the confidentiality of donor records and the president's are to submit feedback to the board. The second deals with a change in the (ORP) optional retirement plan rate for the two year institutions. The recommendation is that the rate corresponds with the PERSI rate.

Our next meeting will be October 5 at 9:00 a.m. in Boise. Governor Otter will be joining us for part of that meeting.

BOARD ACTION

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IDAHO COMMISSION ON HISPANIC AFFAIRS

SUBJECT

Three Year Comprehensive Education Plan

BACKGROUND/DISCUSSION

The Idaho Commission on Hispanic Affairs is a non-partisan state agency providing services to the Hispanic Community and serving as a liaison between the community and government entities. Working toward economic, educational, and social equality, the Commission identifies and monitors programs and legislation, and researches problems and issues facing Idaho's Hispanic community. The Commission identifies solutions and provides recommendations to the governor, legislature, and other organizations concerning issues facing the State's Hispanic population.

Margie Gonzalez, Executive Director for the Idaho Commission on Hispanic Affairs will present the commission's three (3) year comprehensive education plan to the Board and answer any questions the Board may have regarding the plan or implementation.

The "Idaho Summit on Educational Excellence About Hispanic Affairs" provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho's Hispanic community and possible solutions. "Bridging the Educational Gap for Hispanic Students in Idaho: 3 Year Comprehensive Plan" is the follow up report on the recommendations and finding of the Summit.

ATTACHMENTS

Attachment 1 – 3 Year Comprehensive Plan

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho Commission on Hispanic Affairs three year comprehensive plan looks at proficiency in elementary and secondary education, high school dropout rates, and go to college rates for Idaho's Hispanic populations. The report identifies a number of strategies for bridging the education gap for Hispanic students.

This three year comprehensive plan is in alignment with the Boards strategic plan goal of a well educated citizenry and the objective's outlined therein. Addressing this education gap will potentially increase the success rate for this population of students, resulting in the overall increase in the state's high school graduation rate, go to college rate, and postsecondary completion rate (60% goal).

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Bridging the Educational Gap for Hispanic Students in Idaho

3 Year Comprehensive Plan



Follow up from recommendations and findings
“Idaho Summit on Educational Excellence
About Hispanic Students”

Prepared by

Idaho Commission on Hispanic Affairs

in partnership with

Galen Louis, Ph.D., Idaho State University

Lisa Salazar, MPH, Idaho State University

Idaho State Department of Education

Safe and Drug Free Schools

Acknowledgements

The “Idaho Summit on Educational Excellence About Hispanic Affairs” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions.

This document Bridging the Educational Gap for Hispanic Students in Idaho work plan is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper, into a plan for action. The success of the report can be attributed to the many partner agencies, staff members that collaborated and contributed their time, energy, and expertise to this project. Their commitment and dedication to furthering interagency efforts that focus on the needs of Hispanic families in Idaho, is very much appreciated.

Education is undoubtedly a tool for empowerment and it is that tool that the Idaho Commission on Hispanic Affairs will seek to champion for Hispanics in Idaho. This report will be used as model to map the issues and present it to policy makers at the state legislature. This is the beginning for the Commission in addressing the issues and the objectives for education:

- Target organizations and education experts and find ways to maximize resources and push for more positive, fundamental, and systemic change;
- Increase awareness of the dire needs and challenges that face Hispanic students;
- Promote more parental involvement and encourage parents to instill the values of education in their future;

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap.

Special thanks to Galen Louis, Ph.D. Idaho State University and Lisa Salazar, MPH, Idaho State University.

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Problem Statement

The Hispanic population is the fastest growing ethnic minority in Idaho, representing eleven percent of Idaho's total population. Despite eight years of "No Child Left Behind," the statistics show that Hispanic students in Idaho lag far behind their White counterparts in acquiring proficiency in the basic areas of Reading, Math and Language Use in all grade levels as measured by the Idaho Standard Achievement Test (ISAT). Mirroring national trends, the high school drop-out rate for Idaho Hispanic students is higher than for white students, and the representation of Hispanic students in our institutions of higher education is disproportionately low (Idaho Commission on Hispanic Affairs 2007, Seidman 2005, Carter 2006, Brown, Santiago & Lopez 2003).

While there is adequate documentation of the above problems and many commendable efforts in addressing them here in Idaho, there has not been a comprehensive approach of addressing them. The "Idaho Summit on Educational Excellence About Hispanic Students " was organized by the Idaho Commission on Hispanic Affairs (ICHA) to act as a catalyst to reexamine these issues. However many of the issues that were talked about in regards to Hispanic education are the same ones that were discussed decades ago. Margie Gonzalez, Executive Director of the Idaho Commission on Hispanic Affairs opened the meeting by explicitly saying that the purpose of the conference was to "move one step beyond the discussion and start moving toward recommendations, accountability and resolutions for action."

Purpose of this Work Plan

The “Idaho Summit on Educational Excellence About Hispanic Students” provided educators, community leaders, policy makers, and interested members of the public with a forum for networking and exchanging information about current education issues and needs within Idaho’s Hispanic community and possible solutions. The key word here is “solutions.” The conference centered about successful programs and concepts that could be replicated. Tom Luna, Idaho’s Superintendent of Education said in his keynote address about solutions that “ quite frankly this is not easy and probably ought not be easy because what we are dealing with is so critical, the children and the future.”

And so, this work plan paper is a follow up to the tasks and challenges that seeks to move the ideas provided from that forum and the subsequent White Paper Report, into a plan for action.



Work Plan Goals

If taken in its entirety, the task of bridging the education gap for Hispanic students appears overwhelming. The education gap spans all age groups of Hispanics in Idaho. For grades 3, 4, 7 and 8 Hispanic students that were below “basic” level of proficiency were more than double that of white students in the areas of Reading, Math, and Language Usage (ISAT 2008). Although there has been continued improvement in the past ten years, more than one in twenty Hispanic teenagers dropped out of Idaho public high schools in the 2006-2007 academic year (Idaho State Department of Education). It is estimated that in the 3 year period of 2005 to 2007, 87.4% of Idaho adults over the age of 25 have earned a high school diploma or GED. Meanwhile, only 29.94% of Hispanics in that same category have. While 23.6% of Idaho adults over the age of 25 are graduates of a four year higher education institution, only 7.3% of Hispanic adults over 25 are in this category (American Factfinder- US Census Bureau 2008).

The Idaho Commission on Hispanic Affairs (ICHA) maintained its coordinating role by inviting and convening key stakeholders to develop tangible and practical plans to meet the challenge of closing the education achievement gap. A list of the work group is attached as Appendix A. They met in Boise, Idaho for four six-hours work sessions plus numerous hours of offsite phone meetings to produce this document. It should be noted that this valuable contribution of time was strictly voluntary.

Five areas of concentration were identified to segment the work plan into viable, yet coordinated efforts. They were:

- ✦ Standards and Accountability
- ✦ Programmatic Initiatives
- ✦ Pipeline: Teacher Training
- ✦ Pipeline: Community Empowerment
- ✦ Pipeline: Infrastructure

Work Plan Objectives

The overall objectives for this project are summarized below. In the Appendix B, you will have a detailed work plan with assignments, performance indicators and a timeline with expected dates of completion.

STANDARDS AND ACCOUNTABILITY

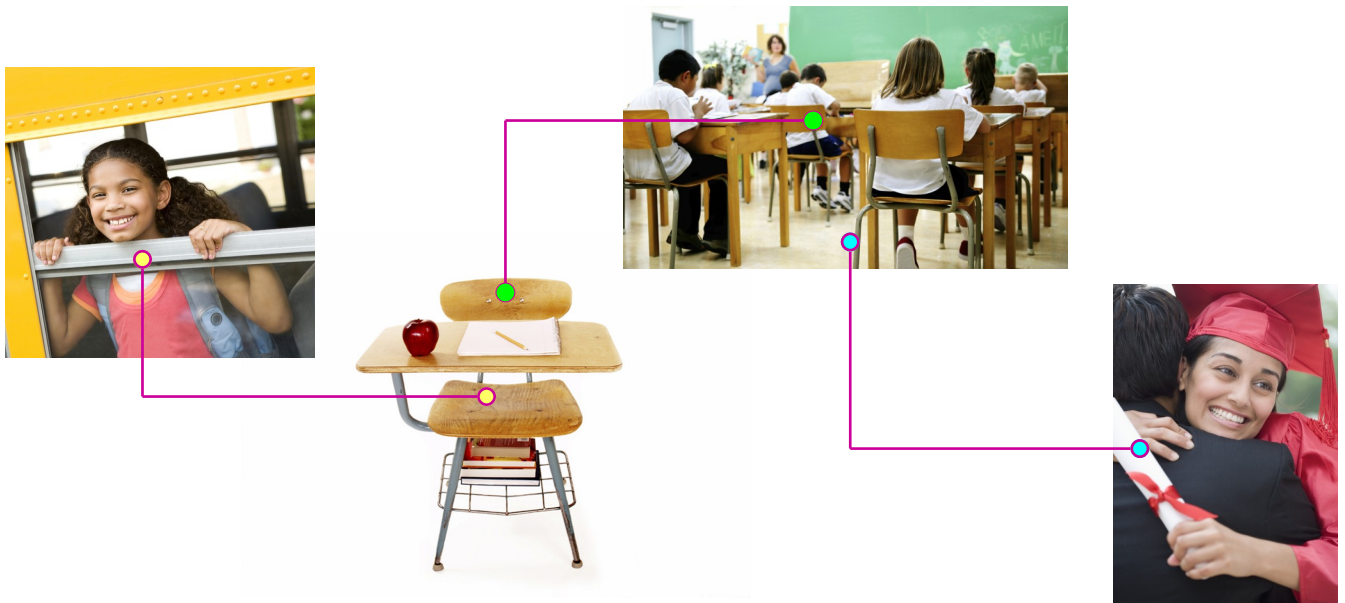
- 1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development
- 1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts
- 1.1.3: After initial regional training, provide on-going support via webinars
- 1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs
- 1.2.1: Hold a State sponsored biannual LEP-Migrant Conference
- 1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans
- 1.2.3: Develop a mechanism by which a district can request technical assistance
- 1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students
- 1.2.5: District visits for technical assistance and monitoring
- 1.3.1: Establish unique student ID numbers for longitudinal monitoring
- 1.3.2: Make the “Longitudinal Data System” live and available to all school districts
- 1.3.3: Produce the first annual report using the Longitudinal Data System

PROGRAMMATIC INITIATIVES

- 2.1.1: Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs
- 2.1.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.2.1: Compile a concise point-by-point statement on how we could improve NCLB for ELL students
- 2.2.2: Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions
- 2.3.1: Prepare a review of literature and 'best practices' regarding out-of-classroom programs
- 2.3.2: Make readily available the compendium compiled in above step to teachers and administrators throughout the state
- 2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data
- 2.4.2: Solicit current students or recent graduates for testimonials
- 2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support
- 2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts
- 2.4.5: Post the CD presentation on a website

TEACHER TRAINING

- 3.1.1: Establish a contact list of school leaders with interest in ELL and Bilingual education
- 3.1.2: Send survey to school leaders around the state to assess interest and need
- 3.1.3: Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators
- 3.1.4: Give a presentation to the Idaho Association of School Principals
- 3.2.1: Identify or create a quality seminar/workshop focused on objective
- 3.2.2: Identify and recruit quality trainers
- 3.2.3: Identify location and logistics (Program planning)
- 3.2.4: Partner with a college or university to offer credit for the training
- 3.2.5: Deliver Professional Development



COMMUNITY EMPOWERMENT

- 4.1.1: Establish Definition of CWI for application
- 4.1.2: Establish and convene a CWI workgroup to create the three year module
- 4.1.3: Establish 3-year plan for submission
- 4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1)
- 4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by adult basic education and workforce training)
- 4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho
- 4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey)
- 4.2.4: Marketing Information about ABE and student services to the Advanced Learning Partnerships (Including media plan)
- 4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF)
- 4.3.2 Identify pilot site and securing approval
- 4.3.3 Implement Plan
- 4.3.4 Evaluate and disseminate findings from pilot test.



INFRASTRUCTURE

- 5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available
- 5.1.2 Develop a training module for pre-college counselors and employees of Hispanic –serving organizations to access programs
- 5.2.1 Solicit and inform all qualified or potential Hispanic Serving Institutions (HSI) to become informed about the application criteria and process
- 5.2.2 Advertise and schedule trainings to all current and potential HSI
- 5.2.3 Implement training curriculum
- 5.3.1 Identify & rank all Vocational & Technical Programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc.
- 5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color
- 5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations
- 5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011
- 5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities
- 5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to identify and work with students to develop future educators
- 5.4.3 Administer a statewide or regional conference or seminars for advanced students (who are considering teaching as an option)





INFRASTRUCTURE, cont.

- 5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard
- 5.5.2 Assess current levels of external and internal funding for teacher training
- 5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students
- 5.5.4 Establish a grant writing strategy and apply for grants

Historical Trends and Expected Outcomes

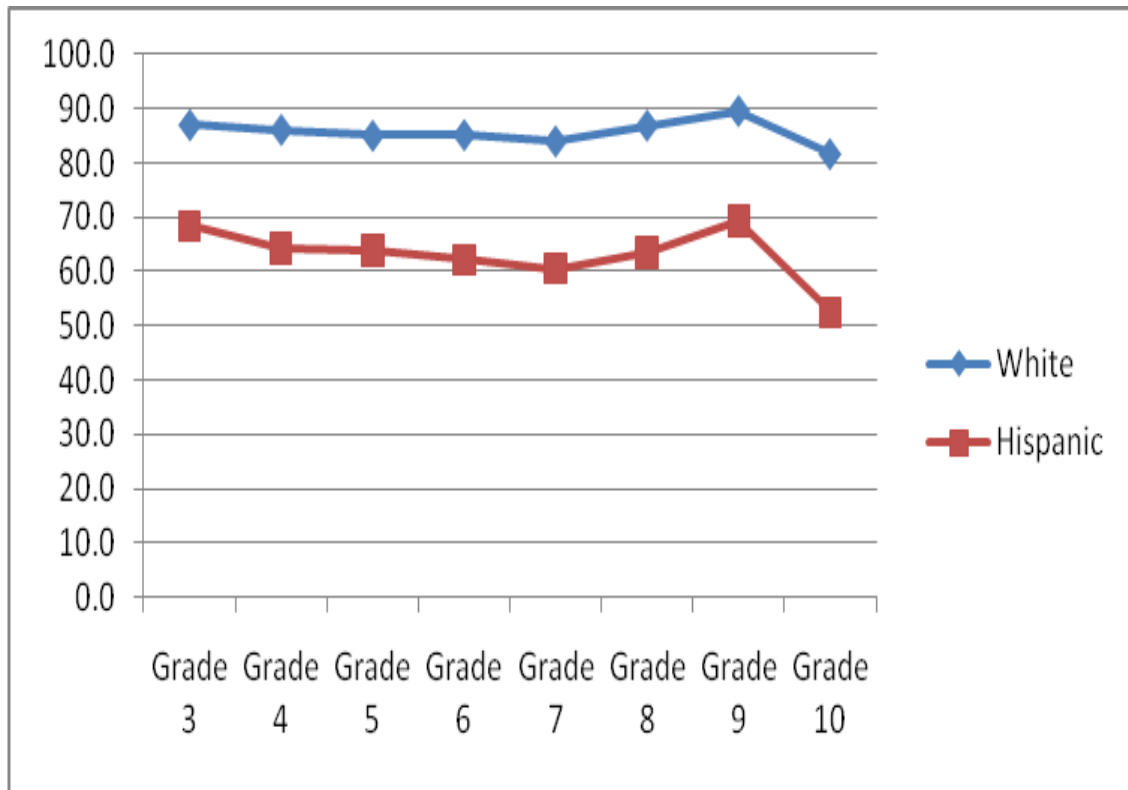
When Idaho's Superintendent of Education Tom Luna addressed this workgroup on June 8, 2009, he charged the group with not only closing the educational achievement gap between Hispanic and White students in Idaho; he stated that our goal should be to take measures to eliminate that gap completely. With that understanding we quantified the gap as it exists today.

And while the objectives we have outlined are important process oriented measures, the impact of our activities must necessarily be seen through the reduction of the gap. Tom Luna, asked the Task Force to provide an historical depiction of Idaho's performance by subject area and by grade level for the past six years to provide a baseline from which to measure progress. The Idaho Standard Achievement Test (ISAT) measures student ability in four areas: Reading, Mathematics, Language and Science. Results are broken down in four levels of student performance: Below Basic, Basic, Proficient and Advanced. The ISAT is administered twice a year and for consistency, the numbers reported are from the spring semester administration.

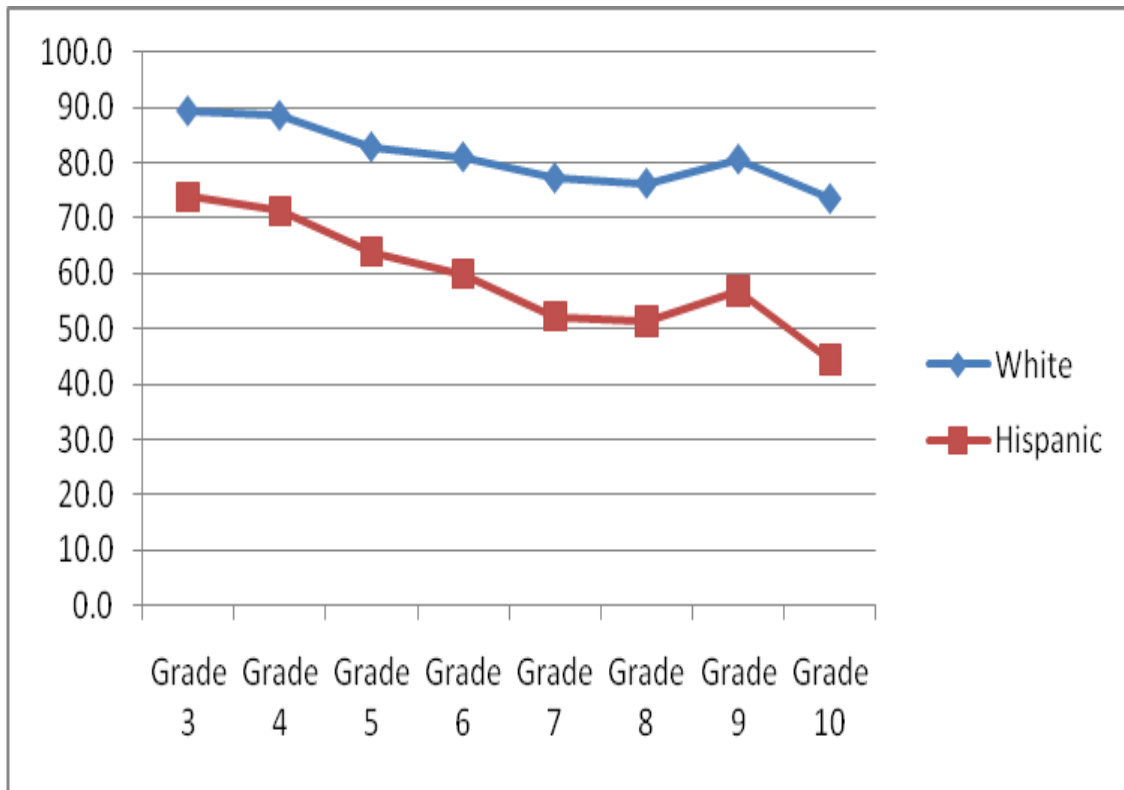
The next four charts depict the average percent of student achievement for the period 2004 through 2009 by grade, by race/ethnicity. It looks at the percent of students who perform at the Proficient and Advanced levels. You will see that for that time period the gap between White and Hispanic students has not fluctuated together, but the gap remained nearly constant over the grade levels.

We have also attached as Appendix C a set of graphs that is a more detailed depiction of the gaps by grade, by subject, by race/ethnicity, by year over the period 2004 through 2009.

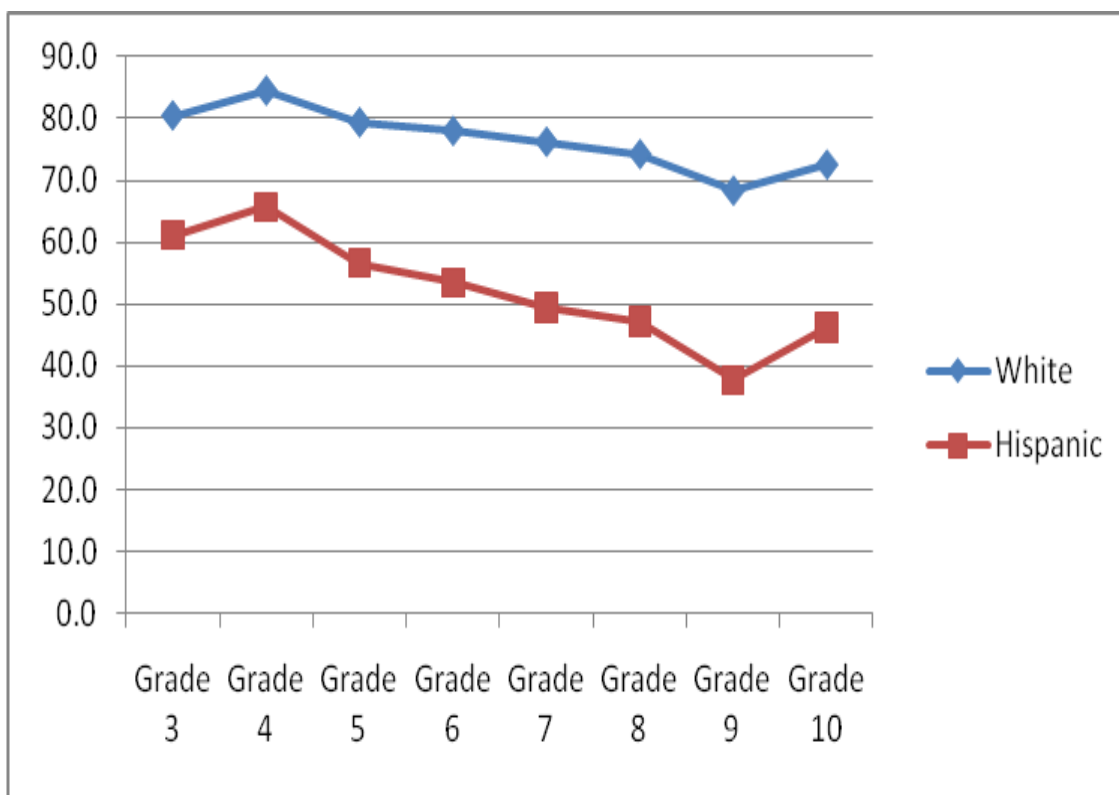
READING: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



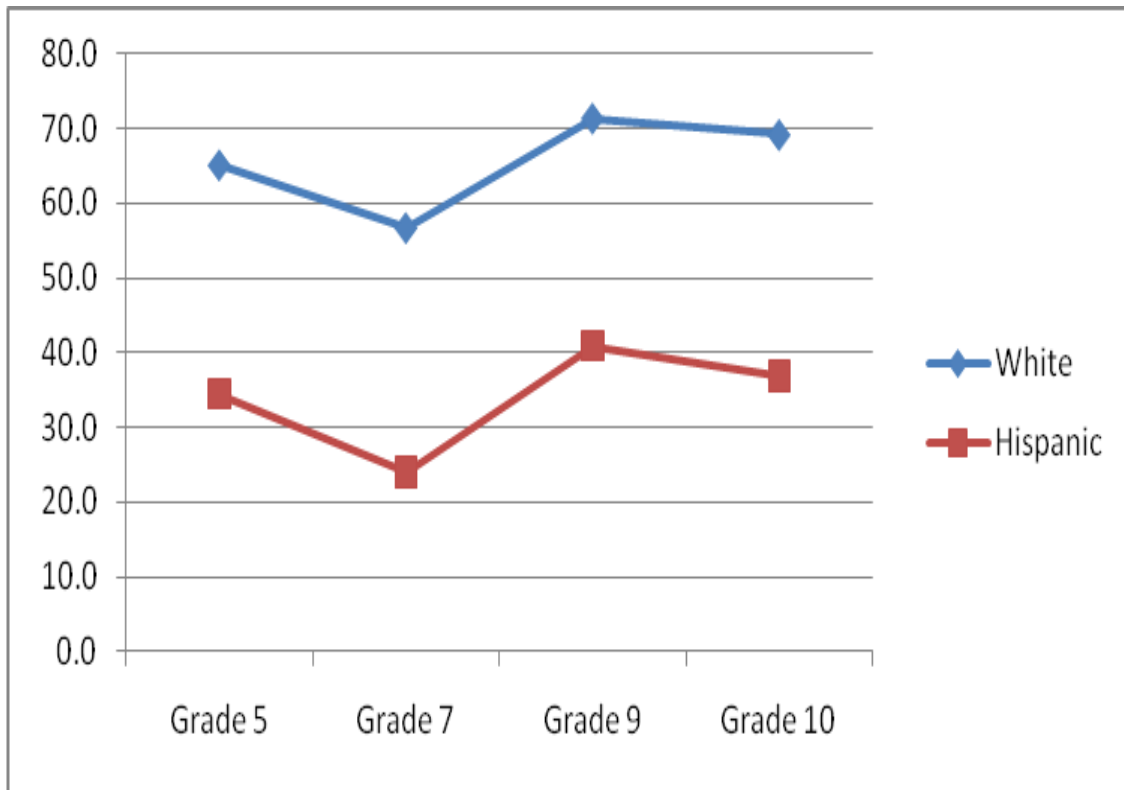
MATH: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



**LANGUAGE: Average Percent “Proficient” or “Advanced”
for 2004-2009 by Ethnicity**



SCIENCE: Average Percent “Proficient” or “Advanced” for 2004-2009 by Ethnicity



The Road Ahead

The State Department of Education has established achievement goals for the next three years independent of this specific study. A fuller description of this can be found at the following website (accessed 3.2.2010). Like our study, the goals depict the percent of students that should be in the Proficient or Advanced levels of achievement.

	2008-09 2009-10	2010-11 2011-12	2012-13	2013-14
Reading	85.6 %	90.4 %	95.2 %	100 %
Language Usage	75.1%	83.4 %	91.7 %	100 %
Mathematics	83.0%	88.7 %	94.3 %	100 %

<http://www.sde.idaho.gov/site/assessment/ISAT/docs/accountability/Current%20AYP%20Targets%20January%202010%20NEW!.pdf>



While the above represents overall goals, we feel that it is important that grade level achievements must be met in concert with the above goals.

The following tables show the current status of where our students are at this point in time. You will note that in many cases the goals for White students have been met. Yet, for Hispanics the gap persists.

		2003	2004	2005	2006	2007	2008	2009
READING								
Grade 3	White	n/a	89.6	87.4	85.0	84.5	85.9	89.6
	Hispanic	n/a	72.4	67.9	66.8	62.5	66.5	74.1
Grade 4	White	79.8	85.7	89.3	87.7	84.4	86.5	89.4
	Hispanic	50.3	62.7	71.1	69.7	60.6	64.2	71.5
Grade 5	White	n/a	n/a	80.0	86.0	82.8	87.2	89.1
	Hispanic	n/a	n/a	52.4	65.5	56.7	69.9	74.6
Grade 6	White	n/a	n/a	84.8	85.7	81.5	85.2	88.6
	Hispanic	n/a	n/a	58.2	62.5	54.2	63.6	72.4
Grade 7	White	n/a	77.2	84.2	88.5	81.1	84.6	88.4
	Hispanic	n/a	51.6	59.6	67.7	55.3	59.7	69.5
Grade 8	White	77.8	85.5	85.3	86.6	88.8	90.9	93.4
	Hispanic	43.8	57.7	60.4	57.5	68.7	74.4	81.4
Grade 9	White	n/a	n/a	n/a	n/a	90.3	88.9	n/a
	Hispanic	n/a	n/a	n/a	n/a	71.7	67.0	n/a
Grade 10	White	79.0	81.8	87.8	86.7	82.3	88.9	64.9
	Hispanic	40.7	45.5	58.7	59.7	55.0	67.0	40.8



		2003	2004	2005	2006	2007	2008	2009
MATH								
Grade 3	White	n/a	88.8	85.6	93.6	89.1	90.0	89.5
	Hispanic	n/a	72.9	65.0	82.0	73.6	75.0	74.6
Grade 4	White	80.6	86.6	92.5	92.2	85.2	87.2	88.1
	Hispanic	58.0	67.6	71.5	77.4	65.2	71.5	74.5
Grade 5	White	n/a	n/a	84.1	90.7	76.7	81.8	81.4
	Hispanic	n/a	n/a	66.8	74.7	54.2	60.3	63.5
Grade 6	White	n/a	n/a	74.9	88.5	79.1	81.0	82.1
	Hispanic	n/a	n/a	59.3	72.1	51.4	57.7	59.2
Grade 7	White	n/a	72.6	79.3	79.5	74.2	78.9	79.4
	Hispanic	n/a	46.5	54.1	56.0	48.4	54.0	54.3
Grade 8	White	56.5	70.1	72.8	75.4	75.6	81.9	82.1
	Hispanic	24.9	38.9	46.3	50.5	50.8	62.4	59.4
Grade 9	White	n/a	n/a	n/a	n/a	81.3	80.1	n/a
	Hispanic	n/a	n/a	n/a	n/a	56.2	57.3	n/a
Grade 10	White	75.0	73.9	87.8	74.8	76.2	80.1	48.6
	Hispanic	42.5	43.5	42.3	44.9	49.5	57.3	29.3

		2003	2004	2005	2006	2007	2008	2009
LANGUAGE								
Grade 3	White	n/a	90.6	84.3	86.3	69.9	74.1	77.5
	Hispanic	n/a	76.3	66.4	70.1	49.6	49.1	55.1
Grade 4	White	83.3	91.0	85.9	81.5	82.5	81.5	84.1
	Hispanic	58.8	78.3	66.5	59.7	67.4	59.7	62.4
Grade 5	White	n/a	n/a	82.5	82.3	73.2	78.1	80.6
	Hispanic	n/a	n/a	60.1	60.3	45.8	55.3	61.6
Grade 6	White	n/a	n/a	82.6	82.0	71.9	75.8	77.6
	Hispanic	n/a	n/a	59.3	59.0	43.8	51.0	54.4
Grade 7	White	n/a	75.0	81.3	81.7	69.8	73.9	75.6
	Hispanic	n/a	49.1	57.0	58.2	40.1	42.7	49.3
Grade 8	White	74.5	76.1	77.1	78.9	66.5	71.1	75.8
	Hispanic	45.5	50.3	53.0	53.0	36.5	42.5	48.2
Grade 9	White	n/a	n/a	n/a	n/a	63.7	73.1	n/a
	Hispanic	n/a	n/a	n/a	n/a	31.2	44.2	n/a
Grade 10	White	77.9	84.1	81.3	83.5	68.1	73.1	45.3
	Hispanic	45.5	54.9	55.1	57.8	38.1	44.2	26.8

**“Our progress as a nation can be no swifter than our progress in education.
The human mind is our fundamental resource.” – John F. Kennedy**

		2003	2004	2005	2006	2007	2008	2009
SCIENCE								
Grade 3	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 5	White	n/a	n/a	n/a	n/a	58.3	65.4	71.8
	Hispanic	n/a	n/a	n/a	n/a	27.9	33.5	42.0
Grade 6	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 7	White	n/a	n/a	n/a	n/a	52.6	56.4	61.3
	Hispanic	n/a	n/a	n/a	n/a	21.5	21.9	28.4
Grade 8	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 9	White	n/a	n/a	n/a	n/a	n/a	71.4	n/a
	Hispanic	n/a	n/a	n/a	n/a	n/a	40.9	n/a
Grade 10	White	n/a	n/a	n/a	n/a	62.4	71.4	73.8
	Hispanic	n/a	n/a	n/a	n/a	28.5	40.9	41.2



Appendix A: List of Work Group Members

Office of the Governor

Tammy Perkins

Idaho State Department of Education

Nick Smith

Dr. Fernanda Brendefur

Mary Jane Oatman-Wak Wak

Mary Lou Wells

Matt McCarter

Joan MacMillan

Idaho Commission on Hispanic Affairs

Margie Gonzalez

Lymaris Blackmon

Juan Saldaña

Legislators

Senator Bert Brackett

Representative Donna Pence

City of Nampa

Sharla Arledge

Other Members

Rudy Peña, Consultant

Lisa Salazar, Idaho State University

Dr. Al Sanchez, Northwest Nazarene University

Terry Blom, College of Western Idaho

Rhonda Birnie, Jerome School District #261

Dr. Carolyn Hondo, Burley Senior High School

Mary Gutierrez, Nampa School District #131

Sonia Galaviz, Nampa School District #131

Ruben Lugo, Head Start Community Council of Idaho

Sam Byrd, Community and Justice Center

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves--and be free.”

Cesar Chavez



APPENDIX B

Standards and Accountability: Goal Area 1

Objective 1: 100% of all districts serving LEP/ELL students will be trained on standards of effective implementation and use of the Idaho English Language Development Math, Science and Language Arts standards through a cadre of trained specialists by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.1.1: Identify highly qualified candidates for a train-the-trainer model of professional development.	The standards exist but implementation and use of standards could be strengthened in most districts.	There will be a list of people who are invited and have accepted the invitation to be a TOT.	State LEP Coordinator, District Federal Program Directors	April 2010 & Annually	
1.1.2: Provide regional trainings to all identified candidates to become trainers in their respective districts.	To provide direct support to all educators as they work towards effectively implementing the standards.	Consultant from WestEd will be hired, agendas, ppt presentations, sign-in sheets, purchase orders, etc.	State LEP Coordinator, WestEd Consultant	April 2010 & Annually	
1.1.3: After initial regional training, provide at least one supportive follow up seminar a year.	To provide direct support to all districts as they work towards effectively implementing the standards.	There will be an archive of webinars and participant lists.	State LEP Coordinator, WestEd Consultant	July 31 2011 & Annually thereafter	
1.1.4: Include oversight of standards implementation in State Monitoring Reviews of district LEP programs.	To help ensure the success of LEP programs and students.	It will be included in the initial and final monitoring reports.	State Monitoring Team(s)	April 2010 & Annually (with positive feedback from Feds.)	

APPENDIX B

Standards and Accountability: Goal Area 1

Objective 2: We will provide technical assistance to every district that requests help to create and implement effective programs serving Latino and/or LEP students.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.2.1: Hold a State sponsored biannual LEP-Migrant Conference.	Provide networking opportunities and professional development for educators and community members.	Program agenda, conference evaluations, etc.	State LEP and State Migrant Coordinators	Annually Every July	
1.2.2: Annually review district LEP Plans and provide feedback to the districts to strengthen plans.	Peer feedback and suggestions allow for growth in a variety of areas.	Final approval of plans given by State LEP Coordinator.	State LEP Coordinator and reviewers	Annually Every July	
1.2.3: Develop a mechanism by which a district can request technical assistance	This formalize the process and also provide a reporting paper trail for district requests.	A written request from that has been sent out to districts.	State LEP	Annually stating July 2011	
1.2.4: Provide a series of webinars on meeting the linguistic, academic and cultural needs of Latino and/or LEP students.	Ongoing professional development is required by law and it is an important component of teacher quality.	There will be an archive of webinars and participant lists.	State LEP Coordinator and other experts in the field	September 2010	
1.2.5: District visits for technical assistance and monitoring	To help ensure the success of LEP programs and students.	It will be included in the initial and final monitoring reports.	State LEP Coordinator	Annually	

APPENDIX B

Standards and Accountability: Goal Area 1

Objective 3: Improve the accuracy of Drop Out reporting and Student progress with a consistent and statewide program for K-12 by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
1.3.1: Establish unique student ID numbers for longitudinal monitoring	This allows the ability to track student progress and program records regardless of what Idaho school they may be in.	All student is in the Idaho public schools system has a unique identifier assigned to them	State SDE	December 2009	December 2009
1.3.2: Make the “Longitudinal Data System” live and available to all school districts	While data tracking and monitoring is performed at the state level, the entry of data and maintenance of records is at the local level.	Implementation of the system on a statewide basis	State SDE	January 2013	
1.3.3: Produce the first annual report using the LDS	Dissemination of data and establishing a new baseline for dropouts using this more consistent definition	Written annual report	State SDE	January 2013	



“The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.”

Martin Luther King Jr.

APPENDIX B

Programmatic Initiatives Goal Area 2

Objective #1: Create and disseminate a fact-based compendium of best practices and prior research on second language acquisition and research on assessments of ELL programs by February 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
2.1.1 Prepare a review of literature and 'best practices' regarding research on second language acquisition and assessments of ELL programs.	Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors.	Research reports and articles will be reviewed and major findings highlighted in comprehensive report.	Dr. Carolyn Hondo	March 2010	March 2010
2.1.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state.	Makes best-practice programs more readily available to districts and administration.	Report will be put "on line" for universal access.	Dr. Carolyn Hondo	July 2010	

APPENDIX B

Programmatic Initiatives Goal Area 2

Objective #2: Develop and administer an Informational Curriculum on NCLB issues and AYP process for ELL students by November 2010. (Priority population is federal and state officials and policy makers)					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
2.2.1 Compile a concise point-by-point statement on how we could improve NCLB for ELL students.	This effort will be to make recommendations to Superintendent Tom Luna as he enters his role as Idaho's federal liaison on NCLB	Written statement, talking points and recommendations.	Nick Smith	October 2009	October 2009
2.2.2 Disseminate information to local superintendents, school personnel and other interested parties on NCLB revisions	This effort will be to articulate the revisions of NCLB and Superintendent Tom Luna	Fact Sheet	Director of NCLB Programs	November 2010	

APPENDIX B

Programmatic Initiatives Goal Area 2

Objective #3: Create and disseminate a fact-based compendium of 'out-of-classroom' programs that will showcase Hispanic youth through additional opportunities at all levels (community/education) by July 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
2.3.1 Prepare a review of literature and 'best practices' regarding out-of-classroom programs.	Evidenced-based programs have a higher probability of success. Also, we can learn from other evaluated endeavors.	Research reports and articles will be reviewed and major findings highlighted in comprehensive report. These should include: <ul style="list-style-type: none"> • peer mentorships/ community mentorships • internships • leadership opportunities AP-Hispanic Placement pilots bring students to college campus programs.	Lisa Salazar	September 2010	
2.3.2 Make readily available the compendium compiled in above step to teachers and administrators throughout the state.	Makes best-practice programs more readily available to districts and administration.	Report will be put "on line" for universal access.	Lisa Salazar	October 2010	

APPENDIX B

Programmatic Initiatives Goal Area 2

Objective 4: Develop and implement a Bilingual recruitment aid in the form of a CD for Idaho colleges by November 2010 (AKA, "Gear Up for Hispanic Parents")					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
2.4.1: Assemble enrollment requirements, financial aid information, and general orientation data	General data needed for dissemination. The best source is from the universities themselves.	Spreadsheet of data by institution	Lisa Salazar	August 2010	
2.4.2: Solicit current students or recent graduates for testimonials	Role modeling is effective in creating the vision for self-efficacy	Written or video-taped testimonials about college life	ICHA	September 2010	
2.4.3: Create a CD about what it takes to get into and stay in college, including costs, opportunities and social support	More cost efficient and cost effective that travel. Provides the basic need to know items about college	Produced CD	SDE/ICHA	January 2011	
2.4.4: Distribute to Idaho higher education institutions so that they can use along with other recruitment efforts	Each institution can personalize with their own face-to-face presentations	100% distribution	SDE	March 2011	
2.4.5: Post the CD presentation on a website	Greater and continued access for all	Established URL	SDE	April 2011	



**“The secret in education lies in
respecting the student.”**

Ralph Waldo Emerson

APPENDIX B

Action Plan-Teacher Training Goal Area 3

Objective 3.1: Identify and assess need and openness to professional development opportunities of school leaders for ESL, bilingual and multicultural education by August 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
3.1.1 Establish a contact list of school leaders with interest in ELL and Bilingual education	This will be a comprehensive list of “movers and shakers” for future policy efforts.	Consolidated list	Dr. Fernanda Brendefur	June 2010	
3.1.2 Send survey to school leaders around the state to assess interest and need.	By doing this, we are identifying school leaders that would be receptive to professional development training	Number of surveys sent and completion rate.	ICHA	August 2010	
3.1.3 Establish a cadre of trainers involved with Migrant education, ESL and other local coordinators.	This group will be the “Teacher Training Team”		Rhonda Birnie	October 2010	
3.1.4 Give a presentation to the Idaho Association of School Principals.	This is part of the marketing plan for professional training	Actual delivery of presentation and outcome evaluation report	Rhonda Birnie, Teacher Training Team & ICHA	August 2010	

APPENDIX B

Action Plan-Teacher Training Goal Area 3

Objective 3.2: Deliver two quality professional development workshops to school leaders in the areas of ESL, bilingual and multicultural education by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
3.2.1 Identify or create a quality seminar/workshop focused on objective.	A quality seminar is critical to meaningful professional development that will ignite change in school leaders.	An agreed upon curricula that has specific learning objectives and an evaluation component	ICHA Teacher Training Team	October 2010	
3.2.2 Identify and recruit quality trainers.	Knowledgeable experts are critical to meaningful, quality professional development that will ignite change in school leaders.	Determination of how many trainers and the recruitment are required to deliver the approved curriculum and a tangible list with roles for each of the recruits.	ICHA Teacher Training Team	January 2011	
3.2.3 Identify location and logistics. (Program planning)	Necessary to a quality program.	Two sites for implementation including a budget	ICHA Teacher Training Team	March 2011	
3.2.4 Partner with a college or university to offer credit for the training.	Credits will encourage leaders to take the seminar if they are undecided.	Credits secured	ICHA	March 2011	
3.2.5 Deliver Professional Development.	Quality training for leaders is essential if they are to initiate and support change in their schools.	Delivery of two workshops and Pre/Post evaluations, feedback forms, interviews	Teacher Training Team	December 2011	

**“Teaching is of more importance
than urging.”**

Martin Luther King Jr.



APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.1: Establish College of Western Idaho (CWI) as a low Supplemental Education Service (SES) provider by May 2010					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.1.1: Establish Definition of CWI for application	SES Providers need to be specific on dimensions of program for accountability	Minimum Definitions include: <ul style="list-style-type: none"> • Grade levels served • # of students served • Max # students served • Geographic location of services • Population served • Time of Service • Instructor/Student ratio • Model of delivery • Cost • Contact person 	Terry Blom	December 2010	
4.1.2: Establish and convene a CWI workgroup to create the three year module	This is an integral part to the submission. A community based group would add validity to the goals and objectives of this program	<ul style="list-style-type: none"> • Roster of participants agendas and minutes of meetings 	Terry Blom	January 2011	

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.1: Establish College of Western Idaho (CWI) as a low SES provider in Education Regions 2, 3 and 4 by May 2010, cont.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.1.3: Establish 3-year plan for submission.	This is the implementation of the plan ASSUMING SES status is acquired. Specific targets to be met and needs must be defined for accountability and resource allocation.	A written plan with SMART Objectives.	Terry Blom	April 2011	
4.1.4: Apply to the SDE as an SES provider – application process closes May 1, 2010 (list is published August 1)	Students receiving SES with strong ELL supports and targeted for Latino students will raise their academic achievement	CWI is listed as an SES provider for Ada and Canyon Counties.	Terry Blom	May 2011	

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.2: Increase support for basic adult education and workforce competence programs across the federal government and increase support for private adult education programs that benefit Hispanics by 10% by May 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators:# of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.2.1: Establish baseline for federally funded adult basic education (ABE) programs for Hispanic communities in Idaho (categorized by basic adult ed. And workforce training)	Baseline required from which objective can be measured. This information is basically for CWI	At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants amount of federal dollars 	Parent Involvement Coordinator	October 2010	
4.2.2: Establish baseline for privately funded basic education programs for Hispanic communities in Idaho	Baseline required from which objective can be measured. This information would include private and non-profit organizations	At a minimum: <ul style="list-style-type: none"> • Number of programs • Number of participants • Amount of private dollars 	Parent Involvement Coordinator	October 2010	
4.2.3: Assess programmatic and resource opportunities for feasibility and willingness of each provider for expansion (survey)	Programs must either be shovel-ready or willing to put themselves on the line for expansion and re-source allocation	Selection of targeted programs for expansion of services and budgets.	ICHA and ISU	March 2011	
4.2.4: Market Information about ABE and student services to the Advanced Learning Partnerships (Including media plan.	Flowing information through districts will increase the people taking advantage of these services.	ALP members will have an understanding of services available to their populations as measured by survey or workshop evaluation.	ICHA and ISU	March 2011	

APPENDIX B

Annual Action Plan: Community Pipeline Goal Area 4

Objective 4.3: Develop and implement a K-12 Family Involvement Plan as a pilot by December 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
4.3.1 Convene stakeholders to develop a pilot study and evaluation plan (Coordination with existing programs such as MALDEF)	Community participation of stakeholders in a plan is essential for effectiveness and buy-in	* Roster of participants * Agendas and minutes of meetings * Copy or Written Plan	Migrant Coordinator, Parent Involvement Coordinator and ICHA		January 2011
4.3.2 Identify pilot site and securing approval	This will be a year 1 pilot and requires buy in from the community	Site selected and necessary/ appropriate MOU's and/or agreements set up	Migrant Coordinator, Parent Involvement Coordinator and ICHA		June 2011
4.3.3 Implement Plan	This is the "doing" part of the objective. Implementation is usually the easiest part if the planning was done thoroughly.	Documentation of execution of plan	Migrant Coordinator, Parent Involvement Coordinator and ICHA		August 2011
4.3.4 Evaluate and disseminate findings from pilot test.	The plan would be to adjust any practices for full effectiveness before marketing for replication	Evaluation report and dissemination to stakeholders	Migrant Coordinator, Parent Involvement Coordinator and ICHA		December 2011



**“You cannot help men
permanently by doing for them
what they could do for
themselves.”**

Abraham Lincoln

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

Objective 5.1: Create and distribute a compendium of current pre-college enrichment programs (especially those dealing with Science, Math, Technology, and Engineering) available to Hispanic youth by February 2010.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.1.1 Compile a listing of pre-college enrichment programs. Put these into a compendium with annotations, key findings and contact information, if available	To bring the findings of current research and best or promising practice to light. This is so we can establish an “evidenced-based” pathway toward action.	A compendium that is written and publishable in both hard copy and electronic media suitable for posting on websites or email distribution.	Lisa Salazar	September 2010	
5.1.2 Develop a training module for pre-college counselors and employees of Hispanic – serving organizations to access programs	This will provide a vehicle to move the findings of research and past practice into an actionable position for replication in Idaho.	A written training module that can be replicated in its deliverability and an evaluation component of its effectiveness.	ICHA & CWI	January 2011	

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

Objective 5.2: Deliver an evidenced-based curriculum (based on 5.1) to all current and potential Hispanic Serving Institutions and agencies for the purpose of training providers by March 10, 2011					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.2.1 Solicit and inform all qualified or potential HSI to become informed about the application criteria and process for HSI.	Although most Idaho institutions of higher education are not currently qualified to apply, the changing demographics of Idaho indicate that they may soon be. We need to start building infrastructure now.	Contacts made to all Idaho institutions of higher education	ICHA & CWI	May 2010	
5.2.2 Advertise and schedule trainings to all current and potential HSI.	There needs to be a proactive marketing campaign that can reach and enable providers for wanting to take this curriculum	Distribution plan Measurement of reach	ICHA & CWI	January 2011	
5.2.3 Implement training curriculum	Prepare individuals to encourage and assist students to in applying to programs	Number of Completed training	ICHA & CWI	March 2011	

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

Objective 5.3: Increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by October 2012.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.3.1 Identify & rank all vocational & Technical programs (VTP) in Idaho for serving communities of color in terms of staffing, programs, etc. (Let's talk)	Among Latino communities very little attention is given to these programs. We tend to only give attention to college or completion of high schools.	Document which shows current enrollment and graduation rates in VTP program in Idaho. This will serve as a baseline.	Al Sanchez	July 2010	
5.3.2 Review admission & graduation data of VTP to evaluate the accessibility of students of color.	Last time I reviewed this data, it did not appear that the VTP were doing very well in either admission or graduating students of color.	Summary Report of findings including number of applicants vs. number of accepted enrollees by race/ethnicity	Al Sanchez	July 2010	
5.3.3 Request all VTP to provide annual recruitment information to Idaho Latino Organizations	By establishing this basic link with the Latino communities & institutions, both will give high attention to the availability of this resource.	Annual report on recruitment information with 90% participation of VTP institutions	ICHA & ISU	November 2010	
5.3.4 Develop a plan to increase Hispanic participation/enrollment rates in vocational and technical education programs by 10% by April 2011.	This is an outcome measure that can describe the success of our efforts	Summative report for all participating VTP organizations	ICHA & ISU	October 2012	

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

Objective 5.4: Increase the number of Hispanic students enrolled in teaching professions courses at Idaho universities by 10% by 2012.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.4.1. Establish a baseline of how many Hispanic students are currently enrolled in the teaching professions in Idaho universities	This will be the measurement from which we can evaluate our success	Completed summary report for enrollment for Fall 2010	ICHA	December 2010	
5.4.2. Set up a network of teachers and community workers in middle and high schools and community organizations trained to Identify and work with students to develop future educators	To provide mentors at the local level and an introduction to actual teaching under controlled conditions for identified students	50 trained individuals	Educators & Universities	September 2011	
5.4.3 Administer a State wide or regional conference or seminars for advanced students (who are considering teaching as an option)	To compare local experiences, give additional skills, provide inspiration and positive reinforcement	Successful conference	ICHA	June 2011	

APPENDIX B

Annual Action Plan: Infrastructure Goal Area 5

Objective 5.5: Increase external funding by 10% to Hispanic Serving Institutions (HSI) for teacher development and training to meet the education workforce needs of the pre-school and K-12 education system by April 2011.					
Action Step (WHAT) Will you do?	Impact or Difference (WHY) Are you doing it?	Indicator of Completion (HOW) Process Indicators: minutes, quarterly reports, impact/ Outcome Indicators: # of sessions, etc.	Who is the Leader	Due Date (WHEN) When Will it be completed	Actual Date Completed (REALITY)
5.5.1 Review Latino student enrollment at all universities/colleges to determine those closest to HSI standard	To determine which post-secondary institutions can meet workforce needs	See 5.4.1	Lisa Salazar & ICHA	Fall 2010	
5.5.2 Assess current levels of external and internal funding for teacher training	This will serve as a baseline from which we can measure our progress	Summary report for Fall 2009 academic year	Lisa Salazar & ICHA	Fall 2010	
5.5.3 Review existing and potential funding for teacher development and training for those working with Latino students	To see if there is money and where there could be potential funds	List of possible grant opportunities to pursue	Lisa Salazar & ICHA	Fall 2010	
5.5.4 Establish a grant writing strategy and apply for grants.	This will be the direct outcome measure for the possibility of increased funding	Three grant applications	Lisa Salazar & ICHA	October 2012	

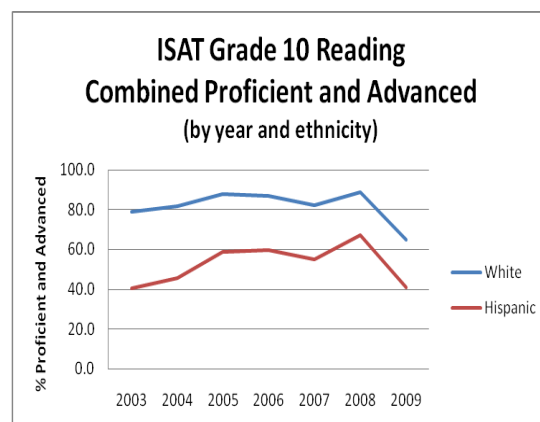
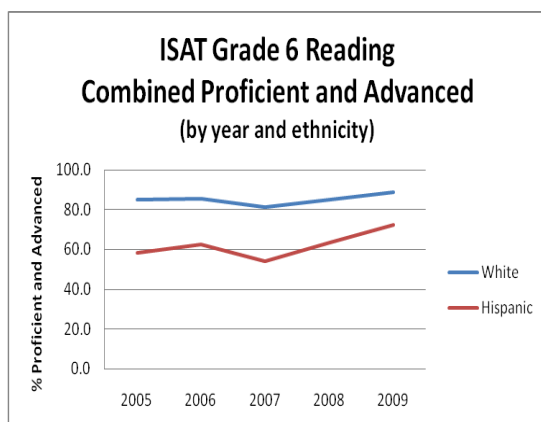
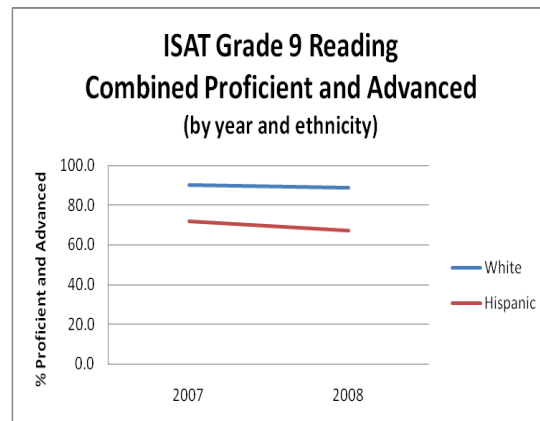
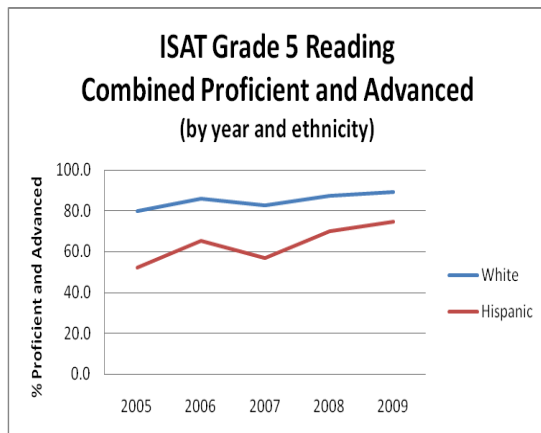
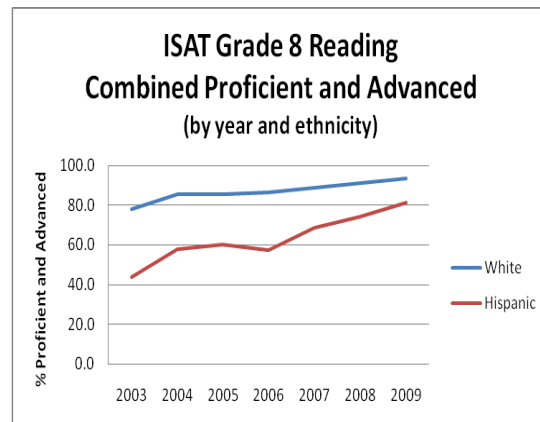
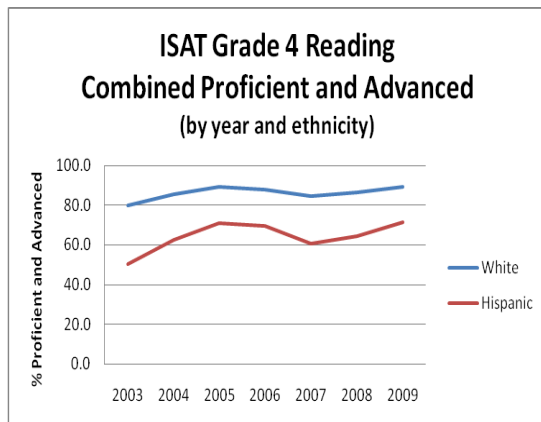
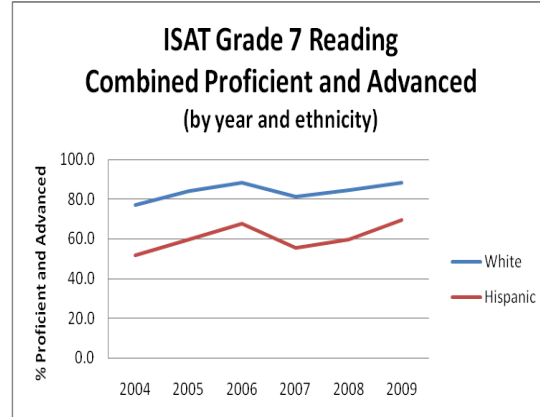
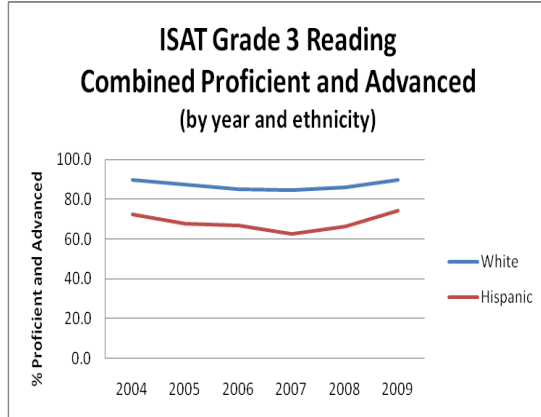
“Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?”

Cesar Chavez



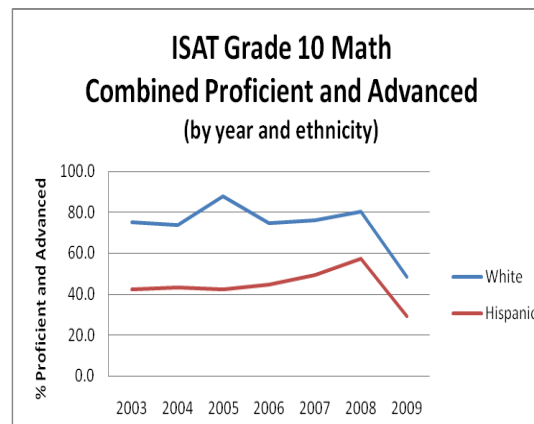
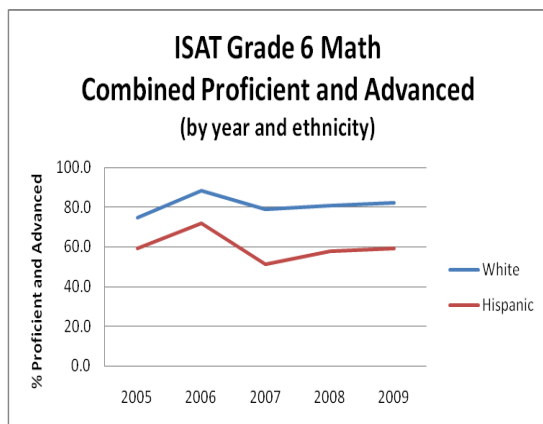
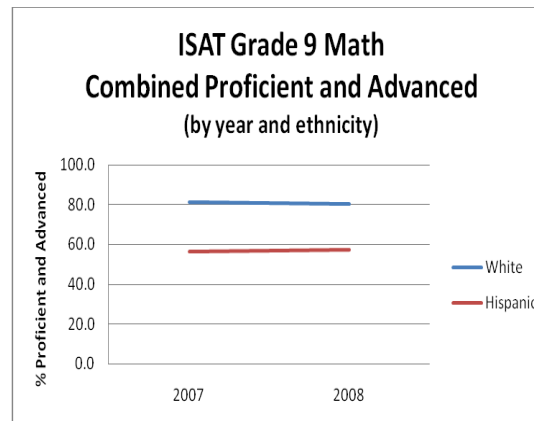
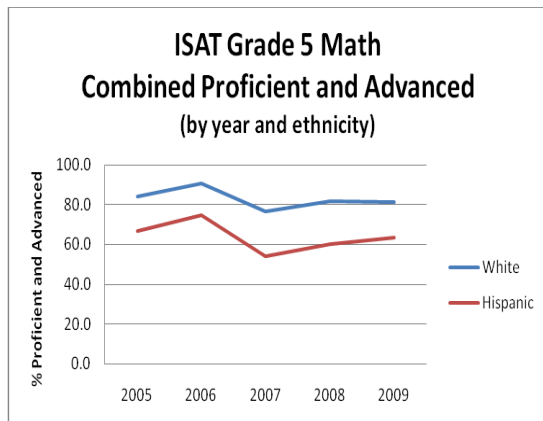
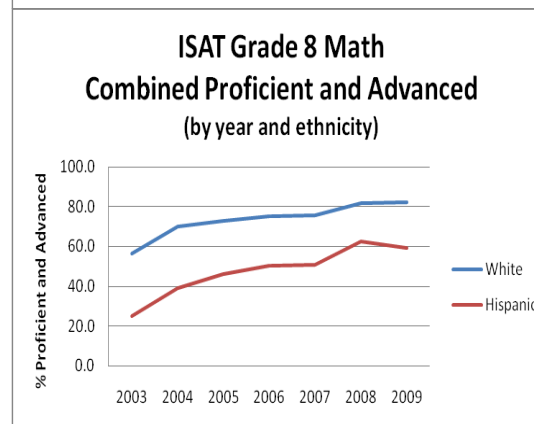
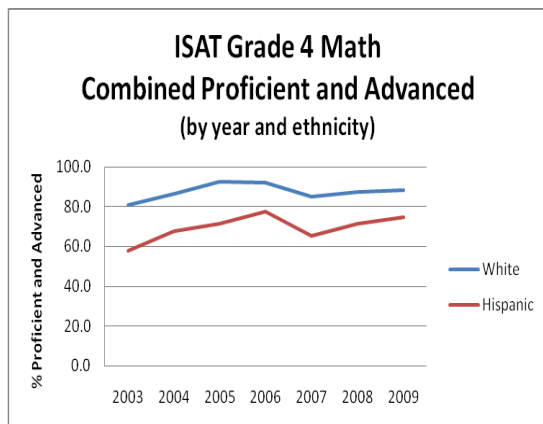
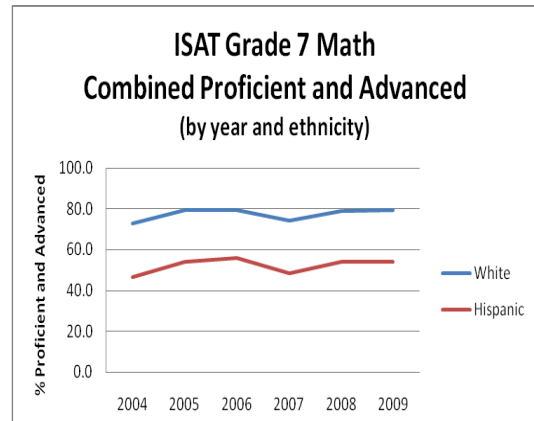
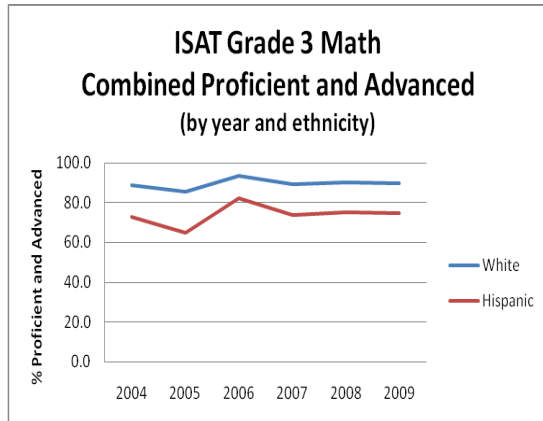
Year by Year Performance by Grade

Subject: Reading



Year by Year Performance by Grade

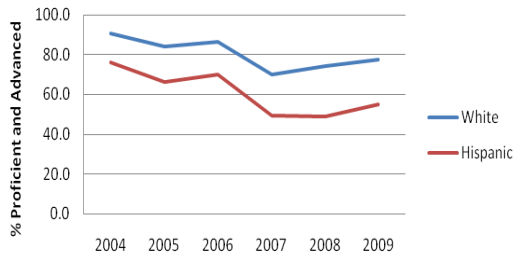
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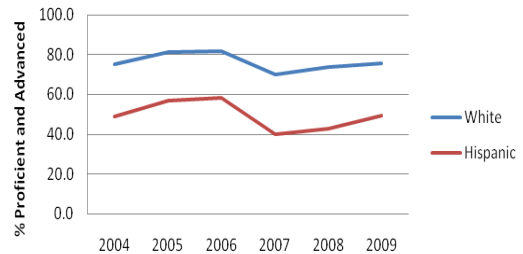
Year by Year Performance by Grade

Subject: Language

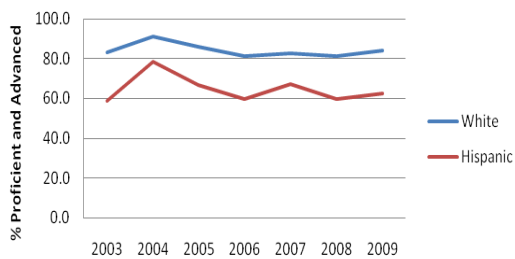
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Combined Proficient and Advanced
(by year and ethnicity)



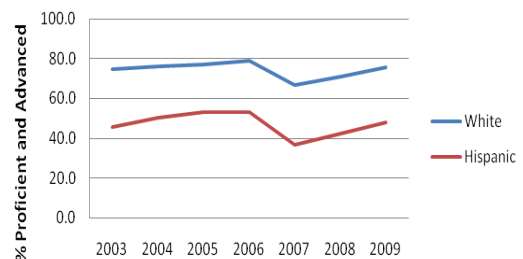
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Combined Proficient and Advanced
(by year and ethnicity)



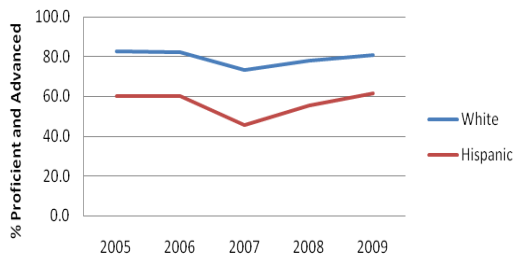
ISAT Grade 4 Language
Combined Proficient and Advanced
(by year and ethnicity)



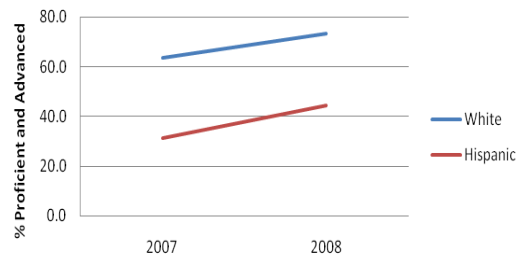
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Combined Proficient and Advanced
(by year and ethnicity)



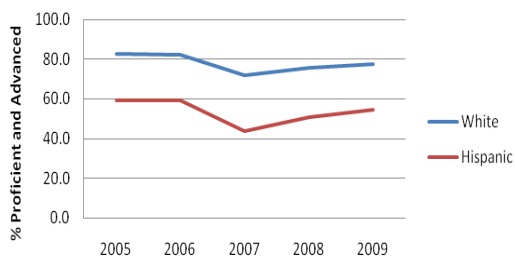
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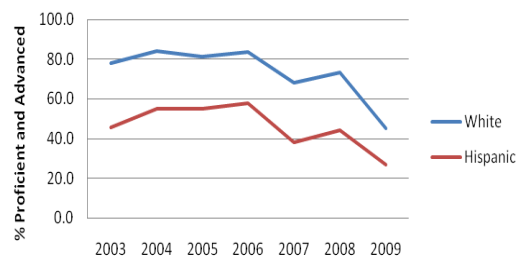
ISAT Grade 9 Language
Combined Proficient and Advanced
(by year and ethnicity)



ISAT Grade 6 Language
Combined Proficient and Advanced
(by year and ethnicity)

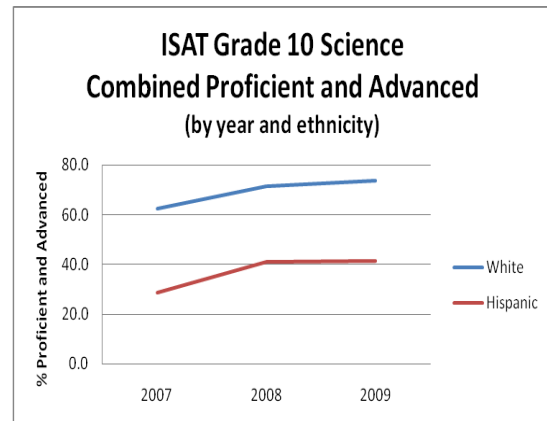
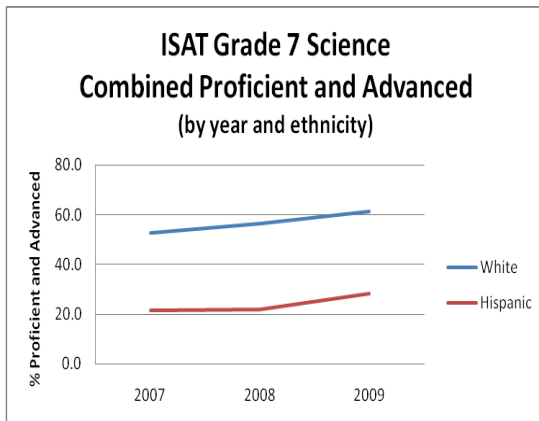
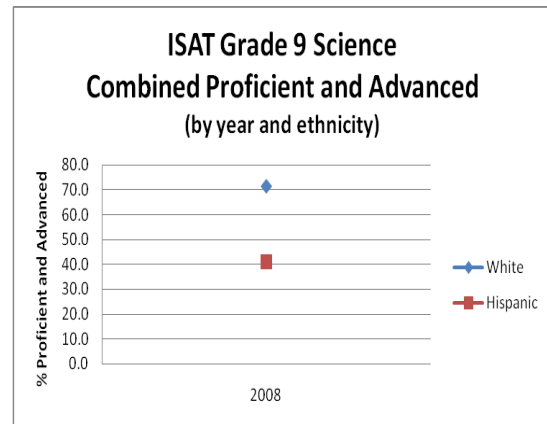
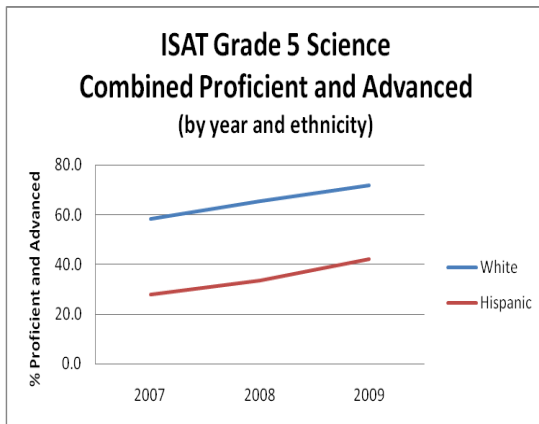


ISAT Grade 10 Language
Combined Proficient and Advanced
(by year and ethnicity)



Year by Year Performance by Grade

Subject: Science



“The only thing that interferes with my learning is my education.”

Albert Einstein



Idaho Commission on Hispanic Affairs

Established 1987

C.L. “Butch” Otter
Governor

Juan Álvarez
Chair

Margie Gonzalez
Executive Director

“Working toward
economic, social,
legal and political
equality for Hispanics
in Idaho”

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Interession Legislative Review Process

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section VI.A.4.d.

BACKGROUND/DISCUSSION

Each year during the legislative session proposed legislation comes forward effecting education in the State of Idaho. Often different groups ask for the Board's endorsement or position on said legislation during the session. Due to the timeliness of many of these items, it is impractical for a special meeting to be called each time a piece of legislation is brought forward that impacts education in Idaho.

In past years, the Executive Committee reviewed mid-session legislation and any position given has been from the Executive Committee and not the Board as a whole or no position has been taken at all on the legislation. The full Board is then updated at the next regular Board meeting on any relevant legislation that has come forward. There is no official policy or procedure for handling these legislative items during the session. Prior to the start of the upcoming legislative session Board staff would like direction on the procedure to be used regarding the review of education related legislation.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board give the Board's Executive Committee or its designee the ability to evaluate and endorse or oppose legislation that comes forward during the session. Any items that are brought forward will be reported to the Board at the next scheduled Board meeting.

BOARD ACTION

I move to direct staff to present education related legislation that comes forward during a legislative session to the Board's Executive Committee, which shall be authorized to review and state the board's position with respect to such legislation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

SUBJECT

Legislation for the 2011 Legislative Session

REFERENCE

June 2010

The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.

BACKGROUND/ DISCUSSION

As an agency of the Governor, the State Board of Education is required to submit electronically all proposed legislation to the Division of Financial Management (DFM) for the Governor's approval. The Board approved the following legislative ideas and authorized the Executive Director to submit additional ideas as necessary to the Governor's office through the Division of Financial Management at the June 2010 Board meeting:

- **University of Idaho Tuition Fees** - If the Constitutional amendment is approved permitting the University of Idaho to set fees for tuition; then this legislation will be to revise Idaho Code sections 33-3717 and 33-3717A to allow the University of Idaho to implement tuition fees in the same fashion as the other state higher education institutions.
- **Legislation Clarifying the Confidential Status of Private Donor Information Gathered by Higher Education Institutions** – Disapproved by Governor's Office.
- **College ORP Contribution Rate** - This suggested change to statute would increase the ORP contribution made by community colleges and Eastern Idaho Technical College, effective July 1, 2011, from 7.81% to an amount equal to the contribution currently made by the state to employee PERSI accounts.
- **Community College Out-Of-District Tuition** – pulled by sponsor
- **Postsecondary Institution and Proprietary School Registration Enforcement** - This legislation would amend section 33-2409, Idaho Code to include specific enforcement options in relation to the registration of postsecondary institutions and proprietary schools.

Additionally, at the June meeting the Board directed staff to submit a legislative idea changing the section of code prohibiting contract staff working with the Board office for six (6) months or more to hold tenure at a state college or university.

As part of the zero-based budgeting process Board staff identified three additional sections of Idaho Code that that were out of date and needed updating.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Section 33-3008, Idaho Code, allows for Idaho State University (ISU) to maintain a training or model school. ISU does not maintain a training school and given the stringent federal and state regulation regarding the education of elementary and secondary students it would not be cost effective to do so.
- Section 33-1271, Idaho Code, specifies that the State Board of Education should retain copies of negotiated agreements made by the school district, this information is currently being kept by the school districts, the Board office does not have the space or the staff available to accommodate the records management necessary to maintain these agreements at the Board office, the suggested language removes this language while leaving the language requiring that these records be maintained at the school district office.
- Section 33-1218, Idaho Code allows that the State Board of Education may set uniform sick leave regulations for Idaho's public school districts. The management of leave for school district employees is appropriately left at the local level. The proposed change would remove the language allowing the Board to set these regulations.

ATTACHMENT

Attachment 1 – UI Tuition Legislation	Page 5
Attachment 2 – College ORP Contribution Rate	Page 7
Attachment 3 – Postsecondary Institution and Proprietary School Registration Enforcement	Page 9
Attachment 4 – OSBE Contractor Status	Page 15
Attachment 5 – ISU Training School	Page 16
Attachment 6 – District Negotiated Agreements	Page 17
Attachment 7 – District Sick Leave Regulations	Page 18

IMPACT

Any Legislation not approved by the Board will be withdrawn from the Governor's legislative process. The Board office will continue to work with the Governor's Office, the Division of Financial Management and Legislative Services to finalize legislation prior to the start of the legislative session.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed and recommends approval of the attached legislative language. Additional changes may be necessary as the Board Office works with the various governmental entities prior to finalizing proposed legislative changes.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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BOARD ACTION

I move to approve the proposed changes to section 33-3717 and 33-3717A, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-107B, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to Title 33, Chapter 24, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-102A, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-3008, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010

I move to approve the proposed changes to section 33-1271, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the proposed changes to section 33-1218, Idaho Code as submitted and to direct the Executive Director to make any non-substantive changes as necessary as the legislation moves forward through the Governor's legislative process.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010**

AN ACT

1 RELATING TO TUITION AT THE UNIVERSITY OF IDAHO; REPEALING SECTION
2 33-3717, IDAHO CODE; AMENDING SECTION 33-3717A RELATING TO FEES
3 AT STATE COLLEGES AND UNIVERSITIES TO ELIMINATE THE EXEMPTION
4 FOR THE UNIVERSITY OF IDAHO; AND DECLARING AN EMERGENCY.
5

6 Be It Enacted by the Legislature of the State of Idaho:
7

8 SECTION 1. That Section 33-3717, Idaho Code, be, and the same is hereby
9 repealed.
10

11 SECTION 2. That Section 33-3717A, Idaho Code, be, and the same is hereby
12 amended to read as follows:
13

14 33-3717A. FEES AT STATE COLLEGES AND UNIVERSITIES ~~OTHER THAN~~
15 ~~THE UNIVERSITY OF IDAHO~~. (1) The state board of education and the board of regents
16 of the university of Idaho may prescribe fees, including tuition fees, for resident and
17 nonresident students enrolled in all state colleges and universities ~~other than the~~
18 ~~university of Idaho~~. For purposes of this section, said fees, including tuition fees, may be
19 used for any and all educational costs at the state colleges and universities including,
20 but not limited to, costs associated with:

- 21 (a) Academic services;
- 22 (b) Instruction;
- 23 (c) The construction, maintenance and operation of buildings and facilities;
- 24 (d) Student services; or
- 25 (e) Institutional support.

26 The state board of education also may prescribe fees for all students for any additional
27 charges that are necessary for the proper operation of each institution.

28 (2) A resident student is a student who meets the residency requirements imposed by
29 section 33- 3717B, Idaho Code.

30 (3) Nothing contained in this section shall prevent the state board of education from
31 waiving fees, including tuition fees, to be paid by nonresident students, as defined in
32 section 33-3717C, Idaho Code, who are enrolled in the state colleges and universities.

33 (4) Nothing contained in this section shall apply to community colleges now or
34 hereafter established pursuant to chapter 21, title 33, Idaho Code, or to postsecondary
35 professional-technical schools now or hereafter established and not connected to or a
36 part of a state college or university.
37

38 SECTION 3. An emergency existing therefor, which emergency is hereby
39 declared to exist, this act shall be in full force and effect on and after its passage and
40 approval.
41

STATEMENT OF PURPOSE

RS _____

1 The purpose of this legislation is to grant the State Board of Education the authority to set
2 fees, including tuition fees, for all resident and nonresident students attending the
3 University of Idaho. This legislation is in response to voter approval of SJR 101 in the
4 2010 general election to allow the University of Idaho to charge tuition fees and tuition,
5 consistent with authority currently provided for the state's other higher education
6 institutions. The purpose of this legislation is not to increase student fees. Rather, it is
7 designed to clarify the purposes for which those funds may be used. The reason this
8 legislation is needed is that the current law restricts the ability of the University of Idaho to
9 charge tuition. Since the fees collected from the students cannot be used for instructional
10 costs, the students cannot have their fees used to support core instructional activities, i.e.,
11 faculty salaries, additional faculty, library support, etc.
12
13

14 FISCAL NOTE
15

16 Under current law, University of Idaho student fees only can be used for designated
17 purposes. The intent of this legislation is not designed to increase student fees, but rather
18 to provide greater flexibility to the University of Idaho with respect to the use of fees to
19 fund educational and instructional costs. This legislative proposal is not intended to
20 increase student fees more than otherwise might occur. Accordingly, there will be no
21 fiscal impact to the General Fund.

Contact:

STATEMENT OF PURPOSE/FISCAL NOTE

Bill Number _____

TITLE 33
EDUCATION
CHAPTER 1

STATE BOARD OF EDUCATION

33-107B.BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM FOR COMMUNITY COLLEGES AND POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION INSTITUTIONS. (1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of community colleges and postsecondary professional-technical education institutions, including north Idaho college, college of southern Idaho and eastern Idaho technical college, hired on or after July 1, 1997; provided however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

(a) Eligible employees are the teaching staff and officers initially appointed or hired on or after the effective date of this chapter. All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional retirement program.

(b) Eligible employees who are vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to transfer to the optional retirement program. The election shall be made in writing and within sixty (60) days of the date of initial hire or appointment, or one hundred fifty (150) days after the effective date of this chapter, whichever occurs later. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(c) Teaching staff and officers employed by the institution the day before the effective date of this chapter may make a one (1) time irrevocable election to participate in the optional retirement program. The election shall be made in writing and within one hundred fifty (150) days after the effective date of this chapter. The election shall be

filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.

(e) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.

(4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:

(i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits, or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and

(ii) To the public employee retirement system, an amount equal to three and eighty-three hundredths percent (3.83%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2011 and is in lieu of amortization payments and withdrawal contributions required pursuant to [chapter 13, title 59](#), Idaho Code.

(iii) Effective July 1, 2011, the institutional contribution ORP rate will be equal to the PERSI contribution rates.

(b) For the purposes of section [59-1322](#), Idaho Code, the term "projected salaries" shall include the sum of the annual salaries of all participants in the optional retirement program established pursuant to this section.

(c) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%). Employee contributions may be made by employer pick-up pursuant to section [59-1332](#), Idaho Code.

(5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.

(6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

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TITLE 33
EDUCATION
CHAPTER 24
POSTSECONDARY AND PROPRIETARY SCHOOLS

33-2401. DEFINITIONS. For the purposes of [chapter 24, title 33](#), Idaho Code, the following words have the following meanings:

(1) "Accredited" means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting agency recognized by the board.

(2) "Agent" means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school.

(3) "Agent's certificate of identification" means a nontransferable written document issued to an agent by the proprietary school that the agent represents.

(4) "Board" means the state board of education.

(5) "Course" means instruction imparted in a series of lessons or class meetings to meet an educational objective.

(6) "Course or courses of study" means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise.

(7) "Degree" means any written or any academic title which contains, in any language, the word "associate," "bachelor," "baccalaureate," "master" or "doctor," or any abbreviation thereof, and which indicates or represents, or which is intended to indicate or represent, that the person named thereon, in the case of any writing, or the person it is awarded thereto, in the case of any academic title, is learned in or has satisfactorily completed a prescribed course of study in a particular field or that the person has demonstrated proficiency in any field of endeavor as a result of formal preparation or training.

[\(8\) "Director" means the executive officer of the state board of education or his designee.](#)

[\(9\) "Person" means an individual, sole proprietorship, partnership, corporation or other association of individuals, however organized.](#)

~~(8)~~[10](#) "Postsecondary educational institution" means ~~a~~ [a person individual](#), or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, ~~from~~ [from](#) a location within the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or sells degrees.

~~(9)~~[11](#) "Proprietary school" means ~~a~~ [a person individual](#), or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within, or which operates or purports to operate, ~~from~~ [from](#) a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees.

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS. (1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register

annually with and hold a valid certificate of registration issued by the ~~board~~director. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The ~~board~~director may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The ~~board~~director may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or courses of study, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also prescribe the standards and criteria to be utilized by the ~~board~~director for recognition of accreditation organizations.

(3) The ~~board~~director may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The ~~board~~director shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section as established in rule by the board. Such annual registration fee shall not exceed five thousand dollars (\$5,000) and shall be collected by the ~~board~~director and shall be dedicated for use by the ~~board~~director in connection with ~~its~~his responsibilities under this chapter.

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the ~~board or its designee~~director.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or courses of study, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The ~~board~~director may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity that conducts or engages in activities that would ~~which is~~ otherwise require registration under title 33, chapter 24, Idaho Code if another state agency, commission, or board regulates such activities, ~~regulated, licensed or registered with another state agency~~ pursuant to title 54, Idaho Code.

(e) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(f) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days, and offered no more than four (4) times per year.

(g) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(h) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The ~~board~~ director shall assess an annual registration fee on each proprietary school required to be registered under this section as established in rule by the board. Such annual registration fee shall not exceed five thousand dollars (\$5,000) and shall be collected by the ~~board or its designee~~ director, and shall be dedicated for use by the ~~board~~ director in connection with ~~its~~ his responsibilities under this chapter.

33-2404. AGENT'S PERMIT. (1) No individual may act as an agent of a proprietary school required to be registered under the provisions of this chapter unless that individual holds a valid agent's certificate of identification issued by the proprietary school that the agent represents.

(2) Each agent's certificate of identification shall be reissued annually by the proprietary school that the agent represents on the first day of July. If courses are solicited or sold by more than one (1) agent, a separate certificate of identification is required for each agent.

(3) The agent's certificate of identification shall consist of a pocket card and shall bear:

(a) The name and address of the agent;

(b) The name and address of the proprietary school that the agent represents;

(c) A statement that the bearer is an authorized agent of the proprietary school and may solicit students for the proprietary school.

(4) The agent shall surrender the agent's certificate of identification to the proprietary school upon termination of employment or agency relationship.

(5) An agent representing more than one (1) proprietary school shall obtain a separate agent's certificate of identification for each proprietary school represented.

(6) For every agent who will have unsupervised contact with minors, prior to issuing the agent a certificate of identification the proprietary school shall complete a criminal history check on the agent for particular criminal offenses, and in accordance with other guidelines, established in rule by the board. No agent shall be issued an

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agent's certificate of identification if he or she is found to have been convicted of any of the offenses identified in board rule, or if he or she has been previously found in any judicial or administrative proceeding to have violated this chapter.

(7) An agent's certificate of identification shall be valid for the state's fiscal year in which it is issued, unless sooner revoked or suspended.

(8) The agent shall carry the agent's certificate of identification with him or her for identification purposes when engaged in the solicitation of students away from the premises of the proprietary school and shall produce the agent's certificate of identification for inspection upon request.

(9) The issuance of an agent's certificate of identification pursuant to this section shall not be interpreted as, and it shall be unlawful for any individual holding any agent's certificate of identification to expressly or impliedly represent by any means whatsoever, that the board has made any evaluation, recognition, accreditation or endorsement of any proprietary school or of any course of study being offered by the agent of any such proprietary school. Any oral or written statement, advertisement or solicitation by any proprietary school or agent which refers to the board shall state:

"(Name of school) is registered with the State Board of Education in accordance with Section [33-2403](#), Idaho Code."

(10) It shall be unlawful for any agent holding an agent's certificate of identification under the provisions of this section to expressly or impliedly represent, by any means whatsoever, that the issuance of the agent's certificate of identification constitutes an assurance by the board that any course of study being offered by the agent or proprietary school will provide and require of the student a course of education or training necessary to reach a professional, educational, or vocational objective, or will result in employment or personal earning for the student, or that the board has made any evaluation, recognition, accreditation, or endorsement of any course of study being offered by the agent or proprietary school.

(11) No agent shall make any untrue or misleading statement or engage in sales, collection, credit, or other practices of any type that are illegal, false, deceptive, misleading or unfair.

(12) The proprietary school shall maintain records for five (5) years of each application for an agent's certificate of identification, and each issuance, denial, termination, suspension and revocation of an agent's certificate of identification.

(13) The proprietary school shall provide as part of the annual registration process the names and results of the criminal history check for each agent to whom it has issued a certificate of identification. The criminal history check will be valid for five (5) years.

(14) ~~The board or a~~ student may bring an action pursuant to the Idaho rules of civil procedure for an agent's violation of the provisions of this chapter or any rule promulgated pursuant to this chapter, or any fraud or misrepresentation. The court shall determine which party is the "prevailing party" and the prevailing party shall be entitled to the recovery of damages, reasonable attorney's fees and costs both at trial and on appeal.

~~(15) Any agent who violates the provisions of this section is also guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six (6) months, or by a fine not exceeding five thousand dollars (\$5,000), or both.~~

33-2405. PURCHASE STATEMENT. At the time of depositing any moneys to purchase the product of any proprietary school, the proprietary school shall require the student to execute the following statement on an appropriate form which shall be maintained on record by the proprietary school in the individual student's file:

"I understand that (Name of proprietary school) is registered with the State Board of Education in accordance with Section [33-2403](#), Idaho Code. I also understand that the State Board of Education has not accredited or endorsed any course of study being offered by (Name of proprietary school), and that these courses may not be accepted for transfer into any Idaho public postsecondary institution."

33-2406. SURETY BOND. As a condition of registration, a proprietary school shall obtain a surety bond issued by an insurer duly authorized to do business in this state in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of this chapter or the rules promulgated pursuant to this chapter. The term of the bond shall extend over the period of registration, and shall be in such amount as is established in rule by the board. The board may permit the director to accept from a newly registered proprietary school, for a period not to exceed five (5) years, a bond in a lesser amount that is supplemented by other financial instruments deemed acceptable by the director.

The ~~board or its designee~~ [director](#) may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to a failure by such proprietary school to satisfy its obligations pursuant to the terms and conditions of any contract for tuition or other instructional fees entered into between the proprietary school and a student, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days' prior written notice to the ~~board~~ [director](#).

33-2407. ADMINISTRATION - POWERS AND DUTIES OF DIRECTOR. – (1) The director shall have power and authority to inspect, examine, supervise, and register postsecondary educational institutions and proprietary schools, and to carry out on behalf of the board the provisions of this chapter.

(2) In addition to the other duties imposed upon the director by law, the director, either personally or by designee, shall be permitted to:

(a) Administer and enforce the provisions and requirements of this chapter or rules promulgated under authority of this chapter.

(b) Conduct investigations and issue subpoenas as necessary to determine whether any person or any agent has violated or is violating any provision of this chapter or rules promulgated under authority of this chapter.

(c) Conduct examinations of the books and records of postsecondary educational institutions and proprietary schools, and investigations of any person or any agent.

wherever located, and as may be necessary and proper for the enforcement of the provisions of this chapter and the rules promulgated under the authority of this chapter. For these purposes, the director or his designated representative shall have free access to the offices and places of business or operations, books, accounts, papers, documents, other information, records, files, safes and vaults of all such persons or agents.

(3) The director may issue orders and the board may promulgate rules that, in the opinion of the director and board respectively, are necessary to execute, enforce and effectuate the purposes of this chapter.

33-2408. REMEDIES AVAILABLE – (1) Whenever it appears to the director that any person or any agent has engaged in or is about to engage in any act or practice constituting a violation of any provision of this chapter or any rule or order thereunder, the director may:

(a) Issue a cease and desist order ordering such person or agent to cease and desist violating or continuing to violate any provision of this chapter or any rule or order issued in accordance with this chapter; or

(b) Apply to the district court for an order enjoining such person or agent from violating or continuing to violate any provision of this chapter or any rule or order and for injunctive or such other relief as the nature of the case may require.

(2) Within thirty (30) days after an order is issued under subsection (1)(a) of this section, the person or agent to whom the order is directed may file with the director a request for a hearing on the order. The provisions of the Idaho administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to such hearing and to judicial review of such order.

(3) Upon a showing in any court of competent jurisdiction that a person or agent has violated the provisions of this chapter or rule adopted under the provisions of this chapter, in addition to any other remedies, such court may order the person or agent to pay civil penalties in an amount established by the court for each violation. Such court may also enter an order entitling the director to recover costs, which in the discretion of the court may include an amount representing reasonable attorney's fees and reimbursement for investigative efforts.

33-2409. ~~ENFORCEMENT~~ CRIMINAL PENALTIES. ~~Any violation of the provisions of this chapter shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.~~ (a) Any agent who violates the provisions of Section 33-2404, Idaho Code, is guilty of a misdemeanor punishable by imprisonment in the county jail not exceeding six (6) months, or by a fine not exceeding five thousand dollars (\$5,000), or both.

(b) Any person who knowingly and willingly violates any other provision of this chapter is guilty of a felony punishable by imprisonment in the county jail not exceeding twelve (12) months, or by a fine not exceeding ten thousand dollars (\$10,000), or both.

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-102A.OFFICE OF THE STATE BOARD -- EXECUTIVE OFFICER -- APPOINTMENT -- COMPENSATION -- DUTIES AND POWERS. There is hereby created as an executive agency of the state board of education the office of the state board of education. The state board of education is hereby authorized to appoint an executive officer of the state board who shall serve at the pleasure of the state board and shall receive such salary as fixed by the state board. ~~No employee or contractor of the executive officer of the state board of education or the office of the state board of education shall serve as a tenured faculty member of or have a contract with a state college or university.~~ The executive secretary may be appointed as the executive officer. The executive officer shall, under the direction of the state board, have such duties and powers as prescribed by the said board of regents and the state board of education, not otherwise assigned by law. ~~As used in this section, a "contractor" shall mean a person who has signed or agreed to a contract with the state board of education or the executive officer of the state board of education for a period longer than six (6) months in duration.~~

TITLE 33
EDUCATION
CHAPTER 30
IDAHO STATE UNIVERSITY

~~33-3008. BOARD MAY MAINTAIN TRAINING SCHOOL. The board of trustees may establish and maintain a training or model school, in which students in the college of education in the university shall be required to instruct classes under the supervision and direction of experienced teachers.~~

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1271.SCHOOL DISTRICTS -- PROFESSIONAL EMPLOYEES -- NEGOTIATION AGREEMENTS. The board of trustees of each school district, including specially chartered districts, or the designated representative(s) of such district, is hereby empowered to and shall upon its own initiative or upon the request of a local education organization representing professional employees, enter into a negotiation agreement with the local education organization or the designated representative(s) of such organization and negotiate with such party in good faith on those matters specified in any such negotiation agreement between the local board of trustees and the local education organization. A request for negotiations may be initiated by either party to such negotiation agreement. Accurate records or minutes of the proceedings shall be kept, and shall be available for public inspection at the office of the affected school district ~~offices of the board of education~~ during normal business hours. Joint ratification of all final offers of settlement shall be made in open meetings.

TITLE 33
EDUCATION
CHAPTER 12
TEACHERS

33-1218.SICK LEAVE IN EXCESS OF STATUTORY MINIMUM AMOUNTS -- PROOF OF ILLNESS. The board of trustees may fix and establish for the district a period of annual sick leave and accumulation of sick leave in excess of the amounts provided herein, in sections [33-1216](#) and [33-1217](#), Idaho Code, not discriminatory between employees, and as in its discretion may appear necessary, and may require proof of illness in accordance with section [33-1216](#), Idaho Code.

~~The state board of education may provide uniform regulations for proof of illness, including forms for submission of proof, and when so provided, its regulations shall supersede the regulations of the district in this regard.~~

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SUBJECT

Board Policy I.E. Executive Officers

REFERENCE

October 2007	Board approved second reading of Board Policy I.E. Executive Officers.
December 2008	Board approved the first reading with changes of Board Policy I.E. Executive Officers, multi-year contracts.
February 2009	Board discussion of Board Policy I.E. Executive Officers
June 2009	Board approved second reading I.E. Executive Officers with amendments, multi-year contracts.
August 2009	Board Approved first reading with changes of Board Policy I.E.4. Reimbursement of expenses
October 2009	Board approved second reading Board Policy I.E.4 Reimbursement of expenses

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

BACKGROUND/DISCUSSION

The Board revised its policy on chief executive officer compensation to not allow compensation from university foundations. At the same time the policy also bars the Board's chief executive officers from receiving compensation from any other source outside of their Board approved salaries and benefits.

The Board's chief executive officers are occasionally asked to sit on other Boards within the community that they are compensated for, or may receive additional income from other sources unrelated to their positions as chief executive officer.

The proposed edition to Board policy I.E.2.e would allow the Board's executive officers to receive compensation from other sources, but requires that they disclose to the Board said compensation as well as any additional activities or financial interests they may have that could affect their judgment or commitment to the Board.

ATTACHMENTS

Attachment 1 – First Reading I.E. Executive Officers

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Board's chief executive officers are often requested to serve on Board and committees or may have additional income outside of their salary and compensation received as a chief executive officer. The changes to this policy would allow them to receive stipends or other forms of compensation for these

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duties. Other sources of income could include income from hobbies, property, or investments that are unrelated to education or the chief executive officers duties for the Board.

IMPACT

Approval of proposed changes would allow the executive officers under the governance of the Board to receive compensation from other sources and require disclosure to the Board, through the Executive Director any financial interests that could constitute situation where the chief executive officers judgment or commitment to the Board may be affected.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

October ~~2009~~2010

E. Executive Officers

This policy section shall apply to the Board's chief executive officers, as defined in Section II. D. 2. b.

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

(1) Relations with the Board

(a) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

(b) Effective communication among the Board, the Board office, and the institution or agency.

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- (c) Preparation of such budgets as may be necessary for proper reporting and planning.
 - (d) Transmittal to the Board of recommendations initiated within the institution or agency.
 - (e) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
 - (f) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.
- (2) Leadership of the Institution or Agency
 - (a) Recruitment and retention of employees
 - (b) Development of programs, in accordance with an evolving plan for the institution or agency.
 - (c) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - (d) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- (3) Relations with the Public
 - (a) Development of rapport between the institution or agency and the public that each serves.
 - (b) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

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d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- (1) Each chief executive officer's annual compensation shall be set and approved by the Board. The chief executive officers shall not receive supplemental salary compensation from an affiliated institutional foundation, ~~or from any other source~~ except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below ~~and as such is specifically approved by the Board in each instance.~~ Each chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including supplemental salary compensation from an outside source, that are or potentially could constitute situations where the chief executive officer's judgment or commitment to his or her employer could be affected.
- (2) In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, agency, and school employees.
- (3) Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- (4) Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- (5) Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

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- a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

- b. Each institutional President shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)

- e. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial

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functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

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

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
OCTOBER 14, 2010**

SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services

REFERENCE

June 2010

Board requested the Planning, Policy and Governmental Affairs Committee bring back proposed amendments to Board policy I.J. incorporating longstanding board action regarding the serving of alcoholic beverages on institution property under into I.J.2.b(6).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.J. Use of Institutional Facilities and Services.

BACKGROUND/DISCUSSION

The Board has waived the restriction outlined Board policy I.J.2.b(6) in the past allowing institutions to serve alcoholic beverages on institution property in conjunction with student athletic events under very specific criteria. The proposed changed to Board policy I.J. incorporate those conditions into the policy, thereby allowing the Board to approve alcoholic beverage permits based on the specified policy rather than waiving the policy under specific conditions.

ATTACHMENTS

Attachment 1 – First Reading I.J. Use of Institutional Facilities and Services.

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes incorporate the conditions by which the Board has waived policy I.J. in the past. The proposed language does not address the conditions that take place in the Stueckle Sky Center during home game activities. Current requirements for those areas other than the Stueckle Sky Center stipulate that alcohol can be served for no more than three-hours, ending at kick-off, the waiver allowing alcohol service in the Stueckle Sky Center allows for alcohol service to be served until the start of the 4th quarter of the game. If the Board wishes to accommodate these activities additional language could be added allowing alcohol beverage service in stadium suites starting no sooner than three hours prior to kick off and ending at the start of the 4th quarter

IMPACT

Approval of proposed changes would allow the institutions to bring forward requests for alcoholic beverage permits based on the specific requirements outlined in the policy. The current policy is written in a way that requires the Board to waive the policy in order to allow alcoholic beverages on institution property during home football pregame activities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.J. Use of Institutional Facilities and Services as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

August 2005 December 2010

J. Use of Institutional Facilities and Services

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, should be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. The institutions' provision of services and facilities should be educationally related. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
 - (1) Institutionally sponsored programs and projects.
 - (2) Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - (3) Local, state, or federally sponsored programs and projects.
 - (4) The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
 - (1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.
 - (2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

- (3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- (4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- (5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- (6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.

Notwithstanding, the sale or consumption of alcoholic beverages on campus grounds in conjunction with student athletic events shall be permitted only with Board approval, under the following conditions:

1. Must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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2. Must be for no more than three-hours in duration, ending at kick-off.
 3. Companies involved in the pre-game event must be sent a letter outlining the pre-game location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
 4. Alcohol-making or -distributing companies are not allowed to sponsor the activities or tents.
 5. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age will be admitted into the area.
 6. Security personnel must not allow patrons to exit the area with alcoholic beverages.
 7. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
 8. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcohol to those of drinking age.
 9. Tent sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the Institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances.
 10. The area must be for sponsors to entertain clients/guests for home football games.
 11. A report must be submitted to the Board annually after the conclusion of the season before consideration is given to the approval of any future requests for similar pre-game activities on home football game days.
- (7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.
- (8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- (9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- (10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- (11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- (12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.
- (13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a

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residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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IDAHO STATE UNIVERSITY

SUBJECT

Interim Report on Institutional Governance

REFERENCE

April, 2010	Board approved the request by Idaho State University to proceed with implementation of proposed Administrative Cost Reduction and reorganization.
June, 2010	Board directed Dr. Vailas to institute a review of the University's governance structure and to report back all findings to the Board.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance.

BACKGROUND / DISCUSSION

At the April, 2010 meeting of the Board, Idaho State University recommended, and the Board approved, significant organizational changes in the University's colleges, thereby also necessitating a revision of the faculty governance structure.

At the June, 2010 meeting of the Board, the Board stated that a review of governance would necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4, and that this group would examine models which would maximize effective and efficient participation by the faculty in its governance role. Based on this group's work, the President could then review the advisory group's input to make his recommendations to the Board.

State Board of Education Governing Policies and Procedures, Section III.C., Institutional Governance, allows for the faculty of each institution to establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board. All amendments to faculty bylaws, constitution, and procedures require approval by the Chief Executive Officer and the Board. Additionally, Section III.C. allows for the establishment by the Chief Executive Officer of advisory groups to study and make recommendations on specific issues.

The Board recognized that a review of ISU's faculty governance structure would also allow for the consideration of additional efficiencies, as well as bring it into alignment with the institution's reorganized governance structure. The Board subsequently approved a motion to direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Board all findings at the conclusion of the review. In response to the Board's direction, President Vailas appointed the Institutional Governance Advisory Committee, whose report is attached with this agenda item. The members of this committee are listed in Appendix B of that report.

We believe this report should be viewed as the critical first stage of a more comprehensive review and restructuring of ISU's institutional governance system that must occur. Accordingly, we have been working with the ISU Faculty Senate Chair, Dr. Phil Cole, to initiate this next stage of governance restructure.

A six person working group was appointed, comprised of faculty nominated by the ISU Faculty Senate Chair and the Provost and Vice President for Academic Affairs. The President and the Faculty Senate Chair have jointly developed a charge for the group to determine how best to address the concerns raised by the Institutional Governance Advisory Committee and to implement the required changes in the current governance system. A copy of the working group's charge is included as Attachment 2.

Idaho State University recommends that the Board receive this as an information item and a progress report. It is expected that the work of the six person working group should be completed over the next few months and we should be ready to move to the implementation phase of these needed governance changes by Spring Semester, 2011.

ATTACHMENTS

- | | |
|--------------|--|
| Attachment 1 | Letter from President Vailas to the State Board of Education |
| Attachment 2 | Charge to the Working Group |
| Attachment 3 | Letter to President Vailas from the Chair of the Institutional Governance Advisory Committee |
| Attachment 4 | Letter to President Vailas from the ISU Alumni President |
| Attachment 5 | Open Letter to the ISU Faculty from the Committee Members |
| Attachment 6 | Report of the ISU Institutional Governance Advisory Committee |

BOARD ACTION

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

Idaho State UNIVERSITY

Office of the President
921 South 8th Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

ATTACHMENT 1

September 13, 2010

President Richard Westerberg and Members
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Dear Members of the Idaho State Board of Education:

With this letter I am submitting the report of the Idaho State University Institutional Governance Advisory Committee developed in response to the Board's June 17, 2010, directive that faculty governance at ISU be reviewed. The intent of this report is to examine current governance principles and practices at ISU and to consider an innovative and strategic restructuring of the advisory system in light of the recent institutional reorganization.

I believe this report should be viewed as the critical first stage of a more comprehensive review and restructure of ISU's institutional governance system that will occur. The report reveals a cumbersome system that is often unproductive and inefficient, and through its recommendations lays out a road map for the important work of governance reform to continue. The expected next step is the implementation of change through an approved constitution and bylaws.

To attain ISU's goal of developing an effective, timely advisory system that will operate as a valuable, integral part of the institution and that will maximize meaningful faculty participation, I have been working with the ISU Faculty Senate Chair to initiate the next stage of governance restructure. We have appointed a six-person working group comprised of faculty nominated by the ISU Faculty Senate Chair and the Provost and Vice President of Academic Affairs. The Faculty Senate Chair and I have also jointly developed a charge for the group to determine how best to address the concerns raised by the Institutional Governance Advisory Committee and to implement the required changes in the current governance system. I have enclosed a copy of the working group's charge. The group will be instructed to work diligently to generate its recommendations for submission to me and to the State Board of Education for review and approval.

The drafted constitution and bylaws will be disseminated to all university constituents for review and comment. For the restructured governance system to succeed, it is essential that the university community embrace the principles and practices of the system.

Respectfully,



Arthur C. Vailas, Ph.D.
President

dh

Enclosures

cc: Dr. Mike Rush, Executive Director, SBOE

Idaho State UNIVERSITY

Office of the President
921 South 8th Avenue, Stop 8310 • Pocatello, Idaho 83209-8310

ATTACHMENT 2

September 13, 2010

Dr. Daniel Ames
Associate Professor, Geosciences
Mail Stop 8150
Idaho State University
Pocatello, Idaho 83209

Dear Dan:


We would like to thank you for agreeing to serve on the newly formed Governance Working Group. This committee will provide critical service to the university community as we work to streamline Idaho State University's governance system.

Attached is a copy of the formal charge to your committee. We have great confidence in your ability to contribute productively to this important effort.

We hope that your committee can complete its work in a timely manner, preferably by the end of the fall semester.

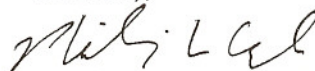
Again, we sincerely appreciate your willingness to serve.

Cordially,



Arthur C. Vailas
ISU President

Cordially,



Philip Cole
Faculty Senate Chair

ATTACHMENT 2

Charge to Institutional Governance Working Group:

The Institutional Governance Working Group ("Working Group") is comprised of six faculty members nominated by Faculty Senate and Academic Affairs and identified as committed to the welfare and advancement of Idaho State University and the university community. The purpose of the Working Group is to assist President Vailas in implementing ISU's response to the directive of the State Board of Education regarding a review of governance at ISU with the intent to maximize effective and efficient faculty participation and align governance with the university's reorganized structure.

The Working Group will make specific recommendations to the President in the following areas:

1. Where appropriate, reduce the number and size of governance-related councils and committees on which faculty serve.
2. Streamline the reporting structure for governance-related councils and committees with the goal of eliminating redundant review of proposals and policies in a multi-layered hierarchal structure.
3. Establish time frames for the processing of proposals and policies through the governance system.
4. Encourage experienced faculty (defined in terms of faculty rank), both tenured and untenured, to serve on university-wide councils and committees, thereby allowing junior faculty more time to focus on teaching and scholarly activities.
5. Review the Faculty Senate structure of proportional representation and give consideration to whether equal representation from the colleges would produce a more effective deliberative body.
6. Work with the Faculty Senate and university shared governance groups in the development of a constitution and bylaws that incorporate and implement the principles stated in the five items above.

Operational premises for the Working Group are that members work for the common good of the university in a spirit of collegiality and cooperation and that they consult with all university constituents and other resources in formulating recommendations.



**College of
Business**

921 S. 8th Avenue
Stop 8020
Pocatello, Idaho
83209-8020



9 September 2010

ATTACHMENT 3

Arthur Vailas, Ph.D.
President, Idaho State University
Pocatello, ID 83209

Dear Dr. Vailas,

Attached please find the final report of the Institutional Governance Advisory Committee, charged by you to conduct a review of the ISU institutional governance structure. This committee was created in response to the State Board of Education's request that the President conduct a review of governance at ISU, premised on the SBOE's previous approval of ISU's campus-wide reorganization.

Our committee met extensively throughout much of the summer to generate an initial report. This report was presented to ISU's faculty and staff at an open forum on Monday August 16, 2010 that consisted of a brief presentation and an opportunity for questions; the forum was transmitted to all ISU campuses. The report itself was posted on an ISU web site and an email address was provided to which additional comments and suggestions could be made during the comment period from August 16, 2010 through August 31, 2010. During this period, committee members also made themselves available to answer questions about the report and to listen to additional comments and suggestions.

The Institutional Governance Advisory Committee received 20 email responses to its request for comments and suggestions; almost all of these were from current ISU faculty members. A number of additional verbal comments were provided to committee members during informal talks with faculty during the comment period. There were no formal requests from any campus individual or group for committee members to meet and discuss the committee's report.

Based on these comments, the committee made modifications to our draft report. The committee also has written an open letter to the faculty containing a summary of the comments and suggestions received along with our responses. Both the revised report and the open letter to the faculty are attached.

I would like to commend the members of the Institutional Governance Advisory Committee for all their diligence and hard work. If you have any comments or suggestions, please feel free to contact me.

Sincerely,

David V. Beard, Ph.D.
Chair, Institutional Governance Advisory Committee
Professor, Computer Science and Computer Information Systems
Program Coordinator, Computer Science

Enclosures

Phone: (208) 282-3585
Fax: (208) 282-4367
<http://cob.isu.edu>

Idaho State UNIVERSITY

Alumni Relations

921 South 8th Avenue, Stop 8033 • Pocatello, Idaho 83209-8033 **ATTACHMENT 4**

September 13, 2010

President Arthur C. Vailas
Idaho State University
921 South 8th, Stop 8310
Pocatello, Idaho 83209

President Vailas,

Representing alumni of Idaho State University, the Board of Directors of the Idaho State University Alumni Association has followed with great interest the process which has been undertaken for the reorganization efforts at our alma mater. We have had the opportunity to review the Institutional Governance Advisory Committee Report.

This comprehensive report issued by Dr. David Beard and Dr. Barbara Adamcik and their committee has provided us considerable information on which to base our confidences. We view the present circumstances as a viable opportunity for positive changes that will be beneficial for all areas of the university.

We are encouraged, positive and supportive of the leadership, vision and direction you provide for our faculty, staff and students. Even with less than favorable economic conditions and budget reductions, you continue to take Idaho State University forward and we endorse and support you efforts.

After considerable review and discussion, the Board of Directors of the Idaho State University Alumni Association fully endorses and supports the Governance Advisory Committee Report. We are hopeful the recommendations contained in the report will be given due consideration and many will result in implementation.

We respect and support the action to be taken by you, our President and know you have and will continue to keep the best interest of our university, our students and our alumni at the forefront of your decision-making.

Respectfully,



Ted Messmore, President
Idaho State University Alumni Board of Directors

ATTACHMENT 5

Open Letter to the Faculty on the Institutional Governance Advisory Committee Report

We would like to thank everyone in our university community who reviewed the Institutional Governance Advisory Committee report, provided thoughtful feedback, and posed insightful questions. The IGAC has considered the comments and questions both articulated during the Faculty Open Forum on August 16, 2010 by numerous faculty members and submitted since then via email and campus mail. We appreciate those of you who elected to share your perspectives with us. Within the feedback, three themes emerged that we would like to address in more detail, specifically the committee's perspective on the involvement of junior faculty, the rationale for not including specific details for implementation of recommendations, and the perceived need for additional committees.

First, the committee members of the IGAC strongly believe that faculty participation is imperative for a university to prosper and function effectively. While the committee did recommend that senior faculty should assume primary responsibility for committee work, this recommendation was not to preclude any involvement by junior faculty. The spirit of the recommendation was to protect the service time commitment of junior faculty, thereby increasing their time to focus on teaching and scholarship. Junior faculty involvement is encouraged and appreciated, and yet an increased involvement of senior faculty is desired.

Second, we were purposeful in our decision to not provide specific details about how to implement our recommendations or how to determine composition and functioning of the governance structure. Our rationale for not being specific was to allow Colleges/Division the authority and responsibility to operationalize how to move forward. It was neither within the committee's scope of activity nor our desire to micromanage the process. Having the Colleges/Division define what it means to be a senior faculty member, who should be represented on different university committees, and other details, encourages a high level of autonomy and responsibility in critical areas of university functioning. It also allows for variations across Colleges/Division that honor discipline-specific differences.

Third, as the IGAC reviewed the current governance structure at Idaho State University, it became apparent that there was a significant gap in strategic-level input from faculty to the administration. Thus, four new committees were recommended to address this missing advice. The scope and focus of the four committees are primarily tackling meta-level, long-term, and inter-disciplinary issues. It is the hope of IGAC that the Faculty Senate's governing structure and the four committees identified above would work collaboratively to complete the necessary strategic and functional work of the university. Recall that our first recommendation was for the administration and the Faculty Senate to review their committee structures, recommending revisions to the President as state board protocols dictate. This we believe is very important to the future of ISU.

We have modified our report based on the feedback and questions that we have received. It has been sent to President Vailas for his consideration. The revised report is available for your review at www.governance.isu.edu

Sincerely,

Committee Members

REPORT TO THE ISU PRESIDENT

INSTITUTIONAL GOVERNANCE ADVISORY COMMITTEE

8 September, 2010

INTRODUCTION

At the June 17, 2010 State Board of Education (SBOE) meeting, the SBOE voted to direct Idaho State University (ISU) President Arthur C. Vailas to conduct a review of institutional governance at ISU. This action was premised on the SBOE's April 22, 2010 approval of ISU's campus-wide reorganization that "also necessitate[d] a revision of the faculty governance structure." (See Appendix A for a copy of the motions from the April and June Board meetings.) More specifically, the SBOE indicated that "a review of governance will necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4" and instructed this group to "examine models which will maximize effective and efficient participation by the faculty in its governance role." It was noted this type of review would permit "consideration of additional efficiencies" and "alignment with the institution's reorganized governance structure." In response, President Vailas appointed an Institutional Governance Advisory Committee (see Appendix B for members).

Section III.C.I of the SBOE's Governing Policies and Procedures specifically addresses the President's role in institutional governance and asserts that the president is ultimately responsible and accountable for governing the University (see Appendix C for Policy III.C.1-5):

The Chief Executive Officer is the chief program and administrative officer of the institution, with full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution. The Chief Executive Officer is held accountable by the Board for the successful functioning of the institution.

This extensive grant of authority, and concomitant accountability, encompasses the "organization, management, and supervision" of an internal advisory system to ensure the coherent and efficient operation of the University. Under Sections III.C.3. and 4., the President is authorized to establish or recognize constituent governance organizations that advise him as part of the decision-making process of the institution and to create advisory groups to make recommendations on particular issues. SBOE policy on institutional governance (Section III.C.2.) directs the faculty body of each institution to "establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution."

The recent major reorganization of ISU's colleges, and the SBOE charge to review and revise institutional governance in light of it, provides an opportunity for fundamental change. Innovative and strategic restructuring of the governance system can reduce faculty service burden while increasing the breadth of faculty input on curriculum, academic standards, faculty appointments and ranks, promotion and tenure, faculty hiring and retention strategies, and workload through a streamlined communication model with reduced committee commitments. This allows the University to shed itself of the constraints of timeworn structures. Committees may provide direct input to the appropriate administrative decision-maker with little intermediation.

The recommendations discussed in this report recognize the importance of faculty input, while freeing faculty from duplicative meetings and allowing them more time to devote to student needs, professional development, creative activities, and research.

VALUES AND PREMISES OF THE COMMITTEE

The Institutional Governance Advisory Committee based its work on and supports the following operational premises:

1. All constituent groups (e.g., students, staff, faculty, administrators, alumni, community) should be given an opportunity to participate in discussions and make recommendations to the University administration regarding issues of direct relevance to them.
2. Effective and efficient faculty and staff organizations (i.e., a Faculty Senate and a Staff Council) are important vehicles for review and discussion of issues and communication of input and recommendations to the President, Provost, and Vice Presidents.
3. Faculty, staff, and student organizations are advisory in nature and do not have the authority to approve (or not approve) University policies, procedures, and presidential decisions. However, in many areas, timely input is invaluable to maintaining a strong institution.
4. Careful, reasoned faculty advice is valued and essential to the University. However, faculty time is limited, so the process of generating faculty advice should not impede quality teaching and research and other scholarly/creative activities.
5. The Faculty is required by SBOE policy to develop a Constitution and Bylaws, which must be approved by the President and the SBOE. Changes to these documents also must be approved by the President and SBOE.
6. Senior faculty should assume primary responsibility for committee work to protect the service time commitment of junior faculty, allowing them to focus on teaching, research, and creative activities.

CONCERNS

Based on the Institutional Governance Advisory Committee's review of University and Faculty Senate documents, personal observations, and concerns brought to our attention, we have identified the following issues related to the current University system of advisory committees:

1. The University, over time has developed a complex, hierarchical system of committees that, in the aggregate, function as the University advisory structure (see Figure 1). The advisory system is not as responsive, effective, efficient, or flexible as it could be in providing advice, feedback, and timely recommendations to the University administration.
 - There are more than 60 standing committees that constitute the advisory structure.
 - Approximately half of these committees report to the President, Provost, or one of the Vice Presidents. The remainder report to the Senate.
 - A number of these University committees meet "as needed" (e.g., grievance committees) or are temporary committees formed for a specific purpose and then disbanded once their charge is completed.
 - The Faculty Senate reports directly to the Provost/Vice President for Academic Affairs and has about 30 standing councils and committees in its hierarchical structure (see Figure 2).

- The colleges have a number of department and college faculty committees, which are not included in the 60+ committees identified above.
2. The Faculty Senate does not have a Constitution as required by the SBOE and its current Bylaws (and the Bylaws of its councils and committees) do not align with the revised organization of the colleges and the Division of Health Sciences.
 3. The size, structure, and composition of the Faculty Senate are points of concern:
 - The size of the Faculty Senate – and its associated councils and committees – may be larger than best practices would define as optimal for committee work to be accomplished.
 - Senate seats are allocated based on proportional representation and this places smaller colleges at a disadvantage when issues of primary relevance to them are being considered. The ideal Senate may not need to be proportional to represent the faculty.
 - The number of councils and their subcommittees is also large and involves a significant time commitment by the Faculty (i.e., the number of faculty required to populate these committees). Some of these councils and committees could be eliminated, reassigned, or combined to decrease the total committee workload of the Faculty. Given the hierarchical nature of the Faculty Senate and its councils and committees, the time required for review of documents (e.g., draft policies, Notices of Intent, curricular changes, action plans, committee minutes, etc.) at each level results in significant delays in submission of the Senate’s final input and recommendations to the Office of Academic Affairs and/or the President. In addition, the recommendations at each level of review can be accepted or rejected. Thus, the work of one committee may be overturned at a higher level.
 - The mix of senior and junior faculty on the Senate is weighted heavily toward junior faculty; currently, there are few full professors on the Senate. For example, only 1/5th of the Senate and 1/6th of the Curriculum Council members are full professors.
 - In conflict with SBOE policy, the Faculty Senate in recent years has asserted that it has the authority to approve or veto decisions made by the President, rather than functioning as an advisory body to the President. Recent examples of this include issues with the Senate’s review, adoption and implementation of Administrative policies (MAPPS), and the University Workload policy.
 - The Faculty Senate and its advisory structure are expensive, both in terms of dollars and in terms of faculty, staff, and administrator time and productivity.
 - A number of critical strategic issues have not been dealt with well by the current Faculty Senate advisory structure. Significant curricular issues have not been addressed, including policies and procedures for program review and long-range program planning, interdisciplinary program models, and alignment of the general education program with the needs of the various colleges’ programs. The Vice President for Research has identified the need to create an advisory committee, composed of some of the experienced researchers on campus. In addition, timely advice on budgetary and facilities issues is not being received.

RECOMMENDATIONS

General

The Senate, Provost, Vice Presidents, and President should examine the large number of advisory committees that report directly to them, making changes as needed to increase efficiency, effectiveness, flexibility, and responsiveness. To ensure the University has an effective, efficient, flexible, and responsive advisory system, careful consideration should be given to assessment of the number of committees required, number of committee members, frequency of meetings, and the committees' defined functions and responsibilities.

We recommend the Senate and senior administration inventory the advisory bodies reporting to them with the objective of identifying those that can be combined, reduced in size, reassigned, or eliminated. This would yield system-wide benefits by reducing faculty, staff, and student committee workload; reducing the time for constituent input to reach the appropriate officer; and improving the quality and function of the advisory system and the recommendations received.

The institutional governance advisory system should ensure that faculty, staff, and students have the opportunity to participate in discussions and to make recommendations. To make this opportunity meaningful and effective, matters presented to committees should have a due date for submission of recommendations. Committees should then make their recommendations by this date. The President, Provost, or applicable Vice President is not, nor should she or he be, required to delay action beyond a reasonable time frame because no input has been provided by a committee.

Recommendations for the Faculty Senate

We recommend that the Faculty Senate submit to the President a draft Constitution and revised Bylaws that conform to SBOE policies and procedures and align with the new college/division structure. The Constitution and revised Bylaws must be approved by the University President and the SBOE.

Recommendation for New Presidential Advisory Committees

The current system of councils and committees advising the President, Provost, and Vice Presidents does not appear to meet the needs of either the administration or the Faculty. The administration frequently does not receive advice in a timely or effective way and as a result faculty recommendations may not always receive appropriate consideration.

We recommend that the President create four university-wide committees to advise him and his designees on issues critical to the effective operation of the University. These four committees will have charters that overlap somewhat with those of the Senate's corresponding councils, and to some extent they can make recommendations in the absence of timely advice from those councils. However, these new committees' objectives are broader and their members will focus on more strategic issues that currently are not being adequately addressed.

The four new advisory committees being proposed are:

1. University Curriculum Advisory Committee – This committee would focus on providing the Provost input and advice on inter-college issues related to curriculum, interdisciplinary educational programs, program review procedures and feedback, the 8-Year Plan updates submitted to the SBOE, Notices of Intent, and other such

university-wide activities. Intra-college curricular issues and actions would be the responsibility of the colleges' curricular review bodies.

2. University Budget Advisory Committee – This committee would work with the Vice President for Finance and Administration to provide advice on issues related to long-range budget planning at the University level, as well as development of procedures to address budget holdbacks, zero-based budgeting, and the development of annual budgets submitted to the SBOE. The colleges would maintain control of their own budgets and engage in budget planning at the college level.
3. University Research Advisory Committee – This committee would report to the Vice President for Research and would provide, for example, input on strategies to advance ISU's research mission and other university-wide concerns related to faculty research and creative pursuits.
4. Master Planning Advisory Committee – Long-term planning at the university level requires advice from faculty and staff with expertise in a number of areas. This committee would report to the Vice President for Finance and Administration and the Provost and focus on long-range facilities planning and development of an integrated University master plan that supports the University's strategic plan.

These advisory committees, created by the President, should send their minutes and recommendations directly to the appropriate Vice President. The Curriculum, Budget, and Master Planning Advisory committees should have a university-wide strategic focus. The faculty representatives on the Research Advisory Committee should be experienced researchers. These committees should be integrated with and support the corresponding decision-making processes in the reorganized colleges.

Principles to which each University Advisory Committee should adhere include:

- Faculty members on these committees should be senior faculty (full-time, continuing professors and associate professors, or equivalent PTE faculty).
- These committees should ensure that appropriate deliberation and decision-making occurs at the college/division level and focus their efforts primarily on University-wide issues.

Summation

Idaho State University can significantly streamline its advisory structure in a way that will benefit the entire University community. The proposed system, we believe, will allow all constituencies an opportunity to provide advice on matters relevant to them. We urge everyone to work together in the spirit of achieving a structure that gives the President effective and timely advice on matters of importance, thereby ensuring the voice of each group having a vested interest is heard. The Committee purposely did not specify how the concepts in its recommendations should be implemented, as we did not feel it our responsibility to micro-manage or articulate the details and definitions. We wanted to provide a general set of recommendations that would provide the colleges and the Faculty Senate an opportunity to define and develop the operational elements. For example, we suggest that the colleges determine who to include as senior faculty in making committee assignments. We encourage the Faculty of the University to participate in discussions related to the various recommendations in this report and in identification and implementation of the details.

Figure 1
Current University Advisory System

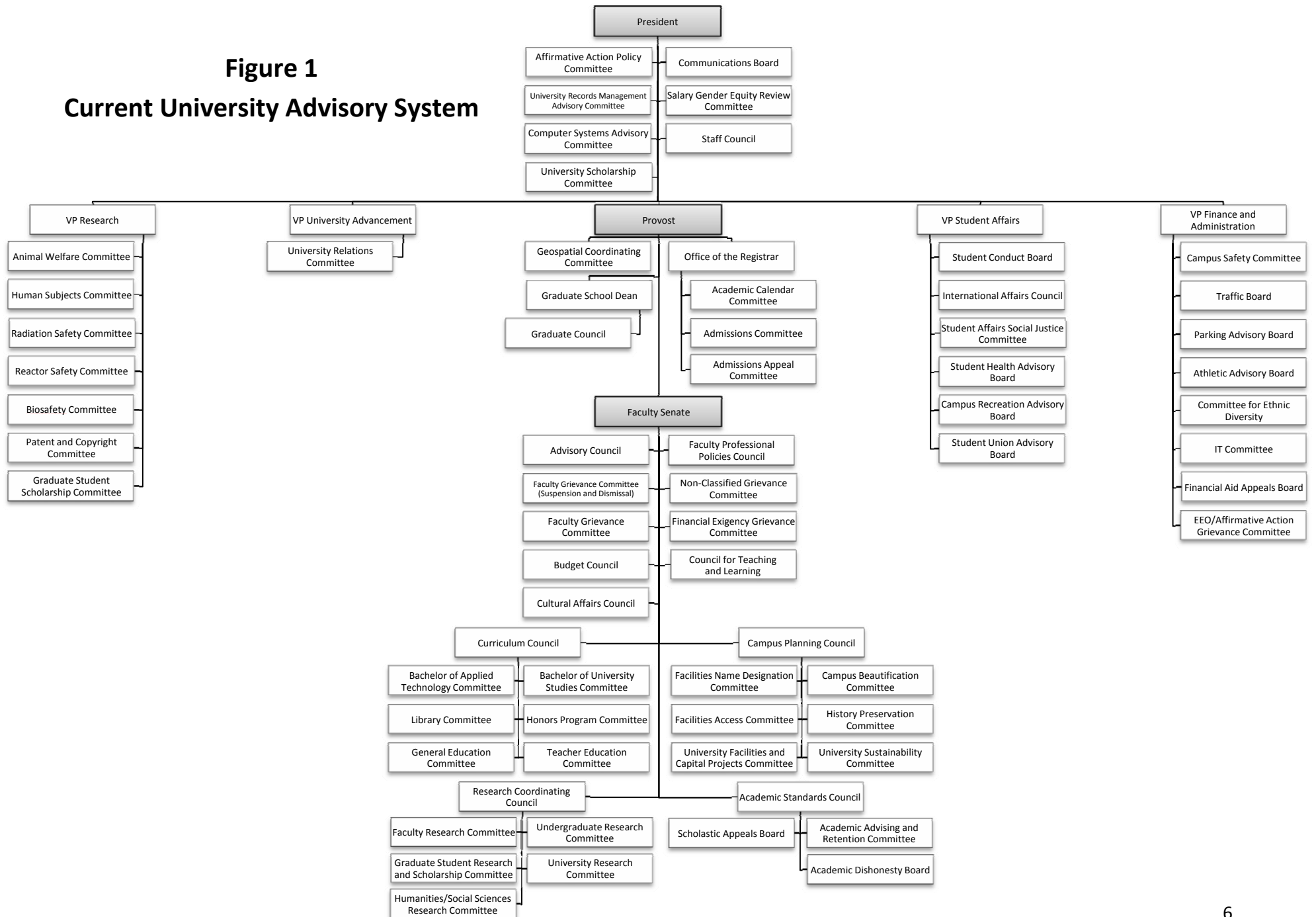
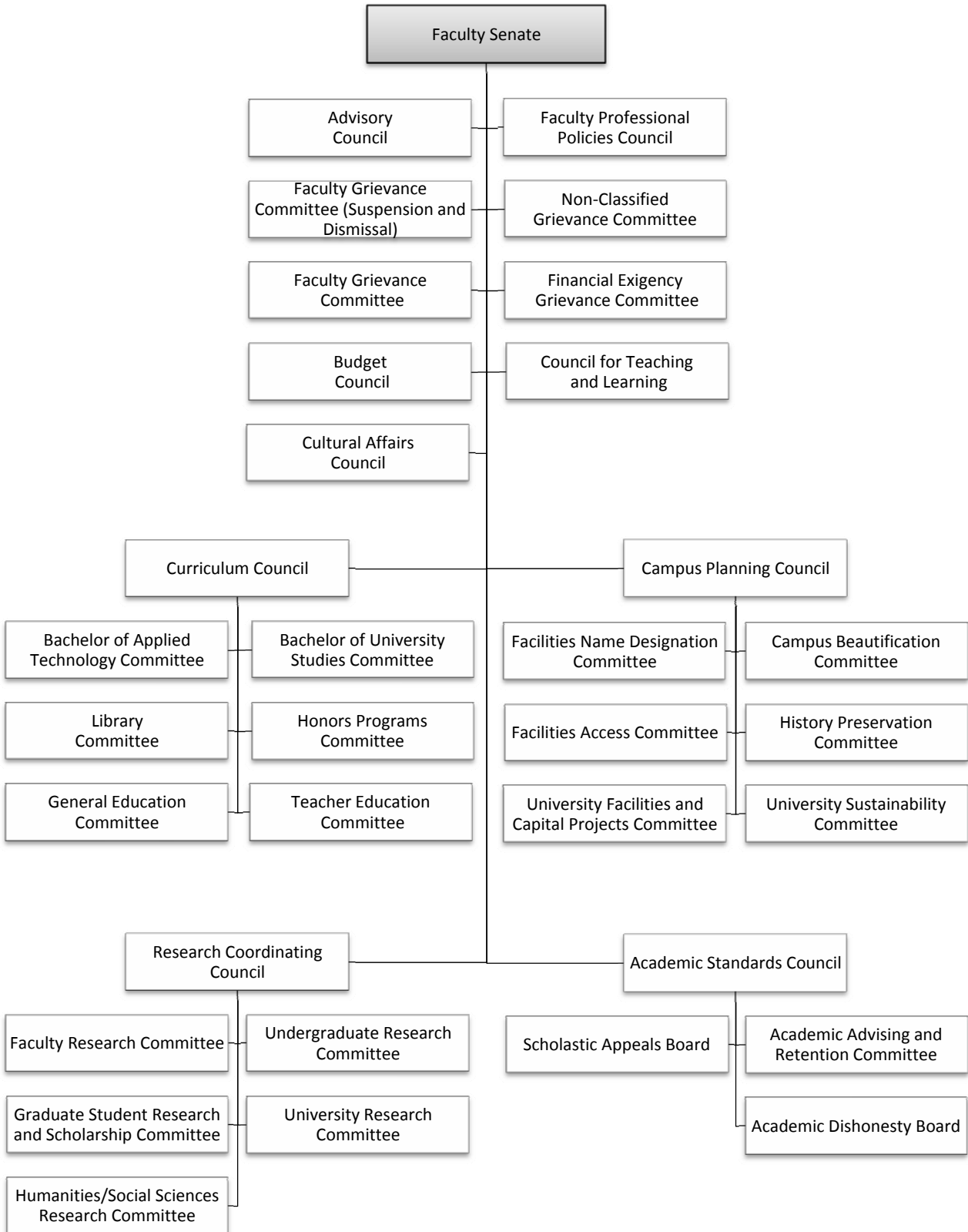


Figure 2 - Current Faculty Senate Advisory System



Appendix A

1. State Board of Education Meeting, April 22, 2010
 - a. Agenda, Business Affairs and Human Resources (BAHR II)
 - b. Tab 15 – Idaho State University Administrative Cost Reductions
 - c. Minutes approved at June 17, 2010 SBOE meeting (for Tab 15 motion)

2. State Board of Education Meeting, June 17, 2020
 - a. Agenda, Planning, Policy and Governmental Affairs (PPGA)
 - b. Tab 5 – Idaho State University Faculty Governance Review
 - c. Minutes approved at August 12, 2010 SBOE meeting (for Tab 5 motion)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 22, 2010

TAB	DESCRIPTION	ACTION
<hr/>		
	FY 2011 APPROPRIATIONS	
10	a. Information - Institutions & Agencies b. College & Universities c. Community Colleges d. Professional-Technical Education e. Promise A Scholarship f. Promise B Scholarship g. Opportunity Scholarship	Motion to approve
<hr/>		
11	AMENDMENT TO BOARD POLICY Section V.K. – Construction Projects 2nd Reading	Motion to approve
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12	AMENDMENT TO BOARD POLICY Section V.B., Budget Policies – Occupancy Costs, 2nd Reading	Motion to approve
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13	STUDENT HEALTH INSURANCE CONTRACT	Motion to approve
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14	AMERICAN RECOVERY AND REINVESTMENT ACT State Fiscal Stabilization Fund & Education Reform Assurances	Information item
<hr/>		
15	IDAHO STATE UNIVERSITY Administrative Cost Reductions	Motion to approve
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IDAHO STATE UNIVERSITY

SUBJECT

Implementation of Proposed Academic Administrative Cost Reductions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.4.b.1.

BACKGROUND/DISCUSSION

Idaho State University (ISU) has not positioned itself to be efficient in terms of allocation of resources because its colleges are so small.

Three main task forces were commissioned to address this issue. The three key objectives of these task forces were to:

1. Increase efficiency and streamline operations;
2. Enable ISU to emerge academically stronger;
3. Realize a financial savings.

The Task Force Chairs appointed a balanced mix of faculty members, including current or former department chairs, and current or former members of the Faculty Senate. A fourth task force examined overlapping issues. The 36 faculty on the 4 committees held 57 meetings, including 8 open forums. They worked from November, 2009 to February, 2010, working a total of 3,011 faculty hours, and submitted reports in February, 2010. The Provost then held a joint meeting, including the Faculty Senate Executive Committee, the Council of Deans, President of the Student Body, Chair of Staff Council, President's Faculty Advisory Council, and the Provost's Faculty Advisory Board to discuss the proposal. This was followed by a University-wide public forum held by the Provost. A video of the open forum was made available on a dedicated website, along with the Task Force reports, the proposed plan, and other documents. An email address was created to receive faculty and staff input, which was included in an overall continuing evaluation process to further refine the plan. At the same time, detailed analysis continued to evaluate the financial impact of the plan. The Provost then submitted the final plan to the President for approval.

The plan merges the Colleges of Pharmacy and Health Professions, creating a new Division of Health Sciences. It also merges the College of Engineering with the science departments of the current College of Arts and Sciences, to form a new College of Science and Engineering. The remaining departments in the existing College of Arts and Sciences are restructured into a College of Arts and Letters.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 22, 2010

The new structure will also facilitate more and better strategic planning and improved operational management. The new units will operate as performance centers, receiving a “balanced scorecard” of performance objectives at the beginning of a fiscal year, and then evaluated periodically on their performance against those objectives through the year. At the end of the year, resources can be reallocated among colleges, based on relative performance.

IMPACT

The new organizational structure will not impact college degrees and scheduling, but does provide lower administrative costs and more self-governance for the faculty. Among many other advantages it will provide to the faculty, it will reduce the range of faculty departmental commitments, create flexibility to implement a true variable course load, and provide research-productive faculty the time to do their work.

Nationally, a number of other universities have reorganized to achieve similar advantages.

Significant annual administrative cost reduction savings of about \$900,000 will be achieved from implementing this new structure. These potential savings are being included in ISU’s proposed FY2011 budget and were factored in when formulating its tuition and fees request.

In addition, these organizational changes will allow the University to better meet the needs of our students by streamlining curricular planning and delivery.

ATTACHMENTS

Attachment 1 - Moving Forward with Strength

Page 5

STAFF COMMENTS

This request involves both academic affairs and business affairs issues. The plan contemplates the consolidation of existing instructional programs by merging or restructuring colleges. Since the financial impact exceeds \$250,000, Policy requires Board approval prior to implementation. While this proposed reorganization was not forwarded to CAAP for its review and recommendation, the institution has kept Board members and Board staff apprised of the process and status.

The institution built a proposed FY 2011 budget which was predicated in part on a 9.9% increase in tuition and fees and the savings this plan is estimated to generate. Since the Board approved a tuition and fee request almost a full percentage point less than requested, savings from this plan become all the more important to help plug the hole in the institution’s budget.

Staff finds that based on representations made by the institution, the proposed plan is a positive response to the State’s financial circumstances whereby the

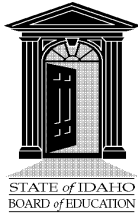
BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 22, 2010

institution would implement specific cost containment and efficiency measures. These measures would enable the institution to focus and preserve its core instructional mission in a time of diminishing state funding. Staff recommends approval.

BOARD ACTION

A motion to waive Board Policy III.G.5.a., Board Approval Procedures, and to approve the request by Idaho State University to proceed with implementation of the proposed Administrative Cost Reductions to be fully effective Fall Semester, 2010.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

**DRAFT MINUTES
STATE BOARD OF EDUCATION
April 21-22, 2010
University of Idaho
Whitewater/Clearwater Room
University of Idaho Commons
Moscow, Idaho**

A regularly scheduled meeting of the State Board of Education was held April 21-22, 2010 in Moscow, Idaho

Present:

Paul Agidius, President
Ken Edmunds, Secretary
Don Soltman

Richard Westerberg, Vice President
Emma Atchley
Milford Terrell

Rod Lewis
Superintendent

Tom Luna, State

The Board met at 4:00 p.m. on Wednesday, April 21, 2010 at the Best Western University Inn in Moscow, Idaho. All members were present.

M/S (Edmunds/Atchley): To amend the agenda to add an additional UI executive session item. The item was not included in the original posted agenda because the Board has just determined that it would be beneficial to conduct deliberations relating to the University's acquisition of an interest in real property not owned by a public agency and to discuss with its attorney documents related thereto that are exempt from disclosure as provided in title 3, chapter 9, Idaho Code. Also, to add an additional BSU executive session item. The item was not included in the original posted agenda because the Board has just determined that it would be beneficial to consider and discuss with its attorney documents that are exempt from disclosure as provided in title 3, chapter 9, Idaho Code. Motion carried unanimously.

EXECUTIVE SESSION

M/S (Edmunds/Soltman): To move into Executive Session to consider the following matters:

consortium. A method called best value procurement was used. He provided information about that process.

Mr. Burns pointed out that this is a three year contract with seven one-year renewals, subject to mutual agreement between the parties. The consortium includes BSU, ISU, and LCSC. This effort creates an effective solution for the universities. It reduces the institutions administrative costs and increases student satisfaction. Mr. Burns explained that this effort leveraged the buying power of the universities because they are working as one group for the benefit of the whole. It was noted that there is a public agency clause in the contract if another institution wants to join.

By unanimous consent, the Board agreed to take up 1 of the IRSA Agenda.

1. i-STEM Presentation – Information item

Melinda Harrison was introduced to discuss i-STEM. She reported that the focus of i-STEM is to advance STEM (Science, Technology, Engineering, and Math) in Idaho through a collaborative effort with other stakeholders. The stakeholder group agreed on the necessity to provide resources that help students develop the understanding and skills needed to participate, contribute, and compete in the workforce. It was determined that resource and development centers should be established statewide, one in each of the six regions. These resource centers would provide physical resources to teachers in their classrooms to teach these interdisciplinary programs. They would also provide virtual resources to the teachers and also professional development opportunities for teachers to learn how to incorporate STEM core content into the curriculum they teach.

This summer, two i-STEM teacher academies will be offered; one at North Idaho College and another at the College of Southern Idaho. All the teachers who attend will be provided materials to take back into the classroom. Ms. Harrison noted that progress has been made possible because all the partners involved are interested in seeing changes made.

State Superintendent Luna complemented the INL for their participation and leadership in pulling these projects together.

At this time the Board returned to the BAHF Finance Agenda

14. American Recovery and Reinvestment Act – State Fiscal Stabilization Fund and Education Reform Assurances – Information Item

Board member Westerberg presented this information item. Matt Freeman pointed out that when the Governor accepted the federal stimulus money, he made certain assurances. One of them involved the creation of the longitudinal data system. Mr. Freeman explained that even if the funds are provided to create the system, it will be hard to meet the timeline and the due date. This is an issue the Board staff is working to resolve.

15. Idaho State University – Administrative Cost Reductions

M/S (Westerberg/Lewis): To waive Board Policy III.G.5.a., Board Approval Procedures, and to approve the request by Idaho State University to proceed with implementation of the proposed Administrative Cost Reductions to be fully effective Fall Semester, 2010. Motion carried unanimously.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 17, 2010**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Information Item
2	EASTERN IDAHO TECHNICAL COLLEGE ANNUAL REPORT	Information Item
3	PRESIDENTIAL COMPENSATION	Motion to Approve
4	2011 LEGISLATIVE IDEAS	Motion to Approve
5	IDAHO STATE UNIVERSITY – FACULTY GOVERNANCE REVIEW	Motion to Approve
6	HUMANITARIAN BOWL – ALCOHOL WAIVER	Motion to Approve
7	BOISE STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER – STUECKLE SKY CENTER	Motion to Approve
8	BOISE STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER – CARVEN WILLIAMS COMPLEX	Motion to Approve
9	IDAHO STATE UNIVERSITY – 2010 PREGAME ALCOHOL WAIVER	Motion to Approve
10	UNIVERSITY OF IDAHO – 2010 PREGAME ALCOHOL WAIVER	Motion to Approve
11	WORKFORCE DATA QUALITY INITIATIVE	Motion to Approve

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
JUNE 17, 2010

SUBJECT

Faculty Governance Review

REFERENCE

April 2010

Board approved the request by Idaho State University to proceed with implementation of proposed Administrative Cost Reduction and reorganization.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Governing Policies and Procedures, Section III.C. Institutional Governance.

BACKGROUND/ DISCUSSION

At the April, 2010 meeting of the Board, Idaho State University recommended, and the Board approved, significant organizational changes in the University's colleges, thereby also necessitating a revision of the faculty governance structure. A review of governance will necessarily require the use of a broad advisory group (including faculty) pursuant to Board Policy III.C.4. This group should examine models which will maximize effective and efficient participation by the faculty in its governance role. The president can then review the advisory group's input to make his recommendations to the Board.

STAFF COMMENTS AND RECOMMENDATIONS

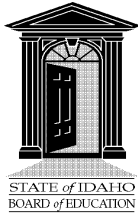
State Board of Education Governing Policies and Procedure, Section II.C. Institutional Governance allows for the faculty of each institution to establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board. All amendments to faculty bylaws, constitution, and procedures require approval by the Chief Executive Officer and the Board. Additionally Section II.C. allows for the establishment by the Chief Executive Officer of advisory groups to study and make recommendation on specific issue.

Review of ISU's faculty governance structure will allow for the consideration of additional efficiency's as well as bring it into alignment with the institutions reorganized governance structure.

BOARD ACTION

A motion to direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the board all findings at the conclusion of the review.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

**DRAFT MINUTES
STATE BOARD OF EDUCATION
June 16-17, 2010
Eastern Idaho Technical College
Idaho Falls, ID**

A regularly scheduled meeting of the State Board of Education was held June 16-17, 2010 in Idaho Falls, Idaho at Eastern Idaho Technical College in the Health Education Building, Room 6164.

Present:

Richard Westerberg, President
Don Soltman, Secretary
Emma Atchley
Rod Lewis

Ken Edmunds, Vice President
Paul Agidius
Milford Terrell

Absent:

Tom Luna, State Superintendent

Wednesday, June 16, 2010

The Board met at 1:30 p.m. on Wednesday, June 16, 2010. Board President Westerberg called the meeting to order. Board member Edmunds arrived at 3:30 p.m.

PLANNING, POLICY, and GOVERNMENTAL AFFAIRS

1. State Board of Education Strategic Plan

M/S (Soltman/Agidius): To approve the 2011-2015 Idaho State Board of Education Strategic Plan as submitted. Motion carried 6-0 (Edmunds not present at this time).

By unanimous consent the Board agreed to the correction of the typo under Objective C Benchmark related to the percentage of first-year freshman returning for a second year. It was noted that the numbers had been switched around. It should read 55% for two-year institutions and 65% for four-year institutions.

Board member Soltman introduced this item. He invited Tracie Bent of the Board office to present the details. Ms. Bent noted the Board originally approved the goals and objectives of the new plan in February 2010. She reported that during the recent fine-tuning of the approved plan several objectives were edited or removed. The edited version of the plan is being

\$286,650 in institutional funds, and \$37,000, plus such additional amount required for benefits in supplemental compensation to be provided by the ISU Foundation), and to direct staff to amend the current employment agreement with Dr. Vailas extending the current contract for an additional year, to be brought back for future consideration by the Board. Motion carried unanimously.

M/S (Soltman/Agidius): To approve the annual salary for Burton L. Waite as President of Eastern Idaho Technical College effective July 1, 2010, at an annual salary of \$115,000, and to direct staff to prepare an employment agreement with Mr. Waite for a one (1) year term and containing employment terms and conditions, to be brought back for future consideration by the Board. Motion carried unanimously.

M/S (Soltman/Lewis): To approve the annual salary for Mike Rush as Executive Director of the Idaho State Board of Education effective July 1, 2010, at an annual salary of \$110,012, and to direct staff to prepare an employment agreement with Dr. Rush. Motion carried unanimously.

4. 2011 Legislative Issues

M/S (Soltman/Terrell): To approve the three legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals through the Governor's legislative process. Additional Legislative Ideas are to be approved by the Board's Executive Committee prior to submittal. Motion carried unanimously.

Executive Director Mike Rush explained that Executive proposals have to be submitted through this process. In regards to legislation that is brought forward by a legislator, those things can be brought to the Board as information items for its perusal and the Board can always take a position. Related to the budget of the Department of Education, it was noted that the State Superintendent does have the authority to submit legislation and isn't bound by these timelines as the Board is. The Board does have the opportunity to weigh in on the issues.

Dr. Rush explained that the Board has until the first week of August to submit ideas to the Governor's office. These ideas don't have to carry through to fruition. If the Governor's office agrees on those ideas, the Board can decide whether to pursue them. Board President Westerberg suggested that the Board needs to be able to respond to things on the fly. He assigned the PPGAC committee to think of a way for the Board to respond and take action given that some of those things take place very quickly. He asked that PPGAC report back to the Board related to this in August.

5. Idaho State University – Governance Review

M/S (Soltman/Terrell): To direct Dr. Vailas to institute a review of the faculty governance structure at Idaho State University and to report back to the Board all findings at the conclusion of the review. Motion carried unanimously.

Board member Soltman presented this item.

6. Humanitarian Bowl Alcohol Waiver

M/S (Soltman/Terrell): To approve uDrove Humanitarian Bowl's request to operate a corporate tent village consistent with the terms herein for the 2010 through 2014 Bowl

Appendix B

Below is a list of the members of the Institutional Governance Advisory Committee. Note that we include selected current and former experience:

Barbara Adamcik, Ph.D.; Professor of Social and Administrative Pharmacy and Associate Vice President for Academic Affairs; (from a list of 41) Faculty Senate (2 terms), Senate Chair, Vice Chair and Executive Committee; Chair, Student Grievance Committee; ISU Speakers and Artists Committee; Academic Standards Council; Campus Planning Council; Curriculum Council; Faculty Professional Policies Council; Research Coordinating Council; Chair, Faculty Research Committee; University Research Committee; Technology Oversight Committee; Records Management Advisory Committee; ad hoc Compensation Committee; ERP Steering Committee. National service includes: Chair, Social and Administrative Sciences Section (national election) of the American Association of Colleges of Pharmacy; U.S. Bureau of Health Professions Peer Review Panel; National Association of Boards of Pharmacy Foreign Pharmacy Graduates Equivalency Exam Review Committee.

David Adler, Ph.D.: Professor of Political Science; Senate; Senate Executive Committee; Library Committee; Cultural Affairs Council; Chair, VP of Research Search Committee; selected by ISU Senate to speak to the SBOE. Faculty Representative to the Presidential Search Committee

David Beard, Ph.D.: Chair; Professor of Computer Science and Computer Information Systems and Program Coordinator of Computer Science; Senate(2 terms); Chair, Faculty Professional Policy Council; Library Committee; Faculty Research Committee; Registrar Search Committee; Academic Standards Council; Grievance Committees; Budget Council; Academic Affairs Advisory Board; Special Budget Consultative Committee; Records Management Committee; National service includes: National Institutes of Health Diagnostic Imaging Study Section; U.S. Army Breast Cancer Research Study Section.

Kay Christensen, J.D.: Interim Associate Vice President for Academic Affairs; Chair, Idaho State University Faculty Senate (tenure also included service as Vice-Chair, Past Chair, and member of the Executive Committee); Chair, Idaho Council of Higher Education Faculty; College of Technology Faculty Council; College of Technology Strategic Plan ad hoc committee; University Governance Task Force; President's Council; Accreditation Working Group; ISU Law Library Committee; State of Idaho Supreme Court Civil Rules Committee; Civil Justice Reform Act Advisory Committee, U.S. District Court, District of Idaho; Gender Fairness Committee, U.S. District Court, District of Idaho.

Nicole Hill, Ph.D.: Professor and Interim Chair of Counseling; Graduate Council; Academic Affairs Advisory Committee; Grievance Committee; graduate student representative Ohio University Research Committee; Women's Studies Advisory Committee; Chair, Kasiska College of Health Professions Faculty Advisory Committee.

Casidy Jahnke: ASISU Student Body President

Michael Lineberry, Ph.D.: Research Professor of Nuclear Engineering, Director of the Institute of Nuclear Science and Engineering (Joint appointment with INL); Search Committee for VP of Research; White House Executive Office, Office of Management and Budget; Associate Director of Argonne's Integral Fast Reactor Program; CAES Associate Director.

Lynn Roberts: University Business Officer in the College of Arts and Letters; Special Budget Consultative Committee, University Business Officer Council; Veterans' Sanctuary Board; Mayor of Pocatello's task force on Boarding House Ordinance; President, Association of School Business Officials, NWT.

Corey Schou, , Ph.D.: Professor of Computer Science and Computer Information Systems and Director of the Informatics Research Institute; President's Council; Faculty Research Committee; Technology Oversight Committee; Chair, Technology Innovation Center; Founder, Computer Security Policy Committee; State of Idaho Computer Security Committee; National service includes: White House Critical Information Protection Board; US State Department Delegate to APEL-TEL.

Thomas Terry, Ph.D.: Associate Professor and Chair of the Department of Mass Communication; Reorganization Task Force, Arts, Humanities, Social Sciences, and Education 2009; Scientific Advisory Committee; President, Graduate Student Association, School of Journalism and Mass Communication, UNC-Chapel Hill; Senator, Graduate and Professional Student Federation, UNC-Chapel Hill ; Chair, Select Committee on Resolutions Development, Graduate and Professional Student Federation, UNC-Chapel Hill.

Appendix C

State Board of Education Governing Policies and Procedures, Section III.C.1-5

C. Institutional Governance

1. Chief Executive Officer

The Chief Executive Officer is the chief program and administrative officer of the institution, with full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution. The Chief Executive Officer is held accountable by the Board for the successful functioning of the institution.

2. Faculty Governance

The faculty of each institution will establish written bylaws, a constitution, and necessary procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution. All policies and procedures must be consistent with the Board's Governing Policies and Procedures.

3. Other Representative Organizations

The Chief Executive Officer may establish or recognize other governance organizations representative of identifiable institutional constituencies. Each organization will establish written bylaws and necessary procedures, subject to the approval by the Chief Executive Officer, for making recommendations to the Chief Executive Officer as a part of the decision making process of the institution. All policies and procedures must be consistent with the Board's governing policies and procedures.

4. Advisory Groups

From time to time, the Chief Executive Officer may establish an advisory group to study and make recommendations on a particular issue. Such an advisory group will report to the Chief Executive Officer or his or her designee on the topic assigned and within the time established by the Chief Executive Officer, who may accept or reject the recommendation.

5. Attendance at Board Meetings

Each institution is authorized to bring to meetings of the Board, at institutional expense, the President, the Academic Vice President, the Financial Vice President, and the duly-elected faculty and student government representatives. Expenses of any other personnel must be authorized by the Chief Executive Officer prior to attendance at the meetings.

Idaho State UNIVERSITY

Idaho State University Foundation

921 South 8th Avenue, Stop 8050 • Pocatello, Idaho 83209-8050

September 16, 2010

Arthur C. Vailas, Ph.D.
President
Idaho State University
921 South 8th Avenue
Stop 8310
Pocatello, Idaho 83209-8310

Dear President Vailas:

The opportunity to review the various drafts of the report of the *Institutional Governance Advisory Committee* was greatly appreciated. The Committee was composed of some of the most distinguished faculty of Idaho State University (ISU) and, accordingly, I was not surprised when they submitted such an excellent document. The Committee should be congratulated on their work. I am taking this opportunity to formally provide you with my thoughts on the Committee's final report.

As you know, while serving as the President and President-elect of the Idaho State University Foundation (ISUF) over the last five years, I have volunteered literally thousands of hours to work on various ISU and ISUF projects. From time to time you have heard me complain of the glacial pace of implementing needed change at ISU. Some might suggest that I have had these concerns because much of my life has been spent providing professional services to large multinational corporations. However, while ISU and other universities might learn a lot from the best practices of these companies, I have not been comparing ISU to them. Instead, I have been comparing ISU to the numerous not-for-profit organizations and universities that I have provided board and volunteer service to, as well as paid professional services. Figure 1 and Figure 2 of the report (and supporting commentary) help explain to me why implementing change can be so much more difficult at ISU than at other institutions that I have served. The implementation of the Committee's recommendation that: "*the Senate and senior administration inventory the advisory bodies reporting to them with the objective of identifying those that can be combined, reduced in size, reassigned, or eliminated,*" is long overdue.

Before I retired, I served as a partner in one of the world's largest partnerships. While it may not be generally known, in a partnership issues of collegiality and shared governance are as important as, or perhaps even more important than, they are in a university. In a healthy partnership (and I might add a healthy university), these issues are vital and should be carefully considered, however, these issues should never interfere with an institution's mission of providing the best possible service to their constituents. Consultation and collegiality need not prevent an institution from reacting speedily to changing needs. A healthy respect for collegiality and shared governance

should not lead to the "paralysis of analysis" that too often exists at ISU. Even in a partnership or university setting, you must give your leadership the opportunity to lead after a reasonable amount of consultation. It seems to me that the Committee's recommendation to establish four new advisory committees will help the University make important decisions in these four critical areas in a much more efficient and timely manner. Implementation of this recommendation will still leave plenty of room for faculty consultation and participation.

The report of the Governance Advisory Committee is a balanced and thoughtful document. It will provide an excellent roadmap for making needed improvements at ISU and I heartily recommend it.

A final note, I happened to be in various meetings at ISU all day on the day that the Committee presented their preliminary report to the faculty. While I did not attend the faculty meeting, I did have faculty members describe it. What most disturbed me was that there was only limited constructive engagement about the substantive issues. Instead, there was a series of ad hominem attacks made against the individuals who served on the Committee. I asked one faculty member why she did not speak up to defend the Committee and why no faculty member took the floor to point out that the ad hominem attacks were out of order. I thought her answer was revealing. She felt that most of the faculty there was embarrassed by the personal attacks and that it was not necessary to state the obvious. Also, why say something? All that would happen is that the attacks and recrimination would then be pointed at those who spoke out against personal attacks. (So much for academic freedom, more like academic fear caused by intimidation by other faculty.) While the Committee only had to endure this attack for a few days, I do not think you, your senior staff, or the members of the State Board of Education will be as fortunate. There seems to be a small minority of the faculty and the Faculty Senate that will oppose any change and will use the nastiest methods possible to achieve their ends. Naturally, since these individuals are the most vocal, they get the most media attention. My prayer is that you, and ISU's governing board, do not let these types of attacks (after due deliberation and making necessary revisions) prevent the institution from moving forward on these important changes.

Thanks again for giving me the opportunity to comment on this report and for providing the leadership to move ISU forward in these turbulent times. Please feel free to share this letter with anyone you care to.

Sincerely,

A handwritten signature in dark ink that reads "Michael J. Byrne". The signature is fluid and cursive, with the first name "Michael" and last name "Byrne" clearly legible.

Michael J. Byrne
President
Idaho State University Foundation

c: Dr. David V. Beard, Ph.D.
Chair, Institutional Governance Advisory Committee