

## STATE BOARD OF EDUCATION MEETING

June 20-21, 2012

Eastern Idaho Technical College

Health Care Education Building

Rooms 6163/6164

1600 South 25<sup>th</sup> East

Idaho Falls, Idaho



**Wednesday, June 20, 2012, 1:00 pm, Eastern Idaho Technical College, Health Care Education Building, 6163/6164, Idaho Falls, Idaho**

### BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. Rolling Calendar

### WORK-SESSION

#### **BUSINESS AFFAIRS & HUMAN RESOURCES**

1. Zero-base Budgeting – David Hahn, DFM and Roger Brown, Governor's Office

#### **PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

2. Parliamentary Procedures Training

### CONSENT AGENDA

#### **BAHR – SECTION I – HR**

1. University of Idaho – Policy Change, Distinguished Professor

#### **BAHR – SECTION II – Finance**

2. FY 2013 Appropriated Funds Operating Budgets
3. FY 2013 Higher Education Research Council (HERC) Budget
4. Boise State University – Boise City Law Enforcement Contract
5. Idaho State University – Network Switching Infrastructure Upgrade

#### **IRSA**

6. University of Idaho – Faculty Constitution and By-laws

#### **PPGA**

7. State Rehabilitation Council Appointments

#### **SDE**

8. Request for Waiver of 103% Student Transportation funding Cap

9. Transport Students Less Than One-And-One-Half Miles for the 2011-2012 School Year
10. Professional Standards Commission Appointments

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

A motion to meet in executive session to evaluate the presidents of Idaho's state higher education institutions and its executive director, pursuant to Idaho Code Section 67-2345(1)(b).

**Thursday, June 21, 2012, 8:00 a.m., Eastern Idaho Technical College, Health Care Education Building, 6163/6164, Idaho Falls, Idaho**

### **OPEN FORUM**

### **PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Eastern Idaho Technical College
2. Presidents' Council Report
3. Presentation – Kim Clark, BYU-Idaho
4. Idaho Division of Vocational Rehabilitation Services – State Plan
5. Board Policy IV.G – 2<sup>nd</sup> Reading
6. 2013 Legislative Ideas
7. Strategic Plans – BSU, NIC
8. Potato Bowl – Request for Alcohol Permit
9. Boise State University - Alcohol Permit for 2012 Home Football Games - Stueckle Sky Center
10. Boise State University - Alcohol Permit for 2012 Home Football Games – Carven Williams Complex
11. Idaho State University - Alcohol Permit for 2012 Home Football Games
12. University of Idaho - Alcohol Permit for 2012 Home Football Games – Pre Game Events
13. University of Idaho – Alcohol Permit for 2012 Home Football Games – Club Seating
14. President Approved Alcohol Permits
15. Lumina Foundation Grant



## **INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

1. Complete College Idaho Plan
2. Second Reading, Proposed Amendment to Board Policy III.Y. Advance Opportunities
3. Memorandum of Understanding between Boise State University and Idaho State University Regarding Nursing Programs
4. Idaho State University – Nursing Ph.D.
5. Idaho State University – Partnership with College of Idaho
6. Accountability Committee Appointments
7. Value of Research Report

## **AUDIT**

1. Extension of External Audit Contract

## **BUSINESS AFFAIRS & HUMAN RESOURCES**

### **Section I – Human Resources**

1. Boise State University – Multi-Year Employment Agreement - Head Women's Volleyball Coach
2. Chief Executive Officer Employment Agreements/Terms

### **Section II – Finance**

1. FY 2014 Line Items
2. Intercollegiate Athletics – Actuals, Forecast and Budget Reports
3. First Reading Board Policy – Section V.X/III.T. Intercollegiate Athletics – First Reading
4. Universities' Intellectual Property Policy
5. Amendment to Board Policy – Section V.R.3.a.iv. – Professional Fees – Second Reading
6. Amendment to Board Policy – Section V.R.3.a.v. – Self Support Certificate and Program Fees – Second Reading
7. Boise State University – Charter Agreement – Frontier Airlines
8. Boise State University - Self Support Funding for Twin Falls Baccalaureate Programs
9. Boise State University – Six Year Capital Improvement Plan Amendment
10. Idaho State University – Issuance of General Revenue Refunding Bonds
11. Idaho State University – Athletic Outdoor Practice Field Renovation Project

12. University of Idaho – College Street Property Improvement Project
13. University of Idaho – Dependent Tuition/Fee Reduction

#### **DEPARTMENT OF EDUCATION**

1. Superintendent's Update
2. Temporary/Proposed Rule – IDAPA 08.02.01.250, Rules Governing Administration, Pupil Accounting and Required Instructional Time
3. Proposed Rule – IDAPA 08.02.02.016, Rules Governing Uniformity, Idaho Educator Credential
4. Temporary/Proposed Rule – IDAPA 08.02.03.105, Rules Governing Thoroughness, High School Graduation – Online Learning
5. Proposed Rule – IDAPA 08.02.03.128, Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval
6. Proposed Rule – IDAPA 08.02.03.160, Rules Governing Thoroughness, Safe Environment and Discipline
7. ESEA Waiver - Cut Scores for College Readiness Approval
8. Excision-Annexation of Property – Lakeland/Coeur d' Alene School Districts
9. Northwest Nazarene University – Proposed Online Teaching Endorsement Program Approval

#### **LATE AGENDA ITEMS**

1. BAHF – University of Idaho – Collaborative Research and Marketing Agreement

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

1. Agenda Approval

Changes or additions to the agenda

**BOARD ACTION**

**I move to approve the agenda as submitted.**

2. Minutes Approval

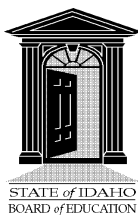
**BOARD ACTION**

**I move to approve the minutes from the April 18-19, 2012 Regular Board Meeting and the May 16-17, 2012 Board Retreat, as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set May 15-16, 2013 as the date and Boise, Idaho as the location for the 2013 Board Retreat and to set June 19-20, 2013 as the date and the College of Southern Idaho as the location for the June 2013 regularly scheduled Board meeting.**



**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**

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
April 18-19, 2012  
University of Idaho  
Student Union Building  
Moscow, Idaho**

A regularly scheduled meeting of the State Board of Education was held April 18-19, 2012 at the University of Idaho in Moscow, Idaho.

**Present:**

Richard Westerberg, President  
Don Soltman, Secretary  
Ken Edmunds, Vice President  
Tom Luna, State Superintendent

Milford Terrell  
Bill Goesling  
Emma Atchley

**Absent:**

Rod Lewis

**Wednesday, April 18, 2012**

The Board met in the Ballroom of the Student Union Building at the University of Idaho in Moscow, Idaho. Board President Richard Westerberg called the meeting to order at 9:00 am.

**BOARDWORK**

**1. Agenda Review**

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the agenda as printed.** The motion carried unanimously.

2. Minutes Review**BOARD ACTION**

**M/S (Terrell/Soltman): To approve the minutes from the February 3, 2012 Special Board Meeting, the February 15-16, 2012 Regular Board meeting, the March 9, 2012 Special Board meeting and the March 23, 2012 Special Board Meeting, as submitted.** The motion carried unanimously.

3. Rolling Calendar**BOARD ACTION**

**M/S (Soltman/Atchley): To set April 17-18, 2013 as the date and the University of Idaho as the location for the April 2013 regularly scheduled Board meeting.** The motion carried unanimously.

**OPEN FORUM**

Mr. Terrell took a few minutes to thank staff for their work and express his appreciation on behalf of the Board. There were five individuals who presented comments during open forum.

Representative Tom Trail was the first to speak during open forum. Representative Trail thanked the Board for their work and indicated he would like to address two issues. The first was regarding the use of the word flagship. Representative Trail felt it would have been more effective for the Board to have further discussion about removing the word flagship from the University of Idaho's mission statement. He felt the Board should acknowledge and celebrate the University of Idaho for its history, accomplishment, academic and research strengths. He commented that nationally and internationally the University of Idaho is recognized as the state's flagship institution, and the Board's decision now leaves Idaho's flagship designation empty. Representative Trail recommended the Board recognize, and the institutional leaders use, the respective strengths of Idaho's institutions to advertise and market their strengths for recruitment.

The second item Representative Trail provided comment on was the recently released study by Mike Ferguson indicating that higher education funding may be trending toward violating the state constitution. In order to get adequate funding, legislators have had to turn to public tax levies which are no longer equalized by state funding and accentuate the disparities in wealth among the school districts. The result is the current funding system may be violating the key provisions of the state constitution requiring the legislature to establish and maintain a general system of public schools and requiring taxes to be imposed uniformly. Representative Trail recommended an open discussion of the direction of Idaho public school funding and whether it is living up to its duties. He commented the burden is on the legislature and state political leadership. He encouraged the Board to participate actively in future discussion on this issue.

Arthur Taylor from the Nez Perce Tribe addressed the Board next. Mr. Taylor is also the Native American Tribal Liaison at the University of Idaho. He spoke about how the learning experience at the University of Idaho is transformational for Idaho Native American students. Mr. Taylor helped create a Native American Service Learning course in the College of Natural Resources at the University. As a result, they also created a native Hawaiian Ecology and Culture course where five students went to Hawaii during spring break and performed various services for native Hawaiian individuals and families. Mr. Taylor introduced Brandon Guzman, a Nez Perce student getting ready to graduate from the university, who shared a presentation on his learning experience and the service opportunities the trip provided. Mr. Guzman indicated during the tour, students were able to study native plants and species important to the community. Most notably, the service learning course allowed the university's Native American students to see another native culture outside their own. Students were able to hear different philosophies about life and the environment, and were able to share their experience with others. Mr. Guzman shared how the students could relate with the native Hawaiians in the preservation of their native culture by the passing of native practices down to tribal children and others. He and the other students felt it was a very meaningful experience that had a great impact on their lives and thanked the Board for their support.

Kate Cobb, a master's student in creative writing at the University of Idaho, addressed the Board next. She is the Graduate and Professional Student Association (GPSA) President and addressed the Board as a representative of many graduate and professional students at the u and how they feel about the elimination of flagship from the university's mission statement. She commented on the pride the students, faculty and staff about being Idaho's flagship university. She expressed that the Board underestimated the power and value of the word flagship and that its elimination has had a negative effect for the university as having part of its identity removed. Ms. Cobb commented on the element of research at the university and remarked it is foundational to a flagship university. She believes the university's status and future research funding will be compromised by removal of the word flagship from its mission statement. Ms. Cobb thanked the Board for their time and consideration.

Samantha Perez, Student Body President of the University of Idaho, addressed the Board next. Ms. Perez spoke on the removal of the word flagship from the university's mission statement as removing part of the university's long standing identity. She said the Board's decision on removal of the word disappointed members of the Vandal family across the nation. She commented that the designation of the University of Idaho as the state's flagship isn't an opinion or a matter of choosing one word over another, but it is a fact. Ms. Perez felt the Board was reacting to politics rather than fact when they acted on the decision to remove the word. She summarized the University of Idaho is ranked nationally as a flagship research institution which also serves as a great marketing opportunity and something to be very proud of. Students have gathered a petition containing more than 6,300 signatures in support of the Board overturning its decision. Ms. Perez thanked the Board for its time and consideration.

Kenten Byrd, Vice Chair of the Faculty Senate of the University of Idaho addressed the Board regarding the university's mission statement. The Faculty Senate represents faculty, staff and students from across the state and is partners in the shared governance of the university. The Faculty Senate adopted a resolution in February expressing their profound disappointment in the removal of the word flagship from the university's mission statement. He stated that having the flagship status is important to their ability to attract top teachers and scholars to the faculty, and that peers in other states recognize the University of Idaho as the state's flagship university. He said the university's long history, statewide mission and comprehensive programs justify the flagship designation and the Faculty Senate respectfully requests the Board reconsider its decision. Mr. Byrd thanked the Board for their time and consideration of all of the comments during open forum related to the word flagship.

## **BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR) - Section II - Finance**

### 1. FY 2013 Athletic Limits

#### **BOARD ACTION**

**M/S (Terrell/Soltman): To approve the FY 2013 athletics limits for state appropriated General Funds for gender equity as listed on Attachment A lines 28-31 and the FY 2013 athletics limits for institutions funds as listed on Attachment A lines 14-21.** The motion passed unanimously.

Mr. Terrell introduced the item and asked Matt Freeman from the Board office to assist him. Mr. Terrell summarized that today they will be dealing with the general funding mechanism portion only. The remainder will be revisited by the BAHHR and Athletics Committees at a later date. He commented the action today would not change how gender equity funding would be used or requested and that those items are still under consideration by the Athletics and BAHHR Committees. Mr. Westerberg clarified that Mr. Terrell would be requesting a motion that would set the actual limits for 2013 without a policy change. Mr. Terrell responded in the affirmative.

**President Westerberg requested unanimous consent from other Board members on this change. There were no objections.**

Mr. Freeman pointed out Board members received a separate Attachment A which was not part of the agenda materials, pointing out the only difference is the athletic limit for state appropriated general funds

and for the gender equity funding would remain separate. Ms. Atchley confirmed the intent is to clarify the process currently in policy and advised the Athletic Committee is fully in favor.

Dr. Goesling expressed concern over use of a windfall and felt the Legislature recognized the need for improving the financial support of the institutions. Dr. Goesling asked how the 9.47% was arrived at, stating he would like to be comfortable with the philosophy used to determine the amount of dollars each institution would be receiving. Mr. Terrell responded the percentage of increase and the percentage of decrease will depend on the appropriation given by the Legislature. Mr. Freeman explained the percent used to derive the athletic limits for state general funds and gender equity is the percent change in state appropriated general funds which does not include state appropriated student fees; it is only state appropriated general funds which is the 9.47%. Mr. Freeman further commented it is the intent of the Board that athletic limits rise and fall with the appropriation.

Mr. Westerberg stated he is voting for this with the understanding that the Athletic Committee will come back to the Board with a meaningful formula that does track general fund appropriations.

## 2. FY 2013 Dual Credit Fees

### **BOARD ACTION**

**M/S (Terrell/Edmunds): To set the statewide dual credit fee at \$65 per credit for courses delivered at secondary schools for fiscal year 2013; to require the fee to be included in the annual April fee request report; to direct staff to expand the scope of the study to all delivery models; and to direct the institutions to address all dual credit standards in their cost estimates.** The motion carried unanimously.

Mr. Terrell introduced this item and asked Scott Christie from the Board office to provide explanation on how they arrived at the dual credit fee. Mr. Christie gave a brief overview of the first phase of the dual credit offerings. He summarized the methods of providing dual credit courses which included courses offered at the high school and delivered by the instructor, on-line courses, and courses taught at the college campuses. There is Board policy III.Y.iv.a., which outlines policy for dual credit courses taught at high school and outlines the standards that need to be met by institutions.

Mr. Christie indicated staff worked with Boise State University and the College of Southern Idaho on this item. Based on the preliminary study, they developed a template which split the costs between administrative fixed and variable costs. They also asked the institutions provide the methodology used in computing various elements such as stipends and the calculation of overhead charged to the dual credit program. Mr. Christie also indicated courses must pass an articulation review which ensures they have the same standards as the course taught at the college. He summarized the review of methodology used to figure paying for various other expenses related to dual credit courses such as textbooks, travel, and lab equipment to name a few.

Mr. Christie indicated they also asked the institutions on the template to review the Board policy which outlines dual credit standards for students enrolled in courses and taught at the high school, and link those standards to a cost item on the template. In doing so, they can show how the objectives at each standard was adequately or not adequately met. The template was sent to the Financial Vice Presidents, the Provosts, and the dual credit coordinators at each institution, and encouraged the budget office at each institution to work with the dual credit coordinators to make sure that all costs in the program were covered. Mr. Christie commented generally that there were some unique issues that came up at some of the institutions which made for some difficulty in comparing costs of similar programs or to determining how expenditures were associated with actual dual credit hours. Those institutions where the difficulty arose in computing were the College of Western Idaho, University of Idaho and North Idaho College, and staff determined not to use those institutions in determining if the \$65 per credit hour was adequate or not. The results for Boise State, Idaho State, Lewis-Clark State College and the College of Southern Idaho showed the average for the four year schools was \$62 and the College of Southern Idaho was \$45. Consequently, it appears the \$65 is adequate for dual credit programs. Mr. Christie indicated staff would like to meet with each institution individually to ensure all costs are captured and that the institutions are

addressing the standards from Board policy. Additionally, Mr. Christie commented they would like to address National Alliance of Concurrent Enrollment Partnerships (NACEP) standards as well.

Mr. Edmunds questioned the deficits prior to this analysis, asking if dual credit was not really the financial burden it was thought to be. Mr. Freeman clarified that this cost study is looking only at courses delivered at high schools and not delivered on line or at the institutions, and if the costs were actually aggregated, the \$65 may not cover the costs. Mr. Edmunds asked if it will be possible to have this analysis done for of the costs of on campus and on line classes. Mr. Freeman responded that it is the intent going forward. Mr. Christie added the second phase of the analysis would address many of the questions asked my Mr. Edmunds that were unable to be answered by the first phase analysis alone.

Mr. Terrell indicated it would be the intent of the BAHF Committee to work with the chair of the IRSA Committee going forward in the design of the template which would also address whether community colleges may need a different fee structure.

Mr. Luna asked about whether the institutions pay a stipend to the school's teacher that teaches dual credit courses. Mr. Christie responded that the institutions do pay a stipend to the school's teacher for the dual credit course. Mr. Luna asked what percentage of the cost was the stipend. Mr. Christie indicated that calculation had not been made yet. Mr. Luna indicated it would be helpful to know what percentage of the \$62 is stipend and what is fixed costs. Mr. Luna requested to see a break out of what the student is actually paying for. Mr. Terrell responded the BAHF committee would provide that information once it is obtained.

### 3. Overview – Student Tuition & Fee Rates (Academic Year 2012-2013)

- a. Lewis-Clark State College – Student Tuition & Fee Rates
- b. University of Idaho – Student Tuition & Fee Rates
- c. Boise State University – Student Tuition & Fee Rates
- d. Idaho State University – Student Tuition & Fee Rates
- e. Eastern Idaho Technical College – Student Tuition & Fee Rates



**BOARD ACTION**

**M/S (Terrell/Soltman): To waive Board policy III.T.3.c. for FY 2013, only with respect to the student activity fee for athletics, to allow the institutions to change the student fee for the athletic programs at a rate that is not more than the rate of change of the total student activity fees. The motion passed unanimously.**

**LEWIS-CLARK STATE COLLEGE:**

**M/S (Terrell/Atchley): To approve the annual full-time resident student fee rates for FY 2013 for Lewis-Clark State College at an overall increase of 4.0% (\$214.00), to include tuition, facility, technology, and activity fees for a total dollar amount of \$5,562.00; and to approve the annual full-time student fee rate for nonresident tuition of 4.0% (\$382.00) for a total dollar amount of \$9,914.00. The motion passed unanimously.**

Mr. Luna offered comment that he would like to know what the institutions need going forward, compared to what they have today; not based on what was cut in the past and what they may be catching up from.

**M/S (Terrell/Soltman): To approve all other fees for FY 2013 for Lewis-Clark State College as contained in the Lewis-Clark State College Fees motion sheet which will be made part of the written minutes. The motion passed unanimously.**

**UNIVERSITY OF IDAHO:**

**M/S (Terrell /Atchley): To approve the annual full-time resident student fee rates for FY 2013 for University of Idaho at an overall increase of 6.1% (\$356), to include tuition, facility, technology, and activity fees for a total dollar amount of \$6,212; and to approve the annual full-time student fee rate for nonresident tuition of 2.1% (\$268) for a total dollar amount of \$12,788. The motion passed 5-2. Board members Edmunds and Westerberg voted nay.**

Mr. Edmunds continued to express concern that the barrier to the students is significant based on financial issues. He believes there is an expectation by the Legislature that the tuition should be less because of what the Legislature has provided. Mr. Terrell responded he does not disagree, but the Legislature knows that the Board is working for the students in Idaho and simply has not had the ability to give the funds Idaho needs to fulfill all its needs. Mr. Westerberg expressed that the institutions simply cannot look at things as "business as usual" when dealing with education today, especially with regard to the cost.

**M/S (Terrell/Atchley): To approve all other fees for FY 2013 for University of Idaho as contained in the University of Idaho Fees motion sheet which will be made part of the written minutes. The motion passed unanimously.**

**BOISE STATE UNIVERSITY:**

**M/S (Terrell/Atchley): To approve the annual full-time resident student fee rates for FY 2013 for Boise State University at an overall increase of 5.7% (\$318), to include tuition, facility, technology, and activity fees for a total dollar amount of \$5,884; and to approve the annual full-time student fee rate for nonresident tuition of 10% (\$1,040) for a total dollar amount of \$11,440. The motion passed 5-2. Mr. Edmunds and Mr. Westerberg voted nay.**

**M/S (Terrell/Atchley): To approve all other fees for FY 2013 for Boise State University as contained in the Boise State University Fees motion sheet which will be made part of the written minutes. The motion passed unanimously.**

**IDAHO STATE UNIVERSITY:**

**M/S (Terrell/Goesling): To approve the annual full-time resident student fee rates for FY 2013 for Idaho State University at an overall increase of 4.7% (\$274), to include tuition, facility, technology, and activity fees for a total dollar amount of \$6,070; and to approve the annual full-time student fee rate for nonresident tuition of 5% (\$564) for a total dollar amount of \$11,800. The motion passed unanimously.**

**M/S (Terrell/Soltman): To approve all other fees for FY 2013 for Idaho State University as contained in the Idaho State University Fees motion sheet which will be made part of the written minutes. The motion passed unanimously.**

**M/S (Terrell/Soltman): To approve the request by Idaho State University to approve the professional fee for the existing Dietetic Internship program as presented. The motion passed unanimously.**

**EASTERN IDAHO TECHNICAL COLLEGE:**

**M/S (Terrell/Atchley): To approve the annual full-time resident student fee rates for FY 2013 for Eastern Idaho Technical College at an overall increase of 4.7% (\$90), to include professional-technical education, technology, and activity fees for a total dollar amount of \$2,022; and to approve the annual full-time student fee rate for nonresident tuition of 4.7% (\$240) for a total dollar amount of \$5,386. The motion passed unanimously.**

**M/S (Terrell/Atchley): To approve all other fees for FY 2013 for Eastern Idaho Technical College as contained in the Eastern Idaho Technical College Fees motion sheet which will be made part of the written minutes. The motion passed unanimously.**

Mr. Terrell introduced the item and asked the institution representatives to come forward for discussion. Board members were provided with detailed information in their agenda materials from each of the institutions for review.

Lewis-Clark State College (LCSC) Vice President of Finance, Chet Herbst, provided a summary and PowerPoint presentation on behalf of LCSC. Mr. Herbst indicated LCSC is asking for a 4% tuition increase which would fill a portion of the FY 2013 funding gap as a result of the last legislative session. Mr. Herbst summarized the LCSC cost objectives and commented on the importance of sustaining their mission and operational focus of open access to students, and to sustain their key programs and people with available funds while keeping tuition and student costs low. Mr. Herbst summarized their financial strategy for FY2013, stating they would ease back slightly from their current pace, but stay in the race. They plan to avoid all but essential outlays for personnel and maintenance and balance sacrifices among students, staff and programs. Mr. Herbst commented that LCSC's faculty salaries are below average

among their peers and other Idaho institutions.

Their request of 4% is the lowest request they have made and LCSC's is the lowest tuition rate among institutions. He pointed out in the analysis provided by Board staff that the percent needed to keep up with the gap from the Legislature's appropriation is just under 13%. Mr. Herbst indicated they computed the 4% increase will generate approximately \$584K in funds. Their remaining shortfall is approximately \$1.3 million. He summarized where the funds generated from the 4% would go and shared information on the impact on students, stating the annual tuition increase is from \$5,348 to \$5,562 which is \$107 per semester and \$214 per year. Overall, LCSC will remain below average in tuition expense in Idaho, the WICHE region and with its peers. Mr. Herbst summarized other cost cutting measures exercised by the institution, some of which included low parking fees, meal plans, text book options and no professional fees. Mr. Herbst also shared some "what if" scenarios summarizing the extreme negative impact LCSC would suffer if they should receive just 1% less in their request.

President Fernandez introduced Andy Ridinger, LCSC's Associated Student Body President. Mr. Ridinger commented getting a quality education at a reasonable price is a top concern for students. He commented that if student fees are increased this year, students have worked with administration to improve upon the amount of student activities funding by \$10 per student and summarized where that money would be directed. He commented the students are in support of the fee increase in order to maintain the quality of life at LCSC. He concluded that the student government at LCSC has passed a resolution in support of the 4% fee increase and hopes the Board will take that into consideration.

President Westerberg thanked the representatives from LCSC for their presentation.

Mr. Edmunds asked if the institutions have any information from students on exit interviews or information that would be beneficial in understanding why some students may not continue in their education system. He was concerned about the state's 60% goal and that LCSC shows a 0% increase in enrollment. President Fernandez responded that Student Services does contact students who have dropped out and the most common reason is financially based. Mr. Fernandez stated it is a concern for all Idaho institutions. Mr. Edmunds asked if the data would be made available for Board members. Mr. Fernandez responded he would provide that data for the Board.

Mr. Luna asked what percent increase in state funding LCSC saw this year, and would like that info provided from all institutions. Mr. Terrell responded that the information would be available in a table provided to Board members later today. Mr. Luna asked for the decrease to be part of the report as well. Dr. Goesling asked for feedback from each of the institutions at a later date on the count of students who receive a certificate that are not counted as part of the 60% goal because their program is less than one year.

President Nellis from the University of Idaho presented their fee proposal summary and PowerPoint presentation to the Board. President Nellis introduced the new Student Body President Hannah Davis, current Student Body President Samantha Perez, and Executive Director for Planning and Budgeting Keith Ickes.

President Nellis stated that this is the first year the state funding of the general education creates a minority stakeholder position for the state of Idaho. He identified four major fiscal challenges for FY 2013 which are the 2% CEC increase plus increased medical benefits which total \$4.3 million; the additional required increases which include utilities, contracts, which total \$2.1 million; unfunded state obligations for capital replacement and maintenance costs totaling \$3.6 million; and \$1.3 million in costs to move the university forward, which collectively totals \$11.3 million. If they were to ask for what they need in entirety, it would take a 16.1% fee increase in tuition.

The University is requesting a 6.1% fee increase which is \$356 per student per year. President Nellis indicated they arrived at this percentage after discussions involving student and faculty leadership, and the Board. The 6.1% generates approximately \$2.5 million in revenue. There will be no increase in student activity fees, faculty fees, and technology fees. The nonresident fees would increase 2.1% and graduate fees would increase an additional 15%. Samantha Perez offered supporting comments on

behalf of the student body on the 6.1% increase. She added that during open forum for students, they were very supportive of where the funds were going, stating additionally that they received no complaints from students on the proposal.

President Nellis shared the FY 2012 tuition and fee rates showing the details for resident fees and non-resident fees. He indicated the university is at roughly 75% of its peer average relative to other major research institutions for resident students and approximately 90% for non-resident students.

President Nellis indicated that if approval is granted for what they have requested in state funding, they would get a total of 7.3 million. He summarized the costs associated with the CEC, the EWA, occupancy costs, improvements and other funding obligations.

Mr. Westerberg asked for an example of an unfunded obligation. Mr. Ickes responded those types of costs encompass capital replacement (i.e., computers) and general inflation in goods or services.

Mr. Soltman asked about the cost for retirees. Mr. Ickes responded he would provide that for Mr. Soltman as it is a unique cost to the University of Idaho. President Nellis commented in a fifty state peer comparison, they are 47<sup>th</sup> in the nation for resident tuition and fees. Utah State and Wyoming are the only two lower. Additionally, 36% of entering students to the University of Idaho are first generation students. Relative to inflation and efficiency, Mr. Ickes shared a comparison of the changes in state funding and tuition increases, enrollment over the last decade, and considering the Higher Education Price Index (HEPI), which indicates they have seen a 20% reduction in purchasing power of a dollar on a per-student basis.

Based on this information, President Nellis emphasized their continued push for efficiencies at the university. He summarized a number of positive steps they are taking, some of which included promoting entrepreneurial thinking to cut costs and raise revenues, increasing class and program efficiencies, expanding on-line, dual and summer courses, revamping their financial aid process, and increased community involvement.

Mr. Terrell complemented President Nellis on how they are trying to stand up to the financial issues they are up against. He was impressed with the number of first generation students at the university and felt it was a clear sign of reaching out to the community. Mr. Edmunds asked if their projected enrollment had changed. President Nellis responded the projections are based on a flat enrollment. Mr. Edmunds expressed concern with that response and the state's 60% goal. President Nellis indicated there were some new scholarship programs that may entice new students. Mr. Ickes added he felt they were on track for an increase in student enrollment in the fall semester. Ms. Perez reiterated on the number of first generation students and pointed out the main barrier is that students don't know how to finance their education. Dr. Goesling echoed those remarks and further commented on the benefit of dual credit opportunities for students. He asked that the Board recognize the student body leaders be commended for their efforts. Ms. Atchley applauded their attention to the first generation students and expressed concern about retention of students. President Nellis responded they are currently around 81% for student retention and have implemented some early warning systems to address students who may be at risk of not completing. Mr. Edmunds asked for a chart to be provided that would indicate the growth in Idaho resident population, and compare that to the needed growth for accomplishing the Board's goal based on the university's share.

Mr. Terrell asked if part of the library funding would go toward the new law school in Boise. President Nellis responded the State Law Library would provide resources for the law school in Boise and the law library on the Moscow campus would benefit from the library funding that was requested. Dr. Goesling asked if the library was a state depository and if they receive any funding to cover those costs. Mr. Ickes responded they do not receive funding for the depository but it is of one of the university's responsibilities to manage.

President Kustra presented on behalf of Boise State University (BSU). He introduced Provost Marty Schimpf, Vice President of Finance Stacey Pearson, President of the Associated Students of BSU (ASBSU) Ryan Gray, outgoing ASBSU Secretary of External Affairs Emily Walton, incoming ASBSU

Secretary of External Affairs Jace Whitaker, and Lisa Harris ASBSU Vice President of Student Affairs.

Dr. Kustra presented Boise State's fee increase proposal to Board members, stating they are requesting a 5.7% fee increase for the institution. He commented that for the first time in the history of Boise State University, the revenue received from the state of Idaho has fallen below the level of revenue received by student tuition and fees. He also pointed out to the Board that Idaho's institutions are some of the most reasonably priced in the nation and among other regional institutions Idaho competes with. He commented the EWA in this year's budget is still only 2/3 of what it takes to educate students. The fee increase Boise State University is asking for represents \$159 per semester for a full time undergraduate student and much of the increase in tuition is in order to ensure the university retains the ability to support core functions and maintains the capacity to serve the growing student population with quality academic programs.

Ms. Pearson provided a few slides summarizing the lengthy process they engaged in when setting their tuition and fees which included feedback from the student body and faculty. The university's key goals are to provide accessible and affordable education, fulfill course demand and maintain financial stability during budget volatility. In addition to the tuition increase, they have some fee increases in technology and facilities. She summarized that while they did enjoy an increase this year from the Legislature, there is still a gap in where they need to be with funding. Ms. Pearson summarized what costs would not be funded by the general account. Ms. Pearson summarized the cost control and efficiency measures that the university is taking to manage their budget issues.

Mr. Edmunds asked if they track the utilization percentages of each class according to the time the class is offered. Ms. Pearson indicated they do track that information because it helps them analyze where they have capacity, and would provide it to Mr. Edmunds. She commented that in addition, they have implemented an on-line course evaluation system.

Ms. Pearson shared five-year efficiency measures from FY 2006 through FY 2011 and pointed out the increase in first year retention rates, which is an area where they intend to continue investing resources in. She also provided information on the negative potential effects to the university should they not receive the requested fee increase.

Emily Walton addressed the Board and said on behalf of students, they are approving the fee increases with reluctance because they feel they Boise State students are inequitably funded. She commented that Boise State currently serves 43% of Idaho's full time resident students and that statistic shows inequitable funding is affecting almost half of Idaho's students and having a negative effect on graduation rates at the state level. Additionally, she expressed concern among students of the difficulty of being able to take the classes they need in a timely manner. She summarized that student tuition and fee increases are the only way at this time to address the shortfall in funding until equitable funding is addressed. She concluded with a request to the Board for them to define equity this summer, and to take a plan for equity to the Legislature and ask them to fund it.

Emily Walton spoke about the issue of inequitable funding and enrollment workload adjustment (EWA); summarizing EWA is a funding mechanism which addresses new workload, i.e., new students. The problem is they don't have the funding available necessary to make themselves equitably funded when compared to other students in the state and EWA addresses some of that. Mr. Terrell asked what needs to be done to get to the equity funding as she sees it. She responded her perspective would be to look at the weighted credit model currently in place, and gauge where institutions are on it and then account for how much of a difference are students being funded at. Mr. Freeman commented that the funding equity issue is one the Board office is aware of and it is an ongoing issue they are working on.

Mr. Edmunds asked if enrollment was flat or growing. Ms. Pearson responded flat enrollment growth was projected in their budget.

President Vailas from Idaho State University (ISU) presented the institution's tuition and fee proposal for FY 2013. President Vailas summarized that institutions have been in catch-up mode over the past 20 years which is why tuition rates are going up. Building maintenance is an issue as well for each of the

institutions. President Vilas introduced the Vice President of Finance and Administration Jim Fletcher, President of ASISU Shawn Stokes, Vice President of Academic Affairs Barbara Adamcik, the Associate Dean of the Division of Health Sciences Linda Hatzenbuehler, and President Elect of ASISU Matthew Block.

Mr. Fletcher summarized the process they used combined a group of students, faculty and staff who reviewed and discussed proposed rates for the upcoming academic year. Additionally, Mr. Fletcher commented the proposed fee increase is the lowest the university has seen in 16 years. Their proposal is governed by three operating assumptions which are *consultative* to include the campus community, *strategic* to align proposals with strategic campus goals, and *economic* to reflect a sensitivity to cost saving initiatives and approaches to keep the tuition and fee rates as low as possible.

Mr. Stokes addressed the Board, summarizing the process used has been helpful for the university and students as it included the students in working together with faculty and staff. He indicated student involvement and support in this process was lengthy. Mr. Fletcher summarized campus improvements, I.T. resource improvements, collaborative improvements with other institutions, as well as enhanced services and benefits to students in FY 2012.

Mr. Fletcher pointed out a trend from FY 2000 to FY 2012 that institutions nationwide are being asked to get support from other sources. He added that at that time tuition and fees provided only 22% of the operating budget, and presently that amount is now up to 47%. Respectively, the state general account funding was 74% at that time and is now down to 51%. The tuition and fee increases are still falling \$7 million short from overcoming the gap with regard to the state appropriations.

Mr. Fletcher summarized the proposed fee increase for FY 2013 is a 4.73% increase; the lowest asked for in 16 years. He said they believe they will remain quite competitive despite the lean budget and summarized why the institution would need to take a 4.75% increase which included fees in the areas of tuition, student activities and facility fees. There are other areas that need attention such as building maintenance, but they feel they have addressed the top areas necessary for the functionality of the institution. Mr. Fletcher indicated their enrollment has been rising. Dr. Hatzenbuehler summarized the annual professional fee increases for the institution, stating they are proposing three major changes which are in the areas of pharmacy, physical therapy and dietetics. Dr. Hatzenbuehler summarized that ISU houses the only dietetic internship program in the state along with an undergraduate dietetic program at the Pocatello campus. She also indicated that moving a course fee to a professional fee is beneficial to both the institution and the student in that it helps the institution because of more flexible ways to use the funds, and it helps the student because the fees can be calculated into the federal student aid calculation in terms of how much the student is able to benefit.

Mr. Westerberg asked what the net effect in changing from course fee to professional fee in terms of dollars would be. Dr. Hatzenbuehler responded there is no net effect.

Ms. Atchley asked about the organization of the dietetics program. Dr. Hatzenbuehler responded that the programs are organized in two ways in the United States and ISU's is one of those two. There was discussion about ISU's program taking an extra year. Dr. Hatzenbuehler responded they are looking at granting a master's degree for those students who are in the five-year dietetics program rather than a baccalaureate degree.

President Albiston from Eastern Idaho Technical College (EITC) introduced Vice President James Stratton to present a summary of the proposed fee increase for FY 2013. Also introduced was the new Vice President of Instruction and Student Affairs Dr. Sheri Anderson. President Albiston indicated EITC is requesting a 4.7% increase in student fees. Mr. Stratton then provided a summary of the proposal from EITC. He indicated fees are increasing because enrollment is down, and enrollment is down because of the lower predicted need for professional-technical graduates in the areas they serve. He pointed out some of the issues the college is facing with regard to funding which are similar to those at the other institutions. He summarized steps the institution has taken to control costs which included changes in operations, teaching loads and class sizes, and space utilization. Looking ahead, EITC intends to aggressively seek opportunities for workforce training development, evaluate current fee structure for

support activities, and look at less expensive options for student support without reducing quality.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)**1. Student Health Insurance Program – Board Policy III.P. - Students**BOARD ACTION**

**M/S (Edmunds/ ):** To delegate to the presidents of the colleges and universities authority to establish guidelines for student health insurance for the coming year. The motion failed with for lack of a second.

Mr. Edmunds asked Mr. Freeman to present this item regarding the student health insurance program. Mr. Freeman began by stating that current Board policy requires full time students at the institutions have student health insurance. The institutions each have their own carrier that they work with to provide this insurance to students. This year, BSU, ISU and LCSC were part of a consortium agreement to negotiate a new contract. The institutions were notified in late March the premiums for student health insurance would increase significantly. The question to the Board is how to manage the premium rate increases which are up to 45% in some cases. Mr. Freeman asked if the Board wants to continue to mandate coverage for the students, and if so can the mandate be managed to mitigate this rate increase. Board members were provided with detailed information in their Board materials for this meeting.

Mr. Soltman indicated his understanding of the history behind this is that at one point in time, students were adversely impacting the county indigent program. Mr. Freeman responded in the affirmative, and commented in the early 2000's Board policy required students to have health insurance coverage due to the impact on the catastrophic health care fund. Mr. Soltman asked with the current mandate in place, if the student can opt out if they have proof of other coverage. Mr. Freeman summarized what the Board policy states and that the institutions can waive the policy for students based on alternate coverage.

Mr. Soltman commented on the difficulty of making a decision about student health plans. Mr. Freeman suggested the financial vice presidents come to the table for further discussion. Mr. Edmunds felt there are two extremes with this issue which are keeping it in place as it is or to give a one-year waiver. Mr. Edmunds suggested an alternative which is to change the rigidity of the requirement for students.

Mr. Westerberg asked why we are seeing these increases without more competitive bids and wondered if the carrier options have been exhausted. Mr. Freeman indicated what was provided in the Board materials is the lowest and best valued product found currently.

Mr. Edmunds asked for suggestions from the institutions. Chet Herbst responded on behalf of the Lewis-Clark State College stating they are apprehensive because if the policy changes it could result in students in good health opting out and those that have chronic health problems increase the rates in the student health program. He added that health problems in students are reflected in retention and drop-out rates. Mr. Edmunds asked if they would like to retain the policy. Mr. Herbst indicated they would like to retain the current policy but added a one size fits all policy doesn't necessarily fit all of the institutions. He seconded Ron Smith's comments on the importance of having health insurance and commented that enabling the student to do what is best for them may allow more flexibility. Ms. Pearson echoed the sentiment of the other institutions, adding that lifting the mandate would put them in a difficult situation. She indicated they would like the opportunity to study it for another year.

Ms. Atchley indicated student health is something we do not want to be a problem for the Board and indicated she would be opposed to removing the waiver.

Mr. Terrell asked if the institutions could take the option that would work best for them during the one year while they study other alternatives.

Jim Stratton from EITC commented they don't have the same circumstances as other institutions and they are looking at a 400% increase in student insurance fees. They believe it is too late to do anything about it this year and echoed the comments of Ms. Pearson.



Mr. Fletcher expressed that ISU is wrestling with the insurance problem, seeing pros and cons on each side. He indicated his point of view is not to do the waiver.

Mr. Terrell expressed concern about the insurance requirements changing every year for students. Dr. Goesling expressed concern about the 25% of students that are not covered. He commented that if the requirement was removed, the cost would be substantially higher for students to get insurance for themselves. He felt it would be important to keep the policy in place and look at alternatives in the coming year.

### **CONSENT AGENDA**

**M/S (Edmunds/Atchley): To approve items two (2) through four (4) of the Consent Agenda.** Motion carried unanimously.

#### 2. CWI Program Discontinuance

**By unanimous consent to approve the request by the College of Western Idaho to discontinue the Office Occupations, Computer Service Technology, and Computer Network Technology programs as presented.**

#### 3. EPSCoR Appointment

**By unanimous consent to appoint Gynii Gilliam to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the Department of Commerce, effective immediately.**

**4. Appointment to the Professional Standards Commission**

**By unanimous consent to reappoint Glenn Orthel to the Professional Standards Commission for a term of three years representing professional-technical education beginning July 1, 2012.**

**By unanimous consent to reappoint Cathy Bierre to the Professional Standards Commission for a term of three years representing elementary classroom teachers beginning July 1, 2012.**

**By unanimous consent to reappoint Daylene Petersen to the Professional Standards Commission for a term of three years representing secondary classroom teacher beginning July 1, 2012.**

**By unanimous consent to appoint Taylor Raney to the Professional Standards Commission for a term of three years representing elementary school principals beginning July 1, 2012.**

**By unanimous consent to reappoint Anne Ritter to the Professional Standards Commission for a term of three years representing school board members beginning July 1, 2012.**

**EXECUTIVE SESSION****1. University of Idaho**

**M/S (Edmunds/Atchley): To hold executive session pursuant to Sections 67-2345(d), Idaho Code, “to consider records that are exempt from disclosure under Chapter 3, Title 9, Idaho Code, and Sections 67-2345(f), Idaho Code “to communicate with legal counsel . . . to discuss legal ramifications of and legal options for pending litigation.” A roll call vote was taken and the motions passed unanimously.**

**2. Lewis-Clark State College (Time certain: after 3:30 p.m.)**

**M/S (Edmunds/Soltman): To hold an executive session pursuant to sections 67-2345(1)(f), Idaho Code to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.**

A roll call vote was taken and the motions passed unanimously. Following the roll call, the Board members entered into executive session at 3:15 p.m.

**M/S (Edmunds/Soltman): To go out of Executive Session at 5:30 p.m. and adjourn for the day.**

**Thursday April 19, 2012, 8:00 a.m., Student Union Building Ballroom, Moscow, ID**

President Westerberg called the meeting to order at 8:00 a.m. on Thursday morning. He introduced Dr. Mike Rush from the State Board of Education who introduced Ann Stephens from the Division of Professional-Technical Education (PTE). This meeting is Ms. Stephens' last meeting as she is retiring in May of this year. Dr. Rush expressed great appreciation to Ms. Stephens for her years of service and dedication to Idaho and education. Ms. Stephens has served PTE over the last 29 years and has played a key role in the success and transformation of PTE into what it has become today. Dr. Rush presented Ms. Stephens with a plaque in recognition of her achievements. Ms. Stephens thanked the Board and audience for the recognition and offered a few comments about her years of service and the opportunities she experienced over the years. She expressed gratitude for the privilege of being able to serve over the years.

Dr. Rush then introduced Jenifer Marcus, the new Deputy Attorney General for the Office of the State Board of Education. Dr. Rush provided a brief summary of Ms. Marcus' background and her experience working with boards, in private practice and at the Attorney General's office. Interestingly Claude Marcus, Jenifer's Grandfather, served on the Board back in the 1960's. Ms. Marcus was welcomed by the Board members and institution representatives.

Superintendent Luna provided a comprehensive handout detailing the Students Come First plan, which is in its second year of implementation.

President Westerberg then turned the time over to Board member Soltman for the Planning, Policy and Governmental Affairs agenda.

### **PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

#### **1. University of Idaho – Annual Progress Report**

President Nellis provided an overview of the University of Idaho's progress in carrying out the university's strategic plan and asked the audience to reflect on the background of the university being a lead land-grant institution. President Nellis pointed out a number of anniversaries being celebrated by the university this year and next, this year being the university's 123<sup>rd</sup> anniversary. He shared some statistics about the University of Idaho relative to its peers and added the institution continues to provide a transformative and educational experience that is more affordable than its peers. He commented the University of Idaho leads the state in graduation rates and its commitment to Idaho is evident by its extensions beyond the Moscow campus and its impressive statewide network. They have also created the Center for Community Partnerships serving over 430,000 citizens in the state of Idaho just last year. He commented on the WWAMI network and that there are 371 WWAMI physicians practicing in Idaho. Biomedical research is an area of strength as well for the university, and President Nellis shared some statistics of the university as a leader nationally and regionally in research.

He commented that the university is a pioneer in research, economic development and private sector partnerships, as well as the collaborative efforts with other institutions. Over the past 123 years, the university has awarded more than 110,000 degrees and today there are nearly 40,000 alumni from the University of Idaho working to build the economy and community of the state. President Nellis commented his goal is by 2020 to enroll 16,000 students annually which supports the Board's 60% goal. President Nellis shared some accounts of a few outstanding students at the university that could very well be some of the best students in the nation in their areas of study. Just in their 4H program, they engage 34,000 youths in the area which demonstrates a part of the university's commitment to community outreach and public service.

Looking forward, the institution plans to undergo some transformational changes. President Nellis commented on how proud he is of the university, its faculty and staff, students, alumni and the community.

President Westerberg offered thanks and some comments in support of the University of Idaho and its success in Idaho, along with an acknowledgement of the overwhelming passion and support by the university's alumni, community and friends.

#### **2. Presidents' Council Report**

President Bob Kustra, Boise State University, and current chair of the Presidents' Council gave a report from the most recent Presidents' Council meeting. The Presidents' Council met April 4, 2012. Student Insurance requirements were on their agenda and President Kustra indicated there were serious concerns which would be addressed in the future.

President Kustra indicated the presidents are presently working on their Emergency Succession Plans as requested by Dr. Rush.

He recapped that during the President's Council meeting, they discussed the Complete College Idaho plan and Dr. Rush distributed an updated analysis showing what is needed to meet the Board's 60% goal. It was noted that one of the next steps will be to translate the figures into individual plans for each institution and to consider how funding or lack thereof, would impact meeting the individual goals. He reported that Dr. Rush reported receiving positive feedback from stakeholders on the Board's 60% goal and that a new draft plan will be before the Board in June.

Dr. Kustra reported that Ann Stephens requested feedback on fees to be charged for GED testing. There was discussion during the meeting but no consensus was reached. It was decided that work with the institutional representatives on that issue will continue. He also commented Selena Grace from the Board office reported the provosts are working on core reform and transferability issues to ensure the Board's policy is up to date and is in alignment with new efforts on core reform.

### 3. Professional Technical Education – Annual Report

Ann Stephens, Administrator of the Division of Professional-Technical Education (PTE), provided an overview of PTE's progress in carrying out the agencies' strategic plan. She shared highlights from PTE and how the agency contributes to several of the Board's the Complete College Idaho key strategies. PTE is the state's primary delivery system for workforce training for occupations or careers that require licenses or certificates - other than a baccalaureate, masters or doctoral degree. She reported that the Harvard Graduate School of Education's Pathways to Prosperity project reports that our current system places far too much emphasis on a single pathway to success. The project also found that 27% of all people with postsecondary licenses or certificates such as an electrician, paralegal, police officer or dental hygienist has earning potential greater than the average baccalaureate degree holder.

Ms. Stephens reported PTE programs contribute to the Complete College Idaho goal by providing portable, stackable credentials that allow students to get a job and/or continue their education. PTE programs help increase high school graduation rates as well in their relevance in real-world application for students by helping prepare them for further education and jobs. Professional-technical programs are delivered at six technical colleges and are located on the campuses of North Idaho College, Lewis-Clark State College, College of Western Idaho, College of Southern Idaho and Idaho State University, and Eastern Idaho Technical College. PTE is also responsible for state employee training and the state wellness program which provides access throughout the state to wellness education, opportunities and information. PTE has positive placement rates for PTE students who complete their programs, which is a measurement of success. In FY 2011, 93% of high school PTE concentrators and 91% of technical college completers successfully found jobs, entered the military or continued their education. Ms. Stephens concluded her presentation by stating that 66% of high school PTE program completers went on to college as compared to 49% of Idaho's general high school population.

Dr. Goesling asked what relationship PTE has with individuals who come out of the military. Ms. Stephens responded that each of their program locations work with individuals to determine what experiential or other competencies translate to what program they may go into. Dr. Rush added that the person who is responsible for military scholarships was moved from PTE to the Veterans Affairs office. Additionally, in the Board office there is statewide coordination through the Troops to Teachers program. Superintendent Luna thanked Ms. Stephens for her years of hard work and service in education.

Ms. Stephens introduced Dr. Todd Schwarz as the new administrator for the Division of Professional-Technical Education. Dr. Schwarz has 24 years of experience and comes from the College of Southern Idaho and is a great example of how Professional Technical Education prepares students for jobs and further education. Ms. Stephens summarized his educational and professional background and welcomed him as the new administrator of PTE.

4. Professional Technical Education – Administrator Appointment**BOARD ACTION**

**M/S (Soltman/Terrell): To appoint Dr. Todd Schwarz as the Administrator for the Division of Professional-Technical Education and to set his salary at \$50.09/hr (\$104,187.20 annually), effective May 1, 2012.** The motion passed unanimously.

5. Workforce Development Council – Status Report

Mr. Soltman introduced the members of the Workforce Development Council, Tim Komberec, Chair, and BJ Swanson, Vice Chair, who provided a report to the Board. Also introduced were Roger Madsen and Dwight Johnson from the Department of Labor.

Mr. Komberec thanked the Board for the opportunity to speak today and outlined their executive order to develop a workforce strategy, oversee federal programs and advise the Governor and the State Board of Education. There are 33 members on the council which has a good representation from the education community, the business and industry communities, as well as organized labor and workforce agencies.

The Workforce Development Council's workforce services helps Idahoans with employment services, labor market information, training resources, transition programs and it also serves targeted populations such as veterans, disabled workers, older workers, etc. There are 25 offices throughout the state. Some of their goals are to create 40,000 jobs and reduce unemployment by 40% by 2015, increase the go-to-college rate by 30% by 2018, reduce the remediation for new college entrants by 50% by 2020, and have 60% of Idaho Workers hold a certificate, industry credential, apprenticeship or degree beyond high school by 2020. Mr. Komberec asked for a dialogue with Board members on suggestions or topics on how the Workforce Development Council could help assist the State Board of Education.

President Westerberg asked if there were any comments or questions. Mr. Terrell complemented their work and expressed appreciation for their assistance with workforce development in the state. Mr. Terrell asked how employers could obtain more information about people, veterans and previously incarcerated individuals who are returning to the work force who really want jobs, not just those who are unemployed; commenting sometimes the information seems difficult to obtain on the folks who are really interested in a particular area or trade, or those who really want to work in general. Mr. Rogers said they share those concerns and intend to intensify efforts to help people become employed.

Ms. Atchley commented on the certificates that take less than a year to achieve and the measure they provide is important to the 60% goal. She requested that information in order to help the Board further refine its 60% goal. Mr. Komberec responded they would find a way to measure that and provide the information to the Board. Ms. Swanson added that those one-year certificates are most often an entry way into other careers and not an educational ending.

Mr. Edmunds invited the Workforce Development Council to participate in the June meeting.

Mr. Westerberg asked if there is sufficient linkage on the Council to align with what the Board is doing. Mr. Komberec indicated there is excellent representation from different arenas on the Council and asked the dialogue to remain open in regard to the Board's goals. They hope to be able to use a task force to reach out to non-council members to find talent that can help Idaho achieve its education goals and to bring a proposal to the Board of Education and the Governor as far as recommendations that will help achieve these goals. Mr. Westerberg asked Dr. Rush if the Council had received the Complete College Idaho presentation. Dr. Rush indicated he is scheduled to give the presentation. Selena Grace requested the Council join the IRSA meeting in June.

6. Board Policy IV.G. State Rehabilitation Council – First Reading**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the first reading of Board policy IV.G. Idaho State Rehabilitation Council as presented.** The motion passed unanimously.

7. Alcohol Permits – Issued by University Presidents

Mr. Soltman introduced the information item and a listing of the permits issued for use was provided in the Board agenda materials.

Mr. Terrell reiterated his concern about the issuance of alcohol permits and suggested the Board determine a specific number of permits to be approved or if asked if they should be capped. President Westerberg recommended that discussion take place in a Policy and Planning meeting to determine whether it needs to come before the Board. Dr. Goesling expressed concern about the permits being issued, and the issue of underage drinking on campus. He felt more concerned with assisting the institutions with the underage drinking problem, not with the drinkers over 21.

8. University of Idaho – Annual Report on Service of Alcoholic Beverages at NCAA Football Games

Mr. Soltman introduced this informational item, identified that there were materials presented to Board members in their agenda materials; he asked if there were any questions. There were no questions from Board members.

9. Idaho State University – Faculty Governance Progress Report

**BOARD ACTION**

**M/S (Soltman/Terrell): To direct President Vailas to authorize elections of the Faculty Senate using the parameters listed in attachment 1.** The motion passed unanimously.

Mr. Soltman introduced Dr. Vailas from Idaho State University who provided an update for the Board on this item. Dr. Vailas introduced Dr. Adamcik and General Counsel Brad Hall. President Vailas indicated they had made a lot of progress since last April on the Provisional Faculty Senate. The Provisional Faculty Senate's term expires at the end of April and given the timing and the impact of finals and graduation arrangements on staff resources, there will not be adequate time to prepare and hold elections for the new Faculty Senate prior to the start of summer break. Because of this, Administration is proposing the elections be held in the fall once faculty returns to campus. President Vailas summarized the progress being made and that the work by the various councils is being done in a timely and effective manner. President Vailas summarized recommendations by faculty that senate seats be allocated based on a ratio of one senator for each 25 faculty members, and each academic unit guaranteed at least one senator. He also summarized guidelines for a temporary governance structure, until such time as the permanent Faculty Senate is elected, commenting they continue to make progress on the bylaws and constitution.

Soltman asked about the timing of the elections. Dr. Adamcik said they would send all the information out to faculty toward the end of August.

10. Temporary/Proposed Rule – IDAPA 08.02.03 – Home School Recognition

**BOARD ACTION**

**M/S (Soltman/Atchley): To approve the Temporary and Proposed Rule changes to IDAPA 08.02.03 as submitted.** The motion passed unanimously.

Tracie Bent from the Board office stated the federal financial aid guidelines have changed which left a requirement that in order to qualify for federal financial aid a student would have had to have graduated, taken the GED or been homeschooled, if the state recognizes homeschooled students. The temporary proposed rule would grant the federal financial aid without requiring homeschooled students to also take a GED for this fall semester. The existing language in Idaho statute is vague and this rule change would

clarify the language. Ms. Bent indicated this item would require further discussion on whether the recognition needs to be in code rather than rule, but because of the timing, this was the best way to solve the problem. She indicated between now and when the pending rule comes back, more work will be done on this item.

Mr. Terrell wanted assurance the change would not make it harder on those people who choose to home school. Dr. Rush responded that Mr. Terrell's concern is exactly why they are proposing the rule change – they don't want home schooled students to have to take the GED this fall if they are not ready. The Board wants the students going to college to be prepared and not have to drop out because they aren't ready. Dr. Rush clarified the intent is to help home schooled students. Superintendent Luna expressed confidence that this rule change would not hurt those who home school. Mr. Luna further commented that this was not a focus on just homeschoolers, but it was about any students showing up for college who were not ready.

#### 11. Institution, Agency, and Special / Health Programs – Strategic Plans

#### **BOARD ACTION**

**M/S (Soltman/Atchley): to approve the 2012-2016 (FY2013-FY2017) Institution, Agency, and Special/Health Program strategic plans that are in compliance with state and Board regulations as submitted and to direct Boise State University to bring their plan back to the Board for approval at the June Board meeting.** The motion passed unanimously.

Mr. Soltman turned the floor over to Ms. Atchley who provided comment that she appreciated the institutions collegiality at this meeting and hoped it would carry forward during the discussion of strategic plans. She added that the use of data was more helpful than comparisons when institutions are conveying information to the Board.

Mr. Soltman offered background on this item. He commented the State of Idaho requires the institutions, agencies and special/health programs under the oversight of the Board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April meeting. This timeline allows the Board to review the plans and ask questions, and if needed have them brought back to the regular June Board meeting with changes for final approval while still meeting the States timeline.

The strategic plans for the institutions, agencies and special/health programs were included in the agenda materials for Board review. Tracie Bent from the Board office indicated the State Board plan is the overall statewide plan which was approved in December, and each of the institutions and agency plans are supposed to be in alignment with the Board's plan. The strategies contained in the plans are an additional component that outlines specific actions that lead to implementing the objectives or goals, but they are not a required element.

The Board's strategic plan contains three overall goals which are a well educated citizenry, critical thinking and innovation, and effective and efficient delivery system. Under each goal are contained objectives to support each goal.

Ms. Bent presented a PowerPoint summarizing the three goals of the State Department of Education's plan and how it aligns with the Board's goals and objectives. Mr. Edmunds asked how far along they are on the statewide longitudinal data system (SLDS) process in identifying need for remediation. Mr. Luna responded within the realm of K12 they have the ability throughout the school year to identify students in every grade that need remediation. The SLDS is also able to identify ideal schools that are doing the best at preparing their students.

Mr. Edmunds asked when we will be able to reward accordingly with pay for performance. Mr. Luna responded the pay for performance plan is in effect today based on how students are doing academically and currently the ability is present to measure and reward at this time.

Mr. Edmunds and Mr. Luna discussed the costs and ramifications of remediation. Mr. Luna summarized Idaho is using the common core at this time which aligns us with other states. Mr. Luna felt it would be at least 18 months before the software is built and implemented to capture higher education students.

Ms. Atchley asked Mr. Luna if common core will have a continual upgrade in their recommendations. Mr. Luna responded that Idaho's expectation is that it will continually adjust standards accordingly. He added it will take a few years to get to the level the common core is at presently, for instance in math, and that our standards are behind when compared to the rest of the world. The plan is to continually review and plan for what our children need to know going forward.

Ms. Bent continued the PowerPoint presentation, next summarizing the strategy of the Division of Vocational Rehabilitation's plan and how it aligns with the Board's goals and objectives. Mr. Alveshire from DVR was present for any questions from the Board. There were no questions for Mr. Alveshire.

Ms Bent continued the PowerPoint presentation, next summarizing the goals of Idaho Public Television which are the same as the goals for the Board. Mr. Morrill was present for any questions from the Board. Mr. Edmunds asked if they feel the state funding has stabilized at this point and asked Mr. Morrill what they need to remain stable. Mr. Morrill responded their general fund appropriation included a .5% increase after about three years of decline. He commented it doesn't include replacement capital, but the state did provide about \$189,000 in replacement capital. This has helped because the Federal government has eliminated three separate equipment grant programs. Mr. Morrill indicated that in the world of operating funds, he felt they were holding their own and are meeting and slightly exceeding their private funding goals. He indicated indirect federal funding for operating is flat. Mr. Morrill indicated the things of greatest concern long term are the deferred maintenance costs. He said \$200,000 per year will not sustain the on-going maintenance of the statewide system. He is hopeful in looking ahead that the state will return to increasing replacement capital funds across all state agencies.

Mr. Edmunds asked if he is comfortable they can maintain operations as things stand now. Mr. Morrill commented if there is a catastrophic equipment failure they have a small amount to be able to cover it. If it is a large catastrophic equipment failure, then they do not have the means to address it beyond what they have set aside for this fiscal year.

Mr. Soltman asked where they are with the digital implementation statewide. Mr. Morrill responded they have about \$2 million and a few more years to go and the FCC has identified 2015 as a key date. He said it will be a challenge because of the deferred maintenance.

Ms Bent continued the PowerPoint presentation, summarizing the strategic plan of Professional-Technical Education (PTE) and how it aligns with the Board's goals and objectives. The plan of PTE is the same as the Board's plan, with specific objectives under the goals. Ann Stephens was present to answer any questions. Mr. Edmunds asked about the relationship with PTE and Idaho State University in delivering courses. Ms. Stephens responded they are in discussion about that and it will be a task for Todd Schwarz as the new Administrator.

Moving on, Ms. Bent outlined the strategic plan for Eastern Idaho Technical College. Mr. Albiston was present for any questions. Mr. Edmunds asked if there would be a benefit to the community in pursuing the creation of a community college in Idaho Falls. President Albiston responded that hypothetically it would mean greater access and affordability for students and it would help with the State's 60% goal. As a community member, he would be strongly supportive of it.

Ms. Bent moved on to the University of Idaho's strategic plan. President Nellis and Provost Baker outlined the university's strategic plan and how it intersects with the Board's strategic plan.

Mr. Westerberg asked about the university's efforts for on-line offerings. Provost Baker summarized the university's coordinated internal functions supporting their on-line program. They are looking at particular niches that would put them at an advantage nationally with their on-line offerings.



Mr. Soltman asked if their plan addresses deferred maintenance. President Nellis responded that everything is affected by deferred maintenance and they have looked carefully at upgrading key learning environments for the students. Mr. Soltman suggested using a comprehensive way of dealing with the deferred maintenance problem. President Nellis responded they do have an Operations and Priority list which is a five year plan, along with a six-year Capital Improvements plan.

Mr. Westerberg asked how many students they can accommodate on campus currently. Provost Baker responded they have the space but it would need to be remodeled for over 20,000 students. They have the classroom space for about 16,000 students presently. Mr. Edmunds would like to see how they will contribute to the 60% goal. President Nellis responded they have forwarded their plan to the Board office. Ms. Bent added the Board office has received the Complete College Idaho (CCI) plans submitted in October and once the Board finalizes the CCI statewide plan, the Board would see details more clearly on institution contribution.

Boise State University's (BSU) strategic plan was the next to be reviewed. Ms. Bent noted that BSU is still working on their performance measures and they will bring their plan back in June for final approval. President Kustra offered comments on their strategic plan. He commented their last plan was developed and approved in 2008 which addresses a scenario that does not exist anymore. For that reason, the new plan being developed takes into consideration the changes since then and that are currently in our environment right now. Dr. Marty Schimpf, who assisted in the plan's oversight and development, further summarized the highlights of BSU's strategic plan.

Mr. Terrell asked about BSU's key external factors and what their thoughts are as they work enrollment workload adjustment into the equation. Dr. Schimpf responded they are thinking of new ways to do business since they are such a different university than they were five years ago. They are focusing more on retention through the student's whole program to graduation – emphasizing on granting degrees instead of credits. Mr. Terrell asked what their potential growth is considering limited space and incomplete expansion. Dr. Kustra responded they have limited space to expand, and they do use the permanent building fund to upgrade buildings. Dr. Kustra said the challenge when it comes to expanding enrollment is to make sure students don't get stuck in a bottleneck situation where they can't get the courses they need to graduate. The enrollment workload adjustment funding will eliminate the bottlenecks. Returning to the question by Mr. Terrell, Dr. Kustra responded BSU can add 5 or 6 thousand students over the next few years once the implements are in place. Today, they do not have that space because of funding issues, and as a result of that, they are focusing on getting their current students through the system because they are not equipped to pay for the facilities and support required presently.

Mr. Edmunds expressed concern that in moving to a degree granting institution and becoming a distinguished research institution, they do not have the resources to do that. Dr. Schimpf responded the two evolutions are complementary to each other. He added that last year the research enterprise brought in an extra \$50 million to the university which benefits undergraduate students. Dr. Kustra further commented they have a strategic mission to serve the valley in science and engineering.

President Vailas and Barbara Adamcik outlined the strategic plan of Idaho State University (ISU). Dr. Adamcik indicated they revised their plan to be in alignment with of the Northwest Commission's new standards and procedures, and State Board goals. They worked hard to make sure their plan is well integrated and reflects the Boards goals and directives. She indicated they used the Board core themes as their goals and further discussed how those goals line up with State Board goals.

Mr. Terrell asked about starting a community college in Idaho Falls. President Vailas responded they continue to collaborate with Eastern Idaho and it is important the issue be vetted with the community members because of its importance as a citizen oriented effort.

Ms. Atchley offered her appreciation for their hard work on ISU's strategic plan. She asked if there are data that show that if an institution has a number of PhD programs, does it positively affect the number of undergraduate degrees as an effective way to improve undergraduate services and education. President Vailas responded that national data suggests that is the case, but the challenge is funding. Dr. Adamcik added they would like to have an exit survey with those students to get feedback of where the students

feel the benefits are.

Ms. Bent indicated the three Vice Presidents of Research are working on a report to be presented at the June meeting on the benefits of the research institutions.

Dr. Goesling asked that the institutions look at ways to partner with stakeholders in the state, in addition to their partnerships with other institutions, and that it should be added to the strategic plans of the institutions.

Mr. Edmunds commented that in his opinion, the benchmarks didn't appear to stretch the university's capabilities. Dr. Vailas responded they are trying to be realistic with resources and exercise caution. There was further discussion between Dr. Adamcik and Mr. Edmunds about benchmarks and defining their measurements and thresholds. Mr. Edmunds responded that he continued to feel ISU was too cautious.

President Fernandez and Carmen Simone came forward to present Lewis-Clark State College's (LCSC) strategic plan and how it aligns with the State Board's plan. President Fernandez pointed out they have put in place a process to identify a five-year plan for Lewis-Clark State College. President Fernandez summarized the goals in the strategic plan and the specific measures under each goal. He spoke of the need to reduce the number of students who need remediation and the need to work with high schools on this item. LCSC had a recommendation at their accreditation visit which was to continue measuring students. They use ETS testing to measure how well their seniors are doing in many areas including critical thinking. They hope to be in the 80<sup>th</sup> or higher percentile compared to other institutions across the nation. He emphasized the need of quality instruction and indicated they intend to raise the compensation level for faculty and staff to at least that of their sister institutions.

Mr. Edmunds asked how they view their role in the gap of credentials as related to the 60% goal with 2 year programs and their being a 4 year institution. Dr. Fernandez responded their plan includes three pillars, one of which is professional-technical education which includes the two-year programs.

Tracie Bent provided a brief summary of the community colleges strategic plans and commented they are in alignment with the State's plan. There were no questions for the College of Southern Idaho, the College of Western Idaho or North Idaho College. Mr. Soltman asked Mr. Browning from North Idaho College (NIC) to introduce Ann Lewis, the Director for Institutional Effectiveness and Research and Interim Vice President for Instruction Jim Perez.

Mr. Luna asked how the strategic plan for NIC influences their search for a new president. Mr. Browning responded it has had a direct impact and is being used as part of the line of questioning for candidates. The search committee is using the elements of strategic planning in their search for a new president. Mr. Luna asked how their strategic plan will use Kootenai Technical Education Campus (KTEC) and address the professional-technical need of the state in north Idaho. Mr. Browning responded there is an immediate and long-term need for the expansion or remodel of facilities for the PTE programs – including funding for expansion, both of which are a part of the strategic planning.

Ms. Bent indicated that in addition to the plans reviewed by the Board members, they also received copies in their Board materials of the special programs and health programs' strategic plans. She reminded the Board members that when they go to motion, the special programs and health programs would be included in the motion along with the benchmarks and performance measures.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**

**Unanimous consent TAB 3. Masters of Athletic Training item was move up on the agenda to the first item on the IRSA agenda.**

3. Idaho State University – Graduate Program – Master of Science in Athletic Training and Professional Fee Request

**BOARD ACTION**

**M/S (Edmunds/Goesling): To approve the request by Idaho State University to offer a new Master of Science in Athletic Training.** The motion passed unanimously.

**M/S (Edmunds/Goesling): To approve the request by Idaho State University to designate a professional fee of \$1,500 per year for the Master of Science of Athletic Training program in conformance with the program budget submitted to the Board in Attachment 1.** The motion passed 7-1. Mr. Terrell voted nay on the motion.

Mr. Edmunds turned the discussion over to Dr. Caroline Faure of Idaho State University who presented the details of this item to the Board, commenting that the need for qualified health care professionals in our school settings and sports settings has multiplied exponentially. Dr. Faure summarized some statistics on the need for athletic trainers in the region and pointed out the proposed program at ISU is addressing a demonstrated need and is supported by the institution and provides great opportunity for the students.

Mr. Soltman asked why the program would not be accredited for first year students. Dr. Faure responded there is an accreditation requirement with any athletic training program. The Commission on Accreditation for Athletic Training requires any student who is going to sit for Board certification go through an accredited program. The program in place is a two year program which will be fully accredited by the time the first cohort graduates; they have to start the program before they start the accreditation process.

Mr. Westerberg asked, related to the second motion, why this qualifies for professional fees. Ms. Laura Woodworth-Ney, Assoc VP for Academic Affairs responded to the question. She indicated that in there are additional costs because of the training required to meet the accreditation standard, along with the equipment costs associated with implementing parts of the program required by the accreditation body. Additionally, they plan to hire two faculty members to support the program.

There was discussion about the differences between this program and the University of Idaho's program. Ms. Grace indicated the University of Idaho's program operates under a self supporting model. Dr. Faure responded further that the emphasis at Idaho State University is two-fold. The first is they want to prepare athletic trainers that are uniquely qualified in concussion management. Secondly, is to prepare the trainers for entry to the workplace or the secondary school setting which include clinical outreach settings.

Mr. Terrell identified concern about not seeing a dollar figure attached to the professional fees in the second motion. He recommended holding the second motion until the issue of professional fees is addressed. Mr. Westerberg clarified that today's reading is the first reading which is what some Board members may have issue with, and that it could change between the first and second reading. Mr. Westerberg suggested they take it to a vote.

Mr. Stokes, Student Body President, offered supportive comments regarding the professional fees discussion of this item and said from a student's perspective the professional fee cost is minimal considering the benefit of the program.

Dr. Adamcik commented on the difference between course fees and professional fees. With a professional fee, it can be taken into account with the student's financial aid. When it is a course fee, the student has difficulty predicting how much financial aid they will need for the program, and it isn't built into the calculation. She felt having a professional fee is far more effective than a course fee in this instance.

Mr. Edmunds asked for a dollar amount of the proposed professional fee. Ms. Woodworth-Ney responded it would be \$1,500 per student per year. Mr. Luna asked for a comparison of professional fees within the state. Dr. Faure responded in looking at surrounding institutions with similar athletic training education programs, they are actually at the lower end in fees. Dr. Adamcik responded with some figures on various programs at the university. She indicated the \$1,500 is not out of line in terms of their other

professional fees. In response to Mr. Luna's question about a comparison, the ISU list for professional fees was included in the tuition package provided to Board members.

1. First Reading, Proposed Amendment to Board Policy III.Y. – Advanced Opportunities

**BOARD ACTION**

**M/S (Edmunds/Goesling): To approve the first reading of amendments to Board Policy III.Y., Advanced Opportunities as submitted.** The motion passed unanimously.

Mr. Edmunds asked Selena Grace from the Board office for a summary. Ms. Grace summarized the proposed modifications in this reading are premised around the dual credit cost fee. In current policy the fee would be set by CAAP which is not an appropriate responsibility of CAAP. In the revised policy the responsibility is for the Board to set the fee.

2. IEN Comprehensive Strategic Plan

**BOARD ACTION**

**M/S (Edmunds/Luna): To approve the Idaho Education Network Comprehensive Strategic Plan, and to authorize the Board President to sign the plan on behalf of the Board.** The motion passed unanimously.

Mr. Edmunds introduced Dr. Cliff Green from the IEN to provide a presentation to the Board. Dr. Green discussed the partnerships, process and products of the IEN plan. Dr. Green thanked the Board office and the Department for their assistance working with the IEN Staff to develop the IEN plan. He commented the IEN strategic plan seeks to identify ways it can play a role helping the Board and the Department along with other agencies, to meet the goals and objectives outlined in their strategic plans and educational initiatives with an emphasis on collaboration with partnering entities and stakeholders. With regard to the process, four focus areas were developed which were: 1) provide quality systems operations, 2) work collaboratively across partners, 3) provide quality student learning experiences, and 4) demonstrate accountability.

Mr. Westerberg expressed appreciation for the efforts of the IEN. Mr. Luna also expressed appreciation for Dr. Green's work on the IEN Plan.

4. Physical Therapy Assistant (PTA) Program Consortium

Mr. Edmunds introduced Dr. Lita Burns, Dean of Health Professions and Nursing from North Idaho College (NIC) to present this item. Dr. Burns introduced Joel Tenbrink, from NIC, Cathleen Currie from CWI, Lynn Mathers from LCSC, and Dr. Mark Sugden from CSI. Dr. Burns provided a brief background of this program for the Board members and indicated that after the program had been closed in the early 2000's for a number of reasons, the health care industry community requested a reinstatement of the program because of the need for physical therapy assistants in the area. Their goal in bringing back the program encompassed two goals which were practicality and sustainability. During the review process, the concept of a shared program amongst the community colleges across the state emerged. NIC received a HERSA grant for the planning and development of this program. The community colleges collaborated, applied for and have received a C3T grant to provide funding for the implementation of the first three years of this program.

Ms. Curry summarized details of the program and indicated they have hired a Director for the Clinical Education Program. Admission will start this fall and the program itself will start in 2013. Lynn Mathers summarized benefits of the program which are three fold – a need for physical therapists, local training and the ability to offer the training. In her research, she found that there was an incredible need for the program. Dr. Sugden will be overseeing the program at CSI. He provided the key points of the program and summarized how they plan to fund the program which is three programs at four locations; it is not an on-line program, but a hands-on video conference program. They hope to apply this model to other

programs where traditional funding is not available.

Mr. Edmunds asked for clarification on the length of the program and the entry level compensation. Mr. Tenbrink responded it is an Associate of Applied Science which is a five semester program, and that the entry level compensation is between \$37,000 and \$55,000. Dr. Rush commented that PTE assisted with the grant and that the program was approved because it was within the Executive Director's jurisdiction to approve it. Additionally, if three or four programs were created, it would have been much more expensive. Ms. Atchley expressed hope that this will become a model for other programs.

#### 5. HERC By-Laws

#### **BOARD ACTION**

**M/S (Edmunds/Soltman): To approve the amendments to the Higher Education Research Council Bylaws as submitted.** The motion passed unanimously.

Mr. Edmunds summarized approval of the amendments to HERC's Bylaws will bring HERC's operating procedures into alignment with current Board policy.

#### **AUDIT**

##### 1. Idaho State University – Foundation Operating Agreement

#### **BOARD ACTION**

**M/S (Atchley/Terrell): To approve the revisions to the Operating Agreement between the Idaho State University Foundation, Inc. and Idaho State University as presented, and to approve the revisions to the Agreement for Loaned Employee attached as Exhibit A.** The motion passed unanimously.

There was no discussion by the Board on this item.

##### 2. Eastern Idaho Technical College – Foundation Operating Agreement

#### **BOARD ACTION**

**M/S (Atchley/Terrell): To approve the Operating Agreement between the Eastern Idaho Technical College Foundation and Eastern Idaho Technical College, as presented.** The motion passed unanimously.

There was no discussion by the Board on this item.

**BUSINESS AFFAIRS AND HUMAN RESOURCES – Section I – Human Resources**1. Amendment to Board Policy – Section II.I.4. – Leaves (All Employees) – Second Reading

**M/S (Terrell/Atchley): To approve the second reading of the amendments to Board Policy II.I.4., as presented.** The motion passed unanimously.

There was no discussion by the Board on this item.

2. Boise State University – Multi-Year Employment Contract – Head Football Coach**BOARD ACTION**

**M/S (Terrell/Atchley): To approve the request by Boise State University for retroactive approval of the following:**

- 1. Mr. Petersen's five year employment agreement and addendum;**
- 2. a license agreement with Chris Petersen Enterprises, LLC; and**
- 3. a 401(a) supplemental pension plan document as presented and effective February 1, 2012; and to authorize the Vice President for Finance and Administration to execute any necessary documents related to the 401(a) plan provided for above on behalf of the Board of Trustees.**

**The University is authorized to request an IRS private letter ruling or determination letter, as applicable, as the Board cannot comment on the tax consequences of the supplemental pension plan pending IRS action.** The motion passed unanimously.

There was no discussion by the Board on this item.

3. State Board of Education – Compensation Adjustments for Agency Heads**BOARD ACTION**

**M/S (Terrell/Soltman): To approve a one-time bonus for Ann Stephens as Administrator of the Division of Professional-Technical Education in the amount of \$1,925, effective FY 2012.** The motion passed unanimously.

**M/S (Terrell/Atchley): To approve a one-time bonus for Mike Rush as Executive Director of the Idaho State Board of Education in the amount of \$1,260 effective FY 2012, and early implementation of a 2% increase in annual salary for FY 2013, at an hourly rate of \$53.95 (annual salary of \$112,216) effective March 18, 2012.** The motion passed unanimously.

**M/S (Terrell/Soltman): To approve an early implementation of 2% increase in annual salary for Don Alvashere as Administrator of the Division of Vocational Rehabilitation for FY 2013, at an hourly rate of \$46.59 (annual salary of \$96,907) effective April 15, 2012.** The motion passed unanimously.

There was no discussion by the Board on these items.

4. University of Idaho – Settlement Agreement**BOARD ACTION**

**M/S (Terrell/Goesling): To approve the settlement considered by the Board in executive session and to authorize University of Idaho to sign all necessary settlement documents.** The motion passed unanimously.

There was no discussion by the Board on this item. Legal counsel from the University of Idaho indicated the parties are working on a joint statement and will submit it later today. Once the documents are signed, they will be available for public release.

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR) - Section II – Finance - Continued**5. FY 2014 Budget Guidelines – Line Items**BOARD ACTION**

**M/S (Terrell/Soltman): To direct the college and universities to use the following categories to develop FY 2014 Line Item budget requests:**

- 1. Complete College Idaho (CCI) initiatives**
- 2. Research Initiatives**
- 3. Occupancy Costs**
- 4. Unfunded EWA**

The motion passed unanimously.

**M/S (Terrell/Soltman): To direct Board staff to develop the FY 2014 Scholarships and Grants Line Item budget request to include the Opportunity Scholarship.** The motion passed unanimously.

Mr. Terrell asked Mr. Freeman and the vice presidents of finance to summarize this item. Mr. Freeman pointed out these items are enumerated in the motion but are not in any particular order. Mr. Freeman outlined the timeline for budget requests to be approved for the next fiscal year.

Chet Herbst from Lewis-Clark State College suggested the categories identified in the agenda materials may need to be expanded, stating certain categories may be interpreted broadly and fit into more than one category, or not very well in one single category. Mr. Westerberg asked Mr. Terrell if there was discussion of having an “other” category. Mr. Freeman responded in the affirmative.

Ron Smith from the University of Idaho agreed with Mr. Herbst and agreed with adding another category. Ms. Pearson from BSU indicated they could fit their items in the proposed categories, but would not be opposed to adding another one. Mr. Fletcher from the University of Idaho echoed the remarks of the other institutions.

6. FY 2013 Appropriations – Institutions and Agencies of the State Board of Education**BOARD ACTION**

**M/S (Terrell/Atchley): To approve the allocation of the FY 2013 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Page 3.** The motion passed unanimously.

**M/S (Terrell/Atchley): To approve the allocation of the FY 2013 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho College, as presented on Page 3.** The motion passed unanimously.

**M/S (Terrell/Atchley): To approve the request from the Division of Professional-Technical Education for the allocation of the FY 2013 appropriation detailed in Exhibit A.** The motion passed unanimously.

**M/S (Terrell/Soltman): To approve the amount of the Idaho Promise Scholarship, Category A, at \$3,000 per year (\$1,500 per semester) for those applicants who are selected to receive or renew the Idaho Robert R. Lee Promise Category A scholarship for the 2012-2013 academic year.** The motion passed unanimously.

**M/S (Terrell/Soltman): To approve the amount of the Idaho Promise Scholarship, Category B, at \$225 per semester per student (\$450 annually) for those current recipients who maintain eligibility and for qualified first-year entering students under the age of 22 in academic year 2012-2013, and to delegate to the Executive Director the authority to approve adjustments to the amount as necessary resulting from any enrollment changes or holdbacks that may be ordered by the Governor during FY 2013. The motion passed unanimously.**

**M/S (Terrell/Soltman): To approve the maximum amount of the Idaho Opportunity Scholarship, to be \$3,000 per year (\$1,500/semester) for those applicants who are selected to receive or renew the Idaho Opportunity Scholarship for the fiscal year 2013. The motion passed unanimously.**

Dr. Goesling asked where the dollars are invested and if they could be placed somewhere with a greater rate of return. Mr. Freeman stated they are invested by the state treasurer and the Board has no control over where they are invested. Dr. Rush indicated they intend to bring legislation forward for Board consideration that would provide a statutory change.

**M/S (Terrell/Goesling): To set the Cost of Attendance to be used in the formula that determines the award for the Opportunity Scholarship at a maximum of \$18,600 4-year institutions and at a maximum of \$12,700 for 2-year institutions for the fiscal year 2013. The motion passed unanimously.**

**M/S (Terrell/Atchley): To set the student contribution for the fiscal year 2013 at \$6,500 for students at 4-year institutions and at \$4,500 for students at 2-year institutions, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. In cases where further clarification is needed to determine whether aid counts towards the student responsibility, the Board delegates to the Executive Director or his designee authority to make these determinations on its behalf. The motion passed unanimously.**

**M/S (Terrell/Edmunds): To direct Board staff to spend up to \$1,000,000 in annual interest earnings, private contributions, and funds from the corpus of the Opportunity Scholarship Account in fiscal year 2013 to fund renewals and new scholarship awards. The motion passed unanimously.**

#### 7. Amendment to Board Policy – Section V.R.3.a.iv. – Professional Fees – First Reading

### **BOARD ACTION**

**M/S (Terrell/Soltman): To approve the first reading of proposed amendments to Board Policy Section V.R.3.a.iv. Professional Fees, as presented in Attachment 1. The motion passed unanimously.**

Mr. Freeman summarized the change in the policy and indicated two changes recommended by Mr. Lewis between first and second reading. Additionally, Mr. Freeman noted Mr. Smith from the University of Idaho commented regarding the accreditation requirement that there are programs that are in operation for a year before they may file for accreditation. He recommended rewording the language to clarify that.

Mr. Terrell pointed out this is a change between first and second reading. There was some discussion about the procedures between first readings and when it becomes a rule. Ms. Atchley disagreed with the wording change. Dr. Rush commented about the process of making changes between the first and second reading and indicated it can be done provided the changes are not substantive.

Mr. Freeman indicated he received two comments from institutions on this policy. One was that the policy would not require the current approval process, that the self-support operating results would be reported to the Board annually instead. Ms. Atchley asked if an institution can raise the fee and report it annually without Board input. Mr. Freeman said the current procedure in a self support program is once the fees are approved by the Board, they do not come back for subsequent approvals in increases. He pointed out the second comment received suggested the institutions audit the self-support programs to ensure they are self-supporting every three years rather than annually.



Ms. Atchley requested the report come before the Board and includes the prior year's cost, the current year's cost and number of enrollees in the program. Mr. Terrell indicated BAHR will revise the item before the second reading.

8. Boise State University – Multi-Sport and Apparel Supply Contract with NIKE, Inc.

**BOARD ACTION**

**M/S (Terrell/Soltman): To approve the request by Boise State University to enter into a Multi-Sport Product Supply and Sponsorship Agreement with NIKE Inc. for the period August 1, 2011 to June 30, 2017, and to authorize the Vice President for Finance and Administration to execute the Agreement.** The motion passed unanimously.

Mr. Soltman asked why it is retroactive to August 1<sup>st</sup>. Ms. Pearson responded that when this agreement was being negotiated, BSU was considering the current contracts they had entered into and this contract was also during the transition of directors. They wanted to make sure the current director had a chance to look at the contract. It is retroactive to the time period and carries forward under the terms and provisions of the new contract.

9. University of Idaho – Multi-Year Research and Marketing Agreement with Limagrain Cereal Seeds, LLC.

Mr. Jim Peterson from Limagrain Cereal Seeds, LLC (LCS) presented information on a pending agreement between the seed company and the University of Idaho. The University of Idaho seeks to enter into a five year contract with Limagrain Cereal Seeds, LLC, to establish a reciprocal joint wheat breeding program where the university and Limagrain combine their respective repositories of wheat germplasm to collaboratively create and market new wheat varieties. Over the initial five year period, Limagrain will contribute approximately \$500,000 to fund research endowments at the University and graduate student research support.

Funding from Limagrain under the contract, along with the Wheat Commission funding, will allow the university to continue and enhance its wheat breeding program that recently suffered the loss of the university's researcher for soft white winter wheat. The collaborative program is also anticipated to generate revenues from newly created varieties from the joint germplasm repositories, utilizing Limagrain's marketing expertise to enhance royalty revenues to the university which will further support research in this area. Limagrain is the number one seed company in Europe and number four in the world. Representatives from the university and LCS will meet three times per year to discuss the program. The university intends to bring this agreement back for Board approval at a future date.

Ms. Atchley asked if it is still a requirement that the varieties are made public when federal dollars are involved in breeding programs. Kent Nelson, General Counsel from the university responded it is his understanding that is not a requirement any more. Mr. Peterson responded that it is the intention of the Idaho Wheat Commission that all new varieties that come out of the university be licensed proprietary varieties. President Nellis clarified for Board members that a federal act changed the way discovery can be licensed which would apply in this context.

Mr. Edmunds asked if the revenue sharing will vary based on who creates the wheat varieties. Mr. Peterson responded that the appendix contained in the agreement outlines how the revenue sharing is determined based on who is the discoverer of the new germplasm or variety. Mr. Edmunds recommended using this agreement as an example of best practices for other agreements and asked if it could be reviewed by other institutions. Mr. Nelson responded that after the contract is approved by the Board, it would be available for review by other institutions.

10. University of Idaho – Capital Project Update – Integrated Research and Innovations Center

Mr. Terrell introduced this informational item and asked Mr. Smith to speak for the University of Idaho. He

provided a presentation on their *Inspiring Futures* capital project update. He provided a summary of the interior and exterior of this building. This will be a state of the art facility that will lend itself to 21<sup>st</sup> century solutions and discoveries that will require an integrated and interdisciplinary approach to research. They plan to locate the building at the heart of the campus in close proximity to other key buildings. The anticipated opening will be in 2015. The total cost is 48,938,600. The sources of capital would come from state funding, the permanent building fund, university resources, bonds and private giving. They plan to bring it back to the Board for approval in the future.

Mr. Edmunds asked if there will be an incubator facility or anything of that nature to facilitate public-private partnerships. Mr. Smith responded incubator would not be an accurate description, but there will be new projects with leaders in the industry. Mr. Goesling asked how the ROTC building would fit into this process. Mr. Smith indicated it would be relocated elsewhere in a presently undetermined spot.

President Westerberg asked about the ongoing economics as far as building maintenance goes, in the likely absence of occupancy costs and other resources. Mr. Smith responded the plan is the facility will allow them to garner additional expenditures in their research program which will give them additional dollars in their F&A recovery; the F&A recovery should provide enough to cover the occupancy costs of the building. Mr. Westerberg asked if it would be a self-sustaining building. Mr. Smith responded it would.

**DEPARTMENT OF EDUCATION**1. Superintendent's Update

Superintendent of Public Instruction, Tom Luna, provided a brief update on the State Department of Education (SDE). He indicated the SDE has just finished up its post legislative tour doing six events regionally located around the state. Superintendents, other district leaders, teachers and parents were included in some capacity at those meetings. He said there was a lot of good discussion about education in Idaho and Students Come First. He commented the SDE is in the final stages of the waiver application with the U.S. Department of Education. Mr. Luna provided three highlights from the Legislature: 1) the budget for K12 increased this year by 4.6% which is about a \$60 million increase, 2) in the Students Come First plan - written into law was a plan that will reduce the amount of money sent to districts for salaries and benefits. Mr. Luna pointed out that that was a very controversial item, but they made clear that if and when the economy turned around the first thing they would do is offset those reductions. There will be no reduction in salary based apportionment; a school district this year will receive just as much money for salaries and benefits as last year, if they are a growing district they will receive more. The Legislature accepted Mr. Luna's and the Governor's budget recommendations which offset salary based reductions this year, they also passed a law going forward which eliminated any reductions in future. Thirdly they made one change in the opportunity for students to earn college credit while in high school so those students who meet their graduation requirements by the end of the first semester of their senior year can take college courses the second semester of their senior year and still earn college credits paid for by the state before they move on to college. Additionally, Mr. Luna added a bit of information on the Eight-in-Six program which expands on students earning college credit during high school, and provides students an opportunity to engage and graduate from high school with an associates' degree. The Eight-in-Six program will be shared in more detail in the future.

Dr. Goesling asked how the associate's certificate is captured in the 60% goal if the student then goes on to college and gets a bachelor certificate. His question is whether that counts as two events or one. Mr. Luna clarified it still only counts as one.

2. Update on Accreditation in Idaho and the Merger Between the Northwest Accreditation Commission (NWAC) and the AdvancedED

Mr. Luna provided an update on a merger between the Northwest Accreditation Commission (NWAC) and AdvancedED which takes effect on July 1, 2012. Since NWAC will be an accrediting division of AdvancedED, there is no need to make any changes to Administrative Rule and all Idaho schools will still be accredited throughout the transition and in the future.

3. Proposed Rule – IDAPA 08.02.03.105 – The Rules Governing Uniformity – High School Graduation

**BOARD ACTION**

**M/S (Luna/Edmunds): To approve the temporary proposed rule to Idaho Administrative Code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements as submitted, effective April 18, 2012.** The motion passed 4-3. Mr. Westerberg, Mr. Edmunds and Ms. Atchley voted nay on the motion.

Mr. Luna commented that there are graduation requirements and the goal is that the children graduate from high school with the necessary skills and knowledge to propel forward. It is important when the statewide requirements are set they don't become a stumbling block for students who are performing at faster and higher levels. If a student has taken a math class that requires Algebra II as a prerequisite, then they will be waived from having to take math in their senior year. He added that there have been a few districts that have come to the Department with these issues.

Mr. Edmunds asked if Mr. Luna had discussed the matter with Board member Lewis. Mr. Luna indicated he had corresponded via e-mail with Mr. Lewis. Mr. Edmunds commented the Board has the ability to grant waivers and asked if the decision should be moved to the school board level. Mr. Luna responded that local boards have some flexibility in graduation requirements currently and he is comfortable with that flexibility and the parameters we have put in place. Westerberg commented he does not have an issue with the criteria, but he did not feel the responsibility needed to be passed to local school boards.

After the vote, Mr. Luna commented they would work on the specifics of the rule to address the areas of concern and specific criteria. Tracie Bent clarified the process of a temporary proposed rule which now goes into effect because it passed. Then it comes back as a pending rule there will be an opportunity to amend it. As a passed temporary rule, it is in effect until it is repealed by the Board or the Legislature.

4. Proposed Rule – IDAPA 08.02.023, .024, .026, .028 – Rules Governing Uniformity

**BOARD ACTION:**

**M/S (Luna/Terrell): To approve the proposed rule to Idaho Administrative Code amendment to IDAPA 08.02.02.023, .024, .026, and .028, Rules Governing Uniformity as submitted, effective April 18, 2012.** The motion passed unanimously.

Mr. Luna summarized the amendments to the proposed rules serve to clarify their language and intent.

**ELECTION OF OFFICERS FOR THE STATE BOARD OF EDUCATION****BOARD ACTION:**

**M/S (Terrell/Soltman): To approve Ken Edmunds as President of the Idaho State Board of Education.** The motion passed unanimously.

**M/S (Edmunds/Terrell): To approve Don Soltman as the Vice President of the Idaho State Board of Education.** The motion passed unanimously.

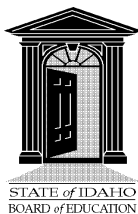
**M/S (Terrell/Soltman): To approve Emma Atchley as Secretary of the Idaho State Board of Education.** The motion passed unanimously.

Superintendent Luna thanked Mr. Westerberg for his service as president of the Board.

**OTHER BUSINESS**

There being no further business, a motion to adjourn was entertained.

**M/S (Terrell/Goesling): To adjourn the meeting at 3:15 p.m.** The motion carried unanimously.



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

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
May 16-17, 2012  
Special Board Meeting – Board Retreat  
Boise, ID**

A special Board meeting of the State Board of Education was held May 16-17, 2012. It originated from the Governor's (Simplot) House, in Boise Idaho. Board President Ken Edmunds presided and called the meeting to order at 8:00 a.m. A roll call of members was taken.

**Present:**

Ken Edmunds, President  
Don Soltman, Vice President  
Emma Atchley, Secretary  
Tom Luna – joined at 8:45  
at 11:44

Richard Westerberg  
Bill Goesling  
Milford Terrell  
Rod Lewis – joined via phone; in person

**AGENDA APPROVAL**

**M/S (Soltman/Atchley): A motion to approve the agenda as posted.** The motion carried unanimously.

The Board members entered into Executive Session at 8:00 a.m.

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

**M/S (Soltman/Atchley): To meet in executive session to evaluate the presidents of Idaho's state higher education institutions and its executive director, pursuant to Idaho Code Section 67-2345(1)(b).**

**M/S (Westerberg/Goesling) To go out of executive session at 12:35 p.m.** The motion carried unanimously.

**BOARD RETREAT (Open Meeting)**

The Board convened for regular business at 1:15 p.m. on May 16, 2012 for discussion of higher education funding facilitated by Jane Wellman, Executive Director of the National Association of System Heads (NASH), and Founding Director of Delta Project on Postsecondary Costs, Productivity and Accountability.

Executive Director Mike Rush introduced Ms. Wellman, indicating she is widely recognized for her work in public policy and higher education at both state and federal levels. Ms. Wellman has particular expertise in state fiscal policy, cost analysis, and strategic planning.

Ms. Wellman facilitated the discussion, thanking the Board for the invitation and opportunity to participate in this meeting. Ms. Wellman walked the Board members and institution representatives through a PowerPoint presentation about meeting the challenge of future financing for public higher education. Ms. Wellman hoped to discuss with the Board different approaches to budgeting, including performance based or outcome based budgeting, and provide responsive information the Board is seeking.

Ms. Wellman discussed the fractured dialogue about college costs and what lies ahead and commented the main goal is still the need to get more people as a society to a degree. She used the example of each person in a hunting party getting a different piece of the animal. Depending on what piece the person got, their perception of the animal was vastly different than another person's. The lack of clarity about the problem and the fact that different audiences see it differently, and the lack of coherent consistent language, adds to the understanding of cost problems.

Ms. Wellman summarized that the characterization of the problem changes depending on the audience – people see the problem through different frames. The public have a different perception than the faculty, and yet even more different than the student, for instance. For the most part, the public perception of higher education is positive. However, they see it as less accessible because tuition is going up, and college affordability is driving out opportunity. State fiscal officers often see the problem in a different frame, recognizing the importance of getting people degree attainment, and perhaps believing the institutions are not very well disciplined and could use greater efficiencies and productivity. Faculty often view it as a general theme which involves deteriorating standards in higher education and concern that there are too many students coming to the institutions not well prepared academically to be successful, and too many resources go toward remediation. Their solution is to fix K-12 and have better preparedness academically. She discussed how presidents are caught in what is referred to as the “iron triangle” of improving quality, increasing access and constraining costs. She added that if the institution does not have enough money to maintain its business model then there are two choices. Reduce access to protect quality, or, increase access at the expense of quality. She commented the presidents' solution is to rekindle public reinvestments in higher education – get more state funds coming in – because they don't see a way out of the triangle. She commented that the majority of private college presidents are in institutions that have relatively low endowments; they are tuition driven and tuition sensitive in a regional market. They see themselves caught in an amenities arms race in the pursuit of increased selectivity and greater

student enrollment growth to give them money to compete for the kinds of things the faculty want. Presidents are increasingly caught up in a tuition-increasing spiral. These are all legitimate and accurate parts of the college cost problem.

Ms. Wellman indicated the most common framework of the rising college cost problem is the tuition prices are going up in comparison against declines in median family incomes. Real household income has fallen about 10% since the start of the last recession. One of the concerns is that the greatest drops occurred after the technical end of the Great Recession and the economy is just not rebounding in ways that Americans are used to and as were expected. She commented that unfortunately declining shares of Americans believe that college education is affordable. Public opinion shows that 75% of people asked disagree that college costs in general are such that most people are able to afford to pay for a college education. Only 35% of the general public feel that the value for the money spent on higher education is good; only 5% feel it is excellent. They assume prices are going up and simply don't see the value.

Ms. Wellman indicated she reviewed Idaho's patterns from the state perspective and they fit within the generalizations of others states' as discussed previously. Objectively, higher education spending, dollar-for-dollar, is more now than in 1987, with the exception of the years following the recession. State spending in every area except Medicare is going down. Generally speaking, when times are good, the legislature will spend on higher education. She pointed out that higher education spending in state budgets is the most vulnerable area for being cut. In the times of recession when budgets get cut, state spending goes down and higher education spending goes down considerably more. Over time, state spending on higher education is trending downward because of increasing healthcare costs. Additionally, being able to fall back on tuition if necessary is a way to cut budgets without cutting functionality.

Ms. Wellman identified a major challenge in higher education costs, commenting that spending is not increasing as fast as tuition costs and the gap between costs and prices is a problem. There is a price increase, but costs are flat or going down. Net tuition revenue is going up with virtually no change in spending per student. Overall, students are paying for more and ultimately getting less. Ms. Wellman shared slides showing the gaps in tuition revenue versus spending. She indicated public masters' spending per student per year were about 1% per year between 2000 through 2009 in public four-year institutions. This was against tuition increases averaging 5% per year, and state budget cuts averaging 0.5% per year.

She commented that among public institutions, research universities fared the best. In the public research institutions, there has been more of an ability to substitute tuition dollars for the loss in state appropriations. However, public research institutions are falling behind private research institutions. She added that private research institutions are becoming infinitely advantaged and the competitive pressures for the research institutions are very intense.

Ms. Wellman shared an analysis of how money gets spent in institutions by way of instruction, student services and administrative support and maintenance. She shared

data on average education and related spending per FTE student by component at public institutions, along with the distribution of employees by job category, including the percent changes in faculty compensation from 1979 to 2008. Despite the belief that costs are going up because of spending on faculty, there is no evidence that faculty is driving spending increases. She said if there is a smoking gun, it is with employee benefits. In both the public and private sectors, benefits are where the greatest increases have been. The benefit share of compensation is where the increases have been, and public institutions over private show more of an advantage. Ms. Wellman identified the average annual increase in spending has been around 5% per year, and new money coming into higher education is going out the door due to health care costs. Ms. Wellman commented if there is a way to get a handle on spending, health care costs need to be looked at and it is a tricky issue.

Ms. Wellman shared historical information on how money is spent across higher education. The historic patterns in spending have shown costs are at the lowest at the entry level, first and second year. She pointed out a need to look at spending patterns where student attrition occurs. If we expect to be increasing educational attainment, we need to look at attrition since 43% of students are lost during the first year or less. High cost attrition are at the 4 year level. In one study, Bachelor of Arts Degree production costs increased an average of 40% from excess credits and attrition.

**Board member Lewis left the meeting at 1:35 pm.**

Ms. Wellman moved on to talk about internal budgeting and how money is spent. Most institutions are still on incremental or base-plus budgets. Relatively few in the public sector are on a performance based budget. She summarized when asked how effective their institution is in using financial data to make informed decisions, helping various stakeholders to understand financial challenges, maintaining the infrastructure, aligning financial planning with institutional strategic planning, etc., what you see are relatively low percentages gauging effectiveness in response to those types of questions. She said that means the budget model is not working, which is a different conversation. When asked if greater transparency in campus decision making will result in better financial decisions, there were very strong percentages in the yes column. She said there is a belief the people who are managing the budgets are not using the data very well and that greater transparency about data and spending would be helpful.

She commented the challenge is still to break the iron triangle between access, quality and funding. She asked if it is possible to do more with the money we have without compromising quality, and is money necessary for quality. She said the research on higher education spending against quality is poor. There is a strong correlation between money, reputation and rankings. There is weak evidence about overall spending and measured outcomes. The way money gets spent matters more than how much there is. For example, a badly funded community college that is putting more resources into student services and teaching is getting better results in student retention. Money in student services makes a difference. Money in financial aid well spent and money in full time faculty makes a difference. Ms. Wellman stressed it is how it is spent and how intentional the spending is. The average student graduates with 15-



20 additional credits than they need. In thinking about cost effectiveness, there needs to be a distinction between cost reductions and productivity improvements. We need to show evidence that we are doing what we need to do and pay attention to both sides of the equation. This requires a multi-faceted approach and not just moving to a performance based budget. There needs to be a strategic and comprehensive approach to cost management and efficiency.

Ms. Wellman offered comments on performance based funding. She said there has been a lot of push to move from enrollment based formula budgets to performance based budgets. The research about it shows it tends not to work. Performance based funding does not solve the problem of declining state resources. She indicated many places that used performance based funding used different formulas to capture incentives, and it became far too complex and nobody understood it. Research does show, however, success in creating better shared understanding between state policy, budget people and institutional leaders about data, student retention and student success. Ms. Wellman asked if in her opinion if it was worth doing and responded in this environment it would be good to do. However, she reiterated caution about getting too consumed in the details or making it too complex. She added that it doesn't solve budget problems, nor does it get people thinking of different strategies to use across institutions to tackle challenges of costs and productivity.

Mr. Edmunds asked if performance based funding is eyewash or if it creates results. Ms. Wellman indicated it is not eyewash and it doesn't create results. It is a mixed bag and it improves the focus on goals; it is not the only thing that moves the dial. It can result in greater clarity about expectations. It is a good technique for setting an agenda and can be an effective way to increase attention to results. But by itself it does not solve budget problems.

Mr. Soltman asked if it generates a better dialogue with legislators. Ms. Wellman indicated it does. She added that part of the budget problem is a lack of transparency and lack of clarity and there is not enough agreement about goals. She added if this is what brings people together to say here are our priorities, and you set up an incentive system with a few simple metrics that people understand and agree to, it can be very powerful. The problem has been it has been implemented at a time when budgets have been declining so fast that there's never any extra money to put around incentives.

Mr. Westerberg commented most of the performance based models he has seen are very modest. He suggested if there were a bigger dollar number, the likelihood of changing behavior is also greater. He also asked about the clarity of the data and how to use it for good measures if it was unclear. Ms. Wellman responded that the data and measures could be made better. The way most performance based programs have worked has been on the edges. The base gets established, and then extra is given for incentives, but in this environment, the base is gone before you get to anything. In most states, enrollments haven't even been funded. She recommended an enrollment enhanced approach to provide incentives to bring in students and to get them through to a degree. She cautioned again about too many details or complications. She recommended five or six measures at the state level.

Mr. Edmunds commented he expected to hear that performance based budgeting is a big deal, problem solver and the way to go; and was surprised to hear it is not a solution. Ms. Wellman said she is skeptical of performance based funding, but it does bring greater clarity and trust between public officials and institutional officials and forces greater clarity about higher education.

Mr. Soltman asked if it requires new money. Ms. Wellman responded if you wait for new money, you will never get it done. If you have your fixed costs as your priority (i.e., health care), you will never get to your other costs. She said she has never seen an outcome based budget that looked at finance and addressed the root cause of what's driving costs; you want to look at it in a more encompassing way with how your budgets are put together.

Mr. Edmunds commented he is optimistic they will see some increase in funding. Ms. Wellman suggested putting something together that implements performance based funding over a four or five year period. She recommended simultaneously looking at ways to reduce costs and reward the institutions that are doing what they need to be doing on spending reductions, increased retention and degree attainment, and enhanced enrollment. Ms. Wellman suggested biting off a bit at a time and managing into it with two or three priorities. Mr. Edmunds asked if she recommended any favorite priorities or measures. Ms. Wellman indicated she brought a paper to share today done by the Complete College America group about performance enhanced funding. She felt it is a sensible approach on an enrollment basis without too much complexity. She indicated it would be a good example to go toward, but she wouldn't stop there. She said the one thing the piece is lacking is it does not talk about the meat and potato part of the budget such as health care. Mr. Edmunds asked if this Board should be using this initiative or if there are others that they should pursue. Ms. Wellman responded she could not provide the answer to that question. She did say the way Boards talk about money is a very powerful tool they have over influencing performance.

Dr. Goesling asked about cost management as a way to approach the budgeting issues and looking at the different "buckets" more so than going to a solely performance based budgeting scenario, and to look at a comprehensive approach to cost management and efficiency to determine what's best across the state. He asked if other institutions have tried that approach and if they were successful. Ms. Wellman indicated other systems have tried to take a comprehensive approach and have looked at more than one thing at a time. She said some were successful, but maintaining an agenda and staying on course has been challenging because of the turnover in higher education. She recommended looking at Pennsylvania as an example.

Mr. Westerberg asked if anyone has looked at institutions that do cost based budgeting as a mechanism to send a signal to students for the value of the product, so that they are more efficient in the way they move through the system. Ms. Wellman responded there are differential tuitions and user fee systems are increasingly more common in both public and private institutions. No one has researched whether better consumer information leads to higher efficiencies, but the pattern has been that moving more to a

user fee type system advantages certain types of institutions and certain types of programs, and likely disadvantages others. It is most problematic for core, lower division, general education kinds of things, which is where the largest student retention situation resides and has not been a wholesale change yet. Mr. Westerberg responded that it is likely if the student is covering the cost of the instruction, they are more apt to be serious about the class.

University of Idaho President Nellis asked Ms. Wellman to expand on mission and differentiation as far as performance criteria based on missions of institutions. Ms. Wellman responded that the first generation of performance based funding had a one-size fits all approach. The second generation had a different model and approach which was more sensible in that there were different progress indicators for different missions. Having only two or three measures at a statewide level is important to keep things simple.

Mr. Edmunds asked Ms. Wellman if she recommended going with a form of performance based budgeting. Ms. Wellman indicated putting an emphasis on performance would be sensible. She commented that staying with a straight, incremental budget in this environment would not get us where we need to go. Mr. Westerberg asked about the costs-per measures to track the efficiency of production. Ms. Wellman responded they have not seen these types of measures because so much of performance based funding is focused on the agenda of student success. She added that they need to also be looking at risk management and cost management in addition to student success. It would be appropriate to look for evidence of cost effectiveness along the student progress data.

Mr. Edmunds asked if there was a contrast comparison in zero based budgeting efforts and performance based budgeting, suggesting zero based budgeting may not be the right answer because it may not look at all the resources. Ms. Wellman agreed, commenting that re-rationalizing how the budget is put together and being able to look at the base differently would be good, adding that the process needs to be clear. Dr. Goesling commented that performance based budgeting tends to look at the cash flow side of the balance sheet and not the income side of the balance sheet. Dr. Goesling asked how we look at other possible income sources. Ms. Wellman indicated the importance of looking at the costs and in general in looking at both sides, including other funding sources. She felt if there was not a general fund source protecting the commons, it does not work. Dr. Goesling suggested looking at where money was invested between the time it comes in and the time it is spent, suggesting we could get a higher rate of return but retain the same safety rating. Ms. Wellman responded that the university system of Missouri made a comprehensive change in their budgets and the single largest place they realized resources was in renegotiating their bond rates. Ms. Wellman said there are ways to look at big savings on the administrative side.

Mr. Edmunds asked what lessons public institutions should be learning from private institutions in the way of performance based funding. Ms. Wellman responded it is hard to generalize because the data is not readily available. She remarked the degree granting private institutions' spending patterns are similar to public institutions with a

couple of major exceptions. They spend more on student services and academic counseling than they do on faculty. They hire coaches and professional counselors and essentially have suppressed the faculty line. They spend a lot on recruitment as well and most don't have a physical plant. The way they are spending their money does not show a public institution the way to efficiency and effectiveness, it shows a different model. Ms. Wellman concluded there is no evidence the private institution model is contributing to student success.

Idaho State University President Vailas asked Ms. Wellman about infrastructure and commented that in public education, there is a bold infrastructure in which deferred maintenance is exponential. He felt that people often don't see this as an important element and it often remains unaddressed. Depleted buildings have a direct impact on student learning. He asked how that fits into efficiency, knowing it will be a real, but often unexpected, problem affecting costs. Ms. Wellman responded that she is unsure how to answer that question on deferred maintenance. She summarized a few options but pointed out there isn't a great solution. She added the maintenance of the assets and the infrastructure are very important and can't be left by the wayside and looking at those costs should be part of what the system does.

Dr. Vailas then asked if you focus on efficiency and its definition based on mission, along with cost effectiveness and its definition, it lays out what kind of performance an institution should be looking for. Ms. Wellman cautioned over analysis of this question because of how efficiencies are defined. She recommended again using a plain, straightforward approach appears to be the best way to look at these things, especially concerning efficiency and effectiveness. Ms. Wellman used the university system of Maryland as an example, stating they were quite successful with their efficiency and effectiveness initiative and recommended looking at it for reference. She added it was so well done, the students helped argue along with the legislature for tuition increase so they could get the classes they needed.

Boise State University Financial Vice President Stacy Pearson asked for favorite examples or new ideas of cost reductions seen by Ms. Wellman. Ms. Wellman responded a comprehensive approach is important and used Missouri as an example, summarizing what they did in a cost cutting approach. She also mentioned Pennsylvania and Wisconsin and pointed out Georgia's system is rethinking how it looks at transfer students from community colleges. She added the most money can be saved in the administrative side, pointing out the universities of California, North Carolina and Cornell have found huge benefit from bringing in outside consultants to look at administrative layering, analyzing reports and making recommendations. She said that is not always recommended, but sometimes it helps to have an outsider's perspective.

Ms. Wellman stated that half the money in higher education is going to something other than the academic programs. She commented in general that consolidation of administrative functions, data and information systems makes sense.

Lewis-Clark State College's Vice President for Finance and Administration Chet Herbst

asked if she has seen examples of strategies or systems that have helped keep increases in check. Ms. Wellman pointed out there are a couple of examples, two of which are the work by Nebraska and Maine. Nebraska was looking at a cost for retiree health care which ate up 4% per year in budget increases – they weren't getting 4% per year, so all their money was going to retirees. A review group was put together and recommendations were made which took their unfunded liability from \$70 million to \$0. Current employees were paying for retirees, which is happening everywhere.

Ms. Atchley asked about strategic financing and how it would fit into this kind of scenario. Ms. Wellman responded that looking at an investment strategy is important. She commented that budget techniques used by private institutions are much better at taking a multi-year approach in funding. They can put together a funding plan and framework that makes sense. The trick for public institutions is how much they can pull together that kind of information and act on it. Changes in carry-forward policies can help as well. Looking at the multi-year framework of the private institutions can be very helpful for the public institution perspective. Dr. Rush pointed out that Idaho institutions cannot carry over their general account funds. They spend their general account funds and carry over their student fees. Ms. Atchley commented it would likely give a better picture of where the market for tuition is.

Mr. Freeman asked about performance based funding and about whether or not it is advisable to wait for new money or target a percent of the base, or both. Ms. Wellman's response was to not wait because it may not happen. Mr. Freeman asked in looking at the data from other states, is there an optimal amount. Ms. Wellman mentioned Pennsylvania's State System of Higher Education (PASSHE) as an example and how it works. She said their concept makes sense. It started at a percent per year with a plan to grow it every year, and to create two pools – one to be used at the discretion of the institution and one that is to be used at the discretion of the Board.

Mr. Freeman asked what happens when an institution does not meet its performance measures. Ms. Wellman responded there is a stop loss, but she has not seen money taken away because so many situations are beyond their control. She clarified the reward is in getting new money and that budgets are not cut for an institution's failure to meet goals, they just don't get new money. She added it is important to look at if there are mitigating circumstances to justify it or if the institution is underperforming. Ms. Wellman indicated Texas is about to put performance based funding into place. They are getting data to help set benchmarks that are not too high or too low. They plan to use University of Texas data as well as national data to determine reasonable benchmarks. Before they kick in any money, they are looking at what they should be measuring, what are the data to use for measuring, and how do they benchmark it. Then, they plan to do a dry run to see what would happen before actually implementing it and they are taking traditional approaches to find new money for initiatives, etc. They intend to look at measuring the right things and that the targets are set where they need to be.

Dr. Goesling asked if there have been successful techniques in Boards working with Legislators in helping them understand the problems facing higher education

institutions. Ms. Wellman responded there both good and bad stories, adding it is helpful when there is a continuity and trust in leadership between the legislature and a Board. If people understand what the agenda is and what the rules are, it proves to be beneficial. Legislative and board turnover can also make the situation fragmented. Ms. Wellman indicated her concern is the fragmentation of institutional interest is against the whole. Some institutions think they can cut a better deal on their own. Competition drives up spending and doesn't necessarily direct it to academic programming. There needs to be a board or regulatory presence to discipline mission to some extent. Another concern is some of the stronger public institutions are renaming themselves as liberal arts institutions and giving up on serving the states' residents. It is becoming a trend and it is a true concern. In conclusion, Ms. Wellman commented just as we need to be thinking about improving how we deliver education, we need to be rethinking structures, roles and functions of systems and boards as well.

Following the discussion with Ms. Wellman, Mr. Soltman recognized that North Idaho College President Dr. Priscilla Bell is retiring at the end of June and that this is her last meeting. Dr. Bell offered a few comments and indicated she plans to stay in Coeur d'Alene during her retirement.

The Board adjourned from business at 3:35 p.m.

### **Thursday, May 17, 2012**

The Board reconvened for business on May 17<sup>th</sup> at 8:00 a.m. at the Governor's (Simplot) House, in Boise Idaho, to meet in executive session for continuation of the Presidential evaluations. A roll call of members was taken.

#### **Present:**

Ken Edmunds, President  
Don Soltman, Vice President  
Emma Atchley, Secretary  
Tom Luna

Richard Westerberg  
Bill Goesling  
Milford Terrell  
Rod Lewis

Superintendent Luna left the meeting at 9:45 a.m. for other business.

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

**M/S (Soltman/Goesling): To meet in executive session to evaluate the presidents of Idaho's state higher education institutions and its executive director, pursuant to Idaho Code Section 67-2345(1)(b).**

**M/S (Soltman/Goesling): To go out of executive session at 11:50 a.m.** The motion carried unanimously.

#### **BOARD RETREAT (Open Meeting)**

The Board re-convened for regular business on May 17<sup>th</sup> at 12:15 p.m. for a lunch discussion. Jamie MacMillan, Executive Director from the Albertson's Foundation, introduced guest Dr. Ranis, Program Director of the Lumina Foundation. Dr. Ranis was previously a senior member of the Gates Foundation, recently served as a fellow at the Association of American Colleges and Universities, as well as a senior advisor to the Washington State based College Success Foundation. Dr. Ranis is a sought after speaker on challenges in higher education.

Dr. Ranis commented the Lumina Foundation is deeply involved with states to increase the attainment rate of Americans holding high quality degrees and credentials. Their goal is they would like to see 60% of all Americans holding quality degrees or credentials by 2025. She indicated that is the baseline for everything the Lumina Foundation does. She indicated in support of that goal, they are very data and metrics oriented. They put out a report called *Stronger Nation* which includes state reports. She commented we are at about 40% as a nation. The U.S. used to have the most post secondary degree holders in the world. As of 2011, we are 15<sup>th</sup>; Canada is second and Korea is first. In a state breakdown, Idaho is in the lower part of the pack at about 30%.

Dr. Ranis indicated she would like to talk about college access and success as dual goals for the mission, the alignment of K12 and higher education, data articulation, and Lumina Foundation's productivity agenda. She provided a handout entitled *Four Steps to Finishing First*, which is an agenda for increasing college productivity to create a better-educated society. It is about using the resources available more efficiently and having our higher education system tuned into producing degree holders.

Dr. Ranis spoke about access and success as dual goals and indicated for a long time in our country, the idea of getting people to college has been the focus of a lot of effort. Then, the focus changed from not only getting them into post secondary settings, but on getting them through the system. She commented the Lumina Foundation is not only about four-year degrees, but about getting any degree or credential of value that can propel an individual to the next level in their lives. She pointed out the importance of the sense of a pipeline of information for students and families and starting that information flow early; this system needs to go from pre-K through college. She suggested utilization of a calendar of predictable events and how helpful that would be to students and parents alike, and how it would serve as a launch pad for education. She used FAFSA day as an example, and added that there should be a seasonal, at-scale awareness that people to attach to it, like a week or day that everyone knows applications are due. She recommended Idaho adopting the National College Application Week which is recruiting states presently. The effort is being run by ACE. It builds off individual aspirations in building a state portal to build a system of better higher education and centralized information.

Next, Dr. Ranis spoke about academic alignment. She commented the biggest issue in their perspective right now is the adoption and implementation of common core state standards. She indicated the Lumina Foundation finds it very important because common core state standards upends the entire education system. She felt Idaho is

beautifully equipped because of a unified Board to think about how best to move ahead. She said the implications for higher education are pretty clear. Idaho belongs to the Smarter Balance consortium for common core which will provide a series of assessments indicating when a student exits high school, whether they are college ready or not. That assertion that the student is ready has to be recognized by higher education institutions in the state. There is buy-in, understanding and trust that need to be built around the assessment so it will be commonly recognized.

She summarized the common core will operate by the standards that measure whether or not a student is ready for higher education. The system should flag students who need remediation before they reach the next step of higher education by using testing to assess current levels of college readiness. The challenge is how to use the diagnosis. She emphasized having enough knowledge about the students to determine how to respond to them.

Dr. Ranis recommended juniors take the Accuplacer test to determine college readiness. She summarized Accuplacer was created as a placement exam for entering postsecondary students. It is a baseline reading of where a student is in basic core skills they should have before entering college. The SAT is designed for a different purpose which is to measure aptitude to take on college level work.

Dr. Goesling asked why we are waiting for the junior or senior year to test students and why aren't they tested earlier? Dr. Ranis responded that the question is an important one. However, it is a full pipeline problem in need of thoughtful consideration. By the time the testing takes place, it is at the end of their secondary schooling and near the last shot for students. The Lumina Foundation knows it is an important area, but in the sea of areas to work on they have chosen Higher Education and college access as their focus.

Mr. Edmunds asked how involved the Lumina Foundation wants to get with states. Dr. Ranis responded the Lumina Foundation is not technical assistance providers, but they could provide indirect assistance. They also can provide neutral convening space for discussions by various stakeholders. The Lumina Foundation can send out or refer experts in topic areas. They can also direct us to resources as well, and states who may have similar experiences so as not to recreate the wheel.

Rod Lewis asked about following up on setting dates for activities such as College Access Week. Dr. Ranis responded she is providing the Albertson's Foundation with that information and would send it to us as well.

Mr. Lewis asked about counseling guidelines in statute. Dr. Rush indicated there is nothing specific to counseling in statute. Mr. Lewis suggested rethinking that and working on adding counseling guidelines to statute.

Dr. Ranis and Ms. MacMillan thanked the Board for the opportunity to have a dialogue at this meeting.





The meeting was recessed for a short break and reconvened at 1:14 pm for the remainder of the agenda.

## **BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)**

### **1. Chief Executive Officer Salaries**

#### **BOARD ACTION**

**M/S (Terrell/Soltman): To approve a 2% salary increase for Dr. Robert Kustra, President of Boise State University, effective June 10<sup>th</sup>, 2012 for an annual salary in the amount of \$343,138.20. The motion carried unanimously.**

**M/S (Terrell/Soltman): I move to approve a 2% salary increase for Dr. Duane Nellis, President of University of Idaho, effective June 10<sup>th</sup>, 2012 for an annual salary in the amount of \$341,700. The motion carried unanimously.**

**M/S (Terrell/Soltman): I move to approve a 2% salary increase for Dr. Art Vailas, President of Idaho State University, effective June 10<sup>th</sup>, 2012 for an annual salary in the amount of \$330,123. The motion carried unanimously.**

**M/S (Terrell/Soltman): I move to approve a 2% salary increase for Dr. Tony Fernandez, President of Lewis-Clark State College, effective June 10<sup>th</sup>, 2012 for an annual salary in the amount of \$165,907.08 and to extend the current contract three additional years. The motion carried unanimously.**

Mr. Lewis clarified that the term is a three-year term.

### **2. Idaho Public Television – General Manager Salary**

#### **BOARD ACTION**

**M/S (Terrell/Soltman): To approve an equity salary increase for Peter Morrill as General Manager of Idaho Public Television for FY 2013, at an hourly rate of \$50.50 (annual salary of \$105,040) effective June 24, 2012. The motion carried unanimously.**

Board President Edmunds directed staff to provide Board members with an update on compensation for the June Board meeting.

### **3. Lewis-Clark State College – Capital Project**

#### **BOARD ACTION**

**M/S (Terrell/Atchley): To approve the continuation of the Lewis-Clark State College Fine Arts Building remodel (“design-bid-build”) project into the construction phase, as recommended by the Division of Public Works and the**

**Permanent Building Fund Advisory Council.** The motion carried unanimously.

**INSTRUCTION, RESEARCH AND ACADEMIC AFFAIRS (IRSA)**

4. Higher Education Research Council Appointment

**BOARD ACTION**

**M/S (Westerberg/Terrell): To appoint David Hill to the Higher Education Research Council effective immediately as the representative for the Idaho National Laboratory.** The motion carried unanimously.

Mr. Westerberg introduced the item. Dr. Harold Blackman has been serving on HERC as the representative for the Idaho National Laboratory (INL). Dr. Blackman will be retiring and leaving INL. INL has forwarded David Hill's name for consideration by the Board as the INL representative on HERC. HERC is currently planning a meeting during the final weeks of May to consider the IGEM grant proposals. Approving David Hill as the INL representative at this time will give HERC a full complement of members when considering the IGEM proposals in May and the Incubation Fund proposals in June.

**M/S (Terrell/Soltman): To adjourn at 1:20 p.m.** Motion carried unanimously.

**CONSENT AGENDA  
JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	BAHR – SECTION I UNIVERSITY OF IDAHO – Policy Change – Distinguished Professor	Motion to approve
2	BAHR – SECTION II FY 2013 Appropriated Funds Operating Budgets	Motion to approve
3	BAHR – SECTION II FY 2013 Higher Education Research Council (HERC) Budget	Motion to approve
4	BAHR – SECTION II BOISE STATE UNIVERSITY – Boise City Law Enforcement Contract	Motion to approve
5	BAHR – SECTION II IDAHO STATE UNIVERSITY - Network Switching Infrastructure Upgrade	Motion to approve
6	IRSA University of Idaho – Faculty Constitution and By-Laws	Motion to approve
7	PPGA State Rehabilitation Council Appointments	Motion to approve
8	SDE Request for Waiver of 103% Student Transportation Funding Cap	Motion to approve
9	SDE Transport Students Less Than One-And-One-Half Miles for the 2011-2012 School Year	Motion to approve
10	SDE Professional Standards Commission Appointments	Motion to approve

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**BOARD ACTION**

I move to approve items One (1) through Ten (10) of the Consent Agenda.

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

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Changes in Policies on Rank of Distinguished Professor.

**REFERENCE**

August 12, 2010

Board approved a request by UI to establish rank of Distinguished Professor.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.G.1.d

**BACKGROUND/DISCUSSION**

University of Idaho policies on promotion and tenure are found in the Faculty-Staff Handbook (FSH). State Board of Education/Regents policy II.G.1.d(3) states that institutions must establish criteria for initial appointment to faculty rank and for promotion in rank at the institution. Such criteria must be submitted to the Board for approval, and upon approval must be published and made available to the faculty.

The University faculty proposes changes to the selection process and criteria for the faculty rank of Distinguished Professor to clarify the process and criteria as per attachment 1 hereto.

In accordance with University of Idaho policies, the policy change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the April 24, 2012, General Faculty Meeting. These policy changes were then presented to the president of the University who has approved them and now presents them to the Regents for approval.

**IMPACT**

The University anticipates no fiscal impact from the change in FSH 3560. The fiscal impact of the creation of the rank of University Distinguished Professor will come from the proposed 5 year stipend of not less than \$5,000 for each rank conferred, however, the University can control this fiscal impact through the president who exercises the discretion on ultimate conferral.

**ATTACHMENTS**

Attachment 1 – Proposed Revisions to FSH 1565 (Univ Dist Prof)

Page 3

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

The University faculty's proposed revisions on faculty rank of Distinguished Professor consist of minor rewording and reordering related to process.

Staff recommends approval.

**BOARD ACTION**

I move to approve changes to University of Idaho policies on faculty promotion and tenure as set forth in Attachment 1 as submitted to the Board.

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

FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January 2012~~4~~

D. UNIVERSITY FACULTY (FSH 1520 Article II):

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** ~~The a~~ acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>1</sup> ~~is~~will be bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>2</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University ~~of Idaho~~; if the recipient ~~leaves/retires while still employed by the University of Idaho, and is eligible for emeritus status, the title rank will change to~~ University Distinguished Professor Emeritus ~~will be conferred upon retirement~~. The rank is ~~meant to be~~ highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University ~~of Idaho~~. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). [*add. 7-10, rev. 1-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University ~~of Idaho via~~ through their ~~activities~~work. [*ed. 1-12*]

~~Specifically, a~~ University Distinguished Professors ~~will have achieved a superior record, as judged by peers, in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching in their discipline; and U~~university service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 1-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service ~~at the University, typically at the rank of Professor a minimum of seven years~~. [*rev. 1-12*]

**b. Selection Process:** University Distinguished Professorships will be awarded by the President upon recommendation of ~~the~~ University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. ~~The composition of t~~The committee ~~members~~ should reflect all dimensions of diversity in the university community. They ~~committee~~ will be appointed by the Provost to and will serve three-year terms on a staggered basis. Nominations ~~for committee members~~ will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [*rev. 1-12*]

1. ~~Each year t~~The Provost will ~~determine the maximum number of conferrals of the rank University Distinguished Professor permitted for that year and then~~ request nominations from faculty, deans, directors and unit administrators annually. [*rev. 1-12*]
2. Written nominations will be submitted to the Provost and will must include: [*ed. 1-12*]
  - a. A ~~cover nominating~~ letter ~~making the nomination and providing with~~ a brief summary of the candidate's achievements; [*rev. 1-12*]
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate ~~also may also~~ include a maximum of three additional letters of support, as appropriate, from students, ~~or from~~ colleagues at the University of Idaho, and/or other institutions. Letters

<sup>1</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 1-12*]

<sup>2</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.



## UI FACULTY-STAFF HANDBOOK

## Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

## Section 1565: Academic Ranks and Responsibilities

should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 1-12]

3. The University Distinguished Professorship Advisory Committee ~~is a standing committee composed of four faculty members and three deans who will~~ reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 1-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no ~~suitable~~ candidates will be ~~selected~~identified. [ed. 1-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

**c. Promotion.** Clinical faculty members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. [See FSH 3560] [add. 7-11]

**d. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. [add. 7-11]

ity members.

**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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**SUBJECT**

Approval of FY 2013 Appropriated Funds Operating Budgets

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Section V.B.3.b.ii., 4.b., 5.c, 6.b.

**BACKGROUND/DISCUSSION**

Per Board policy, each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other.

For the appropriated funds operating budget, Board policy states, “each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year.” The appropriated operating budgets have been developed based on appropriations passed by the Legislature during the 2012 session.

For the college and universities non-appropriated operating budgets, Board policy requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are submitted to the Board office and are available to Board members.

Operating budgets are presented in two formats: budgets for agencies, health programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. The source of revenue contains all sources of revenues (General Funds, Federal Funds, Miscellaneous Revenue, and any other fund source).

For the college and universities, postsecondary professional-technical education and agricultural research & extension, supplemental information is provided including personnel costs summarized by type of position. The college and universities reports only contain information about appropriated funds, which include state General Funds, endowment funds, federal stimulus funds, and appropriated student fees.

**IMPACT**

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2013, and allows the agencies and institutions to continue operations from FY 2012 into FY 2013.

**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Budgets were developed according to legislative intent and/or Board guidelines.

The lists of FY 2013 maintenance projects recommended by the Permanent Building Fund Advisory Council is included starting at page 47.

**BOARD ACTION**

A motion to approve the FY 2013 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Postsecondary Professional-Technical Education, Agricultural Research & Extension, Health Education and Special Programs, as presented.

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

**CONSENT AGENDA  
JUNE 20-21, 2012**

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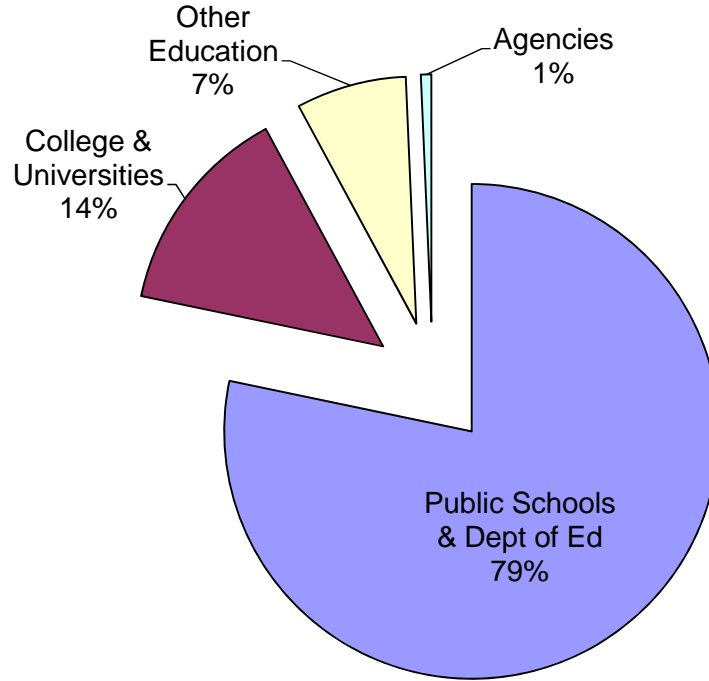
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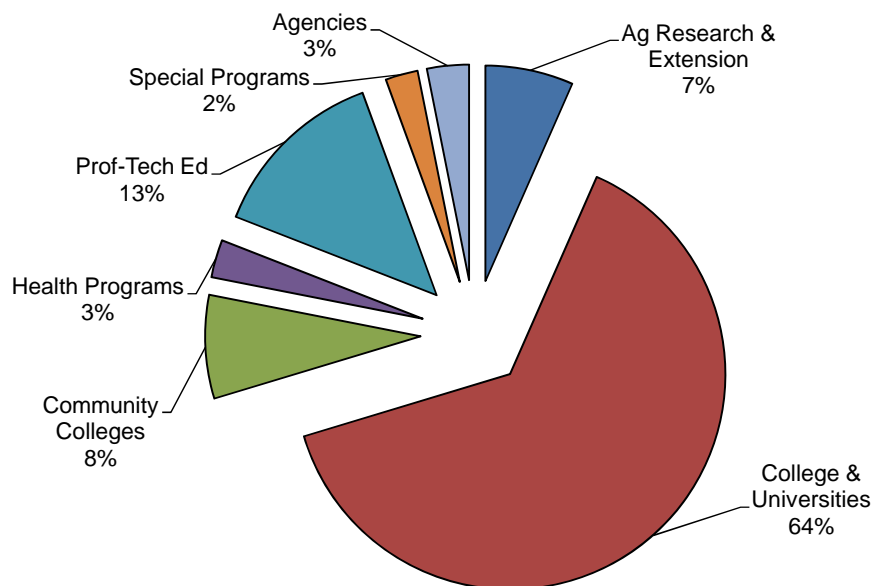
# State Board of Education

FY13 General Funds by Program

## Includes Public Schools and Department of Education General Funds



## Excludes Public Schools and Department of Education General Funds



**CONSENT AGENDA  
JUNE 20-21, 2012**

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**OFFICE OF THE STATE BOARD OF EDUCATION**  
**FY 2013 Operating Budget**

	<b>FY 2012 BUDGET</b>	<b>FY 2013 BUDGET</b>	<b>PERCENT of CHANGE</b>
<b>By Cost Center:</b>			
Office of the State Board of Education			
Management Services	1,555,600	1,579,700	1.55%
Charter School Commission	256,500	259,700	1.25%
Academic Services	3,235,800	3,419,200	5.67%
Fiscal Services	416,600	429,700	3.14%
System Wide Needs	1,070,000	1,034,900	-3.28%
<b>Total Programs</b>	<b>6,534,500</b>	<b>6,723,200</b>	<b>2.89%</b>
<b>By Fund Source:</b>			
General Fund	2,061,500	2,122,800	2.97%
Federal Funds	1,966,000	1,553,300	-20.99%
Miscellaneous Revenue	2,466,600	3,006,800	21.90%
Indirect Cost Recovery Fund	40,400	40,300	-0.25%
<b>Total Funds</b>	<b>6,534,500</b>	<b>6,723,200</b>	<b>2.89%</b>
<b>By Expenditure Classification:</b>			
Personnel Costs	1,784,000	1,823,600	2.22%
Operating Expenditures			
Communications (\$30k for CACG)	17,500	47,000	168.57%
Conference Registrations	32,100	15,300	-52.34%
Employee Dev./Memberships	26,800	31,900	19.03%
Professional & Other Services (CACG)	1,383,500	1,342,400	-2.97%
Travel (\$200k dec. for CACG)	396,400	191,800	-51.61%
Supplies & Insurance (CACG dec.)	557,200	129,800	-76.70%
Other (CACG inc.)	469,700	724,400	54.23%
Total Operating Expenditures	2,883,200	2,482,600	-13.89%
Capital Outlay	1,000	0	-100.00%
Trustee/Benefit Payments (GEARUP)	1,866,300	2,417,100	29.51%
Lump Sum	0	0	N/A
<b>Total Expenditures</b>	<b>6,534,500</b>	<b>6,723,300</b>	<b>2.89%</b>
<b>Full Time Positions</b>	<b>24.75</b>	<b>23.75</b>	<b>-4.04%</b>
<b>Budget Overview</b>			
The increase in Academic Services includes an increase of \$580,300 for GEAR UP scholarships, and a decrease in College Access Challenge Grant (CACG) of \$443,700 due to catch up of spending.			
Reduction in System Wide Needs includes elimination of web developer .			
The decrease in Federal Funds reflects the decrease in forecasted CACG expenditures, while the increase in Miscellaneous Revenue includes the increase in GEAR UP scholarship spending authority.			
The increase in Personnel Costs includes the 2% CEC, benefits, increase in Opportunity Scholarship of \$11.7k and a decrease in CACG of \$48.5k. Other expenditure variances are a result of reallocating CACG			



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**IDAHO PUBLIC TELEVISION**  
**FY 2013 Operating Budget**

		<b>FY 2012 BUDGET</b>	<b>FY 2013 BUDGET</b>	<b>PERCENT of CHANGE</b>
1				
2	<b>By Program:</b>			
3	Delivery System and Administration:			
4	Technical Services	(1) 2,430,800	2,201,100	-9.45%
5	Administration	(2) 1,143,800	1,239,000	8.32%
6	Educational Content:			
7	Programming Acquisitions	(3) 1,528,500	1,516,100	-0.81%
8	IdahoPTV Productions	(4) 1,334,800	1,429,100	7.06%
9	Communications	(5) 562,800	613,000	8.92%
10	Development	(6) 969,300	986,700	1.80%
11	<b>Total Programs</b>	<b>7,970,000</b>	<b>7,985,000</b>	<b>0.19%</b>
12				
13	<b>By Fund Source:</b>			
14	General Fund - PC/OE	1,377,000	1,397,400	1.48%
15	General Fund - Capital (One-Time)	0	189,600	
16	Federal Funds	(7) 1,073,600	619,700	-42.28%
17	Dedicated CPB Funds	926,200	965,700	4.26%
18	Dedicated CPB Carryover	(8) 58,000		
19	Local Funds	(9) 4,593,200	4,754,600	3.51%
20	<b>Total Funds</b>	<b>7,970,000</b>	<b>7,985,000</b>	<b>0.19%</b>
21				
22	<b>By Expenditure Classification:</b>			
23	Personnel Costs	(10) 3,605,900	3,905,100	8.30%
24	Operating Expenditures:			
25	Programming Rights and Other	1,396,500	1,392,100	-0.32%
26	Production and Other	(11) 425,400	369,300	-13.19%
27	Repair/Maintenance and Rental	659,700	669,800	1.53%
28	Professional & Other Services	(12) 487,500	557,700	14.40%
29	Utility Costs	125,000	120,000	-4.00%
30	Total Operating Expenditures	3,094,100	3,108,900	0.48%
31	Capital Outlay	(1) 1,270,000	971,000	-23.54%
32	<b>Total Expenditures</b>	<b>7,970,000</b>	<b>7,985,000</b>	<b>0.19%</b>
33				
34	<b>FTP Count</b>	57.0	57.0	.0%

**Notes:**

- (1) Reduction in planned capital equipment replacement due to decreases of state and federal funding.  
(2) Increase in fixed costs such as leases; increase in personnel costs from health premiums and CEC.  
(3) Decreased annual program acquisition funds to accommodate increases to personnel costs.  
(4) Higher personnel costs, which account for roughly 85% of local production budget.  
(5) Higher personnel costs and reallocation from other areas.  
(6) Higher personnel costs; overall increase to support higher revenue goals.  
(7) Decreases due to remaining federal grant projects under way; no new federal funding identified.  
(8) Noncognizable balance of CSG funding that expires 9/30/12.  
(9) Increase in noncognizable fundraising goal.  
(10) Increase in personnel costs from health premiums and CEC.  
(11) Decrease is production of special programs from reduced level of funding.  
(12) Increases in contractual obligations, supplies, etc.; Includes OE portion of federal grant projects.

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**  
**FY 2013 Operating Budget**

	<b>FY 2012 BUDGET</b>	<b>FY 2013 BUDGET</b>	<b>PERCENT of CHANGE</b>
<b>By Program:</b>			
Renal Disease	400,000	422,700	5.68%
Vocational Rehabilitation	19,381,600	20,974,700	8.22%
Comm. Supp. Employ. Work Svcs. (CSE)	3,703,100	3,705,600	0.07%
Council for the Deaf & Hard of Hearing	167,500	174,700	4.30%
<b>Total Programs</b>	<b>23,652,200</b>	<b>25,277,700</b>	<b>6.87%</b>
<b>By Fund Source:</b>			
General Fund	7,165,200	7,503,000	4.71%
Federal Funds	14,450,000	15,722,500	8.81%
Miscellaneous Revenue	958,500	970,700	1.27%
Dedicated Funds	1,078,500	1,081,500	0.28%
<b>Total Funds</b>	<b>23,652,200</b>	<b>25,277,700</b>	<b>6.87%</b>
<b>By Expenditure Classification:</b>			
Personnel Costs	9,154,400	10,105,100	10.39%
Operating Expenditures			
Communications	249,200	250,000	0.32%
Employee Dev./Memberships	57,100	59,300	3.85%
Professional & General Services	723,600	507,000	-29.93%
Travel	92,500	95,000	2.70%
Supplies & Insurance	111,000	111,000	0.00%
Rents	428,700	430,000	0.30%
Other	18,100	20,000	10.50%
<b>Total Operating Expenditures</b>	<b>1,680,200</b>	<b>1,472,300</b>	<b>-12.37%</b>
Capital Outlay	25,800	82,200	218.60%
Trustee/Benefit Payments	12,791,800	13,618,100	6.46%
<b>Total Expenditures</b>	<b>23,652,200</b>	<b>25,277,700</b>	<b>6.87%</b>
<b>Full Time Positions</b>	<b>151.00</b>	<b>151.00</b>	<b>0.00%</b>

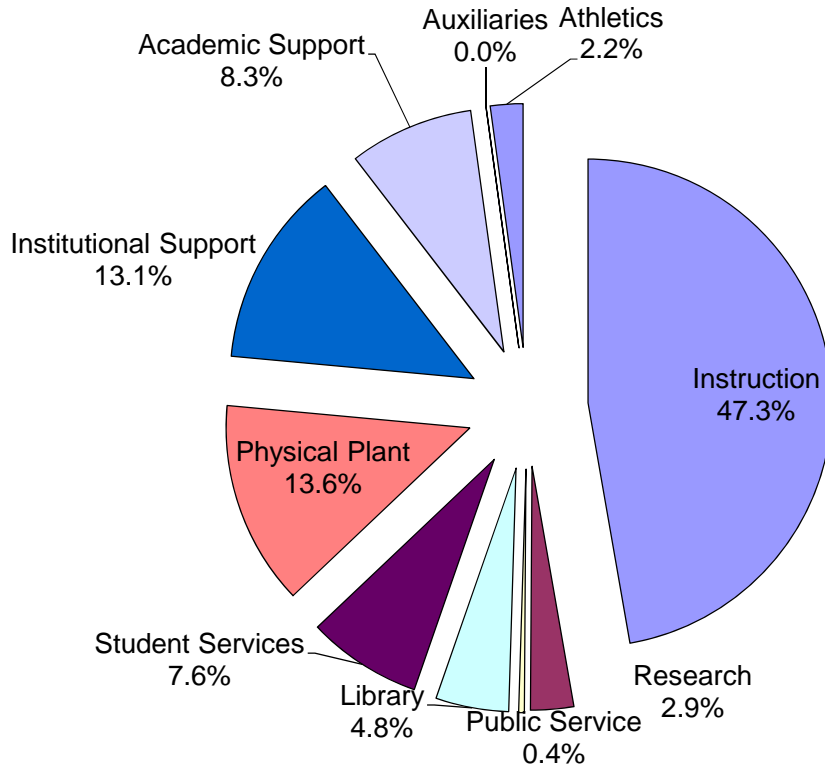
**Budget Overview**

Senate Bill 1377 appropriates moneys for the Idaho Division of Vocational Rehabilitation for FY 2013.  
A line item request was approved for \$1,060K in the Vocational Rehabilitation program: \$226K in General Funds and \$835K federal funds.  
An FY 2012 supplemental request for \$367K from the general fund Personnel was approved to provide indirect cost support of the CSE program.  
Cost of Professional and General Services is reduced because the need for consultants has been reduced.

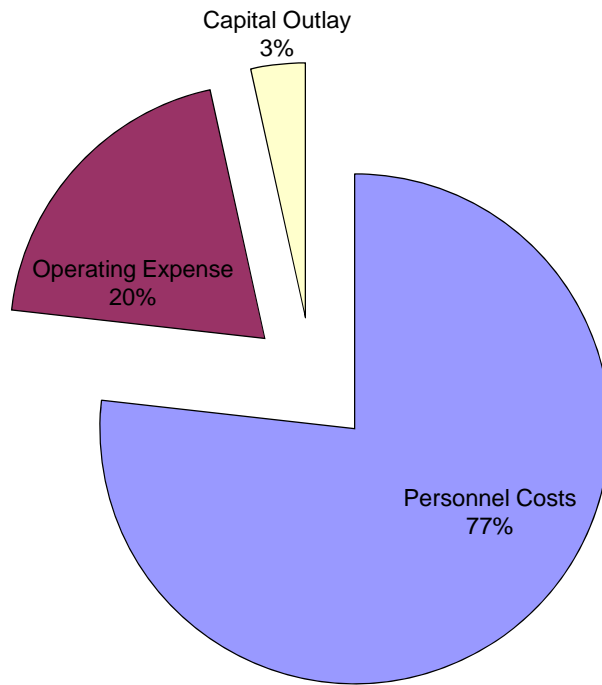
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## COLLEGE & UNIVERSITIES

### FY 2013 Appropriated Funds Budget By Function



### FY 2013 Appropriated Funds Budget By Expenditure Classification



# COLLEGE & UNIVERSITIES SUMMARY

## Budget Distribution by Activity and Expense Class

July 1, 2012 - June 30, 2013

	FY2012 Original Budget		FY2013 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>By Function/ Exp Class</b>						
<b>By Function:</b>						
Instruction	\$201,129,779	48.28%	\$211,773,077	47.25%	\$10,643,298	5.29%
Research	11,666,616	2.80%	12,841,573	2.87%	1,174,957	10.07%
Public Service	1,363,745	0.33%	1,675,657	0.37%	311,912	22.87%
Library	20,249,242	4.86%	21,694,623	4.84%	1,445,381	7.14%
Student Services	30,269,834	7.27%	34,000,767	7.59%	3,730,933	12.33%
Physical Plant	55,956,985	13.43%	60,743,816	13.55%	4,786,831	8.55%
Institutional Support	53,080,432	12.74%	58,709,694	13.10%	5,629,262	10.61%
Academic Support	33,879,829	8.13%	36,980,927	8.25%	3,101,098	9.15%
Auxiliaries	11,400	0.00%	11,400	0.00%	0	0.00%
Athletics	8,947,160	2.15%	9,753,137	2.18%	805,977	9.01%
<b>14 Total Bdgt by Function</b>	<b>\$416,555,022</b>	<b>100.00%</b>	<b>\$448,184,671</b>	<b>100.00%</b>	<b>\$31,629,649</b>	<b>7.59%</b>
<b>By Expense Class:</b>						
Personnel Costs:						
Salaries:						
Faculty	\$126,762,131	30.47%	\$132,693,648	29.61%	\$5,931,517	4.68%
Executive/Admin	15,154,199	3.64%	16,340,812	3.65%	1,186,613	7.83%
Managerial/Prof	48,191,564	11.58%	53,587,352	11.96%	5,395,788	11.20%
Classified	38,014,178	9.14%	39,501,851	8.81%	1,487,673	3.91%
Grad Assist	7,769,808	1.87%	8,652,859	1.93%	883,051	11.37%
Irregular Help	5,279,205	1.27%	5,901,120	1.32%	621,915	11.78%
Total Salaries	\$241,171,085	57.97%	\$256,677,642	57.27%	\$15,506,557	6.43%
Personnel Benefits	77,878,041	18.72%	87,457,990	19.51%	9,579,949	12.30%
Total Pers Costs	\$319,049,126	76.69%	\$344,135,632	76.78%	\$25,086,506	7.86%
Operating Expense:						
Travel	1,420,217	0.34%	1,391,993	0.31%	(28,224)	-1.99%
Utilities	16,497,890	3.97%	16,985,045	3.79%	487,155	2.95%
Insurance	2,786,817	0.67%	2,949,017	0.66%	162,200	5.82%
Other Oper. Exp	61,909,032	14.88%	67,269,550	15.01%	5,360,518	8.66%
Total Oper. Exp	\$82,613,956	19.86%	\$88,595,605	19.77%	\$5,981,649	7.24%
Capital Outlay:						
Depart Equipment	4,911,235	1.18%	5,080,507	1.13%	169,272	3.45%
Library Acquisitions	9,450,305	2.27%	10,372,927	2.31%	922,622	9.76%
Total Cap Outlay	\$14,361,540	3.45%	\$15,453,434	3.45%	\$1,091,894	7.60%
<b>37 Tot Bdgt by Exp Class</b>	<b>\$416,024,622</b>	<b>100.00%</b>	<b>\$448,184,671</b>	<b>100.00%</b>	<b>\$32,160,049</b>	<b>7.73%</b>
One-time Expenditures	\$3,171,478		\$1,594,729		(\$1,576,749)	
<b>39 Activity Total</b>	<b>\$419,196,100</b>		<b>\$449,779,400</b>		<b>\$30,583,300</b>	<b>7.30%</b>
<b>40 TOTAL FTE POSITIONS</b>	<b>3,882.35</b>		<b>4,019.99</b>		<b>137.64</b>	<b>3.55%</b>

**CONSENT AGENDA  
JUNE 20-21, 2012**

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BOISE STATE UNIVERSITY

**FY 2013 BUDGET OVERVIEW**

**2013 State Budget Overview**

**FY 2012 Base Operating Budget** **\$137,227,700**

**Adjustments to Base -**

Personnel Benefits (Health Ins. Costs)	1,004,900
2% CEC	1,063,800
SWCAP	127,000
Enrollment Workload Adj.	3,512,200
CAES	666,700
Occupancy	628,600
Net Change in Tuition/fee Revenue	<u>6,192,100</u>

**FY 2013 Base Operating Budget** **\$150,423,000**

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Boise State's FY 2013 operating budget of \$150,423,000 is a \$13.1 million increase over the previous year's base funding. The State general account funding is \$74,104,600 and \$76,318,400 comes from student tuition and fee revenues. Following are some key aspects of the FY 2013 appropriated operating budget.

- The State general account funding is \$1 million *less* than what was provided in FY 2007. The overall budget has increased approximately \$30 million since 2007. The source of the \$30 million has been revenues from increased enrollments and increases in student tuition and fees.
- Boise State's academic enrollment has grown 17%, or 2,155 FTE since FY 2007.
- With less than half of the university's appropriated operating budget funded by State general account, the funding provided for the FY 2013 2% CEC and increased costs for health care had to be augmented by increased student tuition and fees. This was necessary to ensure funding was available for all employees funded on the appropriated budget.
- Occupancy funding requested for new academic space was \$1.9 million. \$628,600 was provided, leaving \$1.3 million unfunded by the general account. The university has allocated additional budget to utilities and custodial costs (FTE and supplies) in the FY 2013 budget.



**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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- The FY 2013 EWA allocation of \$3.5 million is the only discretionary general account funding. Needs were identified via the university's annual budget and planning process to strategically restore much of the funding lost over the past few difficult years.
- FY 2013 is the first year of additional base funding for the approved PhD program in Biomolecular Science. Funding for 10 graduate assistantship positions, faculty, a program coordinator and advising are included in the FY 13 budget. In addition, two other key areas receiving additional substantial allocations include the instructional adjunct budget and information technology licensing and maintenance costs. These budget units had been funded from one-time funds over the last few budget years.

Boise State's annual budget and planning process is rigorous and includes a thorough assessment of budget priorities, performance measures and strategic directions. As in prior years, this process begins early in the spring semester when the President, Vice Presidents, Deans, and Directors evaluate strategies, budgets, and performance. Much of the focus for FY 2013 operating budget is on restoring needed funding in the instructional budgets and university infrastructure in order to meet the robust demand and to ensure students can get the courses needed to achieve a timely graduation.

# BOISE STATE UNIVERSITY

## Budget Distribution by Activity and Expense Class

July 1, 2012 - June 30, 2013

	FY2012 Original Budget		FY2013 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>By Function/ Exp Class</b>						
<b>By Function:</b>						
Instruction	\$70,823,665	51.61%	\$75,350,513	50.09%	\$4,526,848	6.39%
Research	2,690,108	1.96%	3,720,385	2.47%	1,030,277	38.30%
Public Service	1,184,146	0.86%	1,480,993	0.98%	296,847	25.07%
Library	6,634,088	4.83%	6,993,963	4.65%	359,875	5.42%
Student Services	7,573,963	5.52%	9,358,734	6.22%	1,784,771	23.56%
Physical Plant	13,670,127	9.96%	16,262,300	10.81%	2,592,173	18.96%
Institutional Support	18,842,971	13.73%	20,078,005	13.35%	1,235,034	6.55%
Academic Support	13,594,332	9.91%	14,753,707	9.81%	1,159,375	8.53%
Auxiliaries	0	0.00%	0	0.00%	0	0.00%
Athletics	2,214,700	1.61%	2,424,400	1.61%	209,700	9.47%
<b>Total Bdgt by Function</b>	<b>\$137,228,100</b>	<b>100.00%</b>	<b>\$150,423,000</b>	<b>100.00%</b>	<b>\$13,194,900</b>	<b>9.62%</b>
<b>By Expense Class:</b>						
Personnel Costs:						
Salaries:						
Faculty	\$46,423,938	33.83%	\$49,694,105	33.04%	\$3,270,167	7.04%
Executive/Admin	4,739,553	3.45%	5,280,173	3.51%	540,620	11.41%
Managerial/Prof	19,900,585	14.50%	21,975,219	14.61%	2,074,634	10.42%
Classified	10,058,816	7.33%	9,882,523	6.57%	(176,293)	-1.75%
Grad Assist	2,667,752	1.94%	3,566,989	2.37%	899,237	33.71%
Irregular Help	667,985	0.49%	957,984	0.64%	289,999	43.41%
Total Salaries	\$84,458,629	61.55%	\$91,356,993	60.73%	\$6,898,364	8.17%
Personnel Benefits	27,061,039	19.72%	30,405,404	20.21%	3,344,365	12.36%
Total Pers Costs	\$111,519,668	81.27%	\$121,762,397	80.95%	\$10,242,729	9.18%
Operating Expense:						
Travel	\$435,631	0.32%	\$434,994	0.29%	(637)	-0.15%
Utilities	3,910,086	2.85%	4,003,341	2.66%	93,255	2.38%
Insurance	794,228	0.58%	919,828	0.61%	125,600	15.81%
Other Oper. Exp	16,147,609	11.77%	18,580,868	12.35%	2,433,259	15.07%
Total Oper. Exp	\$21,287,554	15.51%	\$23,939,031	15.91%	\$2,651,477	12.46%
Capital Outlay:						
Depart Equipment	\$1,761,790	1.28%	\$1,929,276	1.28%	167,486	9.51%
Library Acquisitions	2,659,088	1.94%	2,792,296	1.86%	133,208	5.01%
Total Cap Outlay	\$4,420,878	3.22%	\$4,721,572	3.14%	\$300,694	6.80%
<b>Tot Bdgt by Exp Class</b>	<b>\$137,228,100</b>	<b>100.00%</b>	<b>\$150,423,000</b>	<b>100.00%</b>	<b>\$13,194,900</b>	<b>9.62%</b>
One-time Expenditures	\$530,400				(\$530,400)	
<b>Activity Total</b>	<b>\$137,758,500</b>		<b>\$150,423,000</b>		<b>\$12,664,500</b>	<b>9.19%</b>
<b>TOTAL FTE POSITIONS</b>	<b>1,324.92</b>		<b>1,364.02</b>		<b>39.10</b>	<b>2.95%</b>

# BOISE STATE UNIVERSITY

## Summary of Salary Changes for FY2013 by Employee Group

Institution/Agency by Group	FY12 FTE	Existing Positions							Position Adjustments		Total		
		FY2012 Salary Base	Promotion	Perf/Exp	Salary Adjustments Equity	Total	% Incr	FTE	Salary Base	FY13 FTE	FY13 Salary		
General Education (Appropriated Only)													
Faculty													
Professor	166.48	\$13,353,855	\$128,000	\$383,517	\$302,547	\$814,064	\$14,167,919	0.06	3.37	145,036	169.85	14,312,955	
Associate Professor	198.38	\$12,670,567	\$126,500	\$335,043	\$222,974	\$684,517	\$13,355,084	0.05	5.33	347,840	203.71	13,702,924	
Assistant Professor	142.65	\$8,012,926		\$181,989		\$181,989	\$8,194,915	0.02	-2.43	-214,026	140.22	7,980,889	
Instr/Lect	78.34	\$3,286,190	\$27,698	\$80,950		\$108,648	\$3,394,838	0.03	7.17	299,499	85.51	3,694,337	
Part-Time Instructor	0.00	\$9,141,720		\$182,834		\$182,834	\$9,324,554	0.02	0.00	678,446	0.00	10,003,000	
Total Faculty	585.85	\$46,465,258	\$282,198	\$1,164,333	\$525,521	\$1,972,052	\$48,437,310	0.04	13.44	1,256,795	599.29	49,694,105	
Executive/Administrative	33.36	\$4,698,233	\$11,701	\$96,882	\$77,655	\$186,238	\$4,884,471	0.04	3.21	395,702	36.57	5,280,173	
Managerial/Professional	361.35	\$19,900,585	\$168,229	\$419,062	\$115,936	\$703,227	\$20,603,812	0.04	29.55	1,371,407	390.90	21,975,219	
Classified	344.36	\$10,058,816	\$59,981	\$204,869	\$58,849	\$323,699	\$10,382,515	0.03	-7.10	-499,992	337.26	9,882,523	
Student/Teaching Assistant	0.00	\$2,886,677				\$0	\$2,886,677	0.00	0.00	680,312	0.00	3,566,989	
Irregular Help	0.00	\$667,985				\$0	\$667,985	0.00	0.00	289,999	0.00	957,984	
Total	1,324.92	\$84,677,554	\$522,109	\$1,885,146	\$777,961	\$3,185,216	\$87,862,770	0.04	39.10	3,494,223	1,364.02	91,356,993	
Idaho Small Business Development Center													
Faculty													
Professor						0	0	0.00					
Associate Professor						0	0	0.00					
Assistant Professor						0	0	0.00					
Instr/Lect						0	0	0.00					
Part-Time Instructor	0.00					0	0	0.00					
Total Faculty	0.00	0	0	0	0	0	0	0.00					
Executive/Administrative	0.00					0	0	0.00					
Managerial/Professional	0.39	31,296				0	31,296	0.00	-0.39	-7,146	0.00	0	
Classified	0.00					0	0	0.00					
Student/Teaching Assistant	0.00					0	0	0.00					
Total	0.39	31,296	0	0	0	0	31,296	\$0.00	-0.01	-7,146	0.00	0	
TechHelp													
Faculty													
Professor						\$0.00	0.00	0.00					
Associate Professor	0.00					0	0	0.00					
Assistant Professor	0.00					0	0	0.00					
Instr/Lect						0	0	0.00					
Part-Time Instructor	0.00					0	0	0.00					
Total Faculty		0	0	0	0	0	0	0.00					
Executive/Administrative						0	0	0.00					
Managerial/Professional	1.22	80,555			1,611	1,611	82,166	0.02	-0.17	-10,551	1.05	71,615	
Classified	0.00					0	0	#DIV/0!			0.00	0	
Student/Teaching Assistant						0	0	0.00					
Total	1.22	80,555	0	0	1,611	1,611	82,166	#DIV/0!	-0.17	-10,551	1.05	71,615	

**CONSENT AGENDA  
JUNE 20-21, 2012**

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**IDAHO STATE UNIVERSITY  
FY 2013 BUDGET OVERVIEW**

In this budget cycle, we continued the use of the new Special Budget Consultation Committee (SBCC) to facilitate key budget discussions, deliberations, and recommendations. The SBCC included extensive representation of students, faculty, and staff. FY2013 budget priorities were as follows:

Individual budget decisions made will be based on relative merits of budget proposals and their potential return on investment (ROI), as well as the changing economic outlook and financial climate. It is essential that we not put in place plans to spend more money than we believe we will be taking in. We should continue a wide range of actions within the University to increase enrollment and retention, improve class planning and scheduling, and assess any potential programmatic initiatives which may help improve our financial situation. These efforts will be evaluated in concert with our other budget adjustment assessments. Additionally, each area of the University is again being asked to take a “bottoms up” view of their resources to determine whether existing programs or activities can be streamlined or eliminated. Requests for new programs or services should be part of the University’s and the Colleges’ strategic plans and have been previously included in the University’s 8-year plan. If not included, an explanation should be provided.

- Address adverse compensation impacts, as ISU is already far below both peer institutions in Idaho and nationwide.
- Address IT security and regulatory compliance.
- Supplement facility maintenance and repair
- Respond to staffing needs due to workload
- Continue to build our reserves

The FY2013 overall ongoing operating budget (\$119,942,500) represents an increase of 6.68% over FY2012. State appropriations increased by \$4,653,600 which is a 7.85% increase. Revenue generated by student fees increased 5.35% (\$2,845,800) from tuition rate increases.

Through State appropriations, institutional reallocations and tuition revenue, funding was provided for:

1. Compensation/Benefits (net of State funding) \$2,460,817
2. Academic Promotion in Rank \$147,051
3. IT Security \$ 653,572
4. Regulatory Compliance \$535,424
5. Facility Repair and Maintenance \$976,253
6. Instruction & Instruction Support \$388,137
7. Library Collection \$270,000
8. Other critical University staffing needs \$388,746

**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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Another critical element in our budget development was to ensure a relationship between the University's strategic plan and the mission plans of the colleges and other units.

# IDAHO STATE UNIVERSITY

## Budget Distribution by Activity and Expense Class

July 1, 2012 - June 30, 2013

	FY2012 Original Budget		FY2013 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>1 By Function/ Exp Class</b>						
<b>2 By Function:</b>						
4 Instruction	\$55,949,800	50.71%	\$58,545,884	49.47%	\$2,596,084	4.64%
5 Research	2,618,072	2.37%	2,962,319	2.50%	344,247	13.15%
6 Public Service	0	0.00%	0	0.00%	0	0.00%
7 Library	4,772,329	4.33%	5,158,128	4.36%	385,799	8.08%
8 Student Services	7,265,869	6.59%	7,666,290	6.48%	400,421	5.51%
9 Physical Plant	16,432,364	14.89%	17,786,844	15.03%	1,354,480	8.24%
10 Institutional Support	11,340,218	10.28%	12,425,794	10.50%	1,085,576	9.57%
11 Academic Support	9,083,570	8.23%	10,670,412	9.02%	1,586,842	17.47%
12 Auxiliaries	0	0.00%	0	0.00%	0	0.00%
13 Athletics	2,861,200	2.59%	3,132,100	2.65%	270,900	9.47%
<b>14 Total Bdgt by Function</b>	<b>\$110,323,422</b>	<b>100.00%</b>	<b>\$118,347,771</b>	<b>100.00%</b>	<b>\$8,024,349</b>	<b>7.27%</b>
<b>15 By Expense Class:</b>						
16 Personnel Costs:						
17 Salaries:						
18 Faculty	\$33,547,087	30.41%	\$34,178,858	28.88%	\$631,771	1.88%
19 Executive/Admin	3,915,724	3.55%	4,227,048	3.57%	311,324	7.95%
20 Managerial/Prof	11,998,929	10.88%	13,713,616	11.59%	1,714,687	14.29%
21 Classified	10,905,306	9.88%	11,777,830	9.95%	872,524	8.00%
22 Grad Assist	1,689,588	1.53%	1,704,324	1.44%	14,736	0.87%
23 Irregular Help	3,206,776	2.91%	3,557,216	3.01%	350,440	10.93%
24 Total Salaries	\$65,263,410	59.16%	\$69,158,892	58.44%	\$3,895,482	5.97%
25 Personnel Benefits	20,918,450	18.96%	23,658,440	19.99%	2,739,990	13.10%
26 Total Pers Costs	\$86,181,860	78.12%	\$92,817,332	78.43%	\$6,635,472	7.70%
27 Operating Expense:						
28 Travel	\$538,300	0.49%	\$495,122	0.42%	(43,178)	-8.02%
29 Utilities	4,431,519	4.02%	4,651,270	3.93%	219,751	4.96%
30 Insurance	757,989	0.69%	757,989	0.64%	0	0.00%
31 Other Oper. Exp	13,921,630	12.62%	14,860,034	12.56%	938,404	6.74%
32 Total Oper. Exp	\$19,649,438	17.81%	\$20,764,415	17.55%	\$1,114,977	5.67%
33 Capital Outlay:						
34 Depart Equipment	\$2,215,095	2.01%	\$2,218,995	1.87%	3,900	0.18%
35 Library Acquisitions	2,277,029	2.06%	2,547,029	2.15%	270,000	11.86%
36 Total Cap Outlay	\$4,492,124	4.07%	\$4,766,024	4.03%	\$273,900	6.10%
<b>37 Tot Bdgt by Exp Class</b>	<b>\$110,323,422</b>	<b>100.00%</b>	<b>\$118,347,771</b>	<b>100.00%</b>	<b>\$8,024,349</b>	<b>7.27%</b>
38 One-time Expenditures	\$2,110,678		\$1,594,729		(515,949)	
<b>39 Activity Total</b>	<b>\$112,434,100</b>		<b>\$119,942,500</b>		<b>\$7,508,400</b>	<b>6.68%</b>
<b>40 TOTAL FTE POSITIONS</b>	<b>1,076.15</b>		<b>1,109.61</b>		<b>33.46</b>	<b>3.11%</b>

Schedule A:  
**IDAHO STATE UNIVERSITY**  
Summary of Salary Changes for FY2013 by Employee Group

Institution/Agency by Group	Existing Positions							Position Adjustments		Total	
	FTE	FY2012 Salary Base	Promotion	Salary Adjustments			FY2013 Salary	% Incr	FTE	Salary Base	FY2013 Salary
				Perf/Exp	Equity	Total					
<b>General Education</b>											
Faculty	436.24	27,890,935.95	121,738.34	833,650.68	106,462.17	1,061,851.19	28,952,787.14	3.81	2.06	51,515.69	438.30 \$29,004,302.83
Adjunct Faculty		5,656,151.05		99,867.10		99,867.10	5,756,018.15	1.77	0.00	-581,463.01	\$5,174,555.14
Executive/Administrative	29.43	3,915,724.00		150,055.70	24,423.36	174,479.06	4,090,203.06	4.46	0.75	136,845.00	\$4,227,048.06
Managerial/Professional	218.88	11,998,929.00	4,201.60	386,740.40	23,339.59	414,281.59	12,413,210.59	3.45	19.66	1,300,404.96	\$13,713,615.55
Classified	391.60	10,905,306.00		350,121.80	205,096.08	555,217.88	11,460,523.88	5.09	10.99	317,306.04	\$11,777,829.92
Teaching Assistant	0.00	1,689,588.00		33,538.56		33,538.56	1,723,126.56	1.99		-18,802.08	\$1,704,324.48
Irregular Salaries	0.00	3,206,776.00		0.00		0.00	3,206,776.00	0.00		350,440.00	\$3,557,216.00
<b>Total</b>	<b>1,076.15</b>	<b>\$65,263,410.00</b>	<b>\$125,939.94</b>	<b>\$1,853,974.24</b>	<b>\$359,321.20</b>	<b>\$2,339,235.38</b>	<b>\$67,602,645.38</b>	<b>3.58</b>	<b>33.46</b>	<b>\$1,556,246.60</b>	<b>\$69,158,891.98</b>
<b>Idaho Dental Education Program</b>											
Faculty	2.00	125,985.60	0.00	2,121.60	0.00	2,121.60	128,107.20	1.68	0.00		2.00 \$128,107.20
Adjunct Faculty		0.00				0.00	0.00				\$0.00
Executive/Administrative	0.00	0.00				0.00	0.00	N/A			\$0.00
Managerial/Professional	1.25	86,491.60		3,058.07	1,750.20	4,808.27	91,299.87	5.56			1.25 \$91,299.87
Classified	0.00	0.00				0.00	0.00	0.00			\$0.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			\$0.00
Irregular Salaries	0.00	66,456.00		2,888.00		2,888.00	69,344.00	N/A			0.00 \$69,344.00
<b>Total</b>	<b>3.25</b>	<b>\$278,933.20</b>	<b>\$0.00</b>	<b>\$8,067.67</b>	<b>\$1,750.20</b>	<b>\$9,817.87</b>	<b>\$288,751.07</b>	<b>3.52</b>	<b>0.00</b>	<b>\$0.00</b>	<b>\$288,751.07</b>
<b>Idaho Museum of Natural History</b>											
Faculty	0.17	11,419.80		797.48	570.64	1,368.12	12,787.92	11.98	0.00	0.00	0.17 \$12,787.92
Adjunct Faculty		0.00		0.00		0.00	0.00				\$0.00
Executive/Administrative	0.41	52,529.00		1,569.20		1,569.20	54,098.20	2.99			0.41 \$54,098.20
Managerial/Professional	4.35	156,844.40		5,580.64		5,580.64	162,425.04	3.56	0.00	0.00	4.35 \$162,425.04
Classified	2.20	78,640.64		3,778.20		3,778.20	82,418.84	4.80	0.00		2.20 \$82,418.84
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			0.00 \$0.00
Irregular Salaries	0.00	9,439.00				0.00	9,439.00	N/A		-9,439.00	0.00 \$0.00
<b>Total</b>	<b>7.13</b>	<b>\$308,872.84</b>	<b>\$0.00</b>	<b>\$11,725.52</b>	<b>\$570.64</b>	<b>\$12,296.16</b>	<b>\$321,169.00</b>	<b>3.98</b>	<b>0.00</b>	<b>-\$9,439.00</b>	<b>\$311,730.00</b>
<b>Family Practice Residency</b>											
Faculty	1.76	237,628.51	0.00	6,061.40	5,283.20	11,344.60	248,973.11	4.77	0.00		1.76 \$248,973.11
Adjunct Faculty		0.00				0.00	0.00				\$0.00
Executive/Administrative	0.00	0.00				0.00	0.00	N/A			\$0.00
Managerial/Professional	1.54	174,004.17		4,998.08		4,998.08	179,002.25	2.87			1.54 \$179,002.25
Classified	1.00	29,369.60		1,747.20		1,747.20	31,116.80	5.95			1.00 \$31,116.80
Teaching Assistant	0.00	0.00				0.00	0.00	N/A			0.00 \$0.00
Irregular Salaries	0.00	6,252.00				0.00	6,252.00	N/A		-6,252.00	0.00 \$0.00
<b>Total</b>	<b>4.30</b>	<b>\$447,254.28</b>	<b>\$0.00</b>	<b>\$12,806.68</b>	<b>\$5,283.20</b>	<b>\$18,089.88</b>	<b>\$465,344.16</b>	<b>4.04</b>	<b>0.00</b>	<b>-\$6,252.00</b>	<b>\$459,092.16</b>

**CONSENT AGENDA  
JUNE 20-21, 2012**

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**UNIVERSITY OF IDAHO  
FY 2013 BUDGET OVERVIEW**

The FY2013 General Education operating budget totals \$153,000,000. The base state general fund allocation for FY2013 includes \$666,600 in permanent funding for the Center for Advanced Energy Studies as well as funding for change in employee compensation, occupancy, enrollment workload adjustment, and benefit increases leading to an overall increase in permanent state funding from \$70,477,000 to \$74,736,200 or 6%.

The ASUI leadership once again provided key support for the operating budget, in this case by passing a zero percent increase to the student activity fee for the coming year. They were able to accomplish this, in large part, due to their review of all student activity fees which resulted in the elimination of certain fees and the reallocation of those fees to other activities. This action by student leadership enabled the full student fee increase to go to tuition which is the primary source of flexible dollars to meet the institution's key operating budget needs. The Board approved an undergraduate student fee increase of 6.1% or \$356 per academic year. This increase in tuition will result in an increase in student fee funding for the FY2013 general education budget. There were no increases to the facility or technology fees for FY13.

The Board also approved professional fee increases for the UI College of Law. These fees, which are necessary and part of a multi-year plan, will enable the law program to sustain quality programs and services at a level that ensures continued accreditation and student development.

The University is continuing to focus on ensuring that all university resources, including those within the General Education budget, are used in an effective manner to meet the strategic priorities of the university. Within General Education these efforts for the coming year include the use of increased tuition to cover the unfunded portion of the 2% across the board change in employee compensation passed by the Idaho legislature this past session, as well as covering the unfunded portion of the increase in state supported medical benefits. Increased tuition revenue also supplemented occupancy cost and enrollment workload adjustment appropriations in meeting mandatory cost increases related to utility costs, faculty promotions, contractual increases and Library inflation. Finally, this increase in tuition revenue will enable the university to take the first important steps to moving the institution forward toward meeting the goals of our strategic plan by providing support for library materials and new faculty hires. We believe the budget you see here will provide a sound base from which to grow an effective and efficient institution that can continue to meet its key roles in education, research and outreach.



# UNIVERSITY OF IDAHO

## Budget Distribution by Activity and Expense Class

July 1, 2012 - June 30, 2013

	FY2012 Original Budget		FY2013 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>1 By Function/ Exp Class</b>						
<b>3 By Function:</b>						
4 Instruction	\$62,546,042	43.31%	\$65,267,643	42.66%	\$2,721,601	4.35%
5 Research	6,253,166	4.33%	6,048,927	3.95%	(204,239)	-3.27%
6 Public Service	642	0.00%	642	0.00%	0	0.00%
7 Library	7,805,688	5.41%	8,477,819	5.54%	672,131	8.61%
8 Student Services	13,282,244	9.20%	14,694,024	9.60%	1,411,780	10.63%
9 Physical Plant	23,130,223	16.02%	23,808,131	15.56%	677,908	2.93%
10 Institutional Support	19,030,254	13.18%	21,812,068	14.26%	2,781,814	14.62%
11 Academic Support	9,300,081	6.44%	9,539,686	6.24%	239,605	2.58%
12 Auxiliaries		0.00%		0.00%	0	0.00%
13 Athletics	3,061,260	2.12%	3,351,060	2.19%	289,800	9.47%
<b>14 Total Bdgt by Function</b>	<b>\$144,409,600</b>	<b>100.00%</b>	<b>\$153,000,000</b>	<b>100.00%</b>	<b>\$8,590,400</b>	<b>5.95%</b>
<b>15 By Expense Class:</b>						
16 Personnel Costs:						
17 Salaries:						
18 Faculty	\$39,332,958	27.34%	\$41,107,245	26.87%	\$1,774,287	4.51%
19 Executive/Admin	5,305,618	3.69%	5,614,941	3.67%	309,323	5.83%
20 Managerial/Prof	13,262,122	9.22%	14,531,517	9.50%	1,269,395	9.57%
21 Classified	14,583,536	10.14%	15,291,758	9.99%	708,222	4.86%
22 Grad Assist	3,412,468	2.37%	3,381,546	2.21%	(30,922)	-0.91%
23 Irregular Help	1,076,644	0.75%	1,048,120	0.69%	(28,524)	-2.65%
24 Total Salaries	\$76,973,346	53.50%	\$80,975,127	52.92%	\$4,001,781	5.20%
25 Personnel Benefits	24,685,352	17.16%	27,459,346	17.95%	2,773,994	11.24%
26 Total Pers Costs	\$101,658,698	70.66%	\$108,434,473	70.87%	\$6,775,775	6.67%
27 Operating Expense:						
28 Travel	\$446,286	0.31%	\$461,877	0.30%	15,591	3.49%
29 Utilities & Debt Service	7,268,285	5.05%	7,442,434	4.86%	174,149	2.40%
30 Insurance	1,086,900	0.76%	1,123,500	0.73%	36,600	3.37%
31 Other Oper. Exp	28,402,193	19.74%	30,005,878	19.61%	1,603,685	5.65%
32 Total Oper. Exp	\$37,203,664	25.86%	\$39,033,689	25.51%	\$1,830,025	4.92%
33 Capital Outlay:						
34 Depart Equipment	\$845,650	0.59%	\$841,236	0.55%	(4,414)	-0.52%
35 Library Acquisitions	4,171,188	2.90%	4,690,602	3.07%	519,414	12.45%
36 Total Cap Outlay	\$5,016,838	3.49%	\$5,531,838	3.62%	\$515,000	10.27%
<b>37 Tot Bdgt by Exp Class</b>	<b>\$143,879,200</b>	<b>100.00%</b>	<b>\$153,000,000</b>	<b>100.00%</b>	<b>\$9,120,800</b>	<b>6.34%</b>
38 One-time Expenditures	\$530,400				(\$530,400)	
<b>39 Activity Total</b>	<b>\$144,409,600</b>		<b>\$153,000,000</b>		<b>\$8,590,400</b>	<b>5.95%</b>
<b>40 TOTAL FTE POSITIONS</b>	<b>1,170.87</b>		<b>1,226.17</b>		<b>55.30</b>	<b>4.72%</b>

# UNIVERSITY OF IDAHO

## Summary of Salary Changes for FY2013 by Employee Group

Institution/Agency by Group	FY2012 Budget Book		Annual Salary Process								Midyear Changes and Position Adjustments		FY2013 Budget Book	
	FY2012		Salary Adjustments						FY2013				FY2013	
	FTE	Salary Base	Promotion	Merit	Equity/Other	Across the Board		Total	Salary	% Incr	FTE	Salary Base	FTE	Salary
<b>General Education (U1)</b>														
Faculty														
Professor	173.87	\$ 16,123,664.00	\$ 37,148.40	\$ -	\$ -	\$ 312,570.49	\$ 349,718.89	\$ 16,473,382.89	2.17%	(5.78)	\$ (686,340.89)	168.09	\$ 15,787,042.00	
Associate Professor	127.96	8,734,640.00	88,086.60	-	-	184,354.75	272,441.35	9,007,081.35	3.12%	9.64	601,376.65	137.60	9,608,458.00	
Assistant Professor	110.75	6,398,738.00	-	-	-	136,219.45	136,219.45	6,534,957.45	2.13%	4.48	481,677.55	115.23	7,016,635.00	
Other	99.18	8,075,916.00	2,281.50	-	-	113,710.53	115,992.03	8,191,908.03	1.44%	1.39	503,201.97	100.57	8,695,110.00	
Total Faculty	511.76	\$ 39,332,958.00	\$ 127,516.50	\$ -	\$ -	\$ 746,855.22	\$ 874,371.72	\$ 40,207,329.72	2.22%	9.73	\$ 899,915.28	521.49	\$ 41,107,245.00	
Executive/Administrative	37.14	5,305,618.00	-	-	-	104,202.72	104,202.72	5,409,820.72	1.96%	1.10	205,120.28	38.24	5,614,941.00	
Managerial/Professional	208.56	13,262,122.00	-	-	-	236,669.61	236,669.61	13,498,791.61	1.78%	24.02	1,032,725.39	232.58	14,531,517.00	
Classified	413.41	14,583,536.00	-	-	-	277,965.39	277,965.39	14,861,501.39	1.91%	20.45	430,256.61	433.86	15,291,758.00	
Teaching Assistant	-	3,412,468.00	-	-	-	67,300.13	67,300.13	3,479,768.13	1.97%	-	(98,222.13)	-	3,381,546.00	
Irregular Help	-	1,076,644.00	-	-	-	-	-	1,076,644.00	0.00%	-	(28,524.00)	-	1,048,120.00	
Total	1,170.87	\$ 76,973,346.00	\$ 127,516.50	\$ -	\$ -	\$ 1,432,993.07	\$ 1,560,509.57	\$ 78,533,855.57	2.03%	55.30	\$ 2,441,271.43	1,226.17	\$ 80,975,127.00	

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**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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**LEWIS-CLARK STATE COLLEGE**  
**FY 2013 BUDGET OVERVIEW**

LCSC's FY2013 General Fund budget of \$12,791,900 represents an 11% increase in appropriated General Fund dollars compared to the previous year (FY2012), thanks to new funding provided for Change in Employee Compensation (CEC), current year Enrollment Workload Adjustment (EWA), and long-deferred Occupancy Costs for the LCSC's Nursing/Health Science facility which entered operations in 2009. The cumulative impact of the FY2013 increase and three previous years of cuts to LCSC's General Education budget since FY2009 is a 15.3% cut in General Funds since the last "normal" budget four years ago. The FY2013 budget did not meet LCSC's request for MCO funds (inflation and capital replacement). The cumulative impact of reduced appropriations has been exacerbated by the sustained trend of growing enrollment and program delivery at the College. LCSC's student headcount has grown by 19% since the beginning of FY2009, and the sustainment of the accompanying increase in program deliveries will continue to be a challenge in FY2013, notwithstanding the administration's current planning estimate of "flat" enrollment growth for Fall 2012.

The negative impact of austere budgets since FY2009 will be partially offset by increased tuition fees (a 4.0% increase in tuition for LCSC students was approved by the State Board of Education in April 2012). We estimate, based on our conservative enrollment projections and the newly-approved tuition level, that approximately \$12.3M in student fees will be generated in FY2013—this represents a \$545,000 increase from FY2012. More than half of the additional tuition revenues (\$365,000) will be consumed to fund the Legislature's 2% CEC increase and increased benefit costs. We project funding from the Normal School Endowment to increase by about \$4,300 to a total of \$1,335,000. LCSC's Professional-Technical Education (P.T.E.) allocation for FY2013 (\$3,788,997) represents a 5.7% increase from the FY2012 funding level (although 10.2% below the FY2009 baseline). The total of the above budget components (General Fund, Student Fees, Normal School Endowment, and P.T.E. dollars) equals LCSC's FY2013 Total General Education and Professional-Technical Education budget of \$30,202,897.

LCSC's General Education personnel structure will remain stable in FY2013, with a total of 320.19 FTE on board. The College has slowly replaced a portion of the personnel cuts made in FY2010 and FY2011. In FY2013 the institution will continue austerity measures for Personnel Costs, Operating Expenses, Capital Outlay, and maintenance expenditures.

Looking ahead to FY2014 and beyond, LCSC will work to secure additional funds for Personnel, Operating Expense, and Capital Outlay accounts to continue to expand student programs to meet the State Board's "60% Goal," sustain campus infrastructure, rebuild financial reserves, and narrow the compensation gap between LCSC employees and their counterparts at peer institutions. LCSC is committed to maintaining sound stewardship of our FY2013 operating funds and to efficiently and effectively deliver the

**CONSENT AGENDA**  
**JUNE 20-21, 2012**

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instructional programs within our Board-assigned mission areas, while preserving student access to quality educational services.

# LEWIS-CLARK STATE COLLEGE

## Budget Distribution by Activity and Expense Class

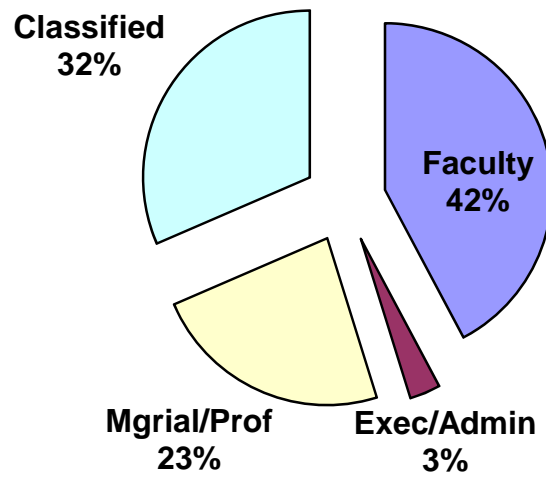
July 1, 2012 - June 30, 2013

	FY2012 Original Budget		FY2013 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>By Function/ Exp Class</b>						
<b>By Function:</b>						
Instruction	\$11,810,272	48.02%	\$12,609,037	47.74%	\$798,765	6.76%
Research	105,270	0.43%	109,942	0.42%	4,672	4.44%
Public Service	178,957	0.73%	194,022	0.73%	15,065	8.42%
Library	1,037,137	4.22%	1,064,713	4.03%	27,576	2.66%
Student Services	2,147,758	8.73%	2,281,719	8.64%	133,961	6.24%
Physical Plant	2,724,271	11.08%	2,886,541	10.93%	162,270	5.96%
Institutional Support	3,866,989	15.72%	4,393,827	16.63%	526,838	13.62%
Academic Support	1,901,846	7.73%	2,017,122	7.64%	115,276	6.06%
Auxiliaries	11,400	0.05%	11,400	0.04%	0	0.00%
Athletics	810,000	3.29%	845,577	3.20%	35,577	4.39%
<b>Total Bdgt by Function</b>	<b>\$24,593,900</b>	<b>100.00%</b>	<b>\$26,413,900</b>	<b>100.00%</b>	<b>\$1,820,000</b>	<b>7.40%</b>
<b>By Expense Class:</b>						
Personnel Costs:						
Salaries:						
Faculty	\$7,458,148	30.33%	\$7,713,440	29.20%	\$255,292	3.42%
Executive/Admin	1,193,304	4.85%	1,218,650	4.61%	25,346	2.12%
Managerial/Prof	3,029,928	12.32%	3,367,000	12.75%	337,072	11.12%
Classified	2,466,520	10.03%	2,549,740	9.65%	83,220	3.37%
Grad Assist	0	0.00%	0	0.00%	0	0.00%
Irregular Help	327,800	1.33%	337,800	1.28%	10,000	3.05%
Total Salaries	\$14,475,700	58.86%	\$15,186,630	57.49%	\$710,930	4.91%
Personnel Benefits	5,213,200	21.20%	5,934,800	22.47%	721,600	13.84%
Total Pers Costs	\$19,688,900	80.06%	\$21,121,430	79.96%	\$1,432,530	7.28%
Operating Expense:						
Travel	\$0	0.00%	\$0	0.00%	0	0.00%
Utilities	888,000	3.61%	888,000	3.36%	0	0.00%
Insurance	147,700	0.60%	147,700	0.56%	0	0.00%
Other Oper. Exp	3,437,600	13.98%	3,822,770	14.47%	385,170	11.20%
Total Oper. Exp	\$4,473,300	18.19%	\$4,858,470	18.39%	\$385,170	8.61%
Capital Outlay:						
Depart Equipment	\$88,700	0.36%	\$91,000	0.34%	2,300	2.59%
Library Acquisitions	343,000	1.39%	343,000	1.30%	0	0.00%
Total Cap Outlay	\$431,700	1.76%	\$434,000	1.64%	\$2,300	0.53%
<b>Tot Bdgt by Exp Class</b>	<b>\$24,593,900</b>	<b>100.00%</b>	<b>\$26,413,900</b>	<b>100.00%</b>	<b>\$1,820,000</b>	<b>7.40%</b>
One-time Expenditures	\$0		\$0		0	
<b>Activity Total</b>	<b>\$24,593,900</b>		<b>\$26,413,900</b>		<b>\$1,820,000</b>	<b>7.40%</b>
<b>TOTAL FTE POSITIONS</b>	<b>310.41</b>		<b>320.19</b>		<b>9.78</b>	<b>3.15%</b>

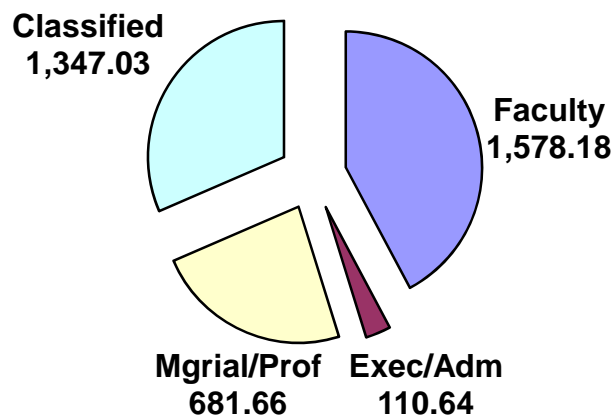
Schedule A:  
**LEWIS-CLARK STATE COLLEGE**  
Summary of Salary Changes for FY2013 by Employee Group

Institution/Agency by Group	Existing Positions								Position Adjustments		Total	
	FY2012		Promotion	Salary Adjustments			FY2013		FTE	Salary Base	FY2013	FY2013
	FTE	Salary Base		Perf/Exp (2%)	Equity	Total	Salary	% Incr				Salary Base
<b>General Education</b>												
Faculty												
Professor	48.00	2,886,386	15,000	56,318	16,348	87,666	2,974,052	3.04		(70,506)	48.00	2,903,546
Associate Professor	26.00	1,357,034	12,000	24,522	10,937	47,459	1,404,493	3.50		(11,925)	26.00	1,392,568
Assistant Professor	36.50	1,634,986		28,737	45,777	74,514	1,709,500	4.56		33,687	36.50	1,743,187
Instr/Lect	25.90	950,242		18,381	7,725	26,106	976,348	2.75	1.50	55,791	27.40	1,032,139
Part-Time Instructor	0.00	629,500		12,500		12,500	642,000	1.99		0	0.00	642,000
Total Faculty	136.40	7,458,148	27,000	140,458	80,787	248,245	7,706,393	3.33	1.50	7,047	137.90	7,713,440
Executive/Administrative	13.90	1,193,304		23,714	2,027	25,741	1,219,045	2.16		(395)	13.90	1,218,650
Managerial/Professional	69.62	3,029,928		62,484	50,419	112,903	3,142,831	3.73	6.15	224,169	75.77	3,367,000
Classified	90.49	2,466,520		47,244	15,223	62,467	2,528,987	2.53	2.13	20,753	92.62	2,549,740
Irregular Help	0.00	327,800				0	327,800	0.00		10,000	0.00	337,800
Total	310.41	14,475,700	27,000	273,900	148,456	449,356	14,925,056	3.10	9.78	261,574	320.19	15,186,630

**College & Universities  
FY13 Budgeted Positions by Type - % of Total**



**College & Universities  
FY13 Budgeted Positions by Type - FTP**





**COLLEGE & UNIVERSITIES**  
**Operating Budget Personnel Costs Summary**  
**July 1, 2012 - June 30, 2013**

		FY2012 Operating Budget				FY2013 Operating Budget			
Classification		FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
BOISE STATE UNIVERSITY									
1	Faculty	585.95	\$46,423,938	\$14,139,004	\$60,562,942	599.39	\$49,694,105	\$15,573,594	\$65,267,699
2	Executive/Administrative	34.64	4,739,553	\$1,272,349	6,011,902	37.60	5,280,173	\$1,467,277	6,747,450
3	Managerial/Professional	359.98	19,900,585	\$6,912,388	26,812,973	389.68	21,975,219	\$8,166,312	30,141,531
4	Classified	344.35	10,058,816	\$4,637,163	14,695,979	337.35	9,882,523	\$5,058,497	14,941,020
5	Irregular Help		667,985	\$60,119	728,104		957,984	\$86,219	1,044,203
6	Graduate Assistants		2,667,752	40,016	2,707,768		3,566,989	53,505	3,620,494
7	TOTAL	1,324.92	\$84,458,629	\$27,061,039	\$111,519,668	1,364.02	\$91,356,993	\$30,405,404	\$121,762,397
8	Number of New Positions					39.10			
9									
10									
IDAHO STATE UNIVERSITY									
12	Faculty	436.24	\$33,547,087	\$ 10,314,143	\$43,861,230	438.30	\$34,178,858	\$ 11,152,007	\$45,330,865
13	Executive/Administrative	29.43	3,915,724	1,014,711	4,930,435	30.18	4,227,048	1,135,197	5,362,245
14	Managerial/Professional	218.88	11,998,929	4,034,361	16,033,290	238.54	13,713,616	4,938,783	18,652,399
15	Classified	391.60	10,905,306	5,191,057	16,096,363	402.59	11,777,830	6,066,675	17,844,505
16	Irregular Help		3,206,776	357,284	3,564,060		3,557,216	358,674	3,915,890
17	Graduate Assistants		1,689,588	6,894	1,696,482		1,704,324	7,104	1,711,428
18	TOTAL	1,076.15	\$65,263,410	\$20,918,450	\$86,181,860	1,109.61	\$69,158,892	\$23,658,440	\$92,817,332
19	Number of New Positions					33.46			
20									
21									
UNIVERSITY OF IDAHO									
23	Faculty	511.76	\$39,332,958	\$12,274,648	\$51,607,606	521.49	\$41,107,245	\$13,414,172	\$54,521,417
24	Executive/Administrative	37.14	5,305,618	1,440,911	6,746,529	38.24	5,614,941	1,551,062	7,166,003
25	Managerial/Professional	208.56	13,262,122	4,391,974	17,654,096	232.58	14,531,517	5,186,431	19,717,948
26	Classified	413.41	14,583,536	6,308,904	20,892,440	433.86	15,291,758	7,064,853	22,356,611
27	Irregular Help		1,076,644	234,791	1,311,435		1,048,120	209,013	1,257,133
28	Graduate Assistants		3,412,468	34,124	3,446,592		3,381,546	33,815	3,415,361
29	TOTAL	1,170.87	\$76,973,346	\$24,685,352	\$101,658,698	1,226.17	\$80,975,127	\$27,459,346	\$108,434,473
30	Number of New Positions					55.30			
31									
32									
LEWIS CLARK STATE COLLEGE									
34	Faculty	136.40	\$7,458,148	\$2,506,803	\$9,964,951	137.90	\$7,713,440	\$2,776,655	\$10,490,095
35	Executive/Administrative	13.90	1,193,304	351,538	1,544,842	13.90	1,218,650	376,833	1,595,483
36	Managerial/Professional	69.62	3,029,928	1,146,622	4,176,550	75.77	3,367,000	1,377,040	4,744,040
37	Classified	90.49	2,466,520	1,178,998	3,645,518	92.62	2,549,740	1,374,444	3,924,184
38	Irregular Help		327,800	29,239	357,039		337,800	29,828	367,628
39	Graduate Assistants		0	0	0		0	0	0
40	TOTAL	310.41	\$14,475,700	\$5,213,200	\$19,688,900	320.19	\$15,186,630	\$5,934,800	\$21,121,430
41	Number of New Positions					9.78			
42									
43									
TOTAL COLLEGE & UNIVERSITIES									
45	Faculty	1,670.35	\$126,762,131	\$39,234,598	\$165,996,729	1,697.08	\$132,693,648	\$42,916,428	\$175,610,076
46	Exec/Admin	115.11	15,154,199	4,079,509	19,233,708	119.92	16,340,812	4,530,369	20,871,181
47	Mgrial/Prof	857.04	48,191,564	16,485,345	64,676,909	936.57	53,587,352	19,668,566	73,255,918
48	Classified	1,239.85	38,014,178	17,316,122	55,330,300	1,266.42	39,501,851	19,564,469	59,066,320
49	Irregular Help	0.00	5,279,205	681,433	5,960,638	0.00	5,901,120	683,734	6,584,854
50	Graduate Assistants	0.00	7,769,808	81,034	7,850,842	0.00	8,652,859	94,424	8,747,283
51	TOTAL	3,882.35	\$241,171,085	\$77,878,041	\$319,049,126	4,019.99	\$256,677,642	\$87,457,990	\$344,135,632
52	Number of New Positions					137.64			

**CONSENT AGENDA  
JUNE 20-21, 2012**

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**POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION SYSTEM  
FISCAL YEAR 2013 BUDGET OVERVIEW**

Funds are appropriated to the State Division of Professional-Technical Education for professional-technical education programs and services. The State Board of Education approved the allocation of the lump-sum appropriation for postsecondary professional-technical education at its April 18-19, 2012 meeting. The State Division of Professional-Technical Education requests approval of the FY2013 Operating Budget for the Postsecondary Professional-Technical Education System.

The allocation and reallocation of funds for the FY2013 Postsecondary Professional-Technical Education System is based on the Strategic Plan for Professional-Technical Education in Idaho – FY2012 – 2016, as well as Board and Legislative Intent.

The FY2013 budget reflects an overall increase in the on-going budget of \$1,283,700 or 3.86% increase in the state general fund. In addition, the Legislature appropriated an increase of \$26,000 in student fees at EITC and \$390,000 one-time state general funds for one-time instructional equipment. The overall increase in the state general fund allocation includes: (1) change in employee compensation increase of 2.00% in the amount of \$534,300; (2) cost of employee benefit increase of 9.15% in the amount of \$731,900; and (3) operating expense increase of 0.68% in the amount of \$17,500.

The following schedules are provided for review:

Operating Budget Distribution by Activity and Expense Standard Class	Page 34
Operating Budget Personnel Costs Summary	Page 35

**Postsecondary Professional-Technical Education System**

**Operating Budget Distribution by Activity and Expense Standard Class**

**July 1, 2012 - June 30, 2013**

	Original FY2012	Percent of Total	Original FY2013	Percent of Total	Change from Prior Year	Percent Change
<b>By Activity:</b>						
Instruction	32,751,448	97.03%	34,035,992	96.00%	1,284,544	3.92%
Plant Maintenance & Operations	1,001,652	2.97%	1,026,808	2.90%	25,156	0.07%
One-Time Funds	0	0.00%	390,000	1.10%	390,000	
Total Operating Budget	33,753,100	100.00%	35,452,800	100.00%	1,699,700	5.04%
<b>TOTAL BUDGET</b>	<u>33,753,100</u>	<u>100.00%</u>	<u>35,452,800</u>	<u>100.00%</u>	<u>1,699,700</u>	<u>5.04%</u>
<b>By Expense Standard Class:</b>						
Personnel Costs-						
Faculty	14,408,068	42.69%	14,417,560	41.12%	9,492	0.07%
Executive/Administrative	842,158	2.50%	840,161	2.40%	(1,997)	-0.24%
Managerial/Professional	2,808,301	8.32%	3,140,391	8.96%	332,090	11.83%
Classified	3,631,113	10.76%	3,659,936	10.44%	28,823	0.79%
Irregular Help	436,927	1.29%	800,787	2.28%	363,860	83.28%
Total Salaries	22,126,567	65.55%	22,858,835	65.19%	732,268	3.31%
Personnel Benefits	7,997,302	23.69%	8,660,738	24.70%	663,436	8.30%
Total Personnel Costs	30,123,869	89.25%	31,519,573	89.89%	1,395,704	4.63%
Operating Expenses-	3,629,231	10.75%	3,506,026	10.00%	(123,205)	-3.39%
Capital Outlay-	0	0.00%	37,201	0.11%	37,201	
Total On-Going Operating Budget	33,753,100	100.00%	35,062,800	100.00%	1,309,700	3.88%
One-Time Instructional Equipment	0	0.00%	390,000	0.00%	390,000	
Total One-Time Funds	0	0.00%	390,000	0.00%	390,000	
<b>TOTAL BUDGET</b>	<u>33,753,100</u>	<u>100.00%</u>	<u>35,452,800</u>	<u>100.00%</u>	<u>1,699,700</u>	<u>5.04%</u>
<b>Total Full Time Positions (FTP)</b>	<u>493.18</u>		<u>479.96</u>		<u>(13.23)</u>	<u>-2.68%</u>

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Postsecondary Professional-Technical Education System  
Operating Budget Personnel Costs  
Summary  
July 1, 2012 - June 30, 2013

FY 2012 Operating Budget					FY 2013 Operating Budget			
<u>Classification</u>	<u>FTP</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Total</u>	<u>FTP</u>	<u>Salaries</u>	<u>Benefits</u>	<u>Total</u>
Faculty	310.25	14,408,068	5,124,022	19,532,090	294.100	14,417,560	5,414,951	19,832,511
Exec/Admin	8.97	842,158	243,888	1,086,046	8.975	840,161	252,316	1,092,477
Manage/Prof	53.76	2,808,301	978,631	3,786,932	59.510	3,140,391	1,148,848	4,289,239
Classified	120.20	3,631,113	1,593,670	5,224,783	117.370	3,659,936	1,723,245	5,383,181
Irreg Help	0.00	436,927	57,091	494,018	0.000	800,787	121,378	922,165
<b>TOTAL</b>	<b>493.18</b>	<b>22,126,567</b>	<b>7,997,302</b>	<b>30,123,869</b>	<b>479.955</b>	<b>22,858,835</b>	<b>8,660,738</b>	<b>31,519,573</b>

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**CONSENT AGENDA  
JUNE 20-21, 2012**

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**University of Idaho  
FY2013 Budget Overview  
Agricultural Research and Extension Service**

The Agricultural Research and Extension Service Appropriation (ARES) received a 4.6% increase in appropriation from FY12.

We continue to prioritize positions and programs and analyze our needs and priorities to operate within our funding constraints. A strategic planning process is underway to identify current areas of importance in order to redirect the efforts of current faculty and staff. ARES will continue to identify alternate funding sources to bring funding levels back to an adequate balance between personnel and operating.

In order to adequately serve the needs of the citizens and stakeholders of Idaho we must continue to modify our “road map” to the future and make appropriate changes in our programs and operations.

**UNIVERSITY OF IDAHO**  
**AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2013**  
**AGRICULTURAL RESEARCH AND EXTENSION SYSTEM**

<b>1 FUNDS AVAILABLE</b>	<b>FTE</b>	<b>AMOUNT</b>
<b>2</b>		
<b>3</b> FY2012 Operating Budget Base	277.79	\$ 22,609,000
<b>4</b> Adjustments: Omnibus Rescission		-
<b>5</b> Adjustments: Appropriation Adjustment		-
<b>6</b> Adjustments: Remove One-Time		-
<b>7</b>		-
<b>8</b>		-
<b>9</b> Adjustments: FTP Eliminations		-
<b>10</b> Adjustments: FTP Adjustment	2.82	
<b>11</b> FY2012 Adjusted Budget Base	280.61	\$ 22,609,000
<b>12</b>		
<b>13</b> Additional Funding for FY2012		
<b>14</b>		\$ -
<b>15</b>		-
<b>16</b> Total Funding Reduction	-	\$ -
<b>17</b> Total Funds Available for FY2012	280.61	\$ 22,609,000
<b>18</b>		
<b>19</b>		
<b>20</b>		
<b>21 ALLOCATION OF FUNDS</b>		
<b>22</b>		
<b>23</b> FY2012 Adjusted Budget Base	280.61	\$ 22,609,000
<b>24</b>		
<b>25</b> MCO Increases/Decreases to Budget Base		
<b>26</b> CEC		\$ 363,600
<b>27</b> Benefit Costs		356,500
<b>28</b> Total MCO Increases/Decreases	-	\$ 720,100
<b>29</b>		
<b>30</b> Enhancements to Budget Base		
<b>31</b> Capital Outlay (One-time)		\$ 325,000
<b>32</b>		-
<b>33</b> Total Enhancements	-	\$ 325,000
<b>34</b>		
<b>35</b> Total Increases	-	\$ 1,045,100
<b>36</b>		
<b>37</b> FY2013 Operating Budget	280.61	\$ 23,654,100

# **AGRICULTURAL RESEARCH & EXTENSION SERVICE**

## **Operating Budget Personnel Costs Summary**

**July 1, 2012 - June 30, 2013**

Classification	FY2012 Operating Budget				FY2013 Operating Budget			
	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	164.50	\$10,053,073	\$3,646,552	\$13,699,625	167.39	\$10,361,549	\$3,891,257	\$14,252,806
Executive/Administrative	2.66	412,597	\$115,687	528,284	2.66	420,850	\$122,042	542,892
Managerial/Professional	28.41	1,383,373	\$525,099	1,955,729	28.41	1,425,858	\$582,244	2,008,102
Classified	82.22	2,691,147	\$1,211,248	3,902,395	82.15	2,700,494	\$1,349,321	4,049,815
Irregular Help		303,385	27,305	330,690		297,572	26,289	323,861
Graduate Assistants		280,076	2,801	282,877		239,827	2,398	242,225
<b>TOTAL</b>	<b>277.79</b>	<b>\$15,123,651</b>	<b>\$5,528,692</b>	<b>\$20,699,600</b>	<b>280.61</b>	<b>\$15,446,150</b>	<b>\$5,973,550</b>	<b>\$21,419,700</b>



**CONSENT AGENDA  
JUNE 20-21, 2012**

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# HEALTH PROGRAMS

## FY 2013 Operating Budget

	FY 2012 BUDGET	FY 2013 BUDGET	PERCENT of CHANGE
<b>By Program:</b>			
WI Veterinary Education	1,811,300	1,882,300	3.92%
WWAMI Medical Education	3,888,500	3,986,900	2.53%
IDEP Dental Education	1,530,400	1,591,800	4.01%
University of Utah Medical Education	1,242,400	1,257,200	1.19%
Family Medicine Residencies	1,938,200	1,953,900	0.81%
WICHE PSEP - Optometry	188,200	141,700	-24.71%
Psychiatry Residency	111,400	111,400	0.00%
<b>Total Programs</b>	<b>10,710,400</b>	<b>10,925,200</b>	2.01%
<b>By Fund Source:</b>			
General Fund	10,000,900	10,119,300	1.18%
Student Fee Revenue	709,500	805,900	13.59%
<b>Total Funds</b>	<b>10,710,400</b>	<b>10,925,200</b>	2.01%
<b>By Expenditure Classification:</b>			
Personnel Costs	2,094,900	2,272,900	8.50%
Operating Expenditures	1,787,000	1,791,000	0.22%
Capital Outlay	5,500	26,400	380.00%
Trustee & Benefits	6,823,000	6,834,900	0.17%
Lump Sum	0	0	0.00%
<b>Total Expenditures</b>	<b>10,710,400</b>	<b>10,925,200</b>	2.01%
<b>Full Time Position</b>	20.5	20.5	0.00%

### Budget Overview

All Health Ed budgets received a 2.0% CEC increase and increases in benefits, contract inflation and replacement costs. The Legislature approved the continuation of phasing-out funding for the WICHE optometry program (only year 4 will be funded in FY13).

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## SPECIAL PROGRAMS

### FY 2013 Operating Budget

	FY 2012 BUDGET	FY 2013 BUDGET	PERCENT of CHANGE
<b>By Program:</b>			
Forest Utilization Research	490,000	504,100	2.88%
Geological Survey	671,800	701,200	4.38%
Scholarships and Grants:			
Idaho Promise Scholarship - A	317,100	317,100	0.00%
Idaho Promise Scholarship - B	3,634,500	3,634,500	0.00%
Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
Minority/"At Risk" Scholarship	105,000	210,000	100.00%
Teachers/Nurses Loan Forgiveness	225,000	225,000	0.00%
Freedom Scholarship	40,000	40,000	0.00%
Peace Officer/Firefighter Scholarship	80,000	80,000	0.00%
Grow Your Own Teacher Scholarship	364,000	420,000	15.38%
Leveraging Educ Asst Program (LEAP)	716,400		0.00%
Special Leveraging Educ Asst Part (SLEAP)	213,300		0.00%
Byrd Honors	216,000		0.00%
Opportunity Scholarships	1,000,000	1,000,000	0.00%
GEARUP Scholarships	250,000	830,300	232.12%
Unallocated Federal Appropriation	34,700	34,700	0.00%
<b>Total Scholarships and Grants</b>	<b>8,382,000</b>	<b>7,977,600</b>	<b>-4.82%</b>
Museum of Natural History	435,200	452,500	3.98%
Small Business Development Centers	236,100	247,500	4.83%
TechHelp	137,900	143,900	4.35%
<b>Total Programs</b>	<b>10,353,000</b>	<b>10,026,800</b>	<b>-3.15%</b>
<b>By Fund Source:</b>			
General Fund	8,634,300	8,712,500	0.91%
Federal Funds	718,700	865,000	20.36%
Opportunity Scholarship Fund	1,000,000	449,300	-55.07%
<b>Total Funds</b>	<b>10,353,000</b>	<b>10,026,800</b>	<b>-3.15%</b>
<b>By Expenditure Classification:</b>			
Personnel Costs	1,903,700	1,981,300	4.08%
Operating Expenditures	78,300	79,100	1.02%
Capital Outlay	0	7,000	
Trustee/Benefit or Lump Sum Payments	8,371,000	7,959,400	-4.92%
<b>Total Expenditures</b>	<b>10,353,000</b>	<b>10,026,800</b>	<b>-3.15%</b>
<b>Full Time Position</b>	<b>27.23</b>	<b>27.33</b>	<b>0.37%</b>

#### Budget Overview

The FY 2013 budget for Special Programs reflects a 3.15% decrease including a reduction of \$1.1M in general funds associated with discontinued federal scholarship programs partially offset with an increase of \$580,300 for scholarships in the federal GEARUP program. For FY 2013, Opportunity Scholarships will be funded \$449,300 from the corpus and earnings from the Opportunity Scholarship Fund which has a corpus balance of approximately \$19.3 million, and \$550,700 from the general fund.

All non-scholarship programs received a 2.0% CEC, benefit increases, and contract inflation.

**CONSENT AGENDA  
JUNE 20-21, 2012**

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## FY2013 ALTERATION AND REPAIR PROJECTS

NO.	AGENCY / INSTITUTION	FY13 PBF	AGENCY REQUESTS	PRIORITY
<b>EDUCATION, STATE BOARD OF</b>				
<b>BOISE STATE UNIVERSITY</b>				
13-190	Replace Roof and HVAC System Improvements, Yanke Family Research Park	450,000	450,000	1
13-191	Repair Roof, Simplot Micron Instructional Technology Center	84,000	84,000	2
13-192	Repair and Coat Roof, Public Affairs and Arts West Building	75,000	75,000	3
13-193	Upgrade HVAC, Science Building	750,000	750,000	4
13-194	Classroom Renovations, Nine Buildings	225,000	225,000	5
13-195	Renovations to Support Research Space, Rooms 202, 336, and 337, Science Building	1,000,000	1,000,000	6
	Space Consolidation/Renovation, Administration Building		400,000	7
	Pedestrian/Bicycle Circulation Master Plan and Safety Improvements, Phase 3 (08200)		75,000	8
	Replace Chiller, Communication Building		150,000	9
	Emergency Lighting Renewal, Bronco Gymnasium		64,000	10
	Replace Rooftop HVAC Unit, Health Sciences Riverside		60,000	11
	Replace Emergency Exit Lighting, Albertsons Library		90,000	12
	Safety Improvements, Campus Lighting (10193)		175,000	13
	Landscape Improvements, Southeast Expansion Area		150,000	14
	Replace Existing Transformers, Liberal Arts Building		120,000	15
	Relocate Utilities, Southeast Expansion Area		150,000	16
	Fire Suppression and Detection Devices, Lab Area, LA Building		100,000	17
	Remodel Space for Academic Use, Bronco Gymnasium		150,000	18
	Install 4-Pipe HVAC System, Liberal Arts Building		150,000	19
	Convert VAV and Controls to DDC, Simplot Micron Instructional Technology Center		100,000	20
	Install Freight Elevator, Science Building		275,000	21
	Exterior Repairs, Education Building		75,000	22
	Renovations to Support Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs		2,500,000	23
	Bicycle Lockers, Campus Wide		75,000	24
	Exterior Repairs, Morrison Center		42,000	25
	Replace Windows and Frames, Albertsons Library		600,000	26
	Replace HVAC Controllers, Various Buildings		120,000	27
	Classroom Renovations, Various Buildings		225,000	28
	<del>Demolition Project</del> (Omitted by BSU)		0	29
	Replace Electrical Service Panel, Heat Plant		58,400	30
	Renovations to Support Research Space for Colleges of Arts and Sciences, Engineering, Education, and Social Sciences & Public Affairs		2,500,000	31
	Replace HVAC Controls, Liberal Arts Building		146,600	32
	Repair Exterior Walls, Liberal Arts Building		51,000	33
	Replace Carpet, Albertsons Library		2,203,000	34
	Improvements, Education Building		155,000	35
	Remove Smokestack, Heat Plant		100,000	36
	Renovations to Support Research Space for Colleges of Arts		2,500,000	37

## **FY2013 ALTERATION AND REPAIR PROJECTS**

<b>NO.</b>	<b>AGENCY / INSTITUTION</b>	<b>FY13 PBF</b>	<b>AGENCY REQUESTS</b>	<b>PRIORITY</b>
	and Sciences, Engineering, Education, and Social Sciences & Public Affairs			
	Restore Bank and Remediate Erosion, Sidewalk, Broadway Ave		69,000	38
	Replace Acoustic Ceiling Tile, Education Building		389,000	39
	Replace Ceiling Tile, Lobby, Education Building		103,000	40
	Replace Windows and Frames, Education Building		1,021,000	41
	Replace Carpet, Education Building		621,000	42
	Replace Hydraulic Elevator, Math Geology Building		70,000	43
	Replace Vinyl Flooring, Micron Engineering Building		197,000	44
	Replace Carpet, Academic Portion, Morrison Center		200,000	45
	Replace Ceiling Tile, Academic Portion, Morrison Center		97,000	46
	HVAC Upgrade, Public Affairs and Arts West Building		150,000	47
	Replace Windows, Science Building		450,000	48
	Replace Floor Tile, Hallways, Science Building		103,000	49
	Replace Ceiling Tile, Science Building		250,000	50
	Replace Lab Casework, Science Building		631,000	51
	Replace Carpet, Simplot Micron Instructional Technology Center		120,000	52
	Replace Air Handling Unit, South End, Theater Arts Annex		165,000	53
	Replace Roof, Applied Technology Building		160,000	54
	Replace Existing Transformers, Business Building		120,000	55
	Replace Entry Plaza, Business Building		200,000	56
	SUBTOTAL	2,584,000	21,260,000	

## FY2013 ALTERATION AND REPAIR PROJECTS

NO.	AGENCY / INSTITUTION	FY13 PBF	AGENCY REQUESTS	PRIORITY
IDAHO STATE UNIVERSITY				
13-220	Replace Utility Tunnel Lid, Cesar Chavez Avenue	239,250	239,250	1
13-221	Renovate Roof System, Museum Building	206,250	206,250	2
13-222	Upgrade Locker Room Showers, Reed Gymnasium	316,250	316,250	3
13-223	Upgrade HVAC and Improve Air Quality, Reed Gymnasium	275,000	275,000	4
	<del>Upgrade Coal Conveyor System, Heat Plant @ \$218,750</del>			<del>5</del>
	<del>Install Rubber Canvas Building, Grounds Department</del>		81,250	6
13-224	Reconfigure East Entry Access Drive, ISU-Meridian	100,500	100,500	7
13-225	Repair Steam and Condensate Lines, Chemistry Bldg to 9th Ave	375,000	375,000	8
13-226	Back-Up Generator, Heat Plant	199,600	199,600	9
13-227	Campus Exterior Lighting, Phase 2 (12226)	100,000	100,000	10
13-228	Restore Aggregate Sills and Waterproof Windows, Business Administration Building	168,750	168,750	11
13-229	Mitigate Lead Contamination and Restore Shooting Range, Reed Gymnasium	287,500	287,500	12
13-230	Replace Furnaces and Compressor Units, Tingey Administration Building, Idaho Falls	178,000	178,000	13
	Renovate Student Area, Pharmacy Lab, Leonard Hall		230,000	14
	Repair Damaged Walkways, Tingey Admin. Building, Idaho Falls		112,500	15
	Renovate ITRC, Eli Oboler Library		50,000	16
	Mitigate Asbestos, Replace Flooring, Related Improvements, Administration Building		525,000	17
	Upgrade HVAC, Reactor Room, Lillibridge Engineering Bldg.		37,433	18
	Renovation and Addition, Rooms 209-210, Beckley Nursing Bldg.		937,821	19
	Renovate/Re-Purpose, Rooms 15 and 17, Lecture Center Bldg.		496,800	20
	Remodel for Speech Language/Pathology Program, ISU-Meridian		514,499	21
	Remodel for Physician Assistant Studies Program, ISU-Meridian		823,200	22
	Replace Windows, Student Health Center		145,000	23
	Remodel IT Video Network Room, ISU-Meridian		80,000	24
	SUBTOTAL	2,446,100	6,479,603	



## FY2013 ALTERATION AND REPAIR PROJECTS

NO.	AGENCY / INSTITUTION	FY13 PBF	AGENCY REQUESTS	PRIORITY
UNIVERSITY OF IDAHO <span style="color: red;">Revised as per 4-23-12 UI email</span>				
13-250	Re-Pipe DWV and Heating Systems, Student Health Center	919,000	919,000	1
13-251	Exterior Envelope Repair, Education Building <span style="color: red;">(Design only)</span>	192,600	192,600	2
13-255	Replace Roof, Janssen Engineering Building	204,000	204,000	3
13-256	Replace Roof, Sections A, B, C and Swim Center, Physical Educa	766,000	766,000	4, 5, 6, 7
13-252	Replace Roof, KUID Building	118,200	118,200	8
13-253	Emergency Eye Wash Stations and Showers, Academic Bldgs.	150,000	150,000	9
13-254	Replace Roof, Interior Design Building, Art & Architecture	100,000	100,000	10
13-257	Replace Low Slope Roof, Lionel Hampton School of Music	158,000	158,000	11
	Replace Roof, Human Resources Building		101,000	12
	Replace Steep Slope Roof, Lionel Hampton School of Music		160,000	13
	Replace Roofs, West Wing/Mechanical Level Roof/ E/W Sides Mechanical Level, Ag Science		465,000	14
	Replace Flat Roof Elements, Memorial Gymnasium		85,000	15
	HVAC Upgrade, Phase 3, Janssen Engineering Building		901,800	16
	Stand-By Power Generator, Life Science South		477,400	17
	Life Safety Improvements, Ph 2, Buchanan Engineering Lab		900,000	18
	Repair North Entry Steps and Mosaic Tile, Administration Bldg.		257,600	19
	Life Safety Improvements, Sixth Street Greenhouses		150,000	20
	Engineering Shop and Storage Addition, KUID Building		159,100	21
	Repair/Renovate East Entry Steps/Planters, Menard Law Bldg.		318,300	22
	HVAC Upgrade, Phase 3, Life Sciences South		1,028,100	23
	Emergency Generator, Holm Center		273,300	24
	Pedestrian Improvements, 7th Street		399,200	25
	SUBTOTAL	2,607,800	8,283,600	
LEWIS-CLARK STATE COLLEGE				
13-154	Demolish Houses/Sheds, 6th Street	92,000	92,000	1
	<del>Upgrade Fire Alarm Systems, Meriwether Lewis Hall @ \$95,000</del>			2
13-151	Replace Roof, Spalding Hall	257,000	257,000	3
	Upgrade HVAC System, Library		301,000	4
13-152	Replace Roof, Center for Arts and History	136,000	136,000	5
13-153	Replace Roof, North Lewiston Training Center	93,000	93,000	6
	SUBTOTAL	578,000	879,000	

## FY2013 ALTERATION AND REPAIR PROJECTS

NO.	AGENCY / INSTITUTION	FY13 PBF	AGENCY REQUESTS	PRIORITY
NORTH IDAHO COLLEGE				
13-170	Replace Floor and Bleachers, Gym	334,000	334,000	1
	Replace Carpet, Selected Buildings		80,000	2
13-171	Structural Improvements, Storage Building	109,725	109,725	3
	Roadway Improvements, College Drive and Parking Lot Improvements, Winton-Post Hall		400,000	4
	Replace Roof, Workforce Training Center (was \$250,000)		340,000	5
	Garage Addition, Maintenance Shop		80,000	6
	Upgrade Seating, Shuler Performance Arts Center		152,250	7
	Remodel for One-Stop Student Center, Lee-Kildow Building		528,000	8
	Proximity Card Locking/Security System, Boswell Hall and Sherman Administration Building		290,000	9
	Replace Windows and Frames, Boswell Hall		136,500	10
	<del>Repair and Landscape Campus Beach Bulkhead/Retaining Wall, Phase 2 @ \$136,500</del>			7
	SUBTOTAL	443,725	2,450,475	
COLLEGE OF SOUTHERN IDAHO				
13-090	Fire Alarm System, Mini-Cassia Center	187,300	187,300	1
13-091	Replace HVAC Controls, Evergreen Building, Wells #1 and #2, and Art Complex	56,300	56,300	2
13-092	Replace Carpet, Library	175,300	175,300	3
13-093	Replace Sidewalk, South of Physical Education Building	71,900	71,900	4
	Chip Coat, Campus Circle		175,400	5
	Chip Seal Parking Lot Bays 1-6		159,400	6
	Chip Seal Parking Lot Bays 9-16		257,300	7
	Chip Coat, Entryways, Northeast and Washington Street		66,300	8
	Chip Coat, Entryways, Northwest and Falls Avenue		66,300	9
	Chip Coat, North Overflow Parking Lot		70,400	10
	SUBTOTAL	490,800	1,285,900	
COLLEGE OF WESTERN IDAHO				
13-460	Upgrade Mechanical System, Canyon County Center	170,000	170,000	1
13-461	Replace Two Boilers, Canyon County Center	94,500	94,500	2
	Replace Cooling Tower, Canyon County Center		115,500	3
	LED Lighting Upgrade, North Parking Lot, Nampa Campus		63,000	4
	Upgrade Lighting, Parking Lot, Canyon County Center		152,000	5
	SUBTOTAL	264,500	595,000	

## FY2013 ALTERATION AND REPAIR PROJECTS

NO.	AGENCY / INSTITUTION	FY13 PBF	AGENCY REQUESTS	PRIORITY
EASTERN IDAHO TECHNICAL COLLEGE				
13-130	Remodel for Data Center, Technical Building	335,000	335,000	1
	<del>Sidewalk Improvements, Campus Wide</del> (deleted as per EITC)		440,000	2
	Improve Support Systems, Shop, Building 1		135,000	3
	HVAC Upgrade, Phase 2, Sessions Building (12130)		320,000	4
	Modify Sprinkler System, South End of Campus		35,000	5
13-131	Roadway and Parking Lot Repairs, So. End of Campus (12132)	210,000	210,000	6
	Replace Air Re-Circulation System, Weld Shop		360,000	7
	SUBTOTAL	545,000	1,535,000	
IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE				
	<del>Mechanical System Upgrade, Phase 5, Center for Higher Ed</del>			1
	(Note: project was funded in FY12 @ \$296,700)			
	Replace Boilers, Center for Higher Education		361,250	2
13-233	Replace Domestic Hot Water Piping, Center for Higher Ed	150,000	150,000	3
	Install Water Softening System, Center for Higher Education		131,250	4
	HVAC Upgrade, Center for Higher Education		316,300	5
	Replace Sewer Line, Center for Higher Education		41,600	6
	SUBTOTAL	150,000	1,000,400	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND				
13-110	Replace Steam Piping System, Boiler Room	180,000	165,000	1
	Replace Roof, Main Building		960,000	2
	Modifications, Seven Entry Doors, Main Building		90,000	3
	Replace Windows and Blinds, Cottage Building		120,000	4
13-111	Resurface Parking Lot (ITD Grant Pending = \$30,000)	40,000	70,000	5
	SUBTOTAL	220,000	1,405,000	
	TOTAL SBE:	10,329,925	45,173,978	

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**SUBJECT**

Approval of Higher Education Research Council (HERC) FY13 Budget

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.W.3., Higher Education Research Council Policy  
House Bill 659 (2012) – College and Universities - Systemwide

**BACKGROUND/DISCUSSION**

The State Board of Education was appropriated \$1,435,500 for FY 2013 through the colleges and universities appropriation to be used for the mission and goals of the Higher Education Research Council (HERC) and an additional \$2M to be awarded for competitive state university research under the direction of HERC to support the goals of the Idaho Global Entrepreneurial Mission (IGEM) University Research Initiative.

In FY11, HERC implemented the first year of the Idaho Incubation Fund Program. Funds from this program are awarded to proposals that enable researchers to enhance economic development in Idaho by transforming a new university-developed concept to practice and making an invention or copyright more commercially interesting to a company or investor. Funds are awarded based on a competitive process. HERC received 19 proposals during the first cycle of awards, 17 proposals in FY12 and 21 proposals for FY13. Seven proposals were awarded in FY11 and FY12. HERC is currently administering the FY12 cycle of the Idaho Incubation Fund Program and anticipates making additional awards by the end of June. The proposals received to date have been of high quality, due to the competitive nature of the review process only the highest quality proposals are awarded. Awards are amounts for each proposal range from \$10,000 - \$50,000, with the majority of the awards at or near \$50,000.

HERC met on May 31, 2012 to review the recommendations from the IGEM proposal review committee and the HERC FY 2013 Budget Allocation. HERC has reviewed the budget and forwards their recommendation to disburse the FY 2013 allocation as outlined in Attachment 1. The recommendation includes the shifting of \$10,900 previously used as part of the Incubation Fund Allocation in order to fully fund all three of the approved IGEM proposals. Without this fund shift at least one, if not all three proposals would have to have their year one (1) budgets adjusted for the total first year awards to come in at the \$2M original allocation.

HERC is currently planning a retreat during the summer months to fully evaluate each of the funding categories to determine the best use of the funds available, with the intent of bringing forward a recommendation of how better to use the funds for FY14, if the evaluation determines not all of the funding categories are meeting their full potential.

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**IMPACT**

Approving the HERC FY13 Budget allocation will allow for the funds to be distributed to the institutions based on the various funding categories.

**ATTACHMENTS**

Attachment 1 – FY12 HERC Budget

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The State Board of Education is appropriated funds each year by the Legislature through the college and universities appropriation to be used for the mission and goals of the Higher Education Research Council (HERC). The Board allocates these funds for research activities to the four-year public institutions for the following: Infrastructure, Targeted Research (Incubation Fund), Research Centers, and State Matching Awards. A line item for Administrative Costs is included to cover the expenses for meetings, office supply needs, and the administration of HERC grant programs and activities. For FY13 a new funding category has been added for the IGEM proposals. Awards for each category are made based on the guidelines established in Board Policy III.W.

Funding originally used for the Research Centers was shifted in FY11 to the Targeted Research category, FY13 will be the third round of awarding Incubation Fund proposals. The proposals received have been of high quality and feedback received from our industry partners indicate they find this program to be of value.

Funds in the Matching Awards category are currently used as State match for the NSF EPSCoR grant, the current grant will be wrapping up in August 2013. Idaho EPSCoR is currently working on applying for the next round of NSF EPSCoR awards. Once prepared, they will submit the new request to HERC for consideration. Preliminary information indicates the required state match will be higher than the current \$600,000 annually.

The Higher Education Research Council reviewed and recommended approval of the FY13 budget allocation at their May 31, 2012 meeting. Staff recommends approval of the budget as presented.

**BOARD ACTION**

I move to approve the FY 2013 Higher Education Research Council Budget Allocation as presented.

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

**CONSENT AGENDA  
JUNE 21, 2012**

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## **FY 2013 Allocation of HERC Funds**

<u>Amount to be Awarded</u>	<u>Total</u>	<u>Proposed Allocation</u>
<b>\$1,435,500 (HERC Mission)</b>		
<b>\$2,000,000 (IGEM Initiative)</b>	<b>\$3,435,500</b>	
<hr/>		
<b>IGEM Funds</b>		
IGEM Proposals		\$2,010,900
<b>Total IGEM Initiative</b>		<b>\$2,010,900</b>
<hr/>		
<b>Infrastructure Funds</b>		
BSU		\$125,000
ISU		\$125,000
UI		\$200,000
LCSC		\$50,000
<b>Total Infrastructure</b>		<b>\$500,000</b>
<hr/>		
<b>Matching Award Grants</b>		
NSF-EPSCoR (Research Infrastructure Improvement Award)		\$600,000
(Water Resources in a Changing Climate - 5-year \$15M award)		
(September 1, 2008 - August 31, 2013)		
<b>Total Matching Grants</b>		<b>\$600,000</b>
<hr/>		
<b>Targeted Research</b>		
Idaho Incubation Fund (third round)		\$322,100
<b>Total Targeted Research</b>		<b>\$322,100</b>
<hr/>		
<b>Research Centers</b>		
<b>Total Research Center</b>		<b>\$0</b>
<hr/>		
<b>Administrative Costs</b>		
FY12 Administrative Costs		\$2,500
<b>Total Administrative Costs</b>		<b>\$2,500</b>
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<b>Total Budget / Allocation</b>		<b>\$3,435,500</b>

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**CONSENT AGENDA  
JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Law enforcement contract with Boise City Police Department

**REFERENCE**

October 2004	Board approved contract with Boise City Police Department to provide law enforcement services.
June 2008	Board approved renewal of contract with Boise City Police Department to continue providing law enforcement services.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.1.a and V.I.3.a  
Section 67-2332, Idaho Code  
Section 67-5715 - 67-5718, Idaho Code

**BACKGROUND**

For the past eight years, the Boise Police Department has provided law enforcement services for Boise State University. The current contract for these services will expire September 30, 2012, and the University wishes to enter into an agreement with the Boise Police Department for continued services for an additional year with an annual renewal option through 2016. The City of Boise has given preliminary approval for the proposed agreement, subject to final City Council action.

**DISCUSSION**

The proposed contract term is for one year beginning October 1, 2012 through September 30, 2013. The contract may be renewed for three additional one-year periods for a maximum period of four years. Annual costs are as follows:

2012/2013	\$909,032
2013/2014	\$936,303
2014/2015	\$964,392
2015/2016	<u>\$993,324</u>
Total	\$3,803,051

Due to the unique nature of law enforcement services, it is important for the University to build a relationship with its service provider. Therefore, provided that the contract costs remain competitive and the service exceptional, Boise State University would like to continue its arrangement with the Boise City Police Department in lieu of seeking new service provider through the competitive bid process.



**CONSENT AGENDA**  
**JUNE 21, 2012**

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**IMPACT**

This cost represents an average annual increase of 3 percent per the terms of the 2004 bid. The increase is intended to support additional staff and related equipment needs due to anticipated annual student enrollment growth and an increase in incidents and criminal activity occurring on the Boise State University campus.

**ATTACHMENTS**

Attachment 1 – Proposed Contract

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to authorize Boise State University to enter into a law enforcement and security services annual contract with the Boise Police Department as presented in Attachment 1, and to authorize the vice president for finance and administration to execute the contract.

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

**BOISE STATE UNIVERSITY LAW ENFORCEMENT SERVICES AGREEMENT**

This Agreement is entered into between Boise City, a political subdivision of the State of Idaho, and Boise State University, a state educational institution, on the date written below.

**RECITALS**

**WHEREAS**, Boise City and the Boise City Police Department (hereinafter “BPD”) wish to provide supplemental law enforcement services at Boise State University (hereinafter “University”); and

**WHEREAS**, University desires supplemental law enforcement services from the BPD; and

**WHEREAS**, the parties to this Agreement wish to state more fully their rights and responsibilities regarding such supplemental law enforcement services;

**NOW, THEREFORE**, in consideration of the mutual covenants contained herein, the parties agree as follows:

1. **Basic Services.** BPD will provide supplemental law enforcement services at the campus of University, and will perform the customary and usual duties of a law enforcement agency at said campus, including but not limited to the investigation and, where possible, prevention of crimes against persons and property, identification and arrest of violators of state laws, filing investigative and other required reports or documents, patrolling and maintaining building security, traffic control and enforcement (but not parking control), accident investigation and assistance to other law enforcement agencies as appropriate.

BPD will also provide officers in uniform at an extra rate of \$37 per hour in contract year 2012/2013. This will be for uniformed police security at special events as desired by University. This rate will increase as follows 2013/2014 - \$40 per hour; 2014/2015 - \$43 per hour; and 2015/2016 - \$46 per hour.

2. **Performance of Duties.** BPD reserves the right to determine the deployment method for officers performing duties under this Agreement, and the manner in which the services contemplated by this Contract shall be provided. It is understood however, that University

desires that both the interior and exterior areas of the University Campus will be patrolled by foot, bicycle, or car.

3. Controlling Procedures. The procedures of BPD personnel will be governed by the Boise Police Policy Manual (hereinafter “manual”). Where University procedure conflicts with the procedures set forth in the manual, the provisions of the manual shall prevail.

BPD encourages an open dialogue with University and the exchange of certain information in areas regarding scheduling needs, public safety concerns, and matters of mutual interest; provided, however, that no special relationship or duty is created or contemplated by this reference. In emergency situations or when there is an ongoing threat to the campus community or a member of the campus community, University and BPD will maintain an appropriate flow of information to facilitate a resolution.

University designates the Executive Director of Campus Security and Police Services as its chief liaison for the purposes of such communication.

4. Access to Information. All written requests from the University Executive Director of Campus Security and Police Services for information on BPD investigations arising from incidents occurring on University property and/or involving University students or employees will be subject to disclosure under the Idaho Open Records Act as set out by Idaho Code §9-335, et seq.

5. Clery Act Requirements. Pursuant to the “Clery Act,” BPD is considered a “Campus Security Authority,” meaning it has a responsibility for campus security. BPD is the primary law enforcement agency who University would refer crimes to be reported. As such, BPD will be required to provide annual Clery statistics, as well as provide appropriate and timely information for the Daily Crime Log.

6. P.O.S.T. Training and Personnel. BPD will use P.O.S.T. trained officers in meeting its obligation under this Agreement. Six (6) officers will be assigned to University in addition to one (1) lieutenant and four and two-tenths (4.2) Police Records Clerks. Scheduling of personnel shall be by agreement of the parties hereto, and is subject to change due to circumstances.

Appropriate University Security Department management will be included in the selection process of any BPD officer or dispatcher being considered for assignment at Boise State.

Taking into consideration the operational needs of BPD (business needs may dictate a shorter or longer term), the lieutenant assigned to the University Unit will be considered for a rotational position every four years. This newly assigned lieutenant will be trained and transitioned into the University assignment by the exiting lieutenant for a period of no less than four weeks.

7. CARE Team Membership. The BPD's lieutenant assigned to manage the University Unit will participate as a member of University's CARE Team. As a member of the CARE Team, and within BPD budgetary constraints, the lieutenant will attend appropriate training sessions and conferences to maintain a competency in the threat assessment process.

8. Uniforms and Assignments. Those persons providing law enforcement services under the terms of this Agreement will wear the BPD uniform at all times when performing their duties hereunder, unless otherwise directed by BPD. BPD will maintain complete discretion to make officer assignments for University.

9. Law Enforcement Services Hours. BPD will provide the law enforcement services as specified herein on a twenty-four (24) hour-a-day, seven (7) day-a-week basis.

10. Police Records Clerk Hours. BPD will provide Police Records Clerk personnel at the BPD Campus Substation as specified herein on a twenty-four (24) hour-a-day, seven (7) day-a-week basis. For purposes of this Agreement, Police Records Clerks are not considered "law enforcement services personnel."

Individual shift scheduling of Police Records Clerks shall be at the discretion of BPD; provided, however, that the BPD Substation office hours shall be on a twenty-four (24) hour-a-day, seven (7) day-a-week basis.

11. University Policies. University may from time to time adopt policies affecting the conduct of persons present on the University Campus. To the extent that violation of those

policies constitutes a violation of applicable law, including a breach of the peace, or a threat to public health or safety, BPD will take the appropriate law enforcement actions as BPD determines in its sole discretion to be proper under the circumstances. To the extent that violation of those policies does not constitute a violation of applicable law, BPD is not required to take any law enforcement action and may leave the enforcement of those policies to University.

12. Price. University, in consideration of the services provided under the terms of this Agreement, will pay the total sum of Nine Hundred Nine Thousand and Thirty Two dollars (\$909,032) to Boise City, to be paid in eleven (11) equal monthly installments consisting of Seventy Five Thousand Seven Hundred and Fifty Two Dollars (\$75,752) and a twelfth installment consisting of Seventy Five Thousand Seven Hundred and Sixty Dollars (\$75,760) commencing November 1, 2012.

If the parties agree to extend this Agreement pursuant to Section 6, the prices shall be as follows: Year 2 - \$936,303; Year 3 - \$964,392; and Year 4 - \$993,324.

For the duration of the contract, University will also pay an additional \$450 per month for dispatch overtime and parking permit costs.

13. Equipment. University shall provide office space, furniture, and equipment, including but not limited to: telephones, University computers/monitors/printer for the BPD dispatch center, and a radio communication system deemed sufficient by BPD for the purposes of this Agreement.

As part of the Agreement price, BPD agrees to provide BPD computers and printer equipment for City of Boise and law enforcement purposes. BPD also agrees to provide two (2) suitable patrol cars equipped with appropriate law enforcement equipment, such as lights, sirens, shotgun, and radio, and one unmarked patrol vehicle, as well as any law enforcement equipment carried by the officers.

The cost of the three vehicles is incorporated into this Agreement. There will be no additional charges for equipment through the year 2016. All equipment purchased through the Police Department's budget will be serviced by and is considered the property of BPD.

University will provide four (4) reserved parking stalls for BPD vehicles and substation employees. Curb parking for marked police vehicles will continue to be located in front of the substation. Properly identified police vehicles may park anywhere on campus within legal zones and restrictions. Additional parking for BPD personnel will be managed consistent with University Parking and Transportation Department policy and practice.

14. Employment. BPD personnel acting pursuant to this Agreement are not the employees of University, but remain the employees of Boise City.

15. Hold Harmless. University agrees to hold harmless, defend and indemnify Boise City and BPD, or any of their officers, agents or employees from and against all claims, losses, actions or judgments for damages or injuries to person or property arising out of or in connection with any negligent or tortuous acts or omissions of University, its officers, agents, or employees related to this agreement.

Boise City and BPD agree to hold harmless, defend and indemnify University, its officers, agents and employees from and against all claims, losses, actions, or judgments for damages, or injuries to persons or property arising out of or in connection with any negligent or tortuous acts or omissions of Boise City or BPD, their officers, agents, or employees related to this Agreement.

Provided, however, that nothing contain herein shall extend the liability of either party beyond that provided by governing law.

The City of Boise will, at its sole cost and expense, procure and maintain throughout the term of this Agreement the following:

- a. Commercial general liability insurance with limits not less than \$500,000 with combined property damage and bodily injury liability, including blanket contractual and personal injury liability;
- b. Automobile liability, including property damage and bodily injury with combined limits of not less than \$500,000; and
- c. Worker's compensation insurance in amounts as required by statute, regardless of the number of employees, or lack thereof, to be engaged in the completion of this Contract.

16. Term. This Agreement is for a period of one (1) year commencing on October 1, 2012, and ending on September 30, 2013, but may be renewed on an annual basis up to September 30, 2016, by mutual agreement in writing between the parties on or before the anniversary of the effective date of this agreement or by the continued performance of the mutual covenants of this agreement and a written agreement thereafter.

17. Entire Agreement. This Agreement constitutes the entire agreement of the parties and all other agreements, oral or written, are merged herein.

18. Cancellation and Non-Appropriation Clause. Either party may cancel this Agreement for nonperformance or poor performance on ninety (90) days written notice. Any cancellation of this Agreement based on an allegation of poor performance must be in good faith and amounts due under this Agreement shall be calculated through the actual date of termination of this Agreement rather than the date of notice of termination. Notwithstanding any other provision of this Contract, the parties shall not be obligated to continue performance hereunder if either the State of Idaho or the City of Boise fail to appropriate funds for this contract. The party whose funds were not appropriated for this agreement shall notify the other party in writing of any such non-allocation of funds at the earliest possible date.

19. Notice. Notices required or contemplated under this Agreement shall be in writing and mailed or hand-delivered to the respective parties at the following addresses, or such other addresses as the parties hereto may, by notice, designate in writing to each other.

BOISE STATE UNIVERSITY

Stacy Pearson  
Vice President of Finance and Administration  
Boise State University  
1910 University Drive  
Boise, Idaho 83725  
Phone: (208) 426.1200

BOISE POLICE DEPARTMENT

Chief Michael Masterson  
Chief of Police  
Boise City Police Department  
333 N. Mark Stall Place  
Boise, Idaho 83704  
Phone: (208) 570.6001

20. No Waiver of Future Breach. The failure of a party hereto to insist upon strict performance or observation of this Agreement shall not be a waiver of any breach or of any terms or conditions of this Agreement by any other party.
21. Severability. In the event any provision or section of this Agreement conflicts with applicable law, or is otherwise held to be unenforceable, the remaining provisions shall nevertheless be enforceable and carried into effect.
22. Attorney Fees. In the event of any litigation arising under or as a result of this Agreement or arising from all of the acts to be performed hereunder or the alleged breach of this Agreement, the prevailing party shall recover its costs and reasonable attorney fees.
23. Governing Law. This Agreement shall be governed and interpreted pursuant to the laws of the State of Idaho.
24. Amendment. No amendment, alteration, or modification of this Agreement shall be effective unless made in writing and duly executed by the parties hereto.
25. Counterparts. The parties will execute five (5) counterparts of this Agreement and each such counterpart shall be deemed an “original” for all purposes.

DATED, this \_\_\_\_ day of \_\_\_\_\_, 2012.

BOISE CITY CHIEF OF POLICE

BOISE STATE UNIVERSITY

\_\_\_\_\_  
Michael Masterson

\_\_\_\_\_  
Stacy Pearson

BOISE CITY MAYOR

ATTEST:

\_\_\_\_\_  
David H. Bieter

\_\_\_\_\_  
Boise City Clerk



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**CONSENT AGENDA**  
**JUNE 21, 2012**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Network switching infrastructure upgrade

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University requests approval to upgrade its aging and outdated 10/100Mbps network switching infrastructure. The upgrade will include approximately 450 network switches, 3 wireless network controllers, 2 network server racks, and 2 network software applications, at an estimated cost of \$1.3M. An additional \$200,000 will be used to upgrade the fiber optic and copper cable infrastructure to support a 1Gbps inter and intra-building backbone upgrade. This upgrade will replace unsupported hardware and position the University to meet the ever-increasing demand for the high bandwidth needs of a technology centric generation of learners and researchers, wireless technologies, and voice over IP.

**IMPACT**

This project has been planned and budgeted for several years and will be funded by appropriated funds. A quote for the \$1.3M portion of this purchase via state contract is attached. The fiber and copper cable will be bid and purchased as lengths are measured and implemented during the next year.

**ATTACHMENTS**

Attachment 1 - INX Project Quote

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to upgrade the network switching infrastructure, for an amount not to exceed \$1.5 million.

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

**CONSENT AGENDA  
JUNE 21, 2012**

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# Attachment 1



Quote #: 11244822-06

Date: 05/03/2012

Page: 1 of 10

Title: Switching Replacement

To: Mark Norviel

IDAHO STATE UNIVERSITY

PO BOX 8110

POCATELLO, ID 83209

From: Jamie Kelley

Presidio Networked Solutions

225 N. 9th Street

Suite 610

Boise, ID 83702

Phone: 2082824246

Email: norvmark@isu.edu

Phone: 208.338.7960

Fax: 208-338-7976

Email: jkelley@presidio.com

Account Manager: Jamie Kelley

#	Part #	Description	Qty	List Price/Discount	Price	Ext Price
1	WS-C3750X-12S-S	Catalyst 3750X 12 Port GE SFP IP Base	20	\$10,000.00	\$3,800.00	\$76,000.00
				62.00 %		
2	CAB-3KX-AC	AC Power Cord for Catalyst 3K-X (North America)	20	\$0.00	\$0.00	\$0.00
				62.00 %		
3	WS-C3750X-24T-S	Catalyst 3750X 24 Port Data IP Base	6	\$6,500.00	\$2,470.00	\$14,820.00
				62.00 %		
4	CAB-3KX-AC	AC Power Cord for Catalyst 3K-X (North America)	6	\$0.00	\$0.00	\$0.00
				62.00 %		
5	WS-C3750X-48T-S	Catalyst 3750X 48 Port Data IP Base	7	\$11,500.00	\$4,370.00	\$30,590.00
				62.00 %		
6	CAB-3KX-AC	AC Power Cord for Catalyst 3K-X (North America)	7	\$0.00	\$0.00	\$0.00
				62.00 %		
7	WS-C3560X-24T-S	Catalyst 3560X 24 Port Data IP Base	32	\$4,300.00	\$1,634.00	\$52,288.00
				62.00 %		
8	CAB-3KX-AC	AC Power Cord for Catalyst 3K-X (North America)	32	\$0.00	\$0.00	\$0.00
				62.00 %		
9	C3KX-NM-1G=	Catalyst 3K-X 1G Network Module	45	\$500.00	\$190.00	\$8,550.00
				62.00 %		
10	WS-C2960S-48FPS-L	Catalyst 2960S 48 GigE PoE 740W, 4 x SFP LAN Base	192	\$7,495.00	\$2,848.10	\$546,835.20
				62.00 %		
11	CAB-16AWG-AC	AC Power cord, 16AWG	192	\$0.00	\$0.00	\$0.00
				62.00 %		
12	WS-C2960S-24PS-L	Catalyst 2960S 24 GigE PoE 370W, 4 x SFP LAN Base	86	\$3,995.00	\$1,518.10	\$130,556.60
				62.00 %		
13	CAB-16AWG-AC	AC Power cord, 16AWG	86	\$0.00	\$0.00	\$0.00
				62.00 %		
14	WS-C2960S-24TS-L	Catalyst 2960S 24 GigE, 4 x SFP LAN Base	24	\$2,995.00	\$1,138.10	\$27,314.40
				62.00 %		



## Attachment 1

Quote #: 11244822-06

Date: 05/03/2012

Page: 2 of 10

15	CAB-16AWG-AC	AC Power cord, 16AWG	24	\$0.00	\$0.00	\$0.00
				62.00 %		
16	WS-C3560CG-8PC-S	Catalyst 3560C Switch 8 GE PoE(+), 2 x Dual Uplink, IP Base	40	\$1,795.00	\$682.10	\$27,284.00
				62.00 %		
17	CAB-AC	AC Power Cord (North America), C13, NEMA 5-15P, 2.1m	40	\$0.00	\$0.00	\$0.00
				62.00 %		
18	WS-C2960S-48TS-L	Catalyst 2960S 48 GigE, 4 x SFP LAN Base	32	\$4,995.00	\$1,898.10	\$60,739.20
				62.00 %		
19	CAB-16AWG-AC	AC Power cord, 16AWG	32	\$0.00	\$0.00	\$0.00
				62.00 %		
20	GLC-LH-SM=	GE SFP,LC connector LX/LH transceiver	62	\$995.00	\$378.10	\$23,442.20
				62.00 %		
21	GLC-SX-MM=	GE SFP, LC connector SX transceiver	354	\$500.00	\$190.00	\$67,260.00
				62.00 %		
22	GLC-T=	1000BASE-T SFP	30	\$395.00	\$150.10	\$4,503.00
				62.00 %		
23	X2-10GB-LR=	10GBASE-LR X2 Module	2	\$4,000.00	\$1,520.00	\$3,040.00
				62.00 %		
24	UCS-SP4-EV-B2M3HD	UCS SP4 EV BDL 2FI,1xCH-4xB200M3w/2x2650,64GB,2x300GB,1xVIC	1	\$0.00	\$0.00	\$0.00
				62.00 %		
25	UCS-SP-INFRA-CHSS	UCS SP BASE 5108 Blade Svr AC Chassis	1	\$14,490.00	\$5,506.20	\$5,506.20
				62.00 %		
26	CAB-AC-2500W-US1	Power Cord, 250Vac 16A, straight blade NEMA 6-20 plug, US	4	\$0.00	\$0.00	\$0.00
				62.00 %		
27	N20-CBLKB1	Blade slot blanking panel for UCS 5108/single slot	8	\$0.00	\$0.00	\$0.00
				62.00 %		
28	N01-UAC1	Single phase AC power module for UCS 5108	1	\$0.00	\$0.00	\$0.00
				62.00 %		
29	N20-FAN5	Fan module for UCS 5108	8	\$0.00	\$0.00	\$0.00
				62.00 %		
30	N20-CAK	Access. kit for 5108 Blade Chassis incl Railkit, KVM dongle	1	\$0.00	\$0.00	\$0.00
				62.00 %		
31	N20-FW010	UCS 5108 Blade Server Chassis FW package	1	\$0.00	\$0.00	\$0.00
				62.00 %		
32	UCSB-PSU-2500ACPL	2500W Platinum AC Hot Plug Power Supply for UCS 5108 Chassis	4	\$0.00	\$0.00	\$0.00
				62.00 %		
33	UCS-IOM-2208XP	UCS 2208XP I/O Module (8 External, 32 Internal 10Gb Ports)	2	\$0.00	\$0.00	\$0.00



## Attachment 1

Quote #: 11244822-06

Date: 05/03/2012

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34	UCS-SP-INFRA-FI	UCS 6248 FI w/ 12p LIC, Cables Bundle	2	62.00 % \$10,305.00	\$3,915.90	\$7,831.80
35	CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	4	62.00 % \$0.00	\$0.00	\$0.00
36	UCS-ACC-6248UP	UCS 6248UP Chassis Accessory Kit	2	62.00 % \$0.00	\$0.00	\$0.00
37	UCS-BLKE-6200	UCS 6200 Series Expansion Module Blank	2	62.00 % \$0.00	\$0.00	\$0.00
38	UCS-FAN-6248UP	UCS 6248UP Fan Module	4	62.00 % \$0.00	\$0.00	\$0.00
39	UCS-FI-DL2	UCS 6248 Layer 2 Daughter Card	2	62.00 % \$0.00	\$0.00	\$0.00
40	UCS-PSU-6248UP-AC	UCS 6248UP Power Supply/100-240VAC	4	62.00 % \$0.00	\$0.00	\$0.00
41	SFP-H10GB-CU3M	10GBASE-CU SFP+ Cable 3 Meter	8	62.00 % \$0.00	\$0.00	\$0.00
42	SFP-10G-SR	10GBASE-SR SFP Module	4	62.00 % \$0.00	\$0.00	\$0.00
43	DS-SFP-FC8G-SW	8 Gbps Fibre Channel SW SFP+, LC	12	62.00 % \$0.00	\$0.00	\$0.00
44	N10-MGT010	UCS Manager v2.0	2	62.00 % \$0.00	\$0.00	\$0.00
45	UCS-SP4-ENTV-B2M3	UCS SP4 BNDL w/B200M3,2xE5-2640,8x8GB DDR3,1xVIC	4	62.00 % \$13,450.00	\$5,111.00	\$20,444.00
46	UCS-CPU-E5-2650	2.00 GHz E5-2650/95W 8C/20MB Cache/DDR3 1600MHz	8	62.00 % \$0.00	\$0.00	\$0.00
47	N20-BBLKD	UCS 2.5 inch HDD blanking panel	8	62.00 % \$0.00	\$0.00	\$0.00
48	UCSB-HS-01-EP	Heat Sink for UCS B200 M3 server	8	62.00 % \$0.00	\$0.00	\$0.00
49	UCS-MR-1X082RY-A	8GB DDR3-1600-MHz RDIMM/PC3-12800/dual rank/1.35v	32	62.00 % \$0.00	\$0.00	\$0.00
50	UCSB-MLOM-40G-01	VIC 1240 modular LOM for M3 blade servers	4	62.00 % \$0.00	\$0.00	\$0.00
51	UCS-SP-A03-D300G	300GB 6Gb SAS 10K RPM SFF HDD/hot plug/drive sled mounted	8	62.00 % \$589.00	\$223.82	\$1,790.56
52	UCS-SP4-EV-B2M3HD	UCS SP4 EV BDL 2FI,1xCH-4xB200M3w/2x2650,64GB,2x300GB,1xVIC	1	62.00 % \$0.00	\$0.00	\$0.00



## Attachment 1

Quote #: 11244822-06

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53	UCS-SP-INFRA-CHSS	UCS SP BASE 5108 Blade Svr AC Chassis	1	100.00 % \$14,490.00	\$0.00	\$0.00
54	CAB-AC-C6K-TWLK	Power Cord, 250Vac 16A, twist lock NEMA L6-20 plug, US	4	100.00 % \$0.00	\$0.00	\$0.00
55	N20-CBLKB1	Blade slot blanking panel for UCS 5108/single slot	8	100.00 % \$0.00	\$0.00	\$0.00
56	N01-UAC1	Single phase AC power module for UCS 5108	1	100.00 % \$0.00	\$0.00	\$0.00
57	N20-FAN5	Fan module for UCS 5108	8	100.00 % \$0.00	\$0.00	\$0.00
58	N20-CAK	Access. kit for 5108 Blade Chassis incl Railkit, KVM dongle	1	100.00 % \$0.00	\$0.00	\$0.00
59	N20-FW010	UCS 5108 Blade Server Chassis FW package	1	100.00 % \$0.00	\$0.00	\$0.00
60	UCSB-PSU-2500ACPL	2500W Platinum AC Hot Plug Power Supply for UCS 5108 Chassis	4	100.00 % \$0.00	\$0.00	\$0.00
61	UCS-IOM-2208XP	UCS 2208XP I/O Module (8 External, 32 Internal 10Gb Ports)	2	100.00 % \$0.00	\$0.00	\$0.00
62	UCS-SP-INFRA-FI	UCS 6248 FI w/ 12p LIC, Cables Bundle	2	100.00 % \$10,305.00	\$0.00	\$0.00
63	CAB-9K12A-NA	Power Cord, 125VAC 13A NEMA 5-15 Plug, North America	4	100.00 % \$0.00	\$0.00	\$0.00
64	UCS-ACC-6248UP	UCS 6248UP Chassis Accessory Kit	2	100.00 % \$0.00	\$0.00	\$0.00
65	UCS-BLKE-6200	UCS 6200 Series Expansion Module Blank	2	100.00 % \$0.00	\$0.00	\$0.00
66	UCS-FAN-6248UP	UCS 6248UP Fan Module	4	100.00 % \$0.00	\$0.00	\$0.00
67	UCS-FI-DL2	UCS 6248 Layer 2 Daughter Card	2	100.00 % \$0.00	\$0.00	\$0.00
68	UCS-PSU-6248UP-AC	UCS 6248UP Power Supply/100-240VAC	4	100.00 % \$0.00	\$0.00	\$0.00
69	SFP-H10GB-CU3M	10GBASE-CU SFP+ Cable 3 Meter	8	100.00 % \$0.00	\$0.00	\$0.00
70	SFP-10G-SR	10GBASE-SR SFP Module	4	100.00 % \$0.00	\$0.00	\$0.00
71	DS-SFP-FC8G-SW	8 Gbps Fibre Channel SW SFP+, LC	12	100.00 % \$0.00	\$0.00	\$0.00





## Attachment 1

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Date: 05/03/2012

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72	N10-MGT010	UCS Manager v2.0	2	\$0.00	\$0.00	\$0.00
				100.00 %		
73	UCS-SP4-ENTV-B2M3	UCS SP4 BNDL w/B200M3,2xE5-2640,8x8GB DDR3,1xVIC	4	\$13,450.00	\$0.00	\$0.00
				100.00 %		
74	UCS-CPU-E5-2650	2.00 GHz E5-2650/95W 8C/20MB Cache/DDR3 1600MHz	8	\$0.00	\$0.00	\$0.00
				100.00 %		
75	N20-BBLKD	UCS 2.5 inch HDD blanking panel	8	\$0.00	\$0.00	\$0.00
				100.00 %		
76	UCSB-HS-01-EP	Heat Sink for UCS B200 M3 server	8	\$0.00	\$0.00	\$0.00
				100.00 %		
77	UCS-MR-1X082RY-A	8GB DDR3-1600-MHz RDIMM/PC3-12800/dual rank/1.35v	32	\$0.00	\$0.00	\$0.00
				100.00 %		
78	UCSB-MLOM-40G-01	VIC 1240 modular LOM for M3 blade servers	4	\$0.00	\$0.00	\$0.00
				100.00 %		
79	UCS-SP-A03-D300G	300GB 6Gb SAS 10K RPM SFF HDD/hot plug/drive sled mounted	8	\$589.00	\$0.00	\$0.00
				100.00 %		
80	A03-D600GA2=	600GB 6Gb SAS 10K RPM SFF HDD/hot plug/drive sled mounted	4	\$1,439.00	\$546.82	\$2,187.28
				62.00 %		
81	CSMPR50-4.2-K9	Cisco Security Manager 4.2 Professional - 50 Device License	1	\$20,000.00	\$7,600.00	\$7,600.00
				62.00 %		
82	CSMPR50-PAK4	CS Mgr Enterprise Pro 50 - Secondary PAK	1	\$0.00	\$0.00	\$0.00
				62.00 %		
83	CON-SAS-CSMPC42	SW APP SUPP Cisco Security Manager 4.2 Professional	1 for 1 yr(s)	\$4,000.00	\$2,800.00	\$2,800.00
				30.00 %		
84	L-ISE-5VM-K9=	Cisco Identity Services Engine VM - 5 VM Bundle (eDelivery)	1	\$25,990.00	\$9,876.20	\$9,876.20
				62.00 %		
85	CON-SAU-ISE5VM	SW APP SUPP + UPGR Identity Services Engine 5 Bundle VM SKU	1 for 1 yr(s)	\$5,198.00	\$3,638.60	\$3,638.60
				30.00 %		
86	L-ISE-BSE-5K=	Cisco Identity Services Engine 5000 EndPoint Base License	1	\$15,000.00	\$5,700.00	\$5,700.00
				62.00 %		
87	L-ISE-BSE-1500=	Cisco Identity Services Engine 1500 EndPoint Base License	1	\$7,500.00	\$2,850.00	\$2,850.00
				62.00 %		
88	L-ISE-BSE-500=	Cisco Identity Services Engine 500 EndPoint Base License	1	\$2,500.00	\$950.00	\$950.00
				62.00 %		
89	L-ISE-ADV3Y-100=	Cisco ISE 100 EndPoint 3Year Advanced Subscription License	1	\$5,500.00	\$2,090.00	\$2,090.00
				62.00 %		
90	AIR-LAP1142N-A-K9	802.11a/g/n Fixed Unified AP; Int Ant; A Reg Domain	120	\$995.00	\$378.10	\$45,372.00





## Attachment 1

Quote #: 11244822-06

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				62.00 %			
91	S114RK9W-12421JA	Cisco 1140 Series IOS WIRELESS LAN LWAPP RECOVERY	120	\$0.00	\$0.00	\$0.00	
				62.00 %			
92	AIR-AP-BRACKET-1	802.11n AP Low Profile Mounting Bracket ( Default)	120	\$0.00	\$0.00	\$0.00	
				62.00 %			
93	AIR-AP-T-RAIL-R	Ceiling Grid Clip for Aironet APs - Recessed Mount (Default)	120	\$0.00	\$0.00	\$0.00	
				62.00 %			
94	AIR-CT5508-50-K9	5508 Series Controller for up to 50 APs	1	\$22,495.00	\$8,548.10	\$8,548.10	
				62.00 %			
95	AIR-PWR-CORD-NA	AIR Line Cord North America	1	\$0.00	\$0.00	\$0.00	
				62.00 %			
96	WS-SVC-WISM2-5-K9=	Wireless Services Module:WISM-2: w/ 500 AP Support License	2	\$84,995.00	\$32,298.10	\$64,596.20	
				62.00 %			
97	SC-SVC-WISM2-7.2	WISM2 SW Rel. 7.2	2	\$0.00	\$0.00	\$0.00	
				62.00 %			
98	LIC-WISM2-DTLS-K9	Data DTLS License	2	\$0.00	\$0.00	\$0.00	
				62.00 %			
99	CON-SNT-WSM2500	SMARTNET 8X5XNBD Wireless Services Module:WISM-2: w/ 500	2 for 1 yr(s)	\$6,800.00	\$4,760.00	\$9,520.00	
				30.00 %			
100	L-LIC-WISM2-UPG	Primary SKU for all eDelivery upgrade option for Cisco WISM2	2	\$0.00	\$0.00	\$0.00	
				62.00 %			
101	L-LIC-WISM2-100A	100 AP Adder License for WISM-2 (e-Delivery)	2	\$15,495.00	\$5,888.10	\$11,776.20	
				62.00 %			
102	L-LIC-WISM2-DTLSK9	Data DTLS License for WISM2 - Electronic Delivery	2	\$0.00	\$0.00	\$0.00	
				62.00 %			
103	CON-SNT-LWMSUP	SMARTNET 8X5XNBD Primary SKU for all upgrade options for	2 for 1 yr(s)	\$0.00	\$0.00	\$0.00	
				30.00 %			
104	CON-SNT-LWSM21A	SMARTNET 8X5XNBD 100 AP Adder License for WISM-2	2 for 1 yr(s)	\$1,240.00	\$868.00	\$1,736.00	
				30.00 %			
105	CVR-X2-SFP10G=	X2 to SFP+ Adaptor module	4	\$200.00	\$76.00	\$304.00	
				62.00 %			
106	RCKMNT-19-CMPCT=	19in RackMount for Catalyst 3560,2960,ME-3400 Compact Switch	40	\$75.00	\$28.50	\$1,140.00	
				62.00 %			
107	CMP-MGNT-TRAY=	MAGNET AND MOUNTING TRAY FOR 3560-C AND 2960-C COMPACT SWITC	4	\$40.00	\$15.20	\$60.80	
				62.00 %			
108	L-NCS-1.0-ADD-K9	Cisco Prime NCS Add-on Licenses Family	1	\$0.00	\$0.00	\$0.00	
				62.00 %			
109	L-NCS-1.0-100-ADD	Cisco Prime NCS Add-on License for 100 Devices	1	\$8,995.00	\$3,418.10	\$3,418.10	



## Attachment 1

Quote #: 11244822-06

Date: 05/03/2012

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				62.00 %			
110	CON-SAU-NCS1ADD	SW APP SUPP + UPGR Cisco Prime NCS Add-on Licenses Family	1 for 1 yr(s)	\$0.00	\$0.00	\$0.00	
				30.00 %			
111	CON-SAU-NCS1100A	SW APP SUPP + UPGR Cisco Prime NCS Add-on Lic for 100 Devic	1 for 1 yr(s)	\$1,799.00	\$1,259.30	\$1,259.30	
				30.00 %			
112	R-WCS-PI11-M-K9	WCS 7.0 to Cisco Prime Infrastructure 1.1 Migration	1	\$1,995.00	\$758.10	\$758.10	
				62.00 %			
113	R-W-PI11-500-M-K9	WCS to Prime Infrastructure 1.1 Migration 500 Device	1	\$0.00	\$0.00	\$0.00	
				62.00 %			
114	CUCM-USR-LIC	Top Level Sku For User License	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
115	MIG-CUCM-USR-A	Migration to UC Manager Enhanced - Less than 1K Users	400	\$9.00	\$0.00	\$0.00	
				100.00 %			
116	UCSS-UCM-1-1-A	UC Manager Enh UCSS Less than 1K users - 1 user - 1 year	400	\$12.00	\$0.00	\$0.00	
				100.00 %			
117	CUCM-UCS-2500-85	CUCM 8.5 - For UC on UCS 2500 user VM	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
118	CM85-UCS-2500-UKIT	CUCM 8.5 Upgrade Media Kit for UCS	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
119	CUCM-PAK	Include PAK Auto-expanding PAK for CUCM	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
120	CUCM-USR	Include PAK Auto-expanding User for CUCM	800	\$0.00	\$0.00	\$0.00	
				100.00 %			
121	UCSS-UCM-PAK	Include PAK Auto-expanding UCSS PAK for CUCM	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
122	UCM-M-UCS-UPG-NODE	CUCM CUCM-UCS-2500 Upgrade Node	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
123	CCX-85-CMBUNDLE-K9	CCX 8.5 5 Seat CCX ENH CM Bundle - AVAILABLE ONLY FOR NEW CM	1	\$0.00	\$0.00	\$0.00	
				100.00 %			
124	CON-ESW-CUCMUSR	ESSENTIAL SW Top Level Sku For User License	1 for 1 yr(s)	\$0.00	\$0.00	\$0.00	
				100.00 %			
125	CON-ESW-MIGCUC87	ESSENTIAL SW Migration to UC Manager Enhanced	400 for 1 yr(s)	\$10.00	\$0.00	\$0.00	
				100.00 %			
126	CON-ESW-CMBUNDK9	ESSENTIAL SW CCX 8.5 5 Seat CCX ENH CM Bundle - AVAIL	1 for 1 yr(s)	\$500.00	\$0.00	\$0.00	
				100.00 %			

Idaho WSCA/NAPSO CISCO/IronPort AR233 PADD1070

Grand Total: \$1,294,976.04





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I. Agreement. The terms herein ("Standard Terms") set forth the terms and conditions under which: (i) the customer ("Customer") agrees to purchase from INX LLC ("Presidio"), a wholly owned subsidiary of Presidio Networked Solutions, Inc., the products ("Products") and services ("Services") as described herein or in the attached Quote, Statement of Work or Proposal ("Specification"); and (ii) Presidio agrees to sell and deliver such Products and Services to Customer according to such Specification. The combination of the Specification and these Standard Terms will comprise the complete agreement ("Agreement") between the parties relative to the Products and Services set forth in the Specification. Notwithstanding the foregoing, in the event the parties have executed a Master Services and Product Agreement or other written agreement which governs the purchase and sale of Products and Services ("Master Agreement"), then the Master Agreement will exclusively govern the purchase and sale of the Products and Services set forth in the Specification. Preprinted, different, or additional terms appearing on a written or electronic Customer purchase order will have no effect, and Presidio's performance of such purchase order will not constitute Presidio's acceptance of such terms. In the event of any conflict, these Standard Terms or the Master Agreement, as applicable, will prevail. The term of this Agreement will continue from date of submission of the Specification by Presidio until Customer has made payment in full.

II. Purchase, Payment and Credit. Unless specified to the contrary in the Specification, Presidio may invoice Customer for each Product or Service either: (i) as each Product is delivered or Service is rendered; or (ii) on a monthly basis. Customer will make payment to Presidio within thirty (30) days from the date of invoice. Products are deemed accepted upon delivery. Unless otherwise indicated in this Specification, Customer agrees that staff augmentation Services and Services performed on a time and materials basis will be deemed accepted as performed. Unless otherwise indicated in this Specification, all other Services will be deemed accepted upon the earlier of Presidio's receipt of a signed acceptance document, or thirty (30) calendar days from the date of the delivery of the final project deliverable. Customer will notify Presidio in writing within thirty (30) days after completion of the Services in question when any of the Services fail to conform to the standard of care set forth in this Agreement. The passage of the thirty (30) day period after completion of the Services without the notification described herein will constitute Customer's final acceptance of the Services. Unless specified to the contrary in the Specification, Customer cannot refuse to make payment for partial delivery of Products or Services. Customer will pay all charges for shipping, handling and insurance on any Products delivered. For Specifications where a trade-in credit is provided, Customer will pay the trade-in value of any equipment not received by Presidio within 60 days of Customer's receipt of the Products upon which a trade-in credit was provided.

In the event Presidio purchases Products or Services at Customer's direction in contemplation of entering into a third party leasing relationship, Customer will issue a conditional purchase order to Presidio for the purchase of such Products or Services. In the event (i) Customer does not enter into the lease agreement within the contemplated time period, (ii) Customer suffers a material adverse change (in Presidio's sole discretion) or (iii) the third-party lessor should withdraw its approval for the lease, upon demand, Customer will immediately pay Presidio for any and all hardware, software or services so purchased on Customer's behalf, at the price set forth in the applicable purchase order.

If Customer is in arrears, Presidio may, on giving notice, withhold or cancel further performance of Services or delivery of Products until Customer payments are current. If Presidio undertakes collection or enforcement efforts, Customer will be liable for all costs thereof, including reasonable attorneys' fees and court costs.

Written notice of any disputed charge must be received by Presidio within 30 days of the invoice date in order to dispute the charge. This notice must include the invoice number in dispute, the items and amounts disputed, and a complete description of the basis for Customer withholding payment. Notice of any disputed charge does not release Customer from the obligation of paying any remaining balance of the invoice under the terms specified. Upon resolution of the disputed charge, Presidio will issue a credit memo or Customer will pay the total amount outstanding referenced by the dispute. Any disputed charge resolved in Presidio's favor will accrue late payment fees.

Should additional work beyond the scope of the Services detailed in a Specification be requested by Customer, Presidio will have no obligation to perform such additional work unless the parties agree in writing upon the scope of such additional work and the fees for such additional Services through a change order, an additional Specification, or other written agreement executed by the parties. These Standard Terms, or the Master Agreement, as applicable, will govern the provision of such additional Services.

III. Shipping and Returns. All orders will be shipped FOB origin (FOB destination (CONUS) applicable to Federal Government Customers only). Orders shipped from a manufacturer to Presidio at customer request for warehousing, configuration, storage or otherwise, will be deemed to have been shipped FOB origin. Presidio reserves the right to refuse a Product for return in the event the manufacturer will not provide a full refund. Certain items such as software, special orders including distribution orders and discontinued Products are sold "as is" and cannot be returned. Returns, if possible, are subject to current manufacturer's policies and require a Return Materials Authorization ("RMA") number in advance of the return. Returns without an RMA will be refused. COD shipments will be refused.

IV. Taxes. All sales, use, excise, value added, or personal property taxes; tariffs or import fees; and other governmental charges will be paid by Customer and are Customer's responsibility except as expressly limited by law. A valid Tax Exemption Certificate must support exception to this provision. Customer holds Presidio harmless from paying such taxes and charges.

V. Security Interest and Sellers Option. Customer hereby grants to Presidio a security interest in any and all Products purchased by Customer from Presidio to secure all obligations of Customer to Presidio, including but not limited to any obligation of payment. Customer agrees that in the event of any continuing payment default, Presidio will have, in addition to its rights under the law, the right to repossess such goods without further operation of law and without notice to Customer. Customer further agrees to execute any additional documents necessary to perfect or continue the security interest created by this agreement. If at any time, Customer is in arrears on account, Presidio may then withhold performance or cancel this Agreement and seek redress for damages, including lost profits, offsetting any deposit there against, and further recover its costs including reasonable attorney and collection fees.

VI. Limitations and Disclaimers of Warranties

Original Equipment Manufacturer ("OEM") Products and Services—Disclaimer of Warranties.

PRESIDIO MAKES NO EXPRESS OR IMPLIED REPRESENTATIONS OR WARRANTIES INCLUDING BUT NOT LIMITED TO WARRANTIES





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OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NON-INFRINGEMENT REGARDING PRODUCTS OR SERVICES THAT ARE PROVIDED BY THIRD PARTIES INCLUDING OEM OR THIRD PARTY SUPPORT, MAINTENANCE, OR WARRANTY AGREEMENTS. ONLY OEM WARRANTIES, CERTIFICATIONS AND GUARANTEES, IF ANY, APPLY TO PRODUCTS AND OEM SERVICES, AND PRESIDIO MERELY PASSES THROUGH TO THE CUSTOMER ANY SUCH WARRANTIES. PRESIDIO WILL NOT BE LIABLE TO CUSTOMER FOR ANY OEM OR THIRD PARTY WARRANTIES UNDER ANY CIRCUMSTANCES. ALL PRODUCTS AND OEM SERVICES PROVIDED BY PRESIDIO ARE PROVIDED "AS IS."

**Presidio Services.** Presidio warrants to Customer that Services rendered by Presidio will be performed in a skillful and professional manner commensurate with the requirements of this effort.

**Presidio Products.** With respect to Products manufactured by Presidio, Customer is referred to the specific warranty documentation associated with that product. In the absence of such specific warranty, Presidio warrants that products will be free from defects in workmanship and materials for a period of 90 days from the date the Customer purchased the product. Products failing to meet these conditions will be repaired or replaced by Presidio, at Presidio's sole discretion. With respect to software developed by Presidio, Presidio warrants that software will perform substantially according to specifications, but does not warrant that software will be free from defects.

**No Other Warranties.** PRESIDIO MAKES NO OTHER WARRANTIES REGARDING ITS SERVICES OR PRODUCTS, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT. DUE TO THE CONTINUAL DEVELOPMENT OF NEW METHODS FOR ATTACKING NETWORKS, PRESIDIO PRODUCTS ARE NOT WARRANTED TO BE FREE OF VULNERABILITY TO INTRUSION OR ATTACK.

**VII. Limitation of Liability; No Consequential Damages.** Customer's recovery for breach of any applicable warranties of manufacturer or supplier is limited to recovery against such manufacturer or supplier. In the event of a claim by Customer for breach of Product warranty, such claim is subject to the manufacturer's warranty policy. Upon request, Presidio will take all actions reasonably necessary to secure Customer's rights under such third party warranties.

PRESIDIO WILL NOT BE LIABLE FOR, AND WILL NOT INDEMNIFY CUSTOMER FOR, ANY CLAIMS OF PATENT OR OTHER INTELLECTUAL PROPERTY INFRINGEMENT, INCLUDING CONTRIBUTORY INFRINGEMENT OR INDUCEMENT TO INFRINGE, BASED ON OR RELATED TO THE PRODUCT, SERVICES OR ANY INFORMATION PROVIDED BY PRESIDIO. CUSTOMER RELEASES PRESIDIO FROM ANY AND ALL LIABILITY OR DUTY TO INDEMNIFY CUSTOMER FOR ANY SUCH CLAIMS. PRESIDIO IS NOT RESPONSIBLE FOR DETERMINING WHETHER OR NOT OBTAINING A LICENSE FOR ANY PATENTS IS ADVISABLE, OR FOR OBTAINING ANY SUCH LICENSE ON CUSTOMER'S BEHALF, OR FOR PAYING ANY FEES RELATED TO SUCH LICENSES.

PRESIDIO WILL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES WHATSOEVER (INCLUDING, BUT NOT LIMITED TO, DAMAGES FOR: LOSS OF PROFITS, LOSS OF CONFIDENTIAL OR OTHER INFORMATION, LOST DATA, BUSINESS INTERRUPTION, PERSONAL INJURY, NEGLIGENCE, AND ANY OTHER PECUNIARY OR OTHER LOSS WHATSOEVER) ARISING OUT OF OR IN ANY WAY RELATED TO THE PROVISION OF PRODUCTS OR SERVICES PROVIDED HEREUNDER, EVEN IF PRESIDIO HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. PRESIDIO'S ENTIRE LIABILITY FOR EACH PRODUCT OR SERVICE WILL BE LIMITED TO THE AMOUNT ACTUALLY PAID TO PRESIDIO BY CUSTOMER FOR THE PRODUCT OR SERVICE GIVING RISE TO THE LIABILITY. THESE LIMITATIONS, EXCLUSIONS AND DISCLAIMERS WILL APPLY, EVEN IF ANY REMEDY FAILS ITS ESSENTIAL PURPOSE.

**VIII. Employee Non-Solicitation.** Customer agrees that it will not hire, solicit for hire, or retain the services of Presidio's employees engaged in providing support or services under this Agreement during the term of the Agreement and for a period of twelve (12) months thereafter without Presidio's prior written consent.

**IX. Confidential Information.** The parties agree that Confidential Information means any information disclosed by the disclosing party to the receiving party, either directly or indirectly, in writing, orally or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment, Presidio "Client lists" or other Presidio Client information not known to the public), which is designated as "Confidential," "Proprietary" or some similar designation, or is the type of information which should reasonably be recognized as Confidential or Proprietary. The receiving party shall not use any Confidential Information of the disclosing party for any purpose except to evaluate and engage in discussions concerning the Agreement. Each party agrees to protect the other party's Proprietary and Confidential Information to the same extent that it protects its own Proprietary and Confidential Information but with no less than a reasonable degree of care.

**X. Intellectual Property.** Customer acknowledges that Presidio, its vendors, and its licensors retain all patents and copyrights in and to all proprietary data, processes and programs, if any, provided in connection with Services performed hereunder; any Presidio software provided to Customer as part of the Services provided will be subject to the vendor's, licensor's or OEM's software licenses and copyright and licensing policies. To the extent such software is developed by Presidio, it is provided by nontransferable, nonexclusive license for Customer's internal use only, subject strictly to this Agreement. Customer will not duplicate, reverse engineer or decompile any such software.

**XI. Back Up Copies.** Customer is responsible for making back-up copies of all data prior to Presidio's performance of the Services. Presidio will not be responsible for any data loss arising out of its performance of the Services. Presidio is not liable for software damage due to any outside factor, i.e. software virus.

**XII. Import and Export.** Import Clearance and Documentation - Customer will be responsible for the Customs clearance process, where applicable, and for obtaining any and all required licenses and permits as well as satisfying any formalities required to import Products in accordance with all applicable laws and regulations, including but not limited to the payment of duties, taxes, surcharges, fees and any special assessments and take all other actions required in connection with the importation and Customs clearance of Products. Customer will be responsible for ensuring documentation necessary for the import and Customs clearance process and recordkeeping meets all applicable laws and regulations. Customer has been advised that all Products purchased hereunder and Presidio Confidential Information are subject to the U.S. Export Administration Regulations. Customer agrees to comply with all applicable United States export control laws, and regulations, as from time to time amended, including without limitation, the laws and regulations administered by the United States Department of Commerce and the United States Department of State.



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**XIII. Other Terms.**

**Independent Contractors.** The parties are and shall be independent entities and nothing in this Agreement shall be deemed to create an agency, partnership, or joint venture between the parties.

**Assignment.** Neither party may assign its rights or obligations under this Agreement without the prior written consent of the other party. Notwithstanding the foregoing, (i) Presidio may freely assign this Agreement or any of its rights or obligations, in whole or in part, to any parent, subsidiary, or affiliate; (ii) in the event of a change in control or acquisition of Presidio or substantially all of its assets, no prior consent is required of the other party.

**Force Majeure.** In the event that any of Presidio's obligations hereunder are interfered with by any circumstances beyond the reasonable control of Presidio, including without limitation, acts of war, terrorism, civil disobedience, severe weather or other acts of God, failures of suppliers to deliver equipment; then Presidio's sole obligation to perform will be on a best effort basis.

**Dispute Resolution, Governing Law.** Any dispute arising from this Agreement which cannot be resolved through the process of consultation and negotiation will be governed by the laws of, and exclusively determined by the courts of, the state of Texas. Any dispute relating directly or indirectly to the Agreement or any other contract or agreement between the parties which cannot be resolved through the process of consultation and negotiation shall be brought in a court of competent jurisdiction in Dallas County, Texas, that being the exclusive venue for any dispute between or any claims held by any of the parties to the Agreement.

**Severability and Amendment.** This Agreement constitutes the entire agreement of the parties and supersedes all prior representations, proposals, discussions, and communications and may only be amended in writing by authorized representatives of both parties. If any provision of this Agreement is held to be invalid, void, or unenforceable, the remaining provisions will nevertheless remain in full force and effect.

**Order of Precedence.** To the extent any conflict exists between the Standard Terms and the Specification, the order of precedence shall be the Standard Terms, and then the Specification.

**Survival.** The provisions of this Agreement that under a commercially reasonable interpretation reveal that the parties likely would have such provisions survive termination or expiration of this Agreement will survive to the extent necessary to fulfill the purpose of such provision. This includes provisions regarding warranties, disclaimer of warranties, exclusion of damages, limitations of liability, the obligation of Customer to make payments, maintain the confidentiality of the Agreement, and refrain from hiring or soliciting to hire employees.

Customer hereby authorizes and agrees to make timely payment for products delivered and services rendered, including payments for partial shipments

\_\_\_\_\_  
Customer Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Presidio Representative\_\_\_\_\_  
Date

**CONSENT**  
**JUNE 21, 2012**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Changes in Constitution and Bylaws of the University Faculty.

**REFERENCE**

November 18, 1966	The Board approved the Bylaws of the University Faculty.
June 18, 2009	The Board approved the Constitution of the University Faculty.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.C.2.

**BACKGROUND/DISCUSSION**

The State Board of Education/Regents Policy III.C.2 states that “[t]he 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.” The Constitution of the University of Idaho faculty is set out in Faculty Staff Handbook (FSH) Section 1520 and the Bylaws are set out in FSH section 1580. The University of Idaho faculty proposes the following changes:

- a. FSH 1520 Article III Section 1 Clause A (Venue) to clarify the venues available to university faculty for participation in faculty meetings;
- b. FSH 1520 Article V Section 2 Clause A (2) (University Centers) to clarify the rights of faculty senators from university centers to participate in faculty senate meetings and the voting rights of the Associated Faculties of the university;
- c. FSH 1520 Article V Section 2 Clause A (5) to increase the number of staff representatives from one to two to serve on the faculty senate with voting privileges;
- d. FSH 1520 Article V Section 4 to call for the staff representatives to now serve staggered two year terms;
- e. There are non-substantive corrections in Article III Section 1. Clause B and Section 3 Clause C, and in Article V Section 1 Clause A (2); and
- f. FSH 1580 Article VI Section 3 and Section 4 to recognize that the Associated Students of the University of Idaho (ASUI) Senate represents undergraduate students (and will select the two undergraduate student



**CONSENT**  
**JUNE 21, 2012**

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representatives to the faculty senate) and that the Graduate and Professional Student Association (GPSA) represents graduate and professional students (and will elect the graduate student representative).

In accordance with University of Idaho policies, the constitution change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the April 24, 2012, General Faculty Meeting. These policy changes were then presented to the president of the university who has approved them and now presents them to the Regents for approval.

**IMPACT**

The University of Idaho anticipates no specific fiscal impact from the changes in FSH 1520 or FSH 1580.

**ATTACHMENTS**

Attachment 1 – Proposed Revisions to FSH 1520 (Faculty Constitution) Page 3

Attachment 2 – Proposed Revisions to FSH 1580 (Bylaws of the  
Faculty Senate) Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the proposed changes to the Constitution and Bylaws of the University of Idaho Faculty Staff Handbook.

**BOARD ACTION**

I move to approve changes to University of Idaho faculty constitution as set forth in the materials submitted to the Board as attachment 1.

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

I move to approve changes to University of Idaho Faculty Senate Bylaws as set forth in the materials submitted to the Board as attachment 2.

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

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2011

1520

CONSTITUTION OF THE UNIVERSITY FACULTY

**NOTE:** *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20<sup>th</sup> century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-09]*

CONTENTS:

Preamble

Article I. General Provisions

Article II. Faculty Classifications

Article III. Faculty Meetings

Article IV. Responsibilities of the University Faculty

Article V. Faculty Senate

Article VI. Rules of Order

Article VII. Amendments

**PREAMBLE.** The faculty of the University of Idaho, designated "university faculty," as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

**ARTICLE I--GENERAL PROVISIONS.**

**Section 1. Regents.** The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

**Section 2. President.** The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] [ed. 7-00]

**Section 3. Faculty Senate.** This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] [ed. 7-00, 7-09]



## UI FACULTY-STAFF HANDBOOK

## Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

## Section 1520: Constitution of the University Faculty

**Section 4. Constituent Faculties.** The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university.

**Clause A. College Faculties.** The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

**Clause B. Faculties of Subdivisions.** If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

**Clause C. Interim Government.** The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. *[ed. 7-09]*

**Clause D. Matters of Mutual Concern.** The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. *[ed. 7-09]*

## ARTICLE II--FACULTY CLASSIFICATIONS.

**Section 1. University Faculty.** The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., “assistant research professor”, “assistant clinical professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

**Section 2. Emeriti.** Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.] *[ed. 7-00, 7-09]*

### Section 3. Associated Faculties.

**Clause A.** The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. *[ed. 7-00, 7-09]*

**Clause B.** Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty’s representation on the Faculty Senate. *[ed. 7-09, rev. 7-11]*

**Section 4. General Faculty.** “General faculty” is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

## UI FACULTY-STAFF HANDBOOK

## Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

## Section 1520: Constitution of the University Faculty

## ARTICLE III--FACULTY MEETINGS.

**Section 1. Meetings.** The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. *[ed. 7-09]*

**Clause A. Venue.** ~~University F~~faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B below. ~~Venues will be designated annually by faculty senate as described in 1540 A-1.~~ *[add. 7-09]*

**Clause B. Participation.** To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary's ~~d~~Delegates at remote sites). *[add. 7-09]*

**Section 2. Secretary.** The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. *[rev. 7-09]*

**Section 3.**

**Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates.** A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. *[rev. 7-97, 7-09]*

**Clause B. Recognition of Speakers.** Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. *[add. 7-09]*

**Clause C. Recording of Votes.** In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary's ~~Delegate~~ delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). *[add. 7-09]*

**Clause D. Secretary's Delegates.** Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. *[add. 7-09]*

**Section 4. Agenda.** An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] *[ed. 7-00, 7-09]*

**Clause A. Responsibility.** The president is responsible for the agenda and it is issued under the president's direction.

**Clause B. Agenda Items from Individual Members.** Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

## UI FACULTY-STAFF HANDBOOK

## Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

## Section 1520: Constitution of the University Faculty

**Clause C. Resolutions Requiring Action.** Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] *[ed. 7-00]*

**Clause D. Proposed Changes of Written Policies or Regulations.** Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

**Clause E. Agenda for Emergency Meetings.** If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

**ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY.** Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

**Section 1. Standards for Admission.** The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

**Section 2. Academic Standards.** The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

**Section 3. Courses, Curricula, Graduation Requirements, and Degrees.** Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

**Section 4. Scholarships, Honors, Awards, and Financial Aid.** The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

**Section 5. Conduct of Students.** The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "Student Judicial System." [See 2200, 2300, and 2400.]

**Section 6. Student Participation.** The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them. *[ed. 7-09]*

**Section 7. Selection of Officers.** The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

**Section 8. Governance of Colleges and Subdivisions.** The university faculty promulgates general standards to

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guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] *[ed. 7-06, 7-09]*

**Section 9. Faculty Welfare.** The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

**Section 10. The Budget.** Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.] *[ed. 7-05]*

**Section 11. Committee Structure.** The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640] *[ed. 7-97, 7-09]*

**Section 12. Organization of the University.** The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

**Section 13. Bylaws of the Faculty Senate.** The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.] *[ed. 7-09]*

## ARTICLE V--FACULTY SENATE.

**Section 1. Function.** The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.] *[ed. 7-09]*

**Section 2. Structure.** The senate is constituted as follows: *[ed. 7-09]*

**Clause A. Elected Members.** *[ed. 7-00]*

(1) **College Faculties.** The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. *[ed. 7-09]*

(2) **University Centers.** The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of ~~telephone or other appropriate technology available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific~~<sup>[a]</sup>. *[add. 7-09, rev. ?]*

(3) **Faculty-at-Large.** Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for

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college faculties. [See 1566.] *[ed. & ren. 7-09]*

**(4) Dean.** The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

**(5) Staff.** The representative body (Staff Affairs) of the university staff elects ~~one-two~~ employees<sup>[a2]</sup> who ~~does~~ not have faculty status to serve with vote in the senate. *[ed. & ren. 7-09]*

**(6) Students.** Two undergraduate students and one graduate student, ~~and one student from the College of Law~~<sup>[a3]</sup>—serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09]*

**Clause B. Members *Ex Officiis*.** The president or the president's designated representative and the secretary of the faculty are members *ex officiiis* of the senate, with voice but without vote. *[ed. 7-09]*

**Section 3. Officers.** Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. *[ed. 7-09]*

**Section 4. Terms of Office.** Elected faculty members of the senate serve for three years. The academic dean shall serve one year, ~~and~~ the staff representatives shall serve for staggered two one-year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the senate may serve an immediately ensuing term [but see 1580 III-3]. *[ed. 7-09]*

**Section 5. Eligibility.** Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate. *[ed. 7-09]*

**Section 6. Elections.** Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit. *[ed. 7-09]*

### Section 7. Vacancies.

**Clause A.** If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.] *[ed. 7-09]*

**Clause B.** The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned. *[ed. 7-09]*

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**Section 8. Recall.** The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. *[ed. 7-09]*

**ARTICLE VI--RULES OF ORDER.** The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action. *[ed. 7-09]*

**ARTICLE VII--AMENDMENTS.** This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

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## Section 1580: Bylaws of Faculty Senate

**Section 5. Order of Business.** The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications; (c) committee reports; (d) special orders; (e) unfinished business and general orders; and (f) new business.

**Section 6. Communications.** Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. *[ed. 7-10]*

**Section 7. Alternates.** Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. *[ed. 7-10]*

**Section 8. Policy Actions.** Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present. *[ed. 7-97, 7-10, rev. 7-11]*

**Section 9. Motions.** Motions involving the formulation or change of policy should be in writing and handed to the secretary. The minutes are to show the names of the person making a motion and of the seconder.

**Section 10. Record of Attendance.** The minutes are to show the names of members attending and of those absent from meetings.

**Section 11. Voting.** Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.) *[ed. 7-10]*

**Section 12. Open Meetings.** The university faculty's general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in 1620. *[ed. 7-10]*

**Section 13. Publication of Minutes.** The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified. *[ed. 7-97, 7-10, rev. 7-11]*

## ARTICLE VI--STUDENT MEMBERS.

**Section 1. Qualifications.** The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree. ~~The College of Law student must be regularly enrolled in the college's program leading to a law degree~~<sup>[a1]</sup>.

**Section 2. Terms of Office.** Student members are elected for one-year terms and are eligible for reelection for a second term.

**Section 3. Election.** The election of ~~the two undergraduate-student representatives and the graduate-student representative~~ students to serve on the senate is entrusted to the ASUI Senate. ~~The election of one-graduate-student representative is entrusted to the Graduate and Professional Student Association.~~ [FJB2] ~~The election of one College of Law student is entrusted to the Student Bar Association of the College of Law.~~ [W3] *[ed. 7-10]*

**Section 4. Vacancies.** Vacancies occurring in student positions are filled by the ASUI, ~~and GPSA and SBA as appropriate~~ Senate.



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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation (IDVR) Advisory Council Appointment

**REFERENCE**

February 2012

Board approved appointments to the  
State Rehabilitation Advisory Council

**APPLICABLE STATUTE, RULE, OR POLICY**

Federal Regulations 34 CFR§361.

**BACKGROUND/DISCUSSION**

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;

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- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (5) nominations for appointment. The Council is requesting the Board to appoint: Angela Lindig as a representative of a parent training and information center; Sean Burlile as a representative of a Disability Advocacy Group. Sean has fulfilled one three (3) year term which ends June 24, 2012 and is the current Chair of the SRC; Mark E. Marrott as a representative of a Business, Industry and Labor; Max Sorenson to fill the position of a qualified vocational rehabilitation counselor, and Lori Gentillon as a representative of a community rehabilitation program service provider.

**IMPACT**

Approval of the above nominations will bring the IDVR Advisory Council membership to a total of twenty (20) and will fill all but one of the minimum positions on the council. Minimum composition for the council is 15 members. At the end of June, 2012, the council membership will be reduced by five (5) members whose terms are ending. The one remaining minimum position which needs to be filled is for a representative of the Workforce Development Council.

**ATTACHMENTS**

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Angela Lindig	Page 6
Attachment 3 – Sean Burlile	Page 10

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Attachment 4 – Mark E. Marrott  
Attachment 5 – Max Sorenson  
Attachment 6 – Lori Gentillon

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**BOARD ACTION**

I move to approve the appointment of Angela Lindig as a representative of a parent training and information center to the Vocational Rehabilitation State Rehabilitation Council for a term of three years July 1, 2012 and ending June 30, 2015.

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

I move to approve the reappointment of Sean Burlile to the Vocational Rehabilitation State Rehabilitation Council as a representative of a disability advocacy group for a term of three years effective June 24, 2012 and ending June 30, 2015.

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

I move to approve the appointment of Mark E. Marrott to the Vocational Rehabilitation State Rehabilitation Council as a representative for business, industry and labor for a term of three years effective July 1, 2012 and ending June 30, 2015.

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

I move to approve the appointment of Max Sorenson to the Vocational Rehabilitation State Rehabilitation Council as a representative for qualified vocational rehabilitation counselors for a term of three years effective July 1, 2012 and ending June 30, 2015.

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

I move to approve the appointment of Lori Gentillon to the Vocational Rehabilitation State Rehabilitation Council as a representative of a community rehabilitation program service provider for a term of three years effective July 1, 2012 and ending June 30, 2015.

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

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<b>Members Shall Represent:</b>	<b>Number of Representative s Required</b>	<b>Name</b>	<b>Term Ends</b>
<b>Former Applicant or Recipient</b>	Minimum 1	Chris Bergmann	6/24/2012
		Lonnie Pitt	6/30/2015
<b>Parent Training &amp; Information Center...</b>	Minimum 1	Vacant	
<b>Client Assistant Program</b>	Minimum 1	Dina Flores -Brewer	n/a
<b>VR Counselor</b>	Minimum 1	Roxanne Egeland(Vacant 6/12)	6/24/2012
<b>Community Rehabilitation Program</b>	Minimum 1	Russ Doumas (vancant 6/12)	6/24/2012
<b>Business, Industry and Labor</b>	Minimum 4	Arnold Cantu	6/30/2014
		Gordon Simpson	6/30/2014
		Angela Sperry	6/30/2015
		Jennifer Hoppins	6/30/2015
		Rachel Damewood	6/30/2014
<b>Disability Advocacy groups</b>	No minimum or maximum	Sean Burlile(renominate 6/12)	6/24/2012
		Terry Thomas(Vacant 6/12)	6/24/2012
		James W. Smith	6/30/2015
		James Solem	6/30/2013
		Kathy Buswell	6/30/2014
<b>State Independent Living Council</b>	Minimum 1	Robbi Barrutia	6/30/2013
<b>Department of Education</b>	Minimum 1	Irene Vogel	6/30/2014
<b>Director of Vocational Rehabilitation</b>	Minimum 1	Don Alveshere	n/a
<b>Idaho's Native American Tribes</b>	Minimum 1	Ramona Medicine Horse	6/30/2014
		David Miles	6/30/2014
<b>Workforce Development Council</b>	Minimum 1	Tom Hally(Vacant 6/12)	6/24/2012

# CONSENT AGENDA

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### Angela Lindig

902 N. Argyll Dr.  
Boise, Idaho 83702  
208-860-0223  
[angelalindig@gmail.com](mailto:angelalindig@gmail.com)

#### About:

Angela Lindig and her husband Darin live in Boise, Idaho with their three children, Amber (15), Ryan(14) and Elise(12). Prior to having children, Angela worked in Property Management, Mortgage Insurance, Title Insurance and Property Development throughout Houston, TX and Boise, ID. Angela and Darin's first child was born in February 1996 and ultimately was diagnosed with Atypical Rett Syndrome. Their youngest child, Elise was adopted in 2002 from Bucharest, Romania. Elise is diagnosed with Reactive Attachment Disorder, Bipolar Disorder, ADHD and Spina Bifida. Angela's experiences as a parent to children with disabilities and special health care needs dramatically changed her life. Her work for the past 15 years has been in supporting and educating and advocating for individuals and families who have children with disabilities.

#### Experience:

Idaho Parents Unlimited, Inc. – Executive Director

- Oversee all day-to-day operations, including the management of staff and organizational budgets.
- Train parents and families of children with disabilities their rights under IDEA as well as Family Centered Health Care through workshops, in person, and via 1:1 telephone assistance.
- Organize and lead the Family to Family Health Information Center Advisory Council and Family Voices Parent Mentoring Group. The two groups meet to share resources and information with regards to Children with Special Health Care Needs in Idaho and assist in meeting the goals and objectives of the F2F grant.
- Collect and report data to Family Voices and (Human Resources Services Administration) HRSA on behalf of the F2F HIC grant four times per year.
- Work to improve data collection, reporting and analysis systems
- Serve on collaborative committees such as the Interagency Council on Secondary Transition, The Consortium of Idahoans with Disabilities (CID), the Statewide Autism Planning Group, Regional Infant Toddler Committees (Regions 3 and 4), AIM Early (Idaho Association for Infant Toddler Mental Health) and other ad hoc committees as needed including CID Policy/Advocacy Committees, Children's Medicaid Redesign Habilitative Supports Training Advisory Committee and Children's Medicaid Redesign School Based Services Committee.
- Lead a monthly support group for families which also provided them with a training and information relevant to their needs.
- Market the activities of the organization through email marketing, social networking and traditional methods such as flyers, advertisements and word of mouth.
- Increase knowledge of systems and services for people with disabilities including: Medicaid, Private Insurance, IDEA, the IEP Process, The ADA and Section 504, Juvenile Justice, Children's Mental Health Services, Personal Care and Nursing Services, IDAPA, Legislative Processes, Children's Special Health Care Programs, Medical Home, Transition to Adulthood and Advocacy.
- Assisted staff with organization of schedules and events to ensure we were serving families statewide and from a diverse population.

The Adventure Island Playground - Project Director - Volunteer (2000 – 2009)

- Spearheaded the effort to raise approximately \$500,000 through grassroots fundraising in partnership with The City of Meridian and Saint Alphonsus Regional Medical Center.
- Researched and wrote successful cash grants to local and national foundations.

Angela Lindig – Resume

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- Cultivated donors and ensured timely and appropriate recognition.
- Hosted Focus Groups to build community involvement and awareness over the course of a year.
- Led a Steering Committee in monthly meetings and activities. This included keeping them motivated and active over the course of seven years.
- Organized a "Community Build Event" in which approximately 300 volunteers built the main playstructure by hand in one day.
- Obtained sponsorship for build day including a \$10,000 in cash contributions, food, music and children's activities.
- Initiated change within the State of Idaho by promoting human rights, inclusion and the importance of universal access.
- Gave consultation to other communities to help them achieve similar goals. Most notably, consulted with a group of volunteer citizens in Idaho Falls who successfully modeled their playground after Adventure Island.
- Gave many public presentations for fundraising purposes as well as to create awareness of universally accessible playgrounds and adaptive recreation.
- Created an activity program for two years at the playground called "Treasure Seekers" in which children both with and without disabilities were paired up to play together, do a craft activity and share a picnic lunch.

### State of Idaho Independent Living Council (2005-2011)

- Served as Chair of the SILC 2009-2011
- Served as Vice-Chair 2007-2009
- Responsible for hiring two Executive Directors during the time period as Chair. Led the Executive Committee and Search Committees through this process.
- Worked collaboratively with the Idaho Commission for the Blind and Visually Impaired and the Idaho Division of Vocational Rehabilitation to develop and implement the State Plan for Independent Living.
- As a Council member serving Parents Interests, I researched other states' systems for Children's Mental Health and attempted to work with Idaho Medicaid to consider options for families whose income is too high to qualify for Medicaid to obtain counseling and therapy services under the Katie Beckett option or through a new waiver program.
- Collectively and individually advocated on behalf of people with disabilities to allow for greater independence by working together to tackle key issues which include transportation, employment, housing, Medicaid and issues surrounding Mental Health.
- Assisted in the planning of the 2009 We Are Family Conference and led the rally and march to the Idaho Capitol Building in support of Home and Community Based Services. Emceed the rally on the steps of the State Capitol.
- Collectively and individually collaborated with other disability and state agencies, the Centers for Independent Living and the Idaho Legislature.

### State of Idaho Infant Toddler Committee – Region IV (1998-2000)

- Served as a Parent Representative while my daughter was receiving therapies through the Infant Toddler Program.
- Gained knowledge about the services that were available to infants and toddlers with disabilities.
- Worked with Patricia Williams, Idaho Careline Director, to formally launch the Idahochild.org website along with Mayor Brent Coles and Governor Phil Batt.
- Created a "Special Needs Index" within the website.
- Spoke to new Service Coordinators about the needs of families with children who have disabilities.
- Testified before the Idaho Legislature on behalf of the Infant Toddler Program.

### Other Volunteer Projects and Speaking Events:

- Speaker on Disability Rights in Idaho – Dialogue – Idaho Public Television - 2009
- Created the Treasure Valley Resource Fair held in the summers of 2006, 2007 and 2009 at the Adventure Island Playground for families who have children with disabilities. Mobilized volunteers to run the event. Secured sponsorship with The Idaho Council on Developmental Disabilities, Norco Medical, Thomas Cuisine Management and most recently CK Quade Law. This event is usually attended by approximately 500 people.

Angela Lindig - Resume



# CONSENT AGENDA

## JUNE 21, 2012

- Speaker at the Special Olympics World Games Torch Run Event in Meridian, Idaho – 2009.
- Speaker at the State Independent Living Council Annual Conference in Boise, Idaho – Adaptive Recreation – 2008
- Organized the Idaho Rett Syndrome Symposium in April 2004 with The Boise State University Department of Biology, Saint Alphonsus Regional Medical Center, The Ada-Canyon Medical Education Consortium and the Northwest Rett Syndrome Foundation. More than a hundred people attended this half day Symposium which helped create awareness and a greater understanding of the Syndrome which is highly undiagnosed and/or misdiagnosed.
- Assisted in the creation of a local support group for parents of children who have Reactive Attachment Disorder in February – 2004. We worked to lift each other up in hard times as well as determine what community supports our children might best benefit from.
- Speaker at the Northwest Rett Syndrome Foundation Annual Conference – Adaptive Recreation - Coeur d'Alene, ID 2003
- Wrote articles for the Idaho Child website and taught a class for parents of children who attended the Head Start program titled "Internet Search Tips for Parents."
- Served on the Executive Advisory Committee of UCP Idaho.
- Served on the Board of Directors of Dustin's Paw – Canine Enhanced Therapy Services.
- Parent of three children – all of whom have disabilities and unique special health care needs.

### Previous Employment

Office Manager - Grossman Family Properties – Boise, Idaho (1995-1996 & 1997)

- Handled all aspects of the general office duties as necessary during the development of Hidden Springs, a master planned community north of Boise.
- Managed the office budget and accounting systems using Quicken Bookkeeping Software.
- Assisted in the early development of the Hidden Springs Community School.

Title Policy Typist - American Land Title Corporation – Boise, Idaho – (1993-1995)

- Worked in the Title Insurance department typing policies.
- Gained extensive knowledge of the Title Insurance industry.

Asst. Manager/Leasing - Multiple Property Management Companies – Houston, TX (1988-1992)

- Worked in all areas of property management throughout the City of Houston. Managed leasing, accounts receivable, rent roll, move-ins and move-outs as well as the basic day to day needs of the residents.
- Assisted in the management of a full-time maintenance staff.
- Handled evictions including legal filings, landlord liens and court appearances associated with non-payment of rent or a violation of lease terms.

### Education:

The Real Estate School – Houston, TX – 1990 – Certificates of Completion

Camas High School – Camas, WA – 1986 Graduate

### Awards and Recognition:

City of Meridian – Mayor's Legacy Award – 2010

Idaho Chapter of the Association of Fundraising Professionals - Volunteer Fundraiser of the Year – 2009

The Adventure Island Playground – Nickelodeon's Parent's Picks – Best Playground for Little Kids and for Big Kids in the Boise Area - 2008

Idaho Task force on the Americans With Disabilities – Disabilities Leadership Award – 2005

Outstanding Parent of the Year – Idaho Parents Unlimited, 2002

Angela Lindig - Resume

**CONSENT AGENDA  
JUNE 21, 2012**

**References:**

Mayor Tammy DeWeerd  
City of Meridian  
33 East Broadway Ave., Ste. 300  
Meridian, ID 83642  
208-489-0529  
[mayortammy@meridiancity.org](mailto:mayortammy@meridiancity.org)

Marilyn Sword  
Idaho Council on Developmental Disabilities  
700 W. State St.  
Boise, Idaho 83702  
[marilyn.sword@icdd.idaho.gov](mailto:marilyn.sword@icdd.idaho.gov)

Kelly Buckland  
NCIL – Executive Director  
1710 Rhode Island Ave., NW  
Washington, DC 20036  
202-207-0334  
[kelly@ncil.org](mailto:kelly@ncil.org)

Tiffany Dean  
Saint Alphonsus Pediatrics and JumpStart  
179 SW Fifth Avenue  
Meridian, ID 83642  
208-367-8282  
[tiffdean@sarmc.org](mailto:tiffdean@sarmc.org)

Erin Seaman  
1295 E. Legacy View Dr.  
Meridian, ID 83646  
208-938-3778  
[eseaman@cableone.net](mailto:eseaman@cableone.net)

Ennis Dale  
Grossman Company Properties  
Senior Vice President and General Counsel  
3101 N. Central Avenue, Ste. 1390  
Phoenix, AZ 85012  
602-285-1300

Angela Lindig - Resume

**CONSENT AGENDA  
JUNE 21, 2012**

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**SEAN SCOTT BURLILE**  
*Curriculum Vitae / Resume*

RECEIVED  
OCT 09 2009  
IDVR CENTRAL OFFICE

**PERSONAL**

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U.S. Department of Veterans Affairs  
Vocational Rehabilitation and Employment  
444 West Fort Street  
Boise, Idaho 83702  
Tel: 208-429-2228  
Fax: 208-429-2278  
sean.burlile@va.gov

**EDUCATION**

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Post-Doctoral Graduate Certificate - Human Resource Development (2009) University of Idaho

Ph.D. Education and Counseling (2007) University of Idaho

Areas of Specialization: Rehabilitation Counseling  
Leadership and Organizational Development

Dissertation: *The Experience of Transitioning from the Armed Forces to the Civilian Workforce as a Result of Service-Connected Disabilities*

M.Ed. Rehabilitation Counseling (2006) University of Idaho

M.Ed. Adult Education (2002) University of Idaho

B.S. Criminal Justice Administration (1999) Boise State University

A.G.S. General Studies (1996) Tacoma Community College

**PRACTICAL EXPERIENCE**

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2005 – 2009: U.S. Department of Veterans Affairs – *Vocational Rehabilitation Counselor*: Provide rehabilitation counseling services to help injured veterans obtain and maintain suitable employment. Specific duties include: counseling, testing, evaluation, case management, contract administration, and training and development. Special duties include: Operation Enduring Freedom / Operation Iraqi Freedom (OEF/OIF) Case Manager, national trainer.

2002 – 2005: U.S. Department of Interior – Job Corps – *Standards Officer*: Coordinated the performance standards program on the Idaho Job Corps campus. Specific duties included: counseling, training, advising, employer consultations, and data management analysis.

1999 – 2002: Work Life Training – *Training and Organizational Development Specialist*: Provided training and organizational development services to public and private sector organizations. Training specialties included: team building, respectful workplace, train-the-trainer, and conflict resolution.

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**TEACHING EXPERIENCE**

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2006-2008 George Fox University, Social and Behavioral Studies Department, Boise, Idaho

Courses Taught: *Introduction to Social and Behavioral Studies*  
*Interpersonal Communication*  
*Lifespan Development*

**PROFESSIONAL SERVICE**

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ITT Technical Institute Advisory Committee

**PROFESSIONAL DEVELOPMENT**

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2009 – U.S. Department of Veterans Affairs Independent Living (IL) Training  
2008 – U.S. Department of Veterans Affairs Leadership Enhancement and Development (LEAD)  
2007 – U.S. Department of Veterans Affairs Managerial Enhancement Program (MEP)  
2006 – U.S. Department of Veterans Affairs New Counselor Training  
2005 – U.S. Department of Interior Equal Employment Opportunity (EEO) Counselor Training  
2004 – U.S. Department of Interior Human Resources Training  
2003 – U.S. Department of Interior Alternative Dispute Resolution (ADR) Training

**MILITARY**

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1990 – 1996: U.S. Navy – Honorably Discharged

**SPECIAL HONORS**

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2008 Idaho Business Review Accomplished Under 40

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**CONSENT AGENDA  
JUNE 21, 2012**

**Mark Marrott**

3605 Evergreen Avenue, Nampa, ID 83687  
208-477-7376 (c)  
mark.marrott@pelotonmobility.com

**Summary:** Over twenty years' success in sales, marketing, and team management with in depth experience in business management and operations. Proven ability to analyze business trends. Skilled in assembling and leading teams to surpass goals and expectations.

**Experience**

**President / Public Speaker**

**Peloton Mobility**

October 2009 - Present

Marketing the Icon Wheelchair in the western United States.

Speaks and trains youth groups, business owners, and professionals in seeing beyond where they are and how to get to the next level. These groups leave having learned something and go feeling inspired and motivated.

**Identification Solutions Idaho Manager / Emergency Management Consultant**

**Mountainland Business Systems**

April 2010 - March 2012

Worked with fire, police, and emergency management organizations providing software, equipment, and training on handling disasters.

**Executive Director**

**Utah Handcycle**

November 2010 - 2011

Utah Handcycle is a non-profit corporation designed to promote the competitive aspect of handcycling while enhancing the mental and physical health of people with disabilities.

**Senior Branch Manager**

**SOS Staffing Services**

February 2007 - May 2009

Created and executed budgets in excess of \$5M, with management of profit and loss and day to day operations. Hired, trained, and coached core staff and 400+ temporary associates.

**Assistant Store Manager**

**Wal-Mart**

2003 - February 2007

Managed staff at several Wal-Marts in Utah and Las Vegas. Supervised several departments including accounting, personnel, accounts payable and receivable, and managed 160 direct reports.

**Co-Founder**

**Air2Data**

2001 - 2003

Researched and compiled market data that identified the emerging need for wireless communication in the hospitality industry. Founded company and directed creation of software solutions.

**CONSENT AGENDA**  
**JUNE 21, 2012**

**Engine Foreman Wildland Firefighter**  
**U.S. Forest Service**  
1988 - 1997

**Education**

**Utah Valley University**  
Exercise Sport Science, 1988 - 1989  
Activities and Societies: Member Student Body Government  
**Weber State University**  
Exercise Sport Science

**Interests**

Archery, Hunting, Fishing, Camping, and Handcycle Racing

CONSENT AGENDA  
JUNE 21, 2012

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**Max Sorenson**  
1809 14<sup>th</sup> Street  
Clarkston, WA 99403  
(208)791-7390  
msorenson@vr.idaho.gov

Objective:

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Appointment to the State Rehabilitation Counsel as a Vocational Rehabilitation Counselor

Experience:

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1992 - Present - Idaho Division of Vocational Rehabilitation

Certified Vocational Rehabilitation counselor

2003 - Present - Idaho Division of Vocational Rehabilitation

Assistant Regional Manager

Education:

---

1991 - Bachelors of Science in Psychology      Utah State University

1993 - Masters of Science in Special Education      Utah State University  
Emphasis in Vocational Rehabilitation

Additional Activities:

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Member of the National Rehabilitation Association

Member of the Advisory Committee for Workforce Training

Member of the United State Air Force Reserves

**CONSENT AGENDA  
JUNE 21, 2012**

**LORI F.GENTILLON**

790 N. 450 E.  
Firth, ID 83236  
(208) 346-4176 (208) 521-0511

**EDUCATION**

Idaho State University, Pocatello, Idaho – Bachelor's of Science Psychology Degree  
Emphasis on Tests and Measures

**EMPLOYMENT HISTORY**

Development Workshop, Inc. 555 W. 25<sup>th</sup> St. Idaho Falls, ID 83402  
1978- Present

**Vice-President of Rehabilitation** – July, 1997 to Present  
Responsible for supervision of all rehabilitation services offered throughout the corporation. This includes managing personnel, public relations, client advocacy, fiscal oversight, compliance and quality assurance.

**Vocational Evaluator** – 10 years experience with present responsibilities to include vocational evaluation for the corporation. Responsible for the assessment of individual's vocational abilities using standardized psychometric tests, commercial work samples, situational assessment and observation.

**Director of Rehabilitation Services** – April, 1985 – June, 1988  
Responsible for supervision of all rehabilitation services offered at Idaho Falls location.

**Projects With Industries Coordinator** – October 1994 – April, 1995  
Responsible for managing a federal Department of Education grant that provided vocational training to individuals with disabilities and employment upon completion.

**Placement Specialist** – October, 1978 – January, 1980  
Responsible for developing competitive work opportunities for individuals. Involved in routine contact with the business community, job site analysis, advocacy and public relations.

**CERTIFICATION AND TRAINING**

- Certified Vocational Evaluator, Commission on Certification of Work Adjustment and Vocational Specialist (CCWAVES) 1998-2004
- Certified Developmental Specialist, State Dept. of Health and Welfare
- Certified Benefits and Work Incentives Planning Specialist, Cornell University

**AFFILIATIONS**

- School District 474 Monticello Montessori Public Charter School  
Board of Trustees, 2009-Present, Board Chair 2011-Present
- School District 59 Board of Trustees, Firth, Idaho 1994-2006, Board Chair 2004-2006
- ACCSES Idaho- Idaho Association of Community Rehabilitation Programs



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**CONSENT AGENDA**  
**JUNE 21, 2012**

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**SUBJECT**

Request for Waiver of 103% Student Transportation Funding Cap for Six School Districts.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1006, Idaho Code

**BACKGROUND/DISCUSSION**

During the 2001 session, the Idaho Legislature amended Idaho Code 33-1006. The amendment created a student transportation funding cap; affecting school districts that exceed (by 103%) the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and how much. These new criteria designate certain bus runs as “hardship” runs, and allow the district to receive a higher cap, based on the percentage of the district’s bus runs that are so categorized.

As of April 30, 2012, there were twenty four (24) school districts and/or charter schools negatively affected by the pupil transportation funding cap: Meridian (\$433,385), Meadows Valley (\$20,501), St Maries (\$3,897), Plummer-Worley (\$32,046), Garden Valley (\$41,490), Nampa (\$402,773), Caldwell (\$97,723), Middleton (\$58,814), Soda Springs (\$10,378), Wendell (\$40,789), Valley (\$15,748), Moscow (\$40,328), Salmon (\$13,332), Highland (\$2,614), Lapwai (\$14,716), Kellogg (\$28,526), Wallace (\$40,070), Avery (\$15,284), McCall-Donnelly (\$96,826), Falcon Ridge Charter (\$1,710), Liberty Charter (\$1,072), Taylor’s Crossing Charter (\$8,002), Monticello Montessori (\$1,242), and Idaho Arts Charter (\$2,922).

Of these 24, only six districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include St Maries, Garden Valley, Moscow, Highland, Lapwai and Wallace school districts. All six of these districts have applied for a waiver from the student transportation funding cap. Department of Education staff have reviewed the requests and have found that they are in compliance with section 33-1006, Idaho code and are eligible to receive the waiver.

**Moscow School District** submitted two school bus routes that met the required criteria. This represents 13.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

**Garden Valley School District** submitted two school bus routes that met the required criteria. This represents 40.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

**CONSENT AGENDA  
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**Highland School District** submitted two school bus routes that met the required criteria. This represents 40.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

**St. Maries School District** submitted one school bus route that met the required criteria. This represents 7.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 110%.

**Lapwai School District** submitted one school bus route that met the required criteria. This represents 17.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 120%.

**Wallace School District** submitted one school bus route that met the required criteria. This represents 14.0% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 117%.

**ATTACHMENTS**

Attachment 1- Funding Cap Breakdown	Page 5
Attachment 2 - Moscow Funding Cap Appeal Application	Page 7
Attachment 3 - Garden Valley Funding Cap Appeal Application	Page 8
Attachment 4 - Highland Funding Cap Appeal Application	Page 9
Attachment 5 - St. Maries Funding Cap Appeal Application	Page 10
Attachment 6 - Lapwai Funding Cap Appeal Application	Page 11
Attachment 7 - Wallace Funding Cap Appeal Application	Page 12

**BOARD ACTION**

I move to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 116% for a total of \$40,328 in additional funds from the public school appropriation.

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

I move to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 143% for a total of \$37,726 in additional funds from the public school appropriation.

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

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I move to approve the request by Highland School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 143% for a total of \$2,615 in additional funds from the public school appropriation.

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

I move to approve the request by St. Maries School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 110% for a total of \$3,897 in additional funds from the public school appropriation.

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

I move to approve the request by Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 120% for a total of \$14,716 in additional funds from the public school appropriation.

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

I move to approve the request by Wallace School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2012 of 117% for a total of \$23,294 in additional funds from the public school appropriation.

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

**CONSENT AGENDA**  
**JUNE 21, 2012**

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# CONSENT AGENDA JUNE 21, 2012

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average  
Cost Per Mile and Cost Per Rider

Fiscal Year 2011 Data - Approved Costs Reimbursed in Fiscal Year 2012 (Eighth Capped Year)

Set percentage cap to apply to statewide average **103%** Riders per Mile **1.7**

Revised: 4/30/2012 Preliminary

Statewide Averages before cap

Cost Per Mile	Cost Per Rider
\$3.65	\$785

Statewide Averages after cap

Cost Per Mile	Cost Per Rider
\$3.76	\$809

Total Savings From Cap

\$1,472,333	Capped Reimb.	Actual Reimb.
\$1,472,333	\$69,607,906	\$71,080,239

Savings Following Appeals & State Board Action

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Total 100% Reimbursable Costs Eligible at 80%	Total 100% Reimbursable Contract Costs Eligible at District Run Rate 50-85%	Total 100% Reimbursable Costs	In-Lieu Costs	FY11 or FY12 SDE Program Assessment Fees Paid in FY11	Total Adjusted Reimbursable (Less In-Lieu and SDE Fee)	Reimbursable Miles	Riders	Cost Per Mile	Cost Per Rider	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Capped Reimbursement @ Appropriate Percentages (plus assessment fee and in-lieu)	Total Amount Reimbursed Prior to Cap	Total Amount Reimbursed @ Statewide Avg Reimb'd with Hardship Waiver (plus assessment fee and in-lieu)	Final Payment Amount	Final Payment Amount with \$7.5 Million Cut (2011 SB 1206)
001	BOISE INDEPENDENT DISTRICT		0.0%	0	0	\$6,565,840	\$6,565,840	\$7,337	\$27,947	\$6,530,556	1,933,437	6,163	\$3.38	\$1,060	83%	136%	FALSE	\$3,873,189	\$3,873,189	\$3,873,189	\$6,530,878.00	\$6,530,860.00
002	MERIDIAN JOINT DISTRICT	\$433,385	7.2%	9,024,323	1,811,063	\$0	\$10,835,376	\$0	\$47,854	\$10,787,522	2,655,948	12,172	\$4.06	\$896	111%	113%	TRUE	\$6,518,172	\$6,061,567	\$6,518,172	\$9,866,685.00	\$7,922,492.00
003	KUNA JOINT DISTRICT		0.0%	761,119	334,061	\$0	\$1,095,180	\$17,934	\$5,804	\$1,077,442	307,633	1,801	\$3.48	\$695	96%	76%	FALSE	\$664,512	\$664,512	\$664,512	\$1,013,255.00	\$906,275.00
011	MEADOWS VALLEY DISTRICT	\$20,501	35.5%	0	0	\$97,880	\$97,880	\$0	\$310	\$97,570	16,707	35	\$5.84	\$2,788	160%	356%	TRUE	\$37,238	\$57,738	\$37,238	\$67,813.00	\$51,715.00
013	COUNCIL DISTRICT	\$0	0.0%	51,291	17,800	\$0	\$68,091	\$3,724	\$340	\$66,027	25,161	48	\$2.58	\$1,355	71%	173%	FALSE	\$40,776	\$40,776	\$40,776	\$56,295.00	\$50,356.00
021	MARSH VALLEY JOINT DISTRICT	\$0	0.0%	281,199	151,000	\$0	\$432,199	\$5,985	\$1,783	\$424,431	148,857	680	\$2.85	\$624	78%	79%	FALSE	\$268,950	\$268,950	\$268,950	\$350,225.00	\$313,272.00
025	POCATELLO DISTRICT	\$0	0.0%	1,816,270	576,043	\$0	\$2,392,313	\$0	\$10,275	\$2,382,038	694,662	5,665	\$3.43	\$420	94%	54%	FALSE	\$1,397,772	\$1,397,772	\$1,397,772	\$2,053,573.00	\$1,836,937.00
033	BEAR LAKE COUNTY DISTRICT	\$0	0.0%	334,015	131,356	\$0	\$465,371	\$7,992	\$2,083	\$456,296	153,043	457	\$2.97	\$996	81%	127%	FALSE	\$278,661	\$278,661	\$278,661	\$387,019.00	\$346,189.00
041	ST MARK'S JOINT DISTRICT	\$3,897	1.0%	482,893	192,399	\$0	\$685,092	\$3,345	\$2,681	\$679,086	178,969	387	\$3.79	\$1,755	104%	224%	TRUE	\$405,989	\$405,989	\$405,989	\$551,042.00	\$492,904.00
044	PLUMMER-WORLEY JOINT DISTRICT	\$32,046	17.2%	202,356	100,094	\$0	\$302,450	\$5,783	\$1,509	\$295,158	64,925	161	\$4.55	\$1,933	125%	234%	TRUE	\$154,212	\$156,258	\$154,212	\$247,002.00	\$221,029.00
052	SNAKE RIVER DISTRICT	\$0	0.0%	396,361	193,015	\$0	\$589,376	\$0	\$2,924	\$586,452	218,442	947	\$2.68	\$619	73%	79%	FALSE	\$362,244	\$362,244	\$362,244	\$521,988.00	\$466,924.00
055	BLACKFOOT DISTRICT	\$0	0.0%	0	0	\$1,437,937	\$1,437,937	\$0	\$6,349	\$1,431,588	458,383	2,246	\$3.12	\$637	85%	81%	FALSE	\$948,239	\$948,239	\$948,239	\$1,235,056.00	\$1,104,769.00
058	ABERDEEN DISTRICT	\$0	0.0%	225,381	84,036	\$0	\$309,417	\$23,320	\$1,321	\$284,776	89,404	324	\$3.20	\$879	98%	112%	FALSE	\$184,122	\$184,122	\$184,122	\$260,347.00	\$223,934.00
059	FIRTH DISTRICT	\$0	0.0%	153,451	91,895	\$0	\$245,346	\$0	\$1,090	\$244,346	76,588	429	\$3.19	\$569	87%	72%	FALSE	\$154,837	\$154,837	\$154,837	\$211,754.00	\$189,414.00
060	SHELLEY JOINT DISTRICT	\$0	0.0%	314,952	141,422	\$0	\$456,374	\$370	\$0	\$456,004	138,299	1,111	\$3.30	\$410	90%	52%	FALSE	\$277,685	\$277,685	\$277,685	\$397,874.00	\$355,989.00
061	BLAINE COUNTY DISTRICT	\$0	0.0%	727,007	314,596	\$0	\$1,041,603	\$17,872	\$5,036	\$1,018,695	336,928	1,080	\$3.02	\$943	83%	120%	FALSE	\$530,911	\$530,911	\$530,911	\$922,290.00	\$824,914.00
071	GARDEN VALLEY DISTRICT	\$41,490	28.1%	0	0	\$241,354	\$241,354	\$4,404	\$956	\$234,994	43,836	76	\$5.35	\$3,092	147%	394%	TRUE	\$100,885	\$142,375	\$100,885	\$150,800.00	\$134,894.00
072	BAISIN SCHOOL DISTRICT	\$0	0.0%	134,236	39,218	\$0	\$173,454	\$4,386	\$1,125	\$167,943	51,191	197	\$3.28	\$853	90%	108%	FALSE	\$100,453	\$100,453	\$100,453	\$155,145.00	\$138,762.00
073	HORSESHOE BEND SCHOOL DISTRICT	\$0	0.0%	63,038	31,496	\$0	\$95,134	\$0	\$499	\$94,635	19,901	127	\$4.76	\$745	130%	95%	FALSE	\$58,591	\$58,591	\$58,591	\$78,888.00	\$70,665.00
083	WEST BONNER COUNTY DISTRICT	\$0	0.0%	389,395	160,764	\$0	\$550,159	\$22,229	\$2,485	\$545,385	190,157	597	\$2.87	\$914	79%	116%	FALSE	\$331,347	\$331,347	\$331,347	\$447,678.00	\$400,445.00
084	LAKE PEND OREILLE DISTRICT	\$0	0.0%	1,225,261	407,096	\$0	\$1,632,347	\$22,220	\$0	\$1,610,127	529,236	1,263	\$3.04	\$1,275	83%	162%	FALSE	\$958,654	\$958,654	\$958,654	\$1,310,690.00	\$1,172,408.00
091	IDAHO FALLS DISTRICT	\$0	0.0%	1,890,194	482,821	\$0	\$2,373,015	\$0	\$0	\$2,373,015	568,227	3,589	\$4.18	\$661	115%	84%	FALSE	\$1,355,495	\$1,355,495	\$1,355,495	\$2,005,150.00	\$1,793,628.00
092	SWAN VALLEY ELEMENTARY DIST	\$0	0.0%	76,376	22,291	\$0	\$98,657	\$15,578	\$0	\$83,079	35,762	68	\$2.32	\$1,432	64%	182%	FALSE	\$57,127	\$57,127	\$57,127	\$79,083.00	\$70,741.00
093	BONNEVILLE JOINT DISTRICT	\$0	0.0%	1,840,537	495,669	\$0	\$2,336,206	\$7,702	\$9,640	\$2,318,864	617,226	4,207	\$3.76	\$551	103%	70%	FALSE	\$1,341,588	\$1,341,588	\$1,341,588	\$1,964,644.00	\$1,727,126.00
101	BOUNDARY COUNTY DISTRICT	\$0	0.0%	424,327	185,612	\$0	\$609,939	\$20,776	\$2,816	\$586,347	165,944	741	\$3.53	\$791	97%	101%	FALSE	\$369,934	\$369,934	\$369,934	\$532,627.00	\$468,300.00
111	BUTTE COUNTY DISTRICT	\$0	0.0%	149,004	110,787	\$0	\$259,791	\$0	\$1,288	\$258,503	85,121	175	\$3.04	\$1,477	83%	188%	FALSE	\$168,671	\$168,671	\$168,671	\$224,119.00	\$200,473.00
121	CANAS COUNTY DISTRICT	\$0	0.0%	57,300	29,338	\$0	\$86,638	\$1,411	\$495	\$84,821	43,097	52	\$1.97	\$1,531	54%	208%	FALSE	\$53,587	\$53,587	\$53,587	\$72,351.00	\$64,718.00
131	NAIPA SCHOOL DISTRICT	\$402,773	11.5%	0	0	\$5,725,629	\$5,725,629	\$21,517	\$2,517	\$5,707,125	1,010,507	6,200	\$5.64	\$920	155%	117%	TRUE	\$2,974,776	\$3,377,549	\$2,974,776	\$4,186,635.00	\$3,753,905.00
132	CALDWELL DISTRICT	\$97,723	6.3%	0	0	\$2,615,599	\$2,615,599	\$0	\$10,875	\$2,604,724	417,910	3,007	\$6.23	\$966	171%	110%	TRUE	\$1,445,219	\$1,542,942	\$1,445,219	\$2,080,396.00	\$1,860,927.00
133	WILDER DISTRICT	\$0	0.0%	0	0	\$173,767	\$173,767	\$874	\$0	\$173,093	41,952	271	\$4.13	\$639	113%	81%	FALSE	\$102,505	\$102,505	\$102,505	\$136,232.00	\$121,858.00
134	MIDDLETON DISTRICT	\$58,814	8.8%	0	0	\$1,130,993	\$1,130,993	\$0	\$4,413	\$1,126,580	231,649	1,273	\$4.86	\$885	133%	113%	TRUE	\$608,359	\$687,173	\$608,359	\$872,395.00	\$780,360.00
135	NOTUS DISTRICT	\$0	0.0%	94,243	42,510	\$0	\$136,753	\$0	\$0	\$136,753	50,192	194	\$2.72	\$705	75%	90%	FALSE	\$83,256	\$83,256	\$83,256	\$110,737.00	\$99,053.00
136	MELBA JOINT DISTRICT	\$0	0.0%	143,498	114,931	\$0	\$258,429	\$1,587	\$1,337	\$255,505	83,469	322	\$3.06	\$793	84%	101%	FALSE	\$169,440	\$169,440	\$169,440	\$239,174.00	\$213,941.00
137	PARMA DISTRICT	\$0	0.0%	351,025	142,496	\$0	\$493,521	\$344	\$0	\$493,177	143,480	422	\$3.44	\$1,169	94%	149%	FALSE	\$296,635	\$296,635	\$296,635	\$409,936.00	\$366,687.00
139	VALDIVUE SCHOOL DISTRICT	\$0	0.0%	0	0	\$3,186,572	\$3,186,572	\$0	\$11,947	\$3,174,625	775,607	4,920	\$4.07	\$645	112%	82%	FALSE	\$1,879,759	\$1,879,759	\$1,879,759	\$2,696,813.00	\$2,322,840.00
148	GRACE JOINT DISTRICT	\$0	0.0%	132,848	95,980	\$0	\$228,828	\$0	\$0	\$228,828	69,026	192	\$3.36	\$1,192	92%	152%	FALSE	\$148,007	\$148,007	\$148,007	\$185,298.00	\$165,734.00
148	NORTH GEM DISTRICT	\$0	0.0%	40,442	52,894	\$0	\$93,335	\$0	\$420	\$92,916	28,539	117	\$2.56	\$794	89%	101%	FALSE	\$55,181	\$55,181	\$55,181	\$80,259.00	\$71,790.00
160	SODA SPRINGS JOINT DISTRICT	\$10,378	5.7%	210,127	89,579	\$0	\$299,706	\$36,069	\$0	\$263,637	61,877	304	\$4.26	\$867	117%	110%	TRUE	\$170,828	\$181,206	\$170,828	\$238,005.00	\$212,895.00
161	CASSIA COUNTY JOINT DISTRICT	\$0	0.0%	1,022,663	446,458	\$0	\$1,469,121	\$20,597	\$5,884	\$1,448,640	470,717	2,164	\$3.66	\$667	84%	86%	FALSE	\$890,821	\$890,821	\$890,821	\$1,223,712.00	\$1,094,607.00
161	CLARK COUNTY DISTRICT	\$0	0.0%	48,032	26,541	\$0	\$74,573	\$0	\$456	\$74,117	29,537	80	\$2.51	\$926	69%	118%	FALSE	\$46,576	\$46,576	\$46,576	\$69,617.00	\$62,267.00
171	OROFINO JOINT DISTRICT	\$0	0.0%	462,061	174,684	\$0	\$636,746	\$15,875	\$2,321	\$618,549	172,269	621	\$3.59	\$996	98%	127%	FALSE	\$379,512	\$379,512	\$379,512	\$495,140.00	\$442,897.00
181	CHALLIS JOINT DISTRICT	\$0	0.0%	162,812	92,081	\$0	\$254,893	\$767	\$1,287	\$252,839	74,133	124	\$3.41	\$2,039	93%	260%	FALSE	\$159,675	\$159,675	\$159,675	\$223,670.00	\$200,073.00
182	MACKAY JOINT DISTRICT	\$0	0.0%	123,093	57,166	\$0	\$180,259	\$0	\$0	\$180,259	66,983	79	\$2.69	\$2,282	74%	291%	FALSE	\$110,138	\$110,138	\$110,138	\$147,793.00	\$132,200.00
192	GLENN'S FERRY JOINT DISTRICT	\$0	0.0%	137,860	44,988	\$0	\$182,848	\$0	\$0	\$182,848	77,259	345	\$2.37	\$530	65%	68%	FALSE	\$107,170	\$107,170	\$107,170	\$151,482.00	\$135,495.00
193	MOUNTAIN HOME DISTRICT	\$0	0.0%	0	0	\$1,116,520	\$1,116,520	\$27,772	\$4,991	\$1,088,252	326,367	1,199	\$3.37	\$917	92%	117%	FALSE	\$658,635	\$658,635	\$658,635	\$836,201.00	\$836,542.00
201	PRESTON JOINT DISTRICT	\$0	0.0%	241,093	213,450	\$0	\$454,543	\$3,140	\$0	\$451,403	109,237	1,173	\$4.13	\$385	113%	49%	FALSE	\$301,980	\$301,980	\$301,980	\$419,629.00	\$375,358.00
202	WEST SIDE JOINT DISTRICT	\$0	0.0%	123,878	88,373	\$0	\$212,251</															



# CONSENT AGENDA JUNE 21, 2012

274	KOOTENAI DISTRICT	\$0	0.0%	138,789	47,946	\$0	\$198,735	\$1,106	\$0	\$186,629	65,763	169	\$2.82	\$1,099	77%	140%	FALSE	\$110,149	\$110,149	\$110,149	\$145,699.00	\$130,327.00
281	MOSCOW DISTRICT	\$40,328	16.4%	392,725	228,344	\$0	\$616,069	\$0	\$2,469	\$616,000	128,086	682	\$4.81	\$904	132%	115%	TRUE	\$348,427	\$388,755	\$348,427	\$472,899.00	\$423,005.00
282	GENESSEE JOINT DISTRICT	\$0	0.0%	91,598	64,546	\$0	\$156,144	\$0	\$721	\$156,423	44,581	100	\$3.49	\$1,564	96%	198%	FALSE	\$100,663	\$100,663	\$100,663	\$131,601.00	\$117,707.00
283	KENDRICK JOINT DISTRICT	\$0	0.0%	91,729	66,926	\$0	\$158,655	\$1,196	\$671	\$158,788	52,104	110	\$2.99	\$1,416	82%	180%	FALSE	\$101,902	\$101,902	\$101,902	\$110,766.00	\$116,968.00
285	POTLATCH DISTRICT	\$0	0.0%	169,807	91,704	\$0	\$261,511	\$112	\$1,083	\$260,116	76,964	269	\$3.26	\$930	89%	118%	FALSE	\$157,762	\$157,762	\$157,762	\$203,941.00	\$182,423.00
286	TROY SCHOOL DISTRICT	\$0	0.0%	80,447	59,810	\$0	\$140,257	\$0	\$0	\$140,257	37,668	130	\$3.72	\$1,079	102%	137%	FALSE	\$91,063	\$91,063	\$91,063	\$126,317.00	\$112,096.00
289	WHITEPINE JT SCHOOL DISTRICT	\$0	0.0%	163,621	75,552	\$0	\$239,073	\$0	\$0	\$239,073	85,782	136	\$2.79	\$1,758	76%	224%	FALSE	\$145,980	\$145,980	\$145,980	\$186,274.00	\$166,619.00
291	SALMON DISTRICT	\$15,332	5.7%	132,278	102,103	\$0	\$234,381	\$3,107	\$966	\$230,498	53,424	269	\$4.31	\$890	118%	13%	TRUE	\$139,595	\$152,927	\$139,595	\$177,569.00	\$158,632.00
292	SOUTH LEWIS DISTRICT	\$0	0.0%	63,972	23,187	\$0	\$87,159	\$12,134	\$0	\$75,025	27,796	51	\$2.70	\$1,471	74%	197%	FALSE	\$51,678	\$51,678	\$51,678	\$72,191.00	\$64,675.00
302	NEZPERCE JOINT DISTRICT	\$0	0.0%	77,356	42,710	\$0	\$120,065	\$0	\$411	\$119,654	62,421	43	\$2.28	\$2,783	62%	356%	FALSE	\$74,982	\$74,982	\$74,982	\$96,632.00	\$86,436.00
304	KAMIAH JOINT DISTRICT	\$0	0.0%	92,169	46,142	\$0	\$138,311	\$3,834	\$619	\$133,858	37,669	179	\$3.55	\$748	97%	96%	FALSE	\$85,306	\$85,306	\$85,306	\$119,261.00	\$106,679.00
305	HIGHLAND JOINT DISTRICT	\$2,614	1.5%	283	966	\$233,250	\$234,499	\$283	\$966	\$233,250	60,785	79	\$3.84	\$2,963	106%	376%	TRUE	\$135,943	\$138,567	\$135,943	\$190,476.00	\$170,380.00
312	SHOSHONE JOINT DISTRICT	\$0	0.0%	99,181	71,754	\$0	\$170,935	\$5,517	\$738	\$164,680	38,420	293	\$4.29	\$562	118%	72%	FALSE	\$110,582	\$110,582	\$110,582	\$145,932.00	\$130,534.00
314	DIERICH DISTRICT	\$0	0.0%	31,412	11,949	\$0	\$43,361	\$0	\$361	\$43,000	19,887	72	\$2.16	\$597	59%	76%	FALSE	\$25,863	\$25,863	\$25,863	\$43,660.00	\$39,050.00
316	RICHFIELD DISTRICT	\$0	0.0%	37,183	22,189	\$0	\$59,372	\$0	\$253	\$59,119	21,904	92	\$2.70	\$643	74%	82%	FALSE	\$37,453	\$37,453	\$37,453	\$46,470.00	\$43,356.00
321	MADISON DISTRICT	\$0	0.0%	974,596	297,844	\$0	\$1,272,440	\$1,866	\$5,320	\$1,266,254	343,182	2,527	\$3.69	\$501	101%	64%	FALSE	\$740,465	\$740,465	\$740,465	\$1,069,488.00	\$956,662.00
322	SUGAR SALEM JOINT DISTRICT	\$0	0.0%	241,679	119,911	\$0	\$361,490	\$0	\$1,574	\$359,916	100,356	739	\$3.59	\$487	98%	62%	FALSE	\$222,714	\$222,714	\$222,714	\$306,442.00	\$274,112.00
323	MINIDOKA COUNTY JOINT DISTRICT	\$0	0.0%	1,103,153	274,782	\$0	\$1,377,935	\$0	\$6,206	\$1,371,709	555,870	2,006	\$2.47	\$684	68%	87%	FALSE	\$786,125	\$786,125	\$786,125	\$1,156,226.00	\$1,034,150.00
340	LEWISTON INDEPENDENT DISTRICT	\$0	0.0%	845,693	355,974	\$0	\$1,201,667	\$0	\$5,293	\$1,196,374	313,872	1,508	\$3.81	\$793	104%	101%	FALSE	\$725,425	\$725,425	\$725,425	\$1,041,850.00	\$931,851.00
341	LAPWAI DISTRICT	\$14,716	11.1%	123,611	82,774	\$0	\$206,385	\$431	\$784	\$206,170	48,462	130	\$4.23	\$1,578	116%	201%	TRUE	\$117,448	\$132,164	\$117,448	\$163,105.00	\$136,951.00
342	CULDESAC JOINT DISTRICT	\$0	0.0%	31,892	26,751	\$0	\$58,643	\$0	\$401	\$58,242	23,026	32	\$2.53	\$1,820	69%	232%	FALSE	\$38,684	\$38,684	\$38,684	\$67,883.00	\$51,777.00
351	ONEIDA COUNTY DISTRICT	\$0	0.0%	136,360	105,648	\$0	\$242,008	\$1,096	\$1,124	\$239,788	96,284	380	\$2.49	\$631	68%	80%	FALSE	\$157,981	\$157,981	\$157,981	\$206,122.00	\$184,374.00
363	MARSING JOINT DISTRICT	\$0	0.0%	244,316	76,521	\$0	\$320,836	\$0	\$0	\$320,836	96,727	382	\$3.32	\$840	91%	107%	FALSE	\$187,201	\$187,201	\$187,201	\$270,963.00	\$242,355.00
365	BRUNEAU-GRAND VIEW JOINT DIST	\$0	0.0%	215,874	48,634	\$0	\$264,508	\$42,940	\$1,098	\$220,470	105,928	191	\$2.08	\$1,154	57%	147%	FALSE	\$149,276	\$149,276	\$149,276	\$209,398.00	\$187,307.00
370	HOMEDALE JOINT DISTRICT	\$0	0.0%	264,478	125,469	\$0	\$389,946	\$1,898	\$1,698	\$386,392	112,125	664	\$3.45	\$695	96%	87%	FALSE	\$238,887	\$238,887	\$238,887	\$324,269.00	\$290,049.00
371	PAYETTE JOINT DISTRICT	\$0	0.0%	236,546	112,056	\$0	\$348,602	\$0	\$1,425	\$347,177	85,331	601	\$4.08	\$578	112%	74%	FALSE	\$215,521	\$215,521	\$215,521	\$293,653.00	\$262,673.00
372	NEW PLYMOUTH DISTRICT	\$0	0.0%	198,136	73,866	\$0	\$272,002	\$815	\$1,110	\$270,077	74,696	385	\$3.62	\$701	99%	89%	FALSE	\$161,854	\$161,854	\$161,854	\$222,766.00	\$199,246.00
373	FRUITLAND DISTRICT	\$0	0.0%	246,406	90,332	\$0	\$337,238	\$819	\$1,358	\$335,061	88,341	651	\$3.77	\$515	103%	66%	FALSE	\$200,410	\$200,410	\$200,410	\$274,675.00	\$245,607.00
381	AMERICAN FALLS JOINT DISTRICT	\$0	0.0%	358,708	193,927	\$75,568	\$628,203	\$0	\$0	\$628,203	176,973	441	\$3.55	\$1,424	97%	181%	FALSE	\$388,770	\$388,770	\$388,770	\$517,921.00	\$463,239.00
382	ROCKLAND DISTRICT	\$0	0.0%	28,635	16,033	\$0	\$44,668	\$0	\$193	\$44,475	27,386	67	\$1.62	\$664	44%	86%	FALSE	\$27,946	\$27,946	\$27,946	\$37,244.00	\$33,314.00
383	ARBON ELEMENTARY DISTRICT	\$0	0.0%	39,786	8,259	\$0	\$48,045	\$0	\$221	\$47,824	17,029	16	\$2.81	\$2,989	77%	381%	FALSE	\$26,913	\$26,913	\$26,913	\$38,981.00	\$34,865.00
391	KELLOGG JOINT DISTRICT	\$28,526	6.3%	498,667	236,691	\$0	\$735,348	\$3,994	\$0	\$731,354	181,491	650	\$4.03	\$1,125	110%	143%	TRUE	\$421,987	\$450,513	\$421,987	\$581,932.00	\$520,491.00
392	MULLAN DISTRICT	\$0	0.0%	13,718	7,504	\$0	\$21,222	\$0	\$88	\$21,134	6,491	29	\$3.28	\$729	89%	93%	FALSE	\$13,237	\$13,237	\$13,237	\$17,765.00	\$16,890.00
393	WALLACE DISTRICT	\$40,070	18.5%	261,378	97,091	\$0	\$358,469	\$0	\$1,419	\$357,051	77,140	289	\$4.63	\$1,235	127%	167%	TRUE	\$173,146	\$213,216	\$173,146	\$242,704.00	\$217,075.00
394	AVERY SCHOOL DISTRICT	\$16,284	28.0%	77,097	18,640	\$0	\$95,737	\$729	\$697	\$94,811	17,999	19	\$6.27	\$4,900	144%	63%	TRUE	\$39,359	\$54,643	\$39,359	\$73,962.00	\$66,164.00
401	TETON COUNTY DISTRICT	\$0	0.0%	420,806	112,486	\$0	\$533,292	\$2,291	\$2,737	\$528,264	175,565	694	\$3.01	\$761	82%	97%	FALSE	\$306,016	\$306,016	\$306,016	\$441,461.00	\$394,851.00
411	TWIN FALLS DISTRICT	\$0	0.0%	0	0	\$1,361,389	\$1,361,389	\$0	\$5,208	\$1,366,181	323,556	1,733	\$4.19	\$783	115%	100%	FALSE	\$803,083	\$803,083	\$803,083	\$1,119,694.00	\$1,001,564.00
412	BUHL JOINT DISTRICT	\$0	0.0%	0	0	\$288,398	\$288,398	\$1,590	\$1,279	\$288,529	89,274	337	\$3.20	\$847	88%	108%	FALSE	\$170,126	\$170,126	\$170,126	\$244,557.00	\$217,757.00
413	FILER DISTRICT	\$0	0.0%	0	0	\$435,144	\$435,144	\$2,730	\$1,950	\$430,464	176,046	498	\$2.45	\$864	67%	110%	FALSE	\$256,691	\$256,691	\$256,691	\$382,967.00	\$342,569.00
414	KIMBERLY DISTRICT	\$0	0.0%	169,917	73,838	\$0	\$243,755	\$9,220	\$1,070	\$233,465	60,443	420	\$3.85	\$556	105%	71%	FALSE	\$147,721	\$147,721	\$147,721	\$221,310.00	\$197,964.00
415	HANSEN DISTRICT	\$0	0.0%	69,289	35,373	\$0	\$94,662	\$1,632	\$358	\$92,672	50,555	145	\$1.83	\$639	50%	81%	FALSE	\$59,712	\$59,712	\$59,712	\$77,990.00	\$69,761.00
417	CASTLEFORD DISTRICT	\$0	0.0%	74,624	75,100	\$0	\$149,724	\$0	\$725	\$148,999	45,051	140	\$3.31	\$1,064	91%	138%	FALSE	\$101,147	\$101,147	\$101,147	\$138,938.00	\$124,278.00
418	MURTAUGH JOINT DISTRICT	\$0	0.0%	85,947	50,484	\$0	\$136,431	\$0	\$529	\$135,502	39,420	121	\$3.45	\$1,123	95%	143%	FALSE	\$85,985	\$85,985	\$85,985	\$112,928.00	\$101,006.00
421	MC CALL DONNELLY DISTRICT	\$96,826	23.0%	0	0	\$694,349	\$694,349	\$1,774	\$0	\$692,575	140,958	332	\$4.94	\$2,068	135%	26%	TRUE	\$312,770	\$409,596	\$312,770	\$465,334.00	\$416,247.00
422	CASCADE DISTRICT	\$0	0.0%	48,838	32,106	\$0	\$80,944	\$2,824	\$336	\$78,144	28,743	55	\$2.77	\$1,414	74%	180%	FALSE	\$51,709	\$51,709	\$51,709	\$66,375.00	\$60,375.00
431	WEISER DISTRICT	\$0	0.0%	247,881	104,617	\$0	\$352,498	\$0	\$1,532	\$350,966	103,083	600	\$3.40	\$565	93%	76%	FALSE	\$212,865	\$212,865	\$212,865	\$293,935.00	\$262,925.00
432	CAMBRIDGE JOINT DISTRICT	\$0	0.0%	30,514	10,553	\$0	\$41,067	\$2,721	\$277	\$38,067	24,580	43	\$1.55	\$885	42%	113%	FALSE	\$24,227	\$24,227	\$24,227	\$36,510.00	\$31,761.00
433	MIWALE DISTRICT	\$0	0.0%	64,912	19,347	\$0	\$84,259	\$244	\$288	\$83,727	33,874	45	\$2.18	\$1,638	60%	209%	FALSE	\$43,901	\$43,901	\$43,901	\$61,062.00	\$54,620.00
441	VICTORY CHARTER SCHOOL	\$0	0.0%	0	0	\$119,348	\$119,348	\$0	\$428	\$117,920	30,531	241	\$3.86	\$489	106%	62%	FALSE	\$69,813	\$69,813	\$69,813	\$88,882.00	\$81,617.00
446	COMPASS CHARTER SCHOOL	\$0	0.0%	0	0	\$172,338	\$172,338	\$0	\$653	\$171,685	43,901	239	\$3.91	\$718	107%	91%	FALSE	\$101,662	\$101,662	\$101,662	\$104,254.00	\$93,259.00
456	FALCON RIDGE CHARTER SCHOOL	\$1,710	1.5%	0	0	\$153,114	\$153,114	\$0	\$581	\$152,533	39,640	178	\$3.85	\$857	106%	109%	TRUE	\$88,612	\$90,322	\$88,612	\$91,994.00	\$82,292.00
458	LIBERTY CHARTER SCHOOL	\$1,073	1.0%	0	0	\$190,212	\$190,212	\$0	\$767	\$189,445	49,180	223	\$3.80	\$853	105%	105%	TRUE	\$111,134	\$111,134	\$111,134	\$155,105.00	\$138,744.00
459	DaVinci Charter School District	\$0	0.0%	0	0	\$46,990	\$46,990	\$0	\$211	\$46,779	15,512	45	\$3.02	\$1,400	83%	132%	FALSE	\$27,719	\$27,719	\$27,719	\$26,374.00	\$23,593.00
461	TAYLORS CROSSING CHARTER SCHOOL	\$8,002	8.0%	0	0	\$169,379	\$169,379															



# CONSENT AGENDA

## JUNE 21, 2012



### STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

#### Division of Student Transportation

#### 103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2011

District Name: **Moscow School District**

Number: **281**

Date: **March 9, 2012**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

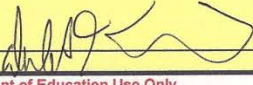
- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **13.34** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by March 31, 2012.**

*Include or attach narrative documentation: Moscow school district route 101 meets the requirements for the funding cap appeal as checked above. This route averages 46 riders per 60 miles daily run which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 has 60 miles total with 28 miles at 5% slope or more, which is over the 10% requirement. These conditions were verified by SDE officials. This is a hardship route, we have 15 routes, and this represents 6.67% of our routes.*

*Moscow school district route 102 meets the requirements for the funding cap appeal as checked above. This route averages 53 riders per 66 miles daily run which equals .80 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 102 has 66 miles total with 11 miles at 5% slope or more, which is over the 10% requirement. These conditions were verified by SDE officials. This is a hardship route, we have 15 routes, and this represents 6.67% of our routes.*

Superintendent Signature: 

Date: **3/9/12**

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on ☐ at a Funding Cap Rate of ☐ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.



# CONSENT AGENDA

## JUNE 21, 2012



### STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

#### Division of Student Transportation

#### 103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2011

District Name: Garden Valley

Number: 71

Date: March 7, 2012

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:  
(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☒ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 20.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by March 31, 2012.

*Include or attach narrative documentation: Garden Valley School District Lowman route meets the requirements for the funding cap appeal as checked above. This route averages 21 riders per 155 miles daily run which equals .13 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Lowman route travels 155 miles a day of which 22 miles has a slope of 5% or greater which equals 14% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by the SDE officials. This is a hardship route. We have 5 routes; therefore, this route represents 20% of our routes.*

Superintendent Signature:

Date:

3/7/12

The State Board of Education approved \_\_\_\_\_ disapproved \_\_\_\_\_ the district's appeal and request at its regularly scheduled meeting on \_\_\_\_\_ at a Funding Cap Rate of \_\_\_\_\_ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

# CONSENT AGENDA

## JUNE 21, 2012



### STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

#### Division of Student Transportation

Use Tab Key To Enter Data  
2011

#### 103% Funding Cap Appeal Application for Fiscal Year:

District Name: HIGHLAND JOINT

Number: 305

Date: January 30, 2011

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☒ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☐ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 40.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by March 31, 2012.

*Include or attach narrative documentation: Highland school district route 3 meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 88 miles daily run which equals .28 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 has 88 miles of road with 46 unpaved which is more than the majority on unpaved surface. These conditions were verified by SDE officials. This is a hardship route, we have 5 routes, and this represents 20% of our routes.*

*Highland school district route 5 meets the requirements for the funding cap appeal as checked above. This route averages 11 riders per 110 miles daily run which equals .10 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 5 has 110 miles of road with 86 unpaved which is more than the majority on unpaved surface. These conditions were verified by SDE officials. This is a hardship route, we have 5 routes, and this represents 20% of our routes.*

Superintendent Signature: [Signature]

Date: 1-30-12

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The State Board of Education approved \_\_\_\_\_ disapproved \_\_\_\_\_ the district's appeal and request at its regularly scheduled meeting on \_\_\_\_\_ at a Funding Cap Rate of \_\_\_\_\_ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

# CONSENT AGENDA

## JUNE 21, 2012



### STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

#### Division of Student Transportation

#### 103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2011

District Name: **St. Maries School District**

Number: **41**

Date: **March 1, 2012**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

**(Please check all applicable boxes by using mouse key).**

☐

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

☐

Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

☐

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **1.00** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by March 31, 2012.**

**Include or attach narrative documentation: Route B meets the requirements for the funding cap appeal as checked above. This route averages 38 riders per 97 miles daily run which equals .39 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route B has 97 miles of road with 64 unpaved which is more than the majority on unpaved surface. Route B has 97 miles total with 23 miles at 5% slope, which is over the 10% requirement. These conditions were verified by SDE officials. This is a hardship route, we have 14 routes, and this one represents 7% of our routes.**

Superintendent Signature:

*Joseph Roca*

Date:

03/01/12

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The State Board of Education approved \_\_\_\_\_ disapproved \_\_\_\_\_ the district's appeal and request at its regularly scheduled meeting on \_\_\_\_\_ at a Funding Cap Rate of \_\_\_\_\_ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

# CONSENT AGENDA

## JUNE 21, 2012



### STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

#### Division of Student Transportation

#### 103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2011

District Name: LAPWAI

Number: 341

Date: April 23, 2012

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:  
(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 17 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by March 31, 2012.

*Include or attach narrative documentation: Lapwai school district Lenore route meets the requirements for the funding cap appeal as checked above. This route averages 27 riders per 122 miles daily run which equals .22 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Lenore route travels 122 miles a day, of which 28 miles has a slope of 5% or greater which equals 23% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials. This is a hardship route. We have 6 routes; therefore, this route represents 17% of our routes.*

Superintendent Signature:

Date: 04/23/12

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**CONSENT AGENDA**  
**JUNE 21, 2012**



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720  
BOISE, IDAHO 83720-0027

TOM LUNA  
STATE SUPERINTENDENT  
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2011

District Name: **Wallace School District**

Number: **393**

Date: **January 27, 2012**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **12.50** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by March 31, 2012.**

*Wallace school district route 8 meets the requirements for the funding cap appeal as checked above. This route averages 42 riders per 132 miles daily run which equals .31 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 8 route travels 132 miles a day, of which 56 miles has a slope of 5% or greater which equals 42% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials. This is a hardship route. We have 8 routes; therefore, this route represents 12.5% of our routes.*

Superintendent Signature: 

Date: **01/27/12**

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The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on ☐ at a Funding Cap Rate of ☐ % greater than the 103% percentage rate limit; necessary to eliminate the funding cap penalty.



**CONSENT AGENDA**  
**JUNE 21, 2012**

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**SUBJECT**

Requests for Approval to Transport Students Less than One-and-One-Half Miles for the 2011-2012 School Year

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1006 and section 33-1501, Idaho Code

**BACKGROUND/DISCUSSION**

Pursuant to section 33-1006, Idaho Code, the State Board of Education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils, comply with federal transit administration regulations, "bus testing," 49 C.F.R. part 665, and any revision thereto, as provided in subsection 4 of this section, or other State Department of Education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts.

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in section 33-1501, Idaho Code, when approved by the State Board of Education.

Standards for Idaho School Buses and Operations states that all school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement, the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state.

Consideration for reimbursement will be contingent on the application for "Request for Safety Busing Reimbursement" being received by the State Department of Education Transportation Section on or before March 31 of the school year in which the safety busing began. All requests are to be submitted on the SDE Safety Busing form found on the SDE website.

**CONSENT AGENDA**  
**JUNE 21, 2012**

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Requests from various school districts to transport students less than one-and-one-half miles, as provided in Section 33-1006, Idaho Code, have been received by the State Department of Education and are hereby submitted to the State Board of Education for consideration.

**ATTACHMENTS**

Attachment 1 – List of Safety Busing Requests Recommended for  
Approval

Page 3

**BOARD ACTION**

I move to approve the requests by the 100 school districts and 12 charter schools for approval to transport students less than one-and-one-half miles as listed in Attachment 1.

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

**CONSENT AGENDA**  
**JUNE 21, 2012**

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**List of Safety Busing Requests Recommended for Approval**

The following is a list of previously approved and new safety busing requests from various school districts to transport students less than one-and-one-half miles to and from school. The requests were approved by the local school district boards, and the students in the respective districts are currently being transported. All applications have been reviewed by Department of Education staff and, in our opinion, meet safety-busing criteria.

Boise Independent School District No. 1

This request involves 1,493 students attending grades K through 9.

Meridian Jt. School District No. 2

This request involves 2,514 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 211 students attending grades K through 6.

Marsh Valley Jt. School District No. 21

This request involves 97 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,540 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 78 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 73 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 46 students attending grades K through 12.

Snake River School District No. 52

This request involves 198 students attending grades K through 12.

Blackfoot School District No. 55



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This request involves 507 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 125 students attending grades K through 12.

Firth School District No. 59

This request involves 44 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 186 students attending grades K through 8.

Blaine Co. School District No. 61

This request involves 373 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 14 students attending grades K through 12.

Basin School District No. 72

This request involves 43 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 52 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 70 students attending grades K through 12.

Lake Pend Oreille School District No. 84

This request involves 180 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,563 students attending grades K through 12.

Bonneville Jt. School District No. 93

This request involves 1,960 students attending grades K through 12.

**CONSENT AGENDA  
JUNE 21, 2012**

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Boundary County School District No. 101

This request involves 92 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 33 students attending grades K through 12.

Camas County School District No. 121

This request involves 2 students attending grades 5 through 10.

Nampa School District No. 131

This request involves 2,129 students attending grades K through 12.

Caldwell School District No. 132

This request involves 1,066 students attending grades K through 12.

Wilder School District No. 133

This request involves 108 students attending grades K through 12.

Middleton School District No. 134

This request involves 293 students attending grades K through 12.

Notus School District No. 135

This request involves 84 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 35 students attending grades K through 12.

Parma School District No. 137

This request involves 25 students attending grades K through 5.

Vallivue School District No. 139

This request involves 534 students attending grades K through 12.

Grace Jt. School District No. 148

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This request involves 17 students attending grades K through 12.

North Gem School District No. 149

This request involves 17 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 35 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 474 students attending grades K through 12.

Clark Co. School District No. 161

This request involves 35 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 35 students attending grades K through 8.

Challis Jt. School District No. 181

This request involves 34 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 51 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 130 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 156 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 267 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 31 students attending grades K through 12.

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Fremont Co. Jt. School District No. 215

This request involves 216 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 109 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 206 students attending grades K through 12.

Wendell School District No. 232

This request involves 78 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 40 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 35 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 57 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 5 students attending grades K through 9.

Mountain View School District No. 244

This request involves 131 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 406 students attending grades K through 12.

Ririe School District No. 252

This request involves 64 students attending grades K through 12.

West Jefferson School District No. 253

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This request involves 39 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 245 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 207 students attending grades K through 8.

Lakeland School District No. 272

This request involves 155 students attending grades K through 12.

Post Falls School District No. 273

This request involves 993 students attending grades K through 12.

Kootenai School District No. 274

This request involves 3 students attending grades K through 12.

Moscow School District No. 281

This request involves 238 students attending grades K through 12.

Genesee School District No. 282

This request involves 38 students attending grades K through 11.

Kendrick School District No. 283

This request involves 1 students attending grades K through 12.

Potlatch School District No. 285

This request involves 46 students attending grades K through 12.

Salmon School District No. 291

This request involves 77 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 95 students attending grades K through 12.

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Shoshone Jt. School District No. 312

This request involves 157 students attending grades K through 12.

Dietrich School District No. 314

This request involves 10 students attending K through 11.

Richfield School District No. 316

This request involves 14 students attending K through 12.

Madison School District No. 321

This request involves 418 students attending grades K through 7.

Sugar-Salem Jt. School District No. 322

This request involves 86 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 468 students attending grades K through 8.

Lapwai School District No. 341

This request involves 68 students attending grades K through 12.

Culdesac School District No. 342

This request involves 3 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 134 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 108 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 237 students attending grades K through 8.

Payette Jt. School District No. 371

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This request involves 531 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 75 students attending grades K through 10.

Fruitland School District No. 373

This request involves 180 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 105 students attending grades K through 8.

Rockland School District No. 382

This request involves 16 students attending grades K through 12.

Arbon Elementary School District No. 383

This request involves 2 students attending grades 1 through 12.

Kellogg Jt. School District No. 391

This request involves 126 students attending grades K through 8.

Wallace School District No. 393

This request involves 62 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 67 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 786 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 155 students attending grades K through 12.

Filer School District No. 413

This request involves 277 students attending grades K through 12.

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Kimberly School District No. 414

This request involves 202 students attending grades K through 12.

Hansen School District No. 415

This request involves 75 students attending grades K through 11.

Castleford Jt. School District No. 417

This request involves 20 students attending grades K through 12.

McCall-Donnelly Jt. School District No. 421

This request involves 264 students attending grades K through 12.

Cascade School District No. 422

This request involves 7 students attending grades K through 12.

Weiser School District No. 431

This request involves 261 students attending grades K through 12.

Midvale School District No. 433

This request involves 7 students attending grades K through 12.

Victory Charter No. 451

This request involves 7 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 23 students attending grades K through 8.

Falcon Ridge Charter No. 456

This request involves 26 students attending grades K through 8.

Liberty Charter No. 458

This request involves 4 students attending grades K through 12.



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DaVinci Charter No. 459

This request involves 7 students attending grades K through 8.

Vision Charter No. 463

This request involves 53 students attending grades K through 9.

North Valley Academy No. 465

This request involves 52 students attending grades K through 8.

Wings Charter Middle No. 467

This request involves 52 students attending grades K through 8.

Idaho Science and Tech Charter School No. 468

This request involves 7 students attending grades 6 through 8.

Blackfoot Community Charter No. 773

This request involves 23 students attending grades 1 through 2.

Thomas Jefferson Charter No. 787

This request involves 26 students attending grades K through 11.

Idaho Arts Charter No. 788

This request involves 59 students attending grades K through 12.

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**SUBJECT**

Appointment to the Professional Standards Commission

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1252, Idaho Code

**BACKGROUND/DISCUSSION**

Idaho Statute Section 33-1252 Idaho Code sets forth criteria for membership on the Professional Standards Commission (PSC).

The Commission consists of eighteen (18) members, one (1) from the State Department of Education, and one (1) from the Division of Professional Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the position the Special Education Administrator from the Idaho Association of Elementary School Principals. Resumes from interested individuals are attached.

**ATTACHMENTS**

Attachment 1 – Resume for Clara Allred

Page 3

Attachment 2 – Resume for Kerrie Rain

Page 7

**BOARD ACTION**

I move to approve Clara Allred as a member of the Professional Standards Commission for a term of three years representing special education administrators, effective July 1, 2012.

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

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# CONSENT AGENDA

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### **Clara Ann Allred, Ed.S.**

561 4<sup>th</sup> Avenue East  
Twin Falls, ID 83301  
208-308-2789 (home)  
208-733-8456 (work)

### **Curriculum Vita**

#### **Academic Degrees**

Ed.S. Idaho State University, 2005 (Administrator)  
Administration Certificate, 2004 (Special Education)  
M.Ed. Idaho State University, 1997 (Special Education)  
B.S. Idaho State University, 1995 (Psychology, Focus of study, brain and behavior)  
A.A. College of Southern Idaho, 1992 (Psychology)

#### **Professional Education Experience**

2007- Present	Director Support Services/ Gifted and Talented, Related Services, Supervisor of Graduation/Dropout Specialist, 504 Coordinator, Special Education Testing Coordinator, Twin Falls School District
2008-Present	Adjunct Teacher, Northwest Nazarene College
2005-Present	Idaho State Department of Education IEP Facilitator
2003- 2006	Director Special Programs/ Federal Funds/Safe and Drug Free schools/Title 1/Testing Coordinator, Gooding School District
2006 - 2008	Council for Exceptional, Idaho Representative
2001 - 2004	Instructor, Education Department, Idaho State University Pocatello, Idaho
2002 - 2003	Idaho State University Instructor, Special Education Twin Falls, Idaho
1999 - 2003	Special Education Teacher, High School, Twin Falls, Idaho
1997 - 1999	Special Education Teacher, Elementary, Twin Falls, Idaho
1996 - 1997	Special Education Practicum, O'Leary Junior High, Twin Falls, Idaho
1996 - 1999	Reading Teacher, Southern Idaho Learning Center, Twin Falls, Idaho
Summer 1995	American Psychological Association Careers Program, Idaho participant, Studied Psychology in France, Switzerland, and England

#### **Professional Activities and Certificates**

1999 - 2004	Committee Member, Idaho Alternate Assessment, Idaho State Special Education Department
Summer 2003	Direct Instruction Training, Eugene, Oregon

Clara Ann Allred

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1999 - 2003	RIAT Assistive Technology Certificate, University of Idaho
1999 – 2003	Twin Falls School District Assistive Technology Team, Twin Falls, Idaho
Summer 2002	TEACCH Training for Autism, University of North Carolina, Chappell Hill, NC.
2002 – 2003	Twin Falls School District Autism Team, Twin Falls, Idaho
2002- Present	Mandt System Training Certificate, Twin Falls, Idaho
2002 - 2003	Professional Development Committee, Twin Falls High, Twin Falls, Idaho
2001 - 2002	Teacher Evaluation Committee Member, Twin Falls School District, Twin Falls, Idaho
2001 - 2002	Quality Schools Committee Member, Twin Falls School District, Twin Falls, Idaho
2000 - 2001	Drug Testing Committee, Twin Falls School District, Twin Falls, Idaho
1987 – 1992	Emergency Medical Technician (EMT) Certificate, Howe, Idaho
2006- 2007	Nominated by staff for Special Education Director of the year

**Teaching and Administrative Load, Idaho State University**

Summer 2004

Development and Individual Differences

Spring 2004

Precision Teaching

Direct Instruction

Development and Individual Differences

Special Education Student Teacher Supervision

Advisor Student Council for Exceptional Children

Fall, 2003

Direct Instruction

Professional Development

Special Education Student Teacher Supervision

Co-Teach Special Education Seminar

Teacher Education Program Review Committee

Spring, 2003

Precision Teaching

Fall, 2002

Policy and Procedures

Summer, 2002

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Clara Ann Allred

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Direct Instruction

**Current Professional and Academic Association Memberships**

President Idaho Association Special Education Administrators (IASEA)  
Member Idaho Association School Administrators (IASA)  
Member Idaho Association Special Education Administrators (IASEA)  
Member Council of Administrators of Special Education (CASE)  
Member, Council for Exceptional Children (CEC) Idaho Representative  
Active-for-Life Member, Phi Kappa Phi  
Member, Association for Direct Instruction (ADI)  
Member Association for Supervision and Curriculum Development (ASCD)  
Member American Psychological Association (APA)  
Idaho State Department of Education Mediator  
Board Member Student Education Automated System Software (SEAS)

**Presentations**

ADHD Presentation Project Leadership (2009-2010)  
Idaho Alternate Assessment Trainings, School Districts across Idaho (2000 – 2004)  
High Schools That Work Data Presentation, Twin Falls, Idaho (February 2003)  
TEACCH Presentation, Twin Falls School District (October 2002)  
Picture Exchange Communication system, Twin Falls, Idaho (March 2000)  
Idaho Special Education Interim Manual, Twin Falls, Idaho (2005)

**Publications**

Elliot, S.N., Braden, J. P., White, J.L. (2001), Assessing One and All, Chris, (pp. 69, 106-109) Counsel for Exceptional Children, Arlington Virginia

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***Dr. Kerrie Lynn Raines***

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2519 NE Rocket Road, Mountain Home, ID 83647  
Home: (208) 587-5551 Cell (208) 447-9497  
Kerrieraines\_82@msn.com

**Education**

Ed.D: Educational Leadership-University of Phoenix (June 2010)  
Bachelor's of Arts, Major: Special Education: Boise State University (2006)  
Master's of Arts, Major: Curriculum and Instruction: Boise State University (2004)  
Bachelor's of Arts, Major: Elementary Education, ECE: Boise State University (2000)  
Minor: Early Childhood Special Education: Boise State University (2002)  
Education Specialist: Administrator: University of Phoenix (2009)  
Education Specialist: Special Education Director: University of Idaho (2011)  
Education Specialist: Superintendent: University of Idaho (2011)

**Certifications:**

Idaho Teaching Certification  
Elementary Education K-8  
Exceptional Child Generalists K-12  
Administrator

**Endorsements:**

Early Childhood  
Early Childhood Special Education  
Principal PK-12  
Special Education Director  
Consulting Teacher  
Superintendent

**Administration Experience**

Glenns Ferry School District  
7/01/2010-Current  
K-12 Assistant Principal/Special Education Director/  
Federal Programs Director/Testing, Assessment,  
and Curriculum Director  
Mountain Home School District, Idaho:  
Summers of 2004-2010  
ESY Coordinator  
Friends of Children and Families Head Start:  
6/2001-8-2003  
Education Team Leader

**Teaching Experience**

Base Primary School, MHAFB, Idaho  
8/2008-5/2010  
Kindergarten- 2 grade Resource Teacher  
Base Primary School, MHAFB, Idaho  
8/2005-8/2008  
Early Childhood Special Education Teacher  
Mountain Home Junior High School  
8/2003 - 8/2005  
Language Arts Resource Teacher

**Professional Experiences**

Treasure Valley Association for the Education of Young Children: Conference Chair - 1999, 2000, 2001 Idaho  
Association for the Education Of Young Children; Early Childhood Mentor Coach - 2004-current

**Professional Organizations**

National Association of Elementary Principals  
Association for Supervision and Curriculum  
Development  
Idaho Council of the International Reading  
Association  
IEA (Idaho Educators Association)  
National Association for the Education of Young  
Children  
Idaho Association for the Education Of young  
Children  
Treasure Valley Association for the Education of  
Young Children  
Council for Exceptional Children

**Professional Awards**

2010 Top Ten Educator of the Year  
Primary Elementary School,  
Mountain Home School District, Idaho  
  
2009 Top Ten Educator of the Year  
Primary Elementary School  
Mountain Home School District, Idaho  
  
December 2009 Capital Educators Federal Credit  
Union Teacher Grant of Month Award  
  
2008 Early Childhood Educator of the Year  
Mountain Home School District, Idaho

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>EASTERN IDAHO TECHNICAL COLLEGE</b> Biennial Progress Report	Information Item
2	<b>BOISE STATE UNIVERSITY</b> Presidents' Council Report	Information Item
3	<b>BYU-IDAHO PRESENTATION</b> Regarding "modularization"	Information Item
4	<b>IDAHO DIV OF VOCATIONAL REHABILITATION</b> 2013 State Plan	Action Item
5	<b>BOARD POLICY IV.G</b> Second Reading	Action Item
6	<b>LEGISLATIVE IDEAS</b> 2013 Legislative Session	Action Item
7	<b>2012-2017 STRATEGIC PLANS</b> Boise State University & North Idaho College	Action Item
8	<b>FAMOUS IDAHO POTATO BOWL</b> Request for Alcohol Permit–NCAA Football Games	Action Item
9	<b>BOISE STATE UNIVERSITY</b> Alcohol Permit for 2012 Home Football Games – Stueckle Sky Center	Action Item
10	<b>BOISE STATE UNIVERSITY</b> Alcohol Permit for 2012 Home Football Games – Carven Williams Complex	Action Item
11	<b>IDAHO STATE UNIVERSITY</b> Alcohol Permit for 2012 Home Football Games	Action Item



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12	<b>UNIVERSITY OF IDAHO</b> Alcohol Permit for 2012 Home Football Games – Pre-Game Events	Action Item
13	<b>UNIVERSITY OF IDAHO</b> Alcohol Permit for 2012 Home Football Games – Club Seating	Action Item
14	<b>ALCOHOL PERMITS</b> Issued by University Presidents	Information Item
15	<b>LUMINA FOUNDATION GRANT</b>	Action Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Eastern Idaho Technical College (EITC) Biennial 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 Eastern Idaho Technical College 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.

President Albiston will provide a 15-minute overview of EITC's progress in carrying out the College's strategic plan.

**IMPACT**

The EITC's 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.

**BOARD ACTION**

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

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**PRESIDENTS' COUNCIL**

**SUBJECT**

Presidents' Council Report

**BACKGROUND/DISCUSSION**

President Bob Kustra, Boise State University, and current chair of the Presidents' Council will give the report from the most recent Presidents' Council meeting and answer questions.

**BOARD ACTION**

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

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**SUBJECT**

Presentation Kim Clark, President – BYU Idaho

**BACKGROUND/DISCUSSION**

Kim B. Clark became the 15th president of Brigham Young University (BYU)-Idaho in August 2005. President Clark earned bachelor's, master's, and doctorate degrees in economics from Harvard University. In 1978 President Clark became a member of the faculty at the Harvard Business School and was named the dean of the school in 1995. He served in that capacity until he became president of BYU-Idaho in 2005.

Dr. Clark will address the Board regarding the concept of “modularization,” a process in which students graduate within 120 credit hours, even if they have changed majors, and other initiatives that BYU-Idaho has implemented that have allowed BYU-Idaho to become one of the largest postsecondary educational institutions within the State of Idaho. Some of these initiatives include: online learning, increased utilization of brick and mortar facilities, and processes for dealing with disadvantaged students in remote areas.

**BOARD ACTION**

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

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho Division of Vocational Rehabilitation's 2013 State Plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Code of Federal Regulations, Title 34- Education, Chapter III- Office of Special Education and Rehabilitative Services, Department of Education, Part 361.

Idaho Administrative code, IDAPA 47.01.01 – Section 004, Incorporation By Reference.

**BACKGROUND/DISCUSSION**

The Idaho Division of Vocational Rehabilitation (IDVR) is governed by the State Board of Education. For IDVR to participate in the State Vocational Rehabilitation Services Program authorized under Title I of the Rehabilitation Act of 1973, as amended (Rehabilitation Act) and the State Supported Employment Services Program under Title VI, Part B, of the Rehabilitation Act, it must have an approved Title I State Plan and Title VI, Part B, Supplement to the Plan. The IDVR's State Plan must be submitted to the Rehabilitation Services Administration for review no later than July 1<sup>st</sup>.

**ATTACHMENT**

Attachment 1 – State Plan for Vocational Rehabilitation Services Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the Idaho State Plan for the Vocation Rehabilitation Services as submitted.

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



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**Idaho Division of Vocational Rehabilitation**

# **State Plan Attachments FFY 2013**

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## **Idaho State Plan for the Vocational Rehabilitation Services Program And Idaho State Plan Supplement for the State Supported Employment Services Program**

### **Our Vision:**

Your success at work means our work is a success.

### **Our Mission:**

Preparing individuals with disabilities for  
employment and community enrichment.

Don Alveshere  
Administrator

**Idaho Division of Vocational Rehabilitation**  
An Agency of the Idaho State Board of Education  
650 W. State Street, Room 150  
Boise, ID 83720-0096  
Phone: (208) 334-3390  
[www.vr.idaho.gov](http://www.vr.idaho.gov)

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**Attachment 4.2(c) –Input of the State Rehabilitation Council**

During FFY 2011, the State Rehabilitation Council (SRC) held quarterly meetings in the Boise area. The following information reflect those dates and locations: October 21, 2010 – Boise, Idaho; January 26 & 27, 2011 – Boise, Idaho; April 27 & 28, 2011 – Boise, Idaho; July 20 & 21 – Meridian, Idaho. In preparation of the FFY 2013 State Plan, the Idaho Division of Vocational Rehabilitation (IDVR) cosponsored and facilitated three public forums to receive public input into the plan. Forums occurred on the following dates and location: February 22, 2012, Pocatello; February 23, 2012, Boise; and February 27, 2012, Coeur d'Alene.

**A. During FFY 2011 the SRC provided input and made recommendations to IDVR. The following summarizes the State Rehabilitation Council's input and recommendations; Response of IDVR; and explanation of input and recommendations.**

1. Tribal VR information should be included in the IDVR and SRC Annual Reports.

**IDVR Response:** Tribal VR information was not included in either the IDVR or SRC Annual Reports for 2011. IDVR will revisit this recommendation with the SRC for the 2012 Annual Reports.

2. Each IDVR Regional Office should have Tribal VR information available.

**IDVR Response:** IDVR provides Tribal VR information to all customers who identify themselves as American Indian on their referral sheet or at any time during the VR process. Furthermore, there are IDVR counselor liaisons designated to the tribal programs throughout the state. Tribal programs include: Coeur d'Alene, Shoshone-Paiute, Shoshone-Bannock, and Nez Perce tribes.

3. Field Chief position should be filled as quickly as possible to avoid potential harm to customer services and field staff morale.

**IDVR Response:** The Division hired a new Field Services Chief, Nanna Hanchett, in September 2011. She brings to the Division over four years of experience as the Rehabilitation Services Chief from the Idaho Division of the Blind and Visually Impaired and nearly seventeen years in the field of vocational rehabilitation.

4. Development of a Business Liaison position to strengthen ties between employers and IDVR.

**IDVR Response:** As a result of state and federal audit findings and the need to address these findings, as well as organizational changes during

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FFY 2011, IDVR was unable to develop a Business Liaison/Relations position. IDVR continues to value the importance of such a position to strengthen ties between employers and IDVR. IDVR is committed to the development of a Business Liaison/Relations position that will be a resource to employers statewide by FFY 2014.

5. Creation of stronger ties between IDVR and the Veterans Affairs Administration.

**IDVR Response:** In October 2010, counselors of the local Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E) provided a presentation to IDVR staff during their annual in-service. Additionally, the local VA/VR&E counselors were invited to participate in the training sessions during this in-service. In FFY 2011, IDVR participated in the "All Veterans Welcome Home" day, which provides community resources to all veterans. A cooperative agreement was developed between IDVR and the local Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E) to strengthen relationships between programs in November 2011. Furthermore, IDVR has invited VA/VR&E counselors to participate in training sponsored by IDVR to include: Motivational Interviewing and the University of Idaho brown bag lunch series. In various parts of the state, VR Counselors have presented to veterans organizations regarding IDVR services. Lastly, regional VR offices have invited VA/VR&E counselors in their area to attend regional staff meetings. Through this forum, information regarding IDVR and the VA/VR&E program are shared.

6. Development of a comprehensive plan to increase SSI cost reimbursements to IDVR. Strong consideration should be given to adopting a "Partnership Plus" approach that has been successfully implemented in other states.

**IDVR Response:** IDVR is planning to implement some form of "Partnership Plus" in the future. IDVR will convene a group of Employment Networks and others interested in becoming Employment Networks to evaluate how best to proceed with creating a Partnership Plus model for Idaho. It is expected that IDVR will begin work on this during FFY 2013.

7. Resumption of conducting quarterly meetings around the state so the SRC can meet with consumers and receive reports from the Regional Managers.

**IDVR Response:** During FFY 2011 SRC meetings were held only within the Treasure Valley. Participation by regional managers included: October 2010 – Darrell Quist, Boise Regional Manager; January 2011 –

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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Bruce Christopherson, Treasure Valley Special Programs Regional Manager and VRC, Rocio Ayala; and April 2011 – Tara Richardson, Corrections Regional Manager. It is expected that during FFY 2013, customers as well as local regional managers will be invited to quarterly SRC meetings.

8. Strong support for the Rehabilitation Counselors Master program was expressed and encouragement to establish a program in Boise.

**IDVR Response:** In FFY 2011, IDVR and the University of Idaho entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and the only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education.

**B. The responsibilities of the Idaho State Rehabilitation Council (SRC) are outlined in the Rehabilitation Act of 1973 as amended in 1998.**

1. The SRC increased the responsibilities of the State Plan Committee to include financial issues and activities. As such, the name of the committee was changed to the State Plan and Finance Committee. The Committee will work closely with the Planning and Evaluation Manager and Fiscal Manager in reviewing reports and data that impact the State Plan and fiscal well-being of the agency. The SRC will develop a depth of understanding of the issues and potential solutions.
2. The SRC did not conduct a consumer satisfaction survey during the year. Steps are being taken to insure this SRC responsibility is fulfilled during the next fiscal year.

**Attachment 4.7(b) (3) Request for Waiver of Statewideness**

The Division provides services in one (1) or more political subdivisions of the State that increases services or expands the scope of services that are available statewide under this State Plan.

**All waiver request include:**

(1) The Division verifies in the specific Memoranda of Agreement (MOAs) that the contributions of these political subdivisions are certified as non-federal monies attached for services, including funds contributed to a local Agency by a private Agency, organization or customer, and



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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(2) The Division ensures that the services are likely to promote the vocational rehabilitation of substantially larger numbers of customers with disabilities or of customers with disabilities with particular types of impairments, and

(3) The Division ensures that all services administered are in full agreement with the rules and regulations governing General Vocational Rehabilitation Programs as well as State Plan requirements and that the Designated State Unit (DSU) is in full agreement with the provision of those services.

(4) The Division obtains written assurance that designated state unit approval will be obtained for each proposed service utilizing Agency funds prior to service delivery.

(5) The Division obtains written assurance that all other state plan requirements, including a state's order of selection, will apply to all services under the waiver.

The following are services provided by IDVR for which the waiver of statewideness is requested:

**Juvenile Corrections:**

The Division in concert with the Idaho Department of Juvenile Corrections (IDJC) entered into a Memorandum of Agreement (MOA) to provide comprehensive vocational services to juvenile offenders both in the IDJC institution and within the community. The goal of this MOA is to provide IDVR eligible customers/offenders located within the Treasure Valley area the opportunity to prepare for re-entry into the community by providing the full spectrum of IDVR services. IDJC will contribute \$42,173 of certifiable non-federal monies toward the case service costs encumbered.

**Adult Corrections:**

The Division in collaboration with the Idaho Department of Correction (IDOC) entered into a Memorandum of Agreement (MOA) to provide a cooperative effort in the delivery of comprehensive vocational rehabilitation services to felony customers/offenders supervised under IDOC. The goal of the MOA is to provide IDVR eligible customers/offenders reentering the community and under felony supervision in the Treasure Valley area the opportunity of all IDVR services. IDOC will contribute \$103,000 of certifiable non-federal monies toward the case service costs encumbered.

**Transitioning Student Population:**

Due to the rural nature of Idaho and the increased travel time associated with serving the School/Work (transition) population, additional resources are necessary in certain areas of the state to ensure the needs are met. In collaboration with Special Education and IDEA, as well as federal initiatives, the Division has developed cooperative agreements with schools or school districts in various areas throughout the state to provide comprehensive vocational

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rehabilitation services to students with disabilities to prepare these customers for transition to work. A designated VR counselor and staff member are assigned to a consortium affiliated facility to better serve customers in the respective areas.

The school districts will pay an estimated total of \$178,766.12 in certifiable non-federal monies to IDVR to be used expressly for allowable costs incurred by IDVR in the implementation of the cooperative agreement. All parties have agreed to and signed the memoranda agreements. The memoranda agreements cover the following areas of the state:

Region I   Coeur d'Alene - Two Projects  
Region II   Lewiston - One Project  
Region III   Treasure Valley Special Programs - Four Projects  
Region IV   Twin Falls - One Project  
Region V   Pocatello – One Project  
Region VI   Idaho Falls - One Project

It is worth contrasting the services in the regions of the state covered by the MOUs versus those not covered. The majority of the state high schools are covered by the transition agreements in the state. Those not covered by this approach tend to be smaller school districts or out of the way communities, although this is not always true. First of all, any individual school district might participate in the arrangement. IDVR counselors are either located in high schools or travel to those high school participating in the project. This provides an easy access to the transition age students eligible for IDVR services. For a majority of the projects, the office space, phones and utilities are provided by the various schools where our counselors are located. These counselors carry a full caseload of transition students and are not dedicated to the general population eligible for IDVR services. The counselors keep the students on the caseload until they are closed by a successful rehabilitation or from failure to successfully complete the rehabilitation process. An important aspect of this agreement that is not feasible for a general counselor is the creation of a close working relationship with school personnel, more timely referrals, better support throughout the rehabilitation process, easy access to pertinent school staff, and the expertise that comes with specialization. The arrangement has proved important in developing an excellent working relationship between IDVR staff and school districts across the state.

In school districts not covered by the interagency agreements, students are referred by school counselors, special education teachers, or by word of mouth to IDVR. In such cases all of the normal and appropriate activities and services are provided by the DSU. In these regions of the state the counselor carries a general caseload with some transition age students. There is no service offered under the MOUs not also made available by the counselors providing services in the areas not covered by the MOUs. One difference however, must be mentioned. The counselors with full time caseloads of transition age youth

typically become experts in providing services to this specialized caseload. At one time our Agency believed this caseload would not be as productive as general caseload counselors, but the notion was proved wrong by several of the transition specialist counselors in recent years.

**Mental Health Population:**

Customers with mental health issues have been historically underserved in Idaho. To ensure that the needs of this population are adequately met, the Division has developed an MOA with the Idaho Department of Health and Welfare, Division of Behavioral Health, Adult Mental Health to provide vocational rehabilitation services to Idahoans experiencing severe and persistent mental illness who are eligible for vocational rehabilitation services. A designated VR counselor and staff member are assigned to a consortium affiliated facility to better serve customers in the respective areas. The Department of Health and Welfare pays IDVR \$229,518 in certifiable non-federal monies for services executed under this interagency agreement. Both parties have agreed to and signed the memorandum. This interagency agreement covers the following areas only:

Region I	Coeur d'Alene
Region II	Lewiston
Region III	Boise/Caldwell/Nampa
Region IV	Twin Falls
Region V	Pocatello
Region VI	Idaho Falls

Idaho continues to develop a system of mental health courts modeled after drug courts for those with persistent and Severe Mental Illness (SPMI) disabilities. So far all of the mental health courts are located in geographic areas covered by our interagency agreements. The new system in conjunction with our counselor's efforts is proving useful in the rehabilitation process for consumers for whom success is most elusive.

In the regions of the state not covered by the interagency agreements SPMI consumers meet with general case load counselors and begin the normal rehabilitation process from application, to eligibility, plan development, service provision, placement, and eventual closure. In such cases the customer is provided all the normal individualized services, however, is not able to access the counselors with the greatest expertise and specialization for MI. Additionally, the specialized counselors have developed a close working relationship with their respective regional mental health providers which encourages more timely referrals and better support throughout the rehabilitation process.

**Department of Labor (IDOL) – Prepared and Connected = Employed (PACE) Job Club**

In collaboration with Idaho Department of Labor (IDOL), the Division has developed a cooperative agreement that will provide specialized job search assistance to customers in the Treasure Valley area. At this time, available funding will only support the creation of a job club in this designated area of the state. However, due to the concentration of people within the Treasure Valley, the job club will be able to reach a significant portion of the population.

The purpose of this agreement is to provide a facilitated job club strategy targeted to the unique needs of customers who are applicants for or recipients of VR services. IDOL will continue to offer the traditional job clubs throughout the state. The services provided in the VR PACE Job Club will not be the usual and customary services provided in a traditional IDOL job club, but will be new, modified, expanded and/or re-configured to have a vocational rehabilitation and disability focus. The customized services provided in the VR PACE Job Club are only available to applicants for, or recipients of VR services.

The IDOL will pay certifiable non-federal monies for services executed under this interagency agreement. The agreement covers Boise, Nampa, Caldwell, and Meridian areas. In the regions not covered by this agreement, a traditional job club continues to be available to all consumers through the DOL.

**Attachment 4.8(a) - Cooperative Agreements with Agencies Carrying Out Activities under the Statewide Workforce Investment System**

The Workforce Development Council is the sole workforce investment board in the state to oversee a statewide regional planning area. It was established to provide strategic direction and oversight of Idaho's workforce development system. This requires the Council to exercise special responsibility for development and oversight of the state's workforce development infrastructure and program. The Council members represent business, workers, education, state and local government and community based organizations. As a result of this consolidation, there is a single memorandum of understanding (MOU) that includes all Workforce Investment System partners. The purpose of this MOU is to establish the framework for operation of the One Stop system in a manner that maximizes access to services for business, students, and job seeking customers while making efficient use of public resources and enhancing coordination among partners.

The following statement from the agreement summarizes the intent and purpose of this statewide partnership:

"This Memorandum of Understanding (MOU) is entered into in the spirit of cooperation and collaboration by the Workforce Development Council, hereafter referred to as "the WDC" and the One Stop delivery system signatory partners, hereafter referred to as the 'One Stop partners' or 'partners' to describe how their

various funding streams and resources will be utilized to better serve their mutual customers, both job seekers and employers, through an integrated system of service delivery operated at comprehensive sites known as Idaho Works Career Centers and satellite sites, called Idaho Works Career Connection sites. It is understood that the development and implementation of these Centers will require mutual trust and teamwork among the One Stop partnering agencies and the WDC, working together to accomplish the shared goals."

**4.8(b) (1) Cooperative Agreements with Agencies and Entities Not Carrying Out Activities under the Statewide Workforce Investment System**

The Idaho Division of Vocational Rehabilitation does not engage in any programs carried out by the Under Secretary for Rural Development of the U.S. Department of Agriculture.

The Idaho Division of Vocational Rehabilitation (IDVR) and the following entities have entered into formal agreements, which outline the specific activities expected of each partner. The agreements outline goals, planning processes, information sharing and confidentiality, technology, continuous improvement and accountability, service delivery support, cost sharing, annual action plans, duration, amendments, and termination/conflict resolution when applicable. These entities include:

**Idaho Industrial Commission:**

This agreement outlines the relationship between IDVR and the Industrial Commission with regard to persons injured on the job who may also have other non-work related injuries. The Industrial Commission will be the lead Agency for injured workers in Idaho and will refer them to IDVR when they are unable to return to previous or similar employment due to the work related injury.

**Idaho Department of Health & Welfare, Division of Behavioral Health, Adult Mental Health:**

The Idaho Division of Vocational Rehabilitation (IDVR) and the Idaho Department of Health and Welfare, Division of Behavioral Health, Adult Mental Health enter into this agreement annually for the express purpose of better serving Idahoans experiencing severe and persistent mental illness. A team approach will be used to ensure that the Idahoans served by this agreement will benefit as to remaining de-institutionalized and successfully integrated into their respective communities from a psychological, psychosocial, and employment perspective. Those customers who have a severe and persistent mental illness deemed not eligible for this program will be referred to the general IDVR program. Those customers who have a severe and persistent mental illness deemed ineligible for this program or IDVR services will be referred to appropriate resources for assistance.

**Tribal VR (Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Bannock Tribe, Shoshone/Paiute Tribe):**

The intent of these agreements is to develop and implement a cooperative system for providing vocational rehabilitation services to eligible American Indians with disabilities and to promote and enhance to the greatest extent possible vocational rehabilitation services like that of those provided by the State of Idaho. The IDVR has the basic responsibility to provide rehabilitation services to all eligible customers of Idaho. The Nez Perce Tribe, Coeur d'Alene Tribe, Shoshone/Paiute and Shoshone/Bannock Tribe, through a Federal Section 121 grant, will work cooperatively with IDVR.

**Idaho Department of Labor /Data Sharing:**

This agreement provides for disclosure of employment security information by the Idaho Department of Labor to IDVR for the purpose of evaluating customers' acquisition and retention of employment and earnings. The agreement also enables IDVR to meet federal reporting requirements under Section 106 of the Rehabilitation Act as amended by Title IV of the Workforce Investment Act of 1998.

**State Use Contracting Programs:**

The State of Idaho has a 1973 statute referred to as the "Use Law." A Council appointed by the governor facilitates the sale of goods and services from thirteen (13) Community Rehabilitation "Not for Profit" Programs. A cooperative agreement is not necessary.

**Idaho Educational Services for the Deaf and Blind (IESDB):**

This agreement established guidelines and policies to facilitate the referral of IESDB students to the Agency for appropriate vocational rehabilitation services and to coordinate the provision of services when the student(s) is/are mutual customers of both entities.

**Project Search:**

Project Search is a high school transition collaborative effort between school districts, the IDVR, Community Rehabilitation Programs (CRP's) and host businesses. It is a national/international training effort to prepare transition students identified as requiring long term supports for the world of work thus helping them move into community employment after high school graduation. Idaho currently has one active project in the Coeur d'Alene area which is a joint effort with VR, Coeur d'Alene and Post Falls school districts, TESH, and Kootenai Health. The Project Search program combines two hours of daily classroom training along with four hours of unpaid internship. These internship experiences are done in three different eight week rotations and can include: housekeeping, dietary, laundry, child care, and equipment transportation. Even though the students may not be hired by the host business, they are better prepared for work and better able to access employment after Project Search

completion. At this time, Project Search has only been established in the Coeur d'Alene region.

**U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program and IDVR:**

This cooperative agreement is entered into by the U.S. Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment Program (VR&E), and the Idaho Division of Vocational Rehabilitation with the purpose of ensuring seamless, coordinated, and effective vocational rehabilitation services to Idaho's veterans with disabilities and dependents with disabilities, improving cooperation and collaboration between the two agencies, avoiding duplication of services, improving inter-agency communication, and to establish staff cross-training opportunities.

**Independent Living:**

IDVR currently contracts Title VII, Part B funds to the State Independent Living Council (SILC) and Disability Action Center-NW (DAC). IDVR has allocated 71% of independent living funding provided through Title VII to the SILC. The remaining 29% is distributed directly to the Disability Action Center (a center for independent living). Part B funds are used to enhance and expand core independent living services.

**University of Idaho College of Education Department of Leadership and Counseling:**

IDVR and the University of Idaho (U of I) entered into an agreement to advance the Continuing System of Professional Development (CSPD) for the vocational rehabilitation community of Idaho, in particular the vocational rehabilitation counseling profession. This agreement sets forth the expectations and terms of the on-going partnership to advance the CSPD of Idaho through the state's land-grant institution and the only University that provides the vocational rehabilitation counselor program. The vocational rehabilitation counselor program is administered and delivered through the Leadership and Counseling Department of the College of Education.

**Idaho Department of Health & Welfare - Division of Health –Children's Special Health Program:**

The agreement facilitates the referral of children ages 16 to 18 with significant disabilities to the IDVR program. It indicates we will work together to ensure appropriate transition to adult life to eligible youth.

**Attachment 4.8(b) (2) Coordination with Education Officials**

**Colleges and Professional Technical Programs in Idaho under the State Board of Education:**

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The Idaho Division of Vocational Rehabilitation is an agency of the State Board of Education and partners with other agencies under the Board through coordination and collaboration.

These agreements provide coordination of services between IDVR and the universities and colleges in Idaho, so that students with disabilities can succeed in an environment of higher education as outlined in CFR361.22.

The cooperative agreements with colleges and universities outline information regarding consultation and technical assistance, roles, responsibilities, including financial responsibilities of each, and procedures for outreach to and identification of students with disabilities who need services.

**Idaho Department of Education - Secondary Transition:**

This agreement deals with our mutual definition of secondary transition and the cooperative delivery of services to transitioning students with disabilities. It outlines the provision of services required from local school districts, IDVR and Idaho Commission for the Blind and Visually Impaired, roles and responsibilities of each Agency including financial responsibilities, provisions for determining state lead agencies and qualified personnel responsible for transition services.

The parties enter into these agreements solely to facilitate the transition of students with disabilities from K-12 public education into adult life. This transition to adult life may involve any or all of the following goal oriented activities: post-secondary education, training and job placement, direct placement into appropriate employment (to include supported employment if required), consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities, advocacy, and any other activities that are relevant to the student and within the scope of the IDVR mission and role.

This agreement with the Idaho Department of Education and education officials ensures a coordinated, comprehensive system focusing on youth with disabilities as they transition from secondary school to post-school activities, promoting post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation emphasizing a team approach to facilitate the transition of students with disabilities from public education into employment. Roles and responsibilities, including financial responsibilities, of each Agency, including provisions for determining state lead agencies and qualified personnel responsible for services are outlined as well. This agreement also includes referrals of students with disabilities (e.g. physical, medical) who are not eligible for special education services, and students who have a 504 Plan (Rehabilitation Act of 1973), to IDVR for determination of eligibility for vocational rehabilitation services.



This agreement outlines the local education Agency responsibility for the purchase of assistive technology equipment that is required for educational purposes. The agreement also outlines IDVR responsibility for the purchase of any assistive technology device or equipment that may be necessary for the student's eventual employment. The agreement also provides a protocol for discounting the cost of equipment purchased by the school for repurchase by IDVR to be utilized in an employment program.

Additionally, IDVR will accept referrals within 2 years prior to the student exiting high school (or earlier if appropriate), determine eligibility and collaboratively, with input from the student's Individualized Education Program (IEP) Team, develop Individual Plans for Employment (IPEs).

**Idaho Interagency Council on Secondary Transition:**

IDVR continues to be involved in the Idaho Interagency Council on Secondary Transition with the purpose of ensuring that youth with disabilities experience a collaborative, comprehensive system that facilitates a smooth transition from secondary school to adult life. The goal of this group is to provide and promote a common conceptual framework that leads to opportunities for youth with disabilities in community living, recreation, continued education, and employment. Interagency cooperative planning, information sharing, and the collaborative use of resources will help accomplish our mission at the state and local level.

**Idaho Educational Services for the Deaf and Blind (IESDB):**

This agreement established guidelines and policies to facilitate the referral of IESDB students to Vocational Rehabilitation for appropriate vocational rehabilitation services and to coordinate the provision of services when the student(s) is/are mutual customers of both entities.

**Attachment 4.8(b) (3) Cooperative Agreements with Private Nonprofit Vocational Rehabilitation Service Providers**

IDVR does not establish cooperative agreements with private nonprofit vocational rehabilitation service providers as we purchase services on a fee-for-service basis.

IDVR has implemented two reimbursement methods with private, nonprofit Community Rehabilitation Programs (CRP). These include contracts for services provided on an incremental basis (payments following the provision of selected services) as well as fee-for-service.

IDVR participates as a guest at quarterly meetings conducted by CRP associations. Furthermore, IDVR maintains ongoing communication with CRP's who are nonprofit and unaffiliated with a CRP association. The main purpose of the Agency participation is to solidify and improve collaborative relationships for

the enhancement of service delivery to customers with disabilities.

All new providers of community rehabilitation services for IDVR customers must go through a certification and approval process. The Field Services Chief reviews the qualifications of the vendors providing services to IDVR customers in order to assure the quality of these services, as well as the safety of customers. Vendors are certified through either the Commission on Accreditation of Rehabilitation Facilities (CARF) or Rehabilitation Services Accreditation System (RSAS).

IDVR policy assures that applicants and eligible customers exercise choice of service providers. Each region throughout the state provides a comprehensive list of CRP services and expertise available, which enables the customer to make an informed choice in the selection of an appropriate vendor.

Lastly, IDVR is in the process of developing a monitoring system that will evaluate on-going specific CRP programs and services. This monitoring system will provide quality assurance oversight of the CRP vendors. This system is scheduled to be in effect beginning July 2012.

#### **4.8(b) (4) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services and Extended Services**

IDVR is committed to the advancement of opportunities for Idaho citizens with disabilities including those with the most significant disabilities to be employed and to become independent in the least restrictive and most integrated environments. IDVR has established and continues to maintain strong working relationships with pertinent state agencies and other appropriate entities to assist in the provision of supported employment services throughout the state.

IDVR continues to manage extended employment funding which is annually provided by appropriation from the state legislature. One full time employee is responsible for distributing the funding among the participating community rehabilitation programs that offer not only community supported employment but also extended sheltered employment.

IDVR continues to be successful in maximizing the Federal Supported Employment allocation by collaborating with other agencies and organizations to ensure that available resources are identified and utilized in order to maximize the impact of the services for all customers with the most significant disabilities requiring long-term community supported employment. Included within this collaboration are Medicaid services provided under the Home and Community Based Services Waiver, as well as services provided through the statewide IDVR consortia with the State Regional Mental Health programs.

IDVR counselors work closely with the staff involved with the State Extended Employment Services program to ensure that eligible individuals are referred and

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placed on the waiting list to receive long-term community supported employment funding when appropriate. IDVR counselors also assist customers who desire to move from an extended services environment into competitive and community-based supported employment when appropriate.

**Attachment 4.10 Comprehensive System of Personnel Development**

**1. The following describes the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs including:**

The collection and analysis of data on all personnel includes the following:

- IDVR maintains a system of job descriptions and incumbent staff in all positions.
- An annual needs assessment is conducted to identify and analyze the training and development needs of all IDVR rehabilitation personnel.
- The analysis of current and future staffing needs is ongoing.

(1) (A) Our current ratio of VR counselors to customers served per fiscal year is 1:195

(1) (B) IDVR currently employs a total of 150 staff. The breakdown of personnel is as follows:

Job Title	Total Positions	Current Vacancies	Projected Vacancies Over the Next 5 years
Qualified Rehabilitations Professionals Vocational Rehabilitation Specialists Vocational Rehabilitation Counselors	72	1	35
Vocational Rehabilitation Assistants	50	2	40
Field Management Staff	9	1	1
HR	2	1	0
Fiscal	5	1	0
IT	5	1	1
Planning and Evaluation	2	0	1
Administrative Assistants	3	1	0
Extended Employment Services	1	0	0
Administrator	1	0	0

(1) (C) Current positions needed to meet the needs of the Agency are: One Business Liaison/Relations and one Business Analyst.

- The Agency has determined that a ratio of one (1) QRP for every 20,000 people in the state is an ideal staffing ratio. The population of Idaho is approximately 1.5 million people, thus a minimum of seventy-five (75)

QRP over the next five (5) years would be required to meet this ratio. IDVR currently has a total of seventy-two (72) QRP, VRC and VRS, thus three (3) additional positions are needed. In addition, one and a half to two VRA positions would be necessary to support the QRP to meet the demand for IDVR services.

**2. The following describes the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development:**

- (2) (A) The University of Idaho (U of I) is the only institution of higher education in Idaho that prepares VR counselors. The U of I is expanding their Rehabilitation Counseling and Human Services Master's program. Beginning in the Fall of 2012 the program will be offered in two Idaho locations and will accommodate twenty-five (25) students. They are working to offer a category "R" distance education program for individuals who have related Masters Degrees and need up to six additional courses to be eligible to sit for the CRC exam. This will assist IDVR in preparing many VRS staff that have a related Master to achieve their appropriate training and credentials as required by IDVR's CSPD standard.
- (2) (B) From the current Master in Counseling program at the U of I six (6) students are expected to graduate in May 2012 and an additional three (3) in either the summer or fall of 2012.
- (2) (C) Seven (7) graduates from the Master's program at U of I recently sat for the CRC exam. All seven passed and will be receiving certification.

**Plan for Recruitment, Preparation and Retention of Qualified Personnel:**

IDVR will continue to recruit qualified staff from the U of I and other regional and national institutions of higher education. We maintain periodic contact with Western Washington University, Portland State University, University of Arkansas, Utah State University, University of Northern Colorado, San Diego State University, University of Wisconsin-Stout, University of Arizona, Montana State University, New Mexico Highlands University, Texas Tech University and University of Texas Pan Am.

IDVR and the U of I developed an agreement in FFY 2011, to be renewed annually, that outlines the detail of a mutually beneficial partnership. IDVR contributes to the vocational counselor education program in order to ensure a long lasting quality educational program. The U of I will provide educational opportunities for existing staff and other rehabilitation related organizations and individuals to advance the profession of rehabilitation counseling. Educational opportunities could include not only formal university education but activities such as workshops, research projects, and specialty events, summer training

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conferences in conjunction with the Idaho Chapter of the National Rehabilitation Association, and internship positions within the University structure.

IDVR will provide feedback to the department chair and dean at the U of I on existing and future staffing needs, including individuals with disabilities as well as those with minority backgrounds.

IDVR has provided unpaid internships for Master level students in Rehabilitation or related fields in prior years and anticipates continuing this opportunity. Three of our current counselors completed their internships with IDVR prior to being hired into counseling positions.

The SRC also conducts annual staff surveys for all IDVR employees, compiles and reviews results and offers feedback and recommendations on findings, specifically areas that may need improvement.

IDVR continues to face challenges in recruiting qualified applicants. The entry-level wage for a QRP is lower than comparable state and private positions. IDVR has begun to address and implement a more competitive wage for QRP's and classified personnel. IDVR will continue to build a compensation package which will be competitive to other states and agencies contingent upon available funding.

All Regional Managers, Central Office Management and other leadership personnel complete recruitment activities. Development of recruitment and marketing plans continue to be a priority that will lead to an accurate assessment of the recruitment efforts of the Division. Furthermore, the Agency sends position announcements to the members of the State Rehabilitation Council (SRC) for them to disseminate to interested applicants.

Professional organizations such as the local chapter and the national chapter of the National Rehabilitation Association assist in promoting Agency recruiting efforts.

IDVR participates in Career Fairs around the state to encourage and seek out individuals from diverse backgrounds including individuals with disabilities and from minority backgrounds.

IDVR conducts exit interviews with staff, when possible, to determine whether there are areas of concern affecting staff retention that need to be addressed.

IDVR is committed to recruiting and hiring qualified personnel who are individuals with disabilities and/or from minority backgrounds. The Agency has a long history of recruiting, hiring and retaining such individuals.

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For FFY 2011 the turnover rate for QRP's was 10%, with the overall turnover rate at 13%. The current overall turnover rate is at 16%. With the Change in Employee Compensation (CEC) that is being implemented this year it is anticipated that the turnover rate will decrease. The Agency will conduct staff surveys every 18 months for all employees. Results will be compiled and reviewed to identify specific areas to enhance retention efforts.

**Personnel Standards**

**The following describes the State Agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared:**

- (1) The State of Idaho does not require a state licensure for rehabilitation counseling. Personnel educational standards established by IDVR for qualified rehabilitation professionals (QRP) are intended to satisfy Federal requirements, 34 CFR 361.18(c). IDVR has established three QRP levels: Vocational Rehabilitation Counselor I, II and III (VRC I, II and III). The educational standards that satisfy the Agency's CSPD policy for the counselor positions are as follows:
1. A current Certified Rehabilitation Counselor (CRC) designation obtained through the Commission on Rehabilitation Counselor Certification (CRCC)  
**OR**
  2. Graduation from a program accredited by the CORE with a Master's Degree in Rehabilitation Counseling **OR**
  3. A current Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC) designation issued by the State of Idaho Bureau of Occupational Licensing (IBOL); Rules of the Idaho Licensing Board of Professional Counselors and Marriage and Family Therapists, IDAPA 24.15.01.

CRC designation is required for the Chief of Field Services and all Regional Managers. The CRC, LPC or the LCPC designation is required for all VRC III positions. IDVR's minimum standards for all other agency positions are the State of Idaho's minimum standards for each position.

- (2) IDVR places great importance on recruiting, hiring and retraining staff that are appropriately and adequately trained to provide services to our customers with disabilities. There are currently fifty-nine (59) QRP who meet IDVR's CSPD educational standards, ten (10) who do not meet the standards and three (3) vacant positions.

- (3) (A) IDVR continues to encourage further formal education. We also provide ongoing in-service training through funds from the Basic and Quality In-service Training Grants.
- (3) (B) All newly hired VR Counselors (VRC) meet the highest standard at the time of hire. Newly hired VR Specialists (VRS) are expected to meet CSPD requirements within five (5) years of hire date. IDVR anticipates meeting CSPD in 2017.
- (3) (C) Assessment of IDVR's progress in hiring and retraining personnel is monitored by the hiring manager on an ongoing basis through annual performance evaluations and employee development plans.
- (3) (D) Due to the limited pool of recruits for the QRP positions, IDVR will consider hiring individuals who do not possess the above academic standards. These individuals are hired into the Vocational Rehabilitation Specialist (VRS) title. The VRS is the exempt classification for staff hired who do not meet the minimum qualification standards for IDVR's QRP (VRC).

### **Staff Development**

**The following describes the State Agency's policies, procedures and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of:**

- 1. A system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology; and**
- 2. Procedures for the acquisition and dissemination to designated state unit professionals and paraprofessional's significant knowledge from research and other resources.**

(1) IDVR tracks and monitors each employee's individual training and development. Special emphasis is placed on training required to maintain CRC or LPC certification. This includes training on disability topics, vocational counseling, assessment, job placement strategies and assistive technology.

(2) An annual training needs assessment is conducted to determine personnel training needs. Individual employee skill sets, position descriptions and position duties are also assessed to identify areas that require further development. In addition, organizational needs are analyzed to identify areas in need of succession planning, to expand those employee skills essential in the effective servicing of special populations and to meet job demands. Information gathered from employee performance evaluations, supervisory feedback, employee exit interviews and administrative review results also assist the Agency with identifying areas of need.

Statewide training for all Field staff is currently being provided on the topic of Motivational Interviewing (MI). MI techniques provide methods of obtaining an accurate understanding of client expectations, perspective and goals in a more efficient manner. Research indicates the MI techniques reduce the number of counseling sessions required as well as generate a greater number of successful outcomes. The training is delivered over a three (3) month period and involves a two (2) day training session followed a month later by a one (1) day session and then a final one (1) day session a month after that. In FFY 2011 twenty-seven (27) VR counselors and specialists participated in the MI training. From that group ten (10) staff has continued to work on obtaining a higher level of MI proficiency. Self-report from the FFY 2011 participants indicates the techniques are effective. The Central Office staff will receive a one (1) day overview of MI.

Throughout the year, training requests are approved for individual and group training in areas of interest or need. A variety of platforms in used for dissemination, including face-to-face training, conferences, webinars and online. Topics for 2011 included but were not limited to: Ethics, Rehab Act, TBI, Autism, Assistive Technology, Idaho Conference on Alcohol and Drug Dependency, Tools for Life, Serving People who are Deaf or Hard of Hearing, and Mental Health Court Regional Conferences.

Succession planning and leadership development continue to be a focus of the Division. During 2012, three (3) counselors were promoted to Regional Manager positions and one (1) Regional Manager promoted to the Planning and Evaluation Manager position at Central Office. The new Regional Managers participated in an orientation with Central Office Staff. They will also be involved in a distance education program for new supervisors being offered through the Center for Continuing Education in Rehabilitation (CCER). In our efforts to provide qualified personnel to move into promotional openings the agency supported two (2) staff in the last session of Emerging Leaders training that is offered through CCER and will be supporting two (2) staff in the next series. Direct management experience is provided to staff through the use of an assistant regional manager designation in each of the eight (8) regions. This position is filled on a rotating basis allowing qualified staff within each region an opportunity to experience management duties.

New VR staff will participate in a new employee orientation which is provided by Central Office staff, the immediate supervisor and other designated employees. Critical Case Questioning and Caseload Management training is offered annually to new VR counselors, specialists and assistants. New VR assistants also participate in an online series designed for paraprofessional staff. The course covers the History of VR, Basic Ethical Considerations, Navigating Sticky Situations, Developing Collaborative Relationships and Cultural Diversity.



**Personnel to Address Individual Communication Needs**

IDVR employees that are fluent in Spanish are recruited to serve the needs of the Hispanic communities located throughout the state.

The Agency supports one caseload in the Treasure Valley that specifically addresses the needs of the deaf and hard of hearing customers. Sign language interpreting services are also purchases when necessary.

Since Idaho has a separate entity that addresses issues related to low vision and blindness, IDVR does not provide specific training to its staff in Braille.

**Coordination of Personnel Development under the Individuals with Disabilities Education Act**

The Field Services Chief is assigned as an active member of the Idaho Interagency Council on Secondary Transition and the Special Education Advisory Panel, which promotes interagency cooperative planning, information sharing, and the collaborative use of resources at the state and local level. This Council works to ensure that training needs are adequately identified and then addressed through shared training opportunities.

**Attachment 4.11(a): Statewide Assessment**

**Results of Comprehensive Statewide Assessment of Rehabilitation Needs of Individuals with Disabilities and Need to Establish, Develop or Improve Community Rehabilitation Programs**

In response to the requirements of Section 101.15 (a) of the Rehabilitation Act as amended, the Idaho Division of Vocational Rehabilitation (IDVR), in partnership with the State Rehabilitation Council (SRC), draws from many sources to assess thoroughly the needs of Idahoans with disabilities. The current Statewide Needs Assessment spans FFY 2011-2013. The Statewide Comprehensive Needs Assessment will continue to be conducted on a triennial basis and will include case reviews, consumer satisfaction surveys, focus groups of people with disabilities, town meetings conducted annually in major metropolitan areas of the state, as well as information gathered from community rehabilitation programs statewide. Additionally, counselors assigned to specialized populations (deaf and hard of hearing, transition, corrections, mental health, migrant and seasonal farm workers, American Indians, as well as Hispanics) elicit input not only from the customer population but from others who provide services to these populations including input from various state boards and groups focused on the needs of people with disabilities.

Other facets of the IDVR Needs Assessment include:

1. A Strategic Planning process involving a rolling three-year plan which is updated annually. The strategic plan has become an important tool in the decision making process that affects the day-to-day operations of IDVR. Input is solicited from IDVR staff, the CAP, the SRC, and the SILC. Primary focus areas include:
  - Service delivery with an emphasis on continued improvement in the quality of service delivery
  - Minority populations and other targeted populations
  - Deaf and hard of hearing
  - Strengthened partnerships with shareholders
  - Enhanced revenue opportunities for all VR programs
  - Transitioning students
2. Comprehensive Statewide Needs Assessment Survey:  
The survey was designed to evaluate the degree to which IDVR is addressing the rehabilitation needs of the demographic populations encompassed within this state.

Groups targeted for their input and statewide representation included:

- Client Assistance Program (CAP)
- A variety of specific disability advocacy organizations, e.g. Parents Unlimited, NAMI
- Statewide transition partners
- Consumers
- Colleges and Universities
- State Mental Health Council and mental health providers
- State Independent Living Council
- State Rehabilitation Council
- Developmental Disability Council
- Task Force on the ADA
- Adult Corrections
- Juvenile Corrections
- WIA partners
- Department of Labor
- Industrial Commission
- Local and statewide school personnel
- Local Chambers of Commerce
- Idaho Migrant Council
- Health related organizations
- Veterans Administration
- Commission for the Blind and Visually Impaired
- American Indian Tribal representatives and 121 projects

- Idaho Inclusiveness Coalition
- IDVR staff
- Community Rehabilitations Programs

A total of 381 responses were recorded. In addition, responses were recorded from the wide spectrum of sources that were tapped throughout the state including focus groups of people with disabilities, town meetings, responses procured from community rehabilitation programs, counselors assigned to specialized populations, as well as various state boards and groups focused on the needs of people with disabilities. Five major themes were identified that are capable of being addressed within the purview of IDVR.

Those themes were:

**1. Hispanic population:**

A significant number of responses focused upon the need to ingress this population more effectively. An analysis of this need indicated an expanding population which constitutes 10.2% of the statewide population. It was further noted that during FFY 2009 the Hispanic/Latino population constituted 8% of the entire clientele served by the Agency.

**2. Outreach to other targeted minority populations:**

Historically, the population of Idaho has not included a variety of minorities. During the most recent statewide needs assessment it was determined that various minorities have begun to migrate into the state and together constitute a statistically significant population that is currently underserved. Those populations include African Americans, Asian Americans, American Indians and Alaska natives. Additionally, due to the increase of the lifespan of Americans, older workers are choosing to extend their employment activity into the later years and, therefore, constitute another underserved minority population.

**3. Transitioning Students:**

It was determined that IDVR should more closely collaborate with statewide educational partners in order to identify and promote vocational goals that reflect labor market trends within the state and correlate with the interests and aptitudes of the student. Some responses received reflected issues beyond the scope of VR services alone, including the lack of effective family support, inefficient school sponsored work experiences, and a stronger network and coordination among agencies designed to provide the essential support required to ensure the acquisition of meaningful employment that will result in self-sufficiency.

**4. Deaf and Hard of Hearing:**

The statewide assessment identified a need to increase Agency capacity to provide substantial vocational services to this historically underserved population.

**5. Supported Employment Services:**

The following comments were recorded in regard to this topic: A stronger focus on community based, integrated employment rather than sheltered employment (work services), increased long-term funding for supported employment, and a reduction of the waiting list for funding of supported services. During FFY 2009 efforts were made to increase this budget but with no success. Due to the current state of the economy, it is not anticipated that any additional money will be allocated to this service over the next few years.

**Individuals with the most significant disabilities, including Supported Employment:**

IDVR is not operating under an order of selection and is able to serve all eligible Idahoans. At the end of FFY 2009, 97% of all cases open during the year were coded as either significantly disabled (SD) or most significantly disabled (MSD). No one was closed in extended employment in a non-integrated setting.

The Comprehensive Needs Assessment reinforced the need for additional state-only funds designated for long-term support. There is a strong consensus among stakeholders regarding the need to work closely with IDVR to craft a solution to the long-term support funding shortfall.

Additionally, a stronger focus on community based employment outcomes rather than sheltered workshop (extended employment) has been identified as a need for this population.

It should be noted that all customers served in supported employment meet the classification of MSD. IDVR monitors the proper coding of MSD through its on-going case review process.

Through representation on the SILC, IDVR provides significant input into the development of the State Plan for Independent Living (SPIL). The SILC conducted a series of focus groups across the state to gather input on the needs of customers with disabilities, particularly those with the most significant disabilities. IDVR incorporated the results of these focus groups into its Comprehensive Needs Assessment.

**Service Needs of Individuals with Disabilities who are Minorities:**

IDVR addresses services to minority customers through the hiring of a culturally diverse staff, by providing cultural diversity training to IDVR staff, by hiring bi-lingual vocational counselors to ingress the Hispanic population, and by collaborating with the three Section 121 Tribal Vocational Rehabilitation (TVR) grantees.

The most recent census data indicates that Idaho's two largest minority groups include: Hispanics at 10.2% of the state's population and American Indians are at 1.5% of the state's population. In FFY 2009, Hispanics comprised 8.2 % of IDVR customers served. American Indians comprised 3.4 % of IDVR customers served. Historically, particular areas of the state with higher Hispanic populations have been underserved because of the unique barriers related to the culture, which make it difficult to attract participation from that population.

It is important to note that efforts were undertaken to solicit responses from the Hispanic population in regard to the Comprehensive Needs Assessment. In reality, because of the cultural disconnect between this population and government programs; the rate of response was marginal. However, this disadvantage was partially mitigated by the bi-lingual counselors serving this population who were able to elicit some meaningful responses not only from customers but from collateral support sources.

**Individuals with Disabilities who have been Unserved or Underserved:**

Historically, transitional students in Idaho have experienced significant barriers when exiting the school system and entering the world of work. The following barriers have been identified:

- More vocational training at the high school level needed (lack of work skills)
- Knowledge of procedural details related to scholarships, applications (employment or school), resumes, etc.
- Difficulty accessing community resources
- Family support/attitudes
- Limited job opportunities in small communities
- Fear of losing SSA benefits
- Lack of work ethics and experience
- Substance abuse issues
- Transportation
- IDVR has identified the transitional population as a major focus area in its current State Plan. The barriers noted above will continue to be addressed by IDVR and partners as outlined in Goal #3 of the State Plan.

**Individuals with Disabilities Served through Other Components of the Statewide Workforce Investment System:**

IDVR is an active participant in the Statewide Workforce Investment System. Each region of the state has established a regular schedule of participation within each One Stop Center. In one particular region the VR counselor is permanently housed within the One Stop Center.

IDVR continues to provide training and information to One Stop Center partners on disability related issues, thus increasing the willingness and ability of all partners to serve customers with disabilities.

While no specific concerns or problems were identified regarding the relationship between IDVR and the One Stop centers, IDVR will continue to build upon the partnership developed to date.

**Assessment of the Need to Establish, Develop, or Improve Community Rehabilitation Programs (CRP) within the State:**

IDVR maintains a CRP specialist who serves as a liaison with CRPs and is vested with the responsibility for insuring that services are delivered consistent with IDVR standards.

There are thirty-eight Community Rehabilitation Programs in Idaho. Twelve of them belong to a traditional association called ACCSES IDAHO and the remainder are realigning with a new association called Vocational Services of Idaho (VSI).

The majority of the ACCSES-IDAHO is accredited by Commission on Accreditation of Rehabilitation Facilities (CARF). The remainder of the CRPs is accredited by Rehabilitation Services Accreditation System (RSAS). IDVR monitors all CRPs to ensure that they are properly accredited before they are accepted as viable vendors. This monitoring is ongoing to ensure that the accreditation remains active. Additionally, IDVR is in the process of developing a monitoring protocol that will collect specific on-going program data.

Idaho is a predominantly rural state. In several of the rural areas there is very limited choice with regard to CRP vendors available. In the current economic downturn, most CRPs have also felt the impact of federal deficits and reduced state general funds. This economic situation has a direct impact on the types of service CRPs are capable of providing to customers with disabilities. The possibility of a CRP requiring assistance in improving or expanding services delivery will be monitored in order to ensure high quality service delivery and positive outcomes. IDVR continues to facilitate on-going discussions with interested stakeholders to address this particular need.

**Attachment 4.11(b) Annual Estimates**

**Annual Estimate of Individuals to Be Served and Cost of Services:**

The estimated number of all customers who are eligible for services under this State Plan: 13,000

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IDVR is not in an order of selection.

Category	Title I or Title VI Funds	Estimated Number to be Served	Average Cost of Services
Title I Part B	\$6,200,000	5000	\$1240
Title VI Part B	\$220,000	400	\$550
Totals	\$6,420,000	5400	\$1189

**Attachment 4.11(c)(1): State's Goals and Priorities for FFY 2013**

The goals and priorities for the Idaho Division of Vocational Rehabilitation (IDVR) are reviewed annually and revised as necessary based on input from a variety of sources including the State Rehabilitation Council (SRC), Agency staff, State Independent Living Council (SILC), Client Advocacy Program (CAP), Tribal VR representatives, the Statewide Comprehensive Needs Assessment, the Field Services Employee Council and the IDVR Management team. IDVR met with the SRC to solicit feedback and the Council co-sponsored three public forums. Approximately 32 individuals attended the public forums.

The goals and priorities are developed using information from the FFY 2010 Comprehensive Needs Assessment, findings and recommendations from monitoring activities conducted under Section 107, first hand observation and experiences of the rehabilitation managers and Field Services Employee Council, input from organizations mentioned in the previous paragraph, and the expectations defined by federal standards and indicators. These goals and priorities were jointly developed and agreed to by IDVR and the State Rehabilitation Council.

The goals and priorities identified for inclusion in this State Plan will be:

- Measurable
- Attainable
- Meaningful based upon the unique needs and circumstances of Idaho, keeping in mind the rural nature of this state and the limited resources available
- Consistent with IDVR mission and principles
- Disseminated to staff and evaluated annually
- Consistent with federal standards and indicators

**The following identifies IDVR's three major goals:**

**Goal #1 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.**

Goal #1 reflects IDVR's focus on providing quality services that are timely and meet the need of the customer by improving its service delivery. The priorities that follow respond to the needs assessment finding and stakeholder input related to the desire to improve job supports, job readiness and the increase of best practices capacity building. To achieve this goal, IDVR establishes the following priorities:

- Provide customers with effective job supports including adequate job preparedness and training to increase employment stability and retention.
- Increase employment successes for transition age youth.
- Implement quarterly meetings with all School-Work transition counselors to increase shared best practice capacity building
- Enhance the work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.
- Expand the number of Project Search programs statewide.
- Increase the effectiveness of guidance and counseling in order to provide customer informed choice during the rehabilitation process.
- Offer benefit planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

**Goal #2 - To Provide Organizational Excellence within the Agency.**

Goal #2 reflects IDVR's commitment to establishing systems and methods to better develop, support and promote IDVR staff and improve overall retention as well as improve the efficiency and effectiveness of organizational systems used by staff. To achieve this goal, IDVR establishes the following priorities:

- Increase the focus of customer service within the IDVR delivery system.
- Comply with State and Federal regulations.
- Enhance the quality of a statewide program and evaluation system.
- Develop a more comprehensive reporting budget structure throughout all IDVR departments.
- Utilize Information Technology to its maximum capacity for effective staff performance.



- Utilize training to its maximum capacity for effective staff performance.
- Maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

**Goal #3 - To have strong relationship with our stakeholder and partners engaged in the mission of Vocational Rehabilitation.**

Goal #3 reflects IDVR's commitment to increasing its visibility in the community and strengthening its connection to other programs that serve customers with disabilities as well as employers. The following priorities are a response to the needs assessment finding and stakeholder input related to the need for enhancements in collaboration between IDVR and existing partner agencies as well as outreach to potential partner agencies. To achieve this goal, IDVR establishes the following priorities:

- For IDVR to be recognized as the expert in the workforce needs of the business community for individuals with disabilities.
- Enhance a business network with employers to promote the hiring of customers with disabilities.
- Develop a Business Liaison/Relations position.
- Develop an outcome based payment system of services with Community Rehabilitation Programs (CRP).
- Provide ongoing opportunities to stakeholders and partners for effective input and feedback in the IDVR process.

**Attachment 4.11(c) (3) Order of Selection**

IDVR is not currently in order of selection.

**Attachment 4.11(c) (4): Goals and Plans for Distribution of Title VI, Part B Funds**

IDVR received approximately \$297,000 in Title VI, Part B funds in FFY 2011. These funds were distributed in case service allotments to all IDVR regional offices to fund supported employment services under individualized plans for employment (IPE's). IDVR focuses Title VI, Part B funds on direct case service provisions including situational assessment, job placement, and job coaching, as well as supportive services. IDVR's Title VI, Part B funds do not cover all necessary expenditures associated with a supported employment strategy for

IDVR customers and therefore the Agency has and will continue to supplement Title VI, Part B funds.

IDVR utilizes the State's Extended Employment Services program as well as the HCBS Medicaid Waiver for long term support.

IDVR's objective for FFY 2013 is to increase the number of customers with a successful outcome by 5%.

**Attachment 4.11(d) State Strategies to Achieve Goals and Priorities and Use of Title I Funds for Innovation and Expansion Activities**

**Innovation and Expansion:**

IDVR will implement a demonstration project of the WorkStrides career preparation workshop. WorkStrides is a Career Development Program that was developed by Washington VR. This is a three day, six hour per day training that addresses a wide range of employability dimensions. Topics include: Exploration of interests, aptitudes, values, identifying barriers to employment, coping with change, self-esteem, decision making, and vocational goal setting. This workshop is designed to improve and expand the preparation of eligible customers preparing for plan development and employment.

IDVR will provide funding support for the State Rehabilitation Council expenditures including travel, lodging, advertising for town meetings, supplies, meeting room rentals, interpreters when necessary, facilitation services, and costs related to consumer satisfaction/outreach surveys.

Funding support for the State Independent Living Council (SILC) is also allocated out of Innovation and Expansion funding. Supplemental funding support for the SILC will be utilized to assist in the cost of salary and benefits for a fiscal technician, the Executive Director, and an Administrative Assistant II positions.

**State Strategies to Achieve Goals and Priorities:**

The following strategies have been identified to support the needs identified in the FFY 2010 Comprehensive Statewide Needs Assessment as described in Attachment 4.11(a) and the Agency goals and priorities in Attachment 4.11(c)(1). These strategies will be implemented in order to achieve Agency goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the vocational rehabilitation and supported employment programs.

These strategies are subject to change due to the nature of the strategies and the continuous evolution of concerns related to disability issues in the state. The Agency continuously monitors these strategies based on current circumstances, striving to stay in tune with the needs of Idahoans with disabilities.

**Attachment 4.11(d) (1) (A): Expansion and Improvement of Services to Individuals with Disabilities and Assistive Technology Services and Devices**

**Strategy 1: Assistive Technology Services and Devices**

IDVR will continue to focus upon efficient usage of rehabilitation technology enhancements as they become available on the market. This equipment will be utilized to overcome barriers that would otherwise impede the achievement of a desired vocational outcome.

Through the Idaho Assistive Technology Project (IATP), IDVR will access resources to assess and obtain recommendations for customers who are requiring technology devices to achieve a successful employment outcome. IATP provides assistive technology training to IDVR staff to include a review of the most updated services and devices which may enhance a customer's functioning ability. In an effort to supplement face-to-face training, the project is developing an online learning community which will house "just in time training" and materials for the IDVR staff to access. This information will be updated yearly to stay current with technology. IATP will continue to be available to field questions and provide technical assistance over the phone or by email. IDVR staff will refer customers to the IATP website for additional resources when applicable. Lastly, IDVR will have representation on the IATP advisory board. This individual will disseminate information to each regional AT staff representative.

IDVR will access and utilize rehabilitation technologies to assist in serving the deaf and hard of hearing population. During FFY 2009, IDVR established a new counseling position to address the deaf and hard of hearing population located within the Boise metropolitan valley. Rehabilitation technologies are incorporated within the service delivery process to include video phones, Caption phones (CapTel), and/or cellular phones for texting. Video Remote Interpreting (VRI) will be provided to the customer through the implementation of webcams and microphones. Lastly, IDVR is currently in the process of translating into an ASL video format all pertinent IDVR forms that are utilized by customers. When available, IDVR will also provide access to these forms on the Agency's internet website. These services will be implemented on an on-going basis and will continue to be upgraded as technologies progress.

**Strategy 2: Expansion and Improvement of Services to Individuals with Disabilities.**

- IDVR continues to refine a review instrument used for internal casework audits that identifies current practices that do not meet Agency or Federal standards as well as examples of "best case practices".
- IDVR will revise the Field Services manual in order to ensure that it complies with state and federal requirements.

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- IDVR will continue to collaborate with other state agencies and organizations to address disability related issues as they arise.
- IDVR staff will participate on regional or statewide transportation committees that are developed to expand or create options for public transportation and to represent the interests of Idahoans with disabilities.
- IDVR will actively support customers in their participation in Mental Health and Drug Court in communities where this program has been implemented.
- IDVR will continue to invite community rehabilitation partners to attend relevant trainings sponsored by IDVR, including the annual in-service training when appropriate.
- IDVR will continue to extend invitations to the Tribal VR representative to attend quarterly IDVR management meeting and staff trainings.
- IDVR will work closely with the Inter-Agency Secondary Transition Working Group and other interested organizations to share information and develop cooperative strategies that address the full spectrum of issues faced by transitioning youth.
- IDVR has initiated a cooperative agreement with the Idaho Education Services for the Deaf and Blind that utilizes the skills and expertise of IESDB staff in the recruitment and placement of eligible customers who are deaf and hard of hearing.
- IDVR transition counselors will work closely with school district special education directors and staff to provide VR orientation regarding the rationale behind the selection of the vocational goal for the IPE.
- IDVR will continue to collaborate with state Mental Health officials to develop collaborative means of bridging gaps in vocationally related mental health services caused by a decrease in overall funding of the mental health programs.
- IDVR, in conjunction with the SRC, will better educate legislators regarding the activities and accomplishments of the Agency.
- IDVR will increase efforts to educate the public, other state agencies, industries, and partners regarding the return on investment inherent in the VR program.
- IDVR will develop a strategy that will best illustrate to legislators and other interested parties the efforts made by the Agency in the rehabilitation of customers in agricultural sectors.
- IDVR will provide benefit planning information and referral material to customers initiating and completing the IDVR program, specifically WIPA and Partnership Plus.
- IDVR create a Business Liaison/Relations position within the Agency to address statewide employer needs.
- IDVR will enhance the working relationship with the Idaho Division of Veteran Services and the U.S. Department of Veterans Affairs (VA) in order to better serve veterans with disabilities.
- IDVR will build a working relationship with apprenticeship and labor organizations to facilitate the employment of customers with disabilities

- IDVR, in conjunction with the SRC, will work with other interested parties and organizations to educate employers and businesses regarding disability issues in order to create greater employment opportunities.
- IDVR will participate in the Consortium for Idahoans with Disabilities (CID), a cooperative group of community agencies, and organizations concerned with issues affecting people with disabilities.

**Attachment 4.11(d) (1) (B): Outreach To Serve The Most Significantly Disabled Who Are Minorities or Unserved or Underserved**

**Strategy 1: Deaf and Hard of Hearing**

The triennial needs assessment conducted in 2010 specifically identified as underserved, customers who are deaf or hard of hearing. IDVR developed a cooperative agreement to fund two full time positions to be housed within the Idaho Educational Services for the Deaf and Blind whose responsibility is to locate and refer deaf or hard of hearing transitioning students to IDVR for services. These resources will be used to increase the percent of customers participating in community based, integrated, employment.

During FFY 2010/11, IDVR, in association with the governor's office, analyzed the feasibility of integrating the Council for the Deaf and Hard of Hearing into the Agency. The Agency advocated for this integration for the following reasons: 1. The primary mission of the Council is to provide the deaf and hard of hearing with increased access to employment opportunities, 2. Increase awareness for the needs for the deaf and hard of hearing through educational programs, 3. Encourage consultation and cooperation among departments, agencies and institutions serving the deaf, 4. Provide a network through which all state and federal programs dealing with the deaf and hard of hearing customers can be channeled, and 5. Monitor consumer protection issues that involve the deaf and hard of hearing population. This proposed integration has taken place and the Council for the Deaf and Hard of Hearing is now considered a program as defined by the State of Idaho under the Idaho Division of Vocational Rehabilitation and subject to the same Federal rules and regulations.

**Strategy 2: Hispanic/Latino**

The primary minority and underserved population in Idaho is the Hispanic population, many of whom enter the state on a seasonal basis to work in agriculture. IDVR will continue to outreach and serve the Hispanic and well as the migrant and seasonal worker population. This particular demographic population experiences a large number of customers with the most significant disabilities based upon the labor intensive nature of the work and other occupational hazards related to seasonal and migratory farm work as well as cultural and education barriers. IDVR will work collaboratively with the Department of Labor, the Idaho Migrant Council, the Idaho Commission of Hispanic Affairs to identify methods to better communicate the mission, goals, purpose, and programs of IDVR, and to identify processes to better facilitate

referrals into IDVR programs as well as implementation and completion of programs for employment outcomes. All of these areas of need will be taken into consideration in the development of comprehensive rehabilitation plans.

**Strategy 3: Black, Asian, American Indian and Alaska Native**

Although Idaho historically has experienced a very low percentage of minorities within the state, the latest figures from the Idaho Department of Labor indicate that certain minority groups are expanding. The latest figures from the Idaho Department of Labor as well as the 2010 tri-annual needs assessment indicate that certain minority groups are increasing in various regions of the state. IDVR has committed to increasing the service and outreach to minority individuals to increase service capacity to the Black, Asian, and American Indian and Alaska Native populations. The Agency will work with various community organizations to help locate these individuals and coordinate efforts in order to effectively accommodate any cultural or disability issues that might create a barrier to successful employment.

**Strategy 4: Collaboration with Section 121 Projects**

In Idaho, there are currently four Section 121 Vocational Rehabilitation projects serving the American Indians. IDVR will work collaboratively with the Native American Tribes to identify methods to better communicate the mission, goals, purpose and programs of IDVR, and to identify processes to better facilitate referrals into IDVR programs as well as implementation and completion of programs for employment outcomes.

**Attachment 4.11(d) (1) (C): Development and Improvement of the State Community Rehabilitation Programs (CRP's)**

**Strategy 1:**

In Idaho, the CRP programs function as independent vendors structured on a fee for service basis. In order to assure the highest quality service outcome to Agency clientele, each vendor must be certified by one of two National Certification entities. The first is the Commission on Accreditation of Rehabilitation Facilities (CARF). The second is the Rehabilitation Services Accreditation System (RSAS). Furthermore, the development and implementation of a CRP monitoring system will be effective in July 2012.

**Strategy 2:**

IDVR will engage with its' CRP partners to expand and improve the quality of services for Agency customers through continuing in the participation of IDVR/CRP meetings. Additionally, regional IDVR management will meet quarterly with their local CRP's. Lastly, IDVR participation in quarterly association meetings, VSI and ACCSES, will further enhance collaboration and improve understanding of the IDVR system.

**Strategy 3:**

IDVR will evaluate and work toward the development of an outcome based payment system of services delivery with Community Rehabilitation Programs. Through the development and implementation of a milestone payment program for CRP's, it is anticipated that consumers will have greater employment success.

**Attachment 4.11(d) (1) (D): Strategies to Improve Performance on the Standards and Indicators**

In FFY 2011, IDVR met all standards and performance indicators. The Agency continues to closely monitor monthly performance levels to ensure that the outcomes for FFY 2012 will again reflect compliance with all indicators.

Additionally, IDVR regularly educates management and staff regarding their responsibilities towards meeting these goals. Progress is monitored regularly by the Field Services Chief. Furthermore, the following strategies will be utilized to improve the performance on the Standards and Indicators:

- Emphasize jobs with higher wages.
- Emphasize greater upfront counseling and guidance
- Emphasize functional evaluations.
- Provide one to one mentoring and team mentoring to new VR staff to increase effectiveness.

**Attachment 4.11(d) (1) (E): Strategies for Assisting Other Components of the Statewide Workforce Investment System in Assisting Individuals with Disabilities**

**Strategy 1:**

IDVR continues to be actively involved as a Workforce Development partner in Idaho. A representative from IDVR regularly attends meetings with other Workforce Development partners to help set the agenda for the Workforce Development Council meetings to ensure relevant topics are included for discussion or vote, to share important information regarding Agency/community resources for mutual customers, and provide information to the Board on selected issues. The partners promote system integration to the maximum extent feasible through the cross training of staff and participation in a continuous improvement process designed to increase outcomes and customer satisfaction. IDVR will strive to maintain this high level of cooperation and participation.

**Strategy 2:**

IDVR staff continues to have a close working relationship in each of the One-Stop Centers across the state. Throughout the state, IDVR staff has a regular schedule of attendance at the One-Stop Centers or are accessible to One-Stop staff via the telephone or email. The partners share resources where possible in accordance with each Agency's guidelines when working with common

customers. IDVR will continue to maintain a close working relationship with the One-Stop Centers and partner agencies.

The IDVR Organizational Development Specialist is a member of the Ada County Employer Association (ACEA) advisory board. As a member of the board, she collaborates with the Idaho Department of Labor and area employers to determine subject matter for the year round ACEA training sessions, with a focus on HR topics.

**Strategy 3:**

IDVR partners annually during the month of October with IDOL, Idaho Council on Developmental Disabilities, Idaho School for the Deaf and Blind, Idaho Commission for the Blind and Visually Impaired, SILC, and local school districts to increase employer awareness regarding the hiring of individuals with disabilities. During the month of October, a Disability Mentoring day is set aside to place transitioning students with disabilities with an employer so they may job shadow in a career of their choice. This assists in raising employer awareness and increases the students understanding of the workplace.

**Attachment 4.11(d) (2) (A), (B) and (C): Extent to which these Strategies will be used to address the Goals identified in the Needs Assessment, Support the Innovation and Expansion Activities and overcome Identified Barriers**

**Assistive technology services and devices:**

This particular strategy will be utilized to support all three goals identified in attachment 4.11(c) (1). In order to overcome identified barriers relating to equitable access to and participation of customers with disabilities, IDVR has established a collaborative relationship with the Idaho Assistive Technology Project, which assures that the latest rehabilitation technology, is available to customers throughout the state. In addition, by supporting the Reutilization Demonstration Grant, customers with the most significant disabilities will have better access to durable medical equipment that will enable them to actively participate in independent living, supported employment and other vocational activities.

**Expansion and improvement of services to individuals with disabilities:**

IDVR will employ every resource outlined in attachment 4.11(d) (1) (A) strategy #2 to ensure that the areas of focus outlined are achieved in order to successfully complete the three goals identified in attachment 4.11(c) (1).

**Outreach to minority and other underserved/unserved populations:**

The 2010 IDVR Comprehensive Needs Assessment reinforced the need for greater focus upon the service needs of these populations. By collaborating with community partners, IDVR will develop enhanced service delivery strategies that will more effectively reach the targeted, underserved, minority populations as identified in the goals established in 4.11(c) (1). Additionally, transitioning youth



are a primary concern both on a state and national level. Two out of three students leave high school unprepared for college or the modern workplace. Minority and low income students are particularly at risk. This includes customers with disabilities. By partnering with other agencies through the Inter-Agency Secondary Transition Working Group and other interested organizations, the resources and expertise provided to this population are greatly increased. This will address the dropout rate and enable students to become better prepared for employment.

**Community Rehabilitation Programs (CRP):**

The three strategies outlined in 4.11(d) (1) (C) will ensure that the quality of the services provided by our CRP vendors across the state remains at a level required to deliver efficient and effective outcomes.

**Improvement of the Federal evaluation standards and performance indicators:** Through the achievement of the annual projected rehabilitation performance outcome, the Agency will ensure that the statistical numbers associated with each State Plan objective related to the three stated goals are met.

**Strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities:**

Adequate funding to meet the demand for vocational services is always an issue with the Agency and will continue to be of concern as costs for services increase. The use of comparable benefits will help to supplant Agency funds that can then be used elsewhere. The 2010 Statewide Needs Assessment indicated an overall theme regarding the need for additional funds for support services for customers. The collaboration with other agencies and continued focus on WIA partners will assist in the on-going search and acquisition of comparable benefits.

**Attachment 4.11(e) (2): Evaluation and Reports of Progress for FFY 2011**

**1. The following identifies all VR program goals consistent with the goals described in the FY 2011 Attachment 4.11(c) (1), including an evaluation of the extent to which the VR program goals were achieved.**

**Actions Taken in Support of IDVR FFY 2011 Goals and Priorities**

**Goal #1 Hispanic Minority Population:** Comprehensive vocational rehabilitation services are readily available to the Hispanic minority population.

**Objective for Goal #1:**

**1.1 Hispanic population:** From 2000 to 2008 this population increased 51% across the state according to the Idaho Department of Labor Statistics. Persons of Hispanic or Latino origin represented 10.2% of the entire population of the state. In FFY 2009, IDVR served 1122 Hispanic or Latino

people. This constituted 8% of the total population served by the agency. The objective will be to increase the percentage of Hispanic/Latinos served by 1% annually over the next three federal fiscal years (FFY 2011- 13). Baseline established by the FFY 2010 IDVR statistics.

**Strategy:**

- The Agency will implement an effective radio advertising campaign in the regions that experience a high density of this population in order to increase community awareness.
- Identify community resources available as referral sources.
- The Agency will continue to apply for available migrant and seasonal farm worker grants that will provide resources for outreach and service to this population.
- Due to the high number of Hispanics in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

**Outcomes:** In FFY 2011, 1240 Hispanic/Latinos were served by IDVR. IDVR increased the percentage served by 1% from FFY2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 1232 customers.

Various strategies have been employed to increase the number of Hispanic/Latinos served by IDVR. Strategies included radio advertising as well as staffs participation in outreach activities to increase public and customer awareness of IDVR services. Community outreach activities have included, but are not limited to: The Idaho Migrant Council, Catholic Charities, Living Independent Network Corporation (LINC), CCOA Medicare as well as agencies working through Catholic Charities.

During FFY2011, no application was made for grants which would expand outreach and service to the migrant and seasonal farm workers. There was no job club strategy targeting the Hispanic/Latino population.

**GOAL#2 Outreach to Targeted Populations:** Comprehensive vocational rehabilitation services are readily available to non-Hispanic minority groups and the aging population.

**Objectives for Goal #2:**

**2.1** Non-Hispanic minority groups continue to expand within the state as illustrated by the 2010 tri-annual needs assessment and general population estimates. The minority groups representing the greatest percentage of growth in residents within the state of Idaho between the time periods of 2000 to 2008 include:

- Black/African American - 115%
- Asian - 37%

- American Indian and Alaska native - 21%.

In order to meet the needs of these growing minority populations, IDVR will increase the number served by 1% per year over the next three year time frame (2011-2013). Baseline established by the FFY 2010 IDVR statistics.

**Strategy:**

- The agency will work with various community organizations to help locate these individuals.
- Coordinate efforts in order to effectively accommodate any cultural or disability issues that could constitute a barrier to the application process.
- Due to the concentration of these targeted populations in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

**Outcomes:** In FFY 2011, 858 non-Hispanic minorities were served by IDVR. IDVR increased the percentage served by 7.6% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 797 customers.

Various strategies were employed to increase the number of non-Hispanic minorities' participation in the IDVR program. IDVR worked with the Department of Labor, Department of Corrections, and refugee organizations to disseminate information. Although there was no specific job club designed for the non-minority populations, a job club was facilitated throughout southwest Idaho during fiscal year 2011 that included customers from non-Hispanic minorities.

**2.2 Aging population:** Due to the statistical increase in the life span of Americans, older workers (age 45 and over) are choosing to extend their employment activity into the later years. With the onset of a severe and prolonged economic recession, it is increasingly more difficult for older workers with disabilities to compete in the work force. Although IDVR has historically served this population, the needs are greater at this time. It is necessary for the Agency to commit more resources and effort to the assistance of this segment of the population. Over the next three year period, IDVR will target an increase of 1% annually in the total numbers served. Baseline established by the FFY 2010 IDVR statistics.

**Strategy:**

- Collaboration with the Office on Aging to identify and recruit potential applicants who could benefit from vocational rehabilitation series.
- Due to the concentration of this targeted population in Southwestern Idaho, a job club strategy will be implemented in order to maximize successful outcomes.

**Outcomes:** In FFY 2011, 3590 older workers (age 45 and older) were served by IDVR. IDVR increased the percentage served by 3.8% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2010 which was 3460 customers.

Various strategies were employed to increase the number of older workers served in the IDVR program. IDVR worked with the Department of Labor, Department of Corrections, and through the Office on Aging to disseminate information. Throughout the state, IDVR management partners with the local area Offices on Aging to share mutual information and referrals regarding each program. Although there was no specific job club designed for the aging population, a job club was facilitated throughout southwest Idaho during fiscal year 2011 that included customers considered older workers.

**Goal # 3 Transitioning Students:** Based on a better understanding of post-secondary training/employment options, transitioning students achieve a positive employment outcome.

**Objectives for Goal #3:**

**3.1** IDVR and statewide educational partners will identify and promote vocational goals that reflect labor market trends within the state and correlate with the interests and aptitudes of the student. This will be documented through a description within the case file outlining the variety of training and vocational options identified and measured by an increase in the number of employment outcomes by a minimum of 2% per year. Baseline to be established in 2010.

**Strategy:**

- VR counselors will confer with school personnel, the student and, when appropriate, a parent or guardian to identify an appropriate vocational goal.
- The counselor will verify by an entry in the case file that the full spectrum of vocational possibilities has been presented to the customer during the vocational guidance and counseling process.
- The Regional Manager of Region III and Special Education staff will work together to plan and coordinate workshops for educators and vocational counselors. The curriculum will include topics designed to enhance the knowledge and understanding of issues relevant to transitioning students.

**Outcomes:** In FFY 2011, 635 successful rehabilitations were achieved by transitioning youth participating in IDVR. The percentage decreased by .8% from FFY 2010 to FFY 2011. The baseline was established from the number of transitioning youth with employment outcomes for FFY 2010 which was 640

successful rehabilitations. Due to the economic downturn, there was a continued pressure on entry level positions as well as an increase in post secondary training attributing to the decline in successful outcomes.

Statewide, IDVR partners with schools through School-Work transition projects as well as with schools not involved in formal agreements. Furthermore, in various parts of the state Community Transition Teams provide valuable resources and support for students and parents or guardians. IDVR participates on these teams. Lastly, VRC's throughout the state provide information as well as participate in presentations to educate school personnel, the student and, when appropriate, a parent or guardian in the full spectrum of IDVR.

Specifically in Region 3, Treasure Valley Special Programs region, involvement in the both the Youth Adult Transition Fair (YATF) and Tools for Life Conference occurred during FFY 2011. Additionally, attendance and participation at career fairs through the College of Western Idaho and the Idaho Center occurred during FFY 2011. Furthermore, region 3 staff were involved in Mentoring Day, Career Day, transition fairs, schools parent night, parent/teacher conferences and the Empowerment conference. The SWT VRCs, met with special education teachers to discuss IDVR process as well as ways to better obtain an increase in referrals and improve working relationships. All SWT VRCs presented services to their schools and special education teachers as well as other referral sources, both formally and informally in the schools. Discussions with the Idaho Assistive Technology Project IATP staff occurred regarding training for how AT could assist the SWT VRC's customers.

**3.2** Through closer collaboration with Idaho school districts, students with disabilities participating in charter school programs, as well as those participating in on-line schooling and virtual/internet high schools will be more effectively identified and served. In addition, IDVR will target the 504 transitional populations, both inside and outside the consortium projects. A baseline will be established in FFY 2011 and the number served will be increased by 1% each subsequent year.

**Strategy:**

- VR counselors will work closely with their special education partners to identify eligible students enrolled in participating charter schools and on-line virtual/internet high schools who otherwise may not have knowledge and awareness of VR transition services.

**Outcomes:** A percentage baseline is not available due to current data availability in IDVR's case management system.

Statewide, IDVR partners with schools through School-Work transition projects as well as with schools not involved in formal agreements. VRC's throughout the state provide information as well as participate in presentations to educate school

personnel, the student and, when appropriate, a parent or guardian in the full spectrum of IDVR. Outreach efforts have been made throughout the state to educate school personnel to identify 504 students appropriate for IDVR services. VRC's have made efforts to increase their communication and access to school counselors, Targeted Service Coordinators as well as special educators to enhance their knowledge and awareness of IDVR transition services specifically for 504 students. In addition, staff participates in presentations to charter and other alternative schools to provide knowledge and awareness of VR transition services. A number of charter and alternative schools participate within some of the School-Work transition projects throughout the state.

**Goal #4 Deaf and Hard of Hearing:** A broad spectrum of meaningful vocational services is available to this historically underserved population.

**Objectives for Goal #4:**

- 4.1 During FFY 2010, a greater emphasis was focused upon on this population by the creation of a full time specialized counselor position serving four regions in the Treasure Valley. It is anticipated the counselor will have a full time caseload by the end of FFY2011. The impact of this additional position will be measured by an increase of 1% per year in the number of deaf or hard of hearing customers served statewide over the next two year time frame. Baseline established by IDVR 2009 data.

**Strategy:**

- The VR counselor located in the Treasure Valley is responsible for serving this population exclusively.
- This counselor will network with community organizations including schools in which the deaf population is served.
- This counselor will cultivate referral sources across the state and will collaborate with other counselors who provide services to this particular population.

**Outcomes:** In FFY 2011, 809 individuals who were deaf and hard of hearing were served by IDVR. IDVR increased the percentage served by 5.7% from FFY 2010 to FFY 2011. The baseline was established from the number served in FFY 2009 which was 709 individuals.

Since FFY 2010, a full time specialized counselor position serving the regions in the Treasure Valley was established. Outreach for the purposes of increasing customer participation of the deaf and hard of hearing in the VR program occurred during this time. A referral stream, partnerships with agencies, both specializing in D&HH services and general employment assistance services, as well as access, knowledge and awareness of VR services for the Deaf and Hard of Hearing was provided by the VRC in the Treasure Valley.

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This specialized counselor established relationships with State Coordinator for the Deaf (SCD) nationwide via conferences and a List Serve. Through joint partnerships, sharing of ideas, brainstorming problems/challenges, as well as the sharing of new information/technology for the deaf and hard of hearing population was addressed.

Collaborative partnerships with the Idaho School for the Deaf and Blind (ISDB), the Idaho Educational Services for the Deaf and Blind (IESDB), Council for the Deaf and Hard of Hearing, Deaf Center of Idaho enhanced the knowledge and awareness of IDVR services. Participation in deaf community activities such as Deaf Coffee Chat and Deaf Professionals social gatherings further educated the deaf and hard of hearing population to the benefits of IDVR. Lastly, the strengthening of existing vendor relationships for services for the Deaf and Hard of Hearing to include, Project Endeavor, Strada Services, Beyond Hearing Aids, Caption First, National Clearing House, Harris Communications, and Purple allowed for greater awareness of services and consequently attributed to the increase of those served.

4.2 During FFY 2009, a cooperative agreement was established between IDVR and the Idaho Educational Services for the Deaf and Blind (IESDB). IDVR agreed to fund two full time IESDB employees whose responsibility is to locate and refer deaf or hard of hearing transitioning students to IDVR for services. IESDB specialists will work in conjunction with IDVR to support the development of appropriate IPE strategies. The success of this collaborative effort will be measured by a 4% increase in the number of referrals from IESDB to IDVR during the next three year time frame. (FFY2011-2013) Additionally, the number of rehabilitations for this population will increase 6% between FFY2011 and the completion of FFY 2013. Baseline established by IDVR FFY 2010 data.

**Strategy:**

- These two specialists will refer deaf/hard of hearing students to VR counselors statewide for application and eligibility determination.
- The IESDB specialists will utilize contact funding to provide additional support services to eligible students.
- The IESDB specialists will utilize their networking skills and experience to improve access to comparable community benefits.
- The IESDB specialists will also actively participate in the placement and follow along process.

**Outcomes:** Currently, there is no data available for FFY 2011 on the success of the collaborative effort of referrals from IESDB to IDVR.

In FFY 2011, 222 successful rehabilitations were achieved by individuals who were deaf and hard of hearing participating in IDVR. The percentage increased

by 6.2% from FFY 2010 to FFY 2011. The baseline was established from the number of customers who were deaf and hard of hearing with employment outcomes for FFY 2010 which was 209 successful rehabilitations.

Through the utilization of the IESDB specialist as well as the overall outreach efforts to the deaf and hard of hearing community by IDVR VRC's throughout the state the above goal has been met.

4.3 Within the timeframe of the 2011-2013 State Plan, IDVR will collaborate with the Idaho State Department of Financial Management to determine the feasibility of a reorganization of the Council for the Deaf and Hard of Hearing (CDHH) and subsequent integration of that council into IDVR. The purpose of this integration will be to enhance the statewide effectiveness of vocational services to this population. The council has historically functioned as the primary advocacy group for the interests of the deaf and hard of hearing population. In its role as a service unit within the agency, the primary duty of CDHH will be to collaborate with field staff to increase access to employment, education and social-interaction opportunities for eligible deaf and hard of hearing individuals. Additionally, CDHH will provide the following:

1. A network through which all state and federal programs dealing with the deaf and hard of hearing can be channeled,
2. Encourage consultation and cooperation among departments, agencies and institutions serving the deaf and hard of hearing,
3. Determine the need for further services and make appropriate recommendations to agency staff as well as government officials to ensure that the needs of deaf and hard of hearing are best served,
4. To monitor consumer protection issues that involve the deaf and hard of hearing within the state,
5. Submit periodic reports to the governor, the legislature and departments of state government regarding the manner in which federal and state programs, rules and regulations, and legislation affect persons with hearing impairments.

**Strategy:**

- All pertinent state and federal entities will explore the applicable laws and regulations.



- Should feasibility be determined, a plan will be developed to consolidate the Council for the Deaf and Hard of Hearing into the IDVR structure.

**Outcomes:** The Council for the Deaf and Hard of Hearing was established in 1991 as an independent agency housed in the Department of Health and Welfare. Until SFY 2011 the Council was funded through general funds. The Department of Health and Welfare did not charge the Council for rent or other operating expenses such as phone and motor pool. The Council has a very small budget and when the holdbacks and budget cuts were implemented during the last Fiscal years, the Council was affected to the point of closure of the Agency.

During SFY 2012, it was determined that the Council for the Deaf and Hard of Hearing be transferred to the Department of Vocational Rehabilitation, thus utilizing matching federal funds through the Rehabilitation Services Agency. The Council through Vocational Rehabilitation funding was to be funded fully from a combination of state general funds and federal matching funds. However, it was determined that the Council activities did not constitute funding from the national Rehabilitation Services Agency. As a result, the Council was ineligible for federal funding for SFY 2012. During the legislative session, along with Vocational Rehabilitation, the Council requested supplemental appropriations from the legislature to fully fund the Council through state general funds for the remainder of SFY 2012. This funding was a combination of receiving funds from Vocational Rehabilitation, the renal failure program and state general funds.

For SFY2013, the legislature voted a budget for CDHH from only state general funds to be appropriated to the Council with an increase in funding to meet the needs of the Council's mission.

The Council has been working diligently with the Department of Vocational Rehabilitation and the Division of Financial Management to secure appropriate funding for the Council for future years.

**2. Identify all supported employment program goals described in Attachment 4.11(c) (4), including an evaluation of the extent to which the supported employment program goals were achieved.**

IDVR uses funds received annually under Section 622 of the Act for the provision of Supported Employment (SE) services for eligible customers with the most significant disabilities who require supported employment to become employed and who have selected SE as the appropriate employment strategy following a comprehensive assessment of rehabilitation career job needs. Customers receiving services under this funding are experiencing multiple issues that may include extended learning requirements, inappropriate job behavior, difficulties in interaction with the supervisor, coping with changes on the job such as job tasks, coworkers, supervisors as well as transportation issues.

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Supported Employment services include situational assessment, job placement and job coaching, placement and follow-along, as well as transportation and other supportive services when justified.

The priorities for the strategy for FFY 2011-13 as described in Attachment 4.11(c) (4), including an evaluation of the extent to which the supported employment program goals were achieved are as follows:

1. A continued emphasis on community based integrated employment rather than sheltered employment (work services).

The Extended Employment Services (EES) program closely monitors the balance between work services programs and community supported employment services. IDVR's current EES support rate is 49/51% in favor of CSE supports. IDVR's objective is to maintain this percentage as a minimum and increase the overall customers receiving CSE supports if possible.

2. Pursuit of increased long-term state funding for supported employment.

EES and IDVR have pursued an aggressive course towards increasing much needed funding for community supported employment programs.

3. Continued efforts towards a reduction of the waiting list for funding of long-term supported employment services.

EES has purposefully pursued actions to reduce the statewide waiting list for EES services during FFY 2011. By working closely with community partners to streamline funding processes, ensure that customers are receiving the proper amount of support and reducing support as appropriate over time, IDVR has been able to maximize funding and serve a greater number of customers.

4. Investigation into the possibility of being approved as a Medicaid service provider for the purpose of procuring additional vocational funding.

This strategy was not pursued during the stated period.

FFY 2011-13 Supported Employment goals include the following:

1. The number of customers leaving the waiting list and entering community based integrated employment will be equal to or greater than the previous year's total.

The EES program has undertaken efforts to maximize existing funding while pursuing increased funding to reduce the number of customers currently awaiting services. Additionally, there has been an increased focus on moving

customers from facility based services into community employment whenever possible. In 2010, 577 customers were in CSE at the end of the fiscal year and 329 on the waiting list. In 2011, 563 customers were in CSE and 340 on the waiting list at the end of the fiscal year. There are numerous reasons for the changes in customers both in CSE as well as the waiting list. A reduction in available funding between SFY 2010 and SFY 2011, individuals moving on and off the waiting list into job site development and ideally into CSE, job site development failure all return customers to the wait list. Furthermore, IDVR has been more aggressive in managing the EES program. Customers are becoming more aware of EES and therefore are signing up for services. A reduction in HCBS waiver funding as well as the economy has added to the variability in the wait list. There is no direct linear connection between wait list and employment numbers over a period of years due to the number of intangibles.

2. Increase funds available for long term supported employment services by 1% utilizing a variety of creative methods including identification of natural supports. The Extended Employment Service Program for long term maintenance for the SE program received a legislative funding cut of approximately 5.4% between SFY 2011 and SFY 2012. IDVR makes all attempts to consider all alternative means to support a customer requiring long term support to include the development of natural supports.
3. Number of Supported Employment outcomes will be equal to previous year's total.

This goal was not achieved in FFY 2011. The number of successful supported employment outcomes was 69 compared to 85 in FFY 2010. The economy coupled with changes in HCBS Waiver funding and the EES programs have been contributing factors to the lower outcome in FFY 2011.

**Attachment 4.11(e) (2) (D):**

The following is the performance of the VR program on the standards and indicator for FY 2011.

**Evaluation Standard 1: Employment Outcomes**

**Performance Indicator 1.1:**

The Number of Individuals Achieving Employment Outcomes During the Current Performance Period Compared to the Number from the Previous Performance Period.

FFY 2011: 2083 Rehabilitations - Indicator Passed

**Performance Indicator 1.2:**

The Percentage of Individuals Receiving Services Under an Individualized Plan for Employment Who Achieve Employment Outcomes.

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Federal Minimum: 55.8%

FFY 2011: 59.8% - Indicator Passed

**Performance Indicator 1.3:**

Competitive Employment Outcomes as a Percentage of all Employment Outcomes.

Federal Minimum: 72.6%

FFY 2011: 99.7% - Indicator Passed

**Performance Indicator 1.4:**

Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Competitive Employment Outcomes.

Federal Minimum: 62.4%

FFY 2011: 99.7% - Indicator Passed

**Performance Indicator 1.5:**

The Ratio of the Average VR Hourly Wage to the Average State Hourly Wage.

Federal Minimum: .52 ratio

FFY 2010: .64 - Indicator Passed

**Performance Indicator 1.6:**

The Percentage of Individuals Achieving Competitive Employment Outcomes Who Report Their Own Income as the Primary Source of Support at Application Compared to at Closure.

Federal Minimum: At least 53.0 (*math difference*)

FFY 2011: 75.1 - Indicator Passed

**Evaluation Standard 2: Equal Access to Services**

**Performance Indicator 2.1:**

Access to Services for Minorities as Measured by the Ratio of the Minority Service Rate to the Non-Minority Service Rate.

Federal Minimum: .80 ratio

FFY 2011: .963 - Indicator Passed

**Attachment 4.11(e) (2) (E): Utilization of the Funds Reserved for the Innovation and Expansion Activities in FFY 2011**

IDVR provided funding support for the State Rehabilitation Council expenditures including travel, lodging, advertising for town meetings, supplies, meeting room rentals, interpreters when necessary, facilitation services, and costs related to consumer satisfaction/outreach surveys.

Funding support for the State Independent Living Council (SILC) was allocated out of Innovation and Expansion funding. Title 1 funds were used to support

SILC expenses at their quarterly business meeting on Jan 25 & 26, 2011.

### **Attachment 6.3 Quality, Scope, and Extent of Supported Employment Services**

The Idaho Division of Vocational Rehabilitation (IDVR) provides the full scope of Community Supported Employment Services (CSE) to those Vocational Rehabilitation (VR) eligible customers with the most significant disabilities, who require extended services to maintain employment, and have at least a reasonable expectation that a source of extended services (long-term support) will be available at the time of transition. CSE includes, if necessary, situational assessments through Trial Work Experiences (TWE), or other diagnostic strategies, to assess the customer's interests and abilities.

Once an appropriate Community Supported Employment position is identified for an individual, IDVR provides supported employment job coaching services for a period of up to 18 months. The services can be extended beyond 18 months, when appropriate, upon agreement of the customer and the counselor.

Community Supported Employment Services provided to individuals are coordinated through an Individualized Plan for Employment (IPE) that includes a description of the services needed, the identification of the state, federal, or private programs that will provide the continuing support; and the basis for concluding that continuing support is available.

Community Supported Employment Services include the following:

1. If necessary, a supplemental evaluation to the evaluation of the rehabilitation potential provided under 34 CFR, Part 361.
2. Job development and placement into competitive, community integrated employment. Traditional time-limited services needed to include job coaching and communication with the employers, to support the training in employment.
3. Any other service that would be identified as requisite to the targeted supported employment outcome.

Each customer's IPE describes the timing of the transition into extended services, which is to be provided by the long-term support provider following the termination of time-limited services by IDVR.

All Community Supported Employment Services are provided by qualified Community Rehabilitation Programs (CRPs) who have demonstrated the capacity to provide the service and are accredited by either the Commission on Accreditation of Rehabilitation Facilities (CARF) or Rehabilitation Services

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Accreditation Systems (RSAS) accredited. Community Supported Employment Services are purchased through Title VI-B and Title 110 funds.

Current Idaho Division of Vocational Rehabilitation (IDVR) policy and the Federal regulations require a third party commitment in writing, to designate the long-term support provider. Since 07/01/2004, the Extended Employment Services (EES) Program under the IDVR is the main provider of long-term support, although those customers who qualify for the DD waiver can use Medicaid funds. A CSE participant may only be transitioned to long-term support based on an assessment of rehabilitation goal achievement and job stability. Periodic monitoring occurs to ensure that each customer receiving Community Supported Employment Services is making satisfactory progress.

The Extended Employment Service Program for long term maintenance for the SE program received a legislative funding cut of approximately 5.4% between SFY 2011 and SFY 2012. Due to agency process changes, there was approximately an additional 11% reduction to cover indirect cost rates creating an overall 16.4% reduction in available T&B funds at the beginning of SFY 2012.

IDVR requested an on-going supplemental allocation from the 2012 Idaho legislative session of approximately \$367,000 to offset the indirect program costs. This request was approved and the funding reinstated into the program in March of 2012.

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**STATE REHABILITATION COUNCIL**

**SUBJECT**

Second Reading – Board Policy IV.G. State Rehabilitation Council

**REFERENCE**

August 2011	Board approved appointments to the SRC
February 2012	Board approved appointments to the SRC
April 2012	Board approved first reading of Board Policy IV.G.

**APPLICABLE STATUTE, RULE, OR POLICY**

34 CFR §361.17

**BACKGROUND/ DISCUSSION**

Federal Regulations (34 CFR §361.17), sets out the requirements for the State Rehabilitation Council (SRC), including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho Code designates the State Board for Professional-Technical Education as that entity. Prior to August 2011, the Governor's office made the appointments to the SRC.

Federal regulations outline the duties (features) of the SRC as well as the membership. According to 34 CFR §361.17, the SRC must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;



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- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

The proposed policy is in alignment with the federal regulations concerning the State Rehabilitation Council. Non-compliance with federal regulations in this area could affect the state's ability to receive some federal funds.

**IMPACT**

Establishment of Board policy regarding the duties and appointment procedures of the State Rehabilitation Council will clearly identify the procedures required for bringing appointments before the Board for approval.

**ATTACHMENTS**

Attachment 1 – 2<sup>nd</sup> Reading Board Policy IVG (New Section)

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**STAFF COMMENTS AND RECOMMENDATIONS**

There have been no changes between the first and second reading. Board staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of Board policy IV.G. Idaho State Rehabilitation Council as presented.

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

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES**

**Subsection: G. Idaho State Rehabilitation Council**

**June 2012**

The Idaho State Rehabilitation Council (SRC) endeavors to provide consumers, service providers and others the opportunity to participate in constructive dialogue and public input to continually improve the quality of vocational rehabilitation services to residents of Idaho. The SRC makes recommendations to the Idaho Division of Vocational Rehabilitation (IDVR) concerning eligibility, the scope and effectiveness of services provided and function performed that affect the ability of individuals with disabilities to achieve rehabilitation goals.

1. The SRC in collaboration with IDVR, after consulting with the State Workforce Development Council shall:
  - a. Review, analyze, and advise IDVR regarding the performance of IDVR's responsibility related to:
    - i. Eligibility, including order of selection;
    - ii. The extent, scope, and effectiveness of services provided; and
    - iii. Functions performed by State agencies that affect or potentially affect the ability of individuals with disability in achieving employment outcomes.
  - b. In partnership with IDVR –
    - i. Develop, agree to, and review State goals and priorities in accordance with 34 CFR §361.29(c); and
    - ii. Evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary in accordance with 34 CFR §361.29(e);
  - c. Advise IDVR regarding activities and assist in the preparation of the State plan and amendments to the plan, applications, reports, needs assessments, and evaluations required under 34 CFR §361.17;
  - d. To the extent feasible, in collaboration with IDVR conduct a review and analysis of the effectiveness of, and consumer satisfaction with—
    - i. The vocational rehabilitation services provided by State agencies and other public and private entities responsible for providing vocational rehabilitation services to individuals with disabilities under the Act; and
    - ii. The employment outcomes achieved by eligible individuals receiving services under 34 CFR §361.17, including the availability of health and other employment benefits in connection with those employment outcomes.
  - e. In collaboration with IDVR prepare and submit to the Governor and to the Board no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.
  - f. To avoid duplication of efforts and enhance the number of individuals served, in collaboration with IDVR coordinate activities with the activities of other councils within the State, include the Statewide Independent Living Council established

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- under 34 CFR part 364, the advisory panel established under section 612(a)(21) of the Individuals with Disabilities Education Act, the State Developmental Disabilities Assistance and Bill of Rights Act, the State mental health planning council established under section 1914(a) of the Public Health Service Act, and the State Workforce Development Council;
- g. In collaboration with IDVR provide for coordination and the establishment of working relationships between IDVR and the Statewide Independent Living Council and centers for independent living within the State.
2. The SRC members shall be appointed by the Board as provided for in 34 CFR §361.17.
- a. The SRC shall be composed of at least 15 members, including:
- i. The chairperson or other designee of the Statewide Independent Living Council;
  - ii. At least one representative of a parent training and information center established pursuant to the Individuals with Disabilities Education Act;
  - iii. The Director of or other individual recommended by the Client Assistance Program;
  - iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the SRC if employed by the Division of Vocational Rehabilitation;
  - v. At least one representative of a community rehabilitation program service provider;
  - vi. Four representatives of business, industry, and labor;
  - vii. At least one representative of disability groups that include a cross section of:
    - 1) Individuals with physical, cognitive, sensory, and mental disabilities; and
    - 2) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
  - viii. A current or former applicant for, or recipient of, vocational rehabilitation services;
  - ix. At least one representative of the Department of Education;
  - x. At least one representative of the State Workforce Development SRC;
  - xi. At least one representative of the directors of the Idaho Native American tribal VR; and
  - xii. The Administrator of the Idaho Division of Vocational Rehabilitation as an ex officio, nonvoting member.

3. Board Appointment Procedures:

The SRC shall nominate candidates for SRC membership for consideration by the Board. The list of candidates shall be forwarded to the Board for consideration not

less than sixty (60) days prior to the expiration of the term of the SRC member, or within thirty (30) days after any vacancy.

a. Incumbent Reappointment

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

b. Open Appointment

- i. The SRC, on behalf of the State Board of Education, shall solicit recommendations from representatives of organizations representing a broad range of individuals with disabilities and organizations interested in individuals with disabilities, including the advertisement of vacancies in appropriate state, regional or local publications. In selecting members, the Board will consider, to the greatest extent practicable, the extent to which minority populations are represented on the SRC.
- ii. Each applicant must provide a written statement expressing his or her interest in becoming a member of the SRC. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- iii. The SRC will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of the review of applications is to identify the most qualified candidates for Board consideration.
- iv. The SRC will forward only the most highly qualified applicants, in order of preference, to the Board for consideration. The Board may provide for interviews of the applicants if needed, or may make the appointment based on the recommendation of the SRC.

The Board may, after review of the candidates nominated by the SRC pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

4. Terms of Appointment

- a. Each member of the SRC shall be appointed for a term of three (3) years and may serve for no more than two (2) consecutive full terms.
- b. Appointments to fill a vacancy occurring prior to the end of the term for which the predecessor was appointed shall be appointed for the remainder of the predecessor's term.
- c. Appointments shall be staggered to ensure that no more than one-third (1/3) of the appointments will become vacant in any given year.

5. Operating Procedures

The SRC shall meet at least four (4) times annually in accordance with Idaho Code §67-2340 through 67-2347. Additional meeting may be called by the chair or by request of three (3) or more committee members. Officers will be nominated and elected by a vote of the SRC.

6. Conflict of Interest.

No member of the SRC shall cast a vote on any matter that would provide direct financial benefit to the member or the member's organization or otherwise give the appearance of a conflict of interest under State law.

7. Annual Report

The SRC shall prepare and submit an annual report to the Board and the Governor no later than 90 days after the end of the Federal fiscal year on the status of vocational rehabilitation programs operated within the state.

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**SUBJECT**

Legislative Ideas - 2013 Legislative Session

**REFERENCE**

June 2010	The Board approved legislative ideas to be submitted through the Governors Executive Agency Legislation process.
June 2011	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's approval of these Legislative Ideas is the first step in the process. If approved by the Board and the Governor, the actual legislative language will be brought back to the Board at their October Board meeting for final approval.

The institutions and agencies were requested to submit legislative ideas for Board approval at the June Board meeting in March of this year. The Board office received six (6) legislative ideas for Board approval.

The following are descriptive summaries of the six (6) pieces of legislation being proposed:

**Scholarship Programs**

To amend Idaho Code governing state scholarship programs to ensure programs are relevant and effective in assisting Idaho students in completing postsecondary education and to streamline and improve efficiency of program administration.

A scholarship committee set up by and reporting to the State Board of Education will assess the state's current offering of financial support for post-secondary students. Its findings will represent best practices that are both visionary and fiscally sound. The Committee's assessment will include, but not be limited to:

- the purposes of state financial support for post-secondary students
- the nature of need and merit based scholarships
- the amount of scholarships
- demographics, qualifications and timing of awards
- scholarship fund investment
- program administration

The committee will be co-chaired by Idaho First Lady, Lori Otter and former State Board of Education President, Curtis Eaton. Members will represent a cross-section of education professionals, business professionals and elected officials.

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The committee will report findings and make recommendations regarding changes to Idaho Code to the Board at its October 17-18, 2012, meeting.

Fiscal Impact: Undetermined at this time.

**Municipal Property Taxes**

Section 63-1312, Idaho code currently specifies that by March of the current year the county auditor must notify the State Board of Education of the total taxable valuation of all taxable property within each school district during the proceeding calendar year. Proposed amendments would remove this requirement. Currently the State Department of Education gathers this information for the State Tax Commission, making this requirement unnecessary.

Fiscal Impact: There would be no fiscal impact.

**Protection of Institution/Agency Threat Assessment Documentation**

To propose revisions to the public records laws (Idaho Code §§ 9-337 through 9-347) to clarify restrictions on access for the general public and for specific individuals to public records relating to ongoing threat assessments and any resulting threat response action plans during the investigation, assessment and response to bona fide pending threats to persons or property.

The public records laws of Idaho mandate full and timely disclosure of all documents or other records of a state agency unless specifically exempted. The law creates a presumption that all public records are open to disclosure and that all exemptions are narrowly construed. *Cowles Publ'g Co. v. Kootenai Cnty. Bd. Of Cnty. Com'rs*, 144 Idaho 259, 264, 159 P.3d 896, 901 (2007). The public colleges and universities in Idaho (as well as any number of other state agencies) have the need to conduct threat assessments and create threat response action plans when facts become known that indicate a potential threat to persons or property on or in their properties or programs. The law is not clear on the ability to restrict access to the records of ongoing threat assessments (and action plans that may be developed as part of the threat assessment and response process) to the general public or to the specific individuals involved in the threatening behavior. The proposal, upon Board approval, is to work among the institution general counsel and other institutional representatives, along with stakeholders from law enforcement and the media to craft reasonable restrictions on access to public records during the pendency of investigation, assessment and response to bona fide threats, while preserving the right to access records once the matter is resolved, subject to such other applicable restrictions to access to specific records as are provided in the public records laws.

Fiscal Impact: None

**Communication and Collaboration Between Institutions or Agencies and Law Enforcement regarding Threat Assessment, Threat Response And Campus Safety**

To propose revisions to statutes relating to law enforcement to enhance the ability of institutions and their security administration to collaborate with local law enforcement in matters related to campus safety including:

- a. Shared protocols and directives for emergency response to critical incidents;
- b. Enhanced participation of law enforcement in institutional threat assessment and management teams; and
- c. Enhanced information sharing abilities;

The proposal, upon Board approval, is to work among the institution general counsel and other institutional representatives, along with stakeholders from law enforcement to identify areas of concern and propose reasonable modifications to Idaho Code to address those concerns while respecting individual rights of students, faculty and staff at the institutions, and the various laws affecting educational records.

Fiscal Impact: None

**Statewide Purchasing Contracts**

The legislative change in this bill removes the sunset clause on Idaho Code §67-5728 and allows the institutions of higher education defined in the statute to continue to have sole discretion, under the direction of the State Board of Education, for all items not relating to statewide purchasing contracts. During the 2010 legislative session, H688 eliminated duplication of efforts in the state purchasing system that existed between the Division of Purchasing and the university and college purchasing departments. The original legislation included a sunset clause that provides for a review opportunity to ensure the new processes at the universities and colleges operated successfully. After a reviewing three years of purchasing practices made under this legislation, it is the consensus of all parties involved that the sunset clause should be removed to continue the efficiencies gained for the state.

Fiscal Impact: The following legislative change will have no fiscal impact to the General Fund; however, removing the sunset clause will continue the in efficiency gained by the state due to a reduction in duplication of efforts at the Division of Purchasing and the universities and colleges. This reduced duplication has resulted in savings that were realized during the budget shortfalls and made part of the base budget reductions.

**Workman's Compensation Alignment**

This proposed legislation would align the workers compensation laws in the state so that postsecondary students receive the same workers compensation coverage that K-12 students receive while completing work experience credit hours. Under current Idaho law, postsecondary students receiving education credits for completing a work experience project are not covered under the



university or college worker's compensation policy with the State Insurance Fund. Idaho Code also does not allow the university or college to purchase separate private workers compensation policies for students in these situations leaving the students without any form of coverage while working on behalf of the institution. These changes modify the existing statutes to allow a university or college to purchase coverage for students through the State Insurance Fund.

Fiscal Impact: The additional number of students that would be covered by these legislative changes is minimal. A university or college may see a slight increase in workers compensation premiums but the cost will be covered within existing budgets.

**IMPACT**

If the Board approves the Legislative Ideas as submitted, staff will continue to move the legislation through the legislative process and will bring the legislative language back to the Board at the October meeting. Legislative Ideas not approved will not be submitted to DFM.

**STAFF COMMENTS AND RECOMMENDATIONS**

Legislative Ideas are required to be submitted to the Division of Financial Management by August 3, 2012. Due to the nature of the legislative process, if approved the Executive Director may submit additional Legislative Ideas to DFM that may come up prior to the DFM submittal deadline. Actual legislative language for all submitted Legislative Ideas will be brought back to the Board at the October Board meeting for final approval.

**BOARD ACTION**

I move to approve the six (6) legislative ideas as submitted and to authorize the Executive Director to submit these and additional proposals as necessary through the Governor's legislative process.

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

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**SUBJECT**

2012-2017 Strategic Plans – Boise State University and North Idaho College

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.  
Section 67-1901 through 67-1903, Idaho Code.

**REFERENCE**

April 2012	Board approved the strategic plans for the institutions and agencies, excluding Boise State University
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**BACKGROUND/DISCUSSION**

The State of Idaho requires the institutions, agencies and special/health programs under the oversight of the board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code and Board policy: *vision and mission statement, goals, objectives, performance measures, benchmarks, and external factors*. Each of these components is a standard strategic planning component. Nationally some entities use Key Performance Indicators, rather than Performance Measures.

Boise State University's plan was brought forward for initial review at the April meeting. The Board requested reconsideration of the focus under Goal 3 and for the draft performance measures to be finalized. Edits have been made to Goal 3 that now provide future investments will be in select areas and that future doctoral programming will focus priority in professional and STEM disciplines. The plan is being brought back to the Board for final approval.

North Idaho College presented a draft plan to the Board at the April 2012 Board meeting, in finalizing the plan significant enough changes have been made that North Idaho College is requesting re-approval of the finalized plan.

**ATTACHMENT**

Attachment 1 – Boise State University Strategic Plan 2012-2017	Page 3
Attachment 2 – North Idaho College Strategic Plan 2012-2017	Page 20

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State University's plan uses Key Performance Indicators rather than the requested Performance Measures. Many of the benchmarks are still underdevelopment and not finalized as required. North Idaho College's plan is missing the required benchmarks. The most significant portions of both plans (Goal, Objectives, and Performance Measures/Key Performance Indicators) are in compliance with Board policy and Idaho code. Staff recommends the Board approve the plans as submitted and authorize staff to work with the institutions

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and the Division of Financial Management and make any necessary changes to bring the plans into compliance with DFM's submittal guidelines and Board policy.

**BOARD ACTION**

I move to approve the 2012-2017 (FY13-FY17) strategic plans for Boise State University and North Idaho College as submitted and to authorize Board staff to work with the institutions to make necessary changes for submission of the plans to the Division of Financial Management.

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

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BOISE STATE UNIVERSITY STRATEGIC PLAN 2012-2017  
5/20/2012

Background and Reflection

In 2005 Boise State University declared its vision to become a Metropolitan Research University of Distinction. In working toward this vision, a team of faculty and staff from across the university developed a strategic plan titled "*Charting the Course: A Strategic Vision for Boise State University*." The bold new plan was published in April 2006 and outlined ten broadly defined goals focusing on four key areas: academic excellence, exceptional research, public engagement, and vibrant culture.

Since Charting the Course was published, Boise State University has made excellent progress toward reaching its vision. Highlights of the University's progress and surrounding events include:

- The 2008 opening of the Treasure Valley's first public community college, The College of Western Idaho, has increased access to post-secondary education in the region, released Boise State University from its charge to provide vocational training, and allowed the university to focus its academic mission
- An increase in the university's admission requirements, resulting in 40 percent of the entering freshmen for Fall 2011 earning a high school GPA exceeding 3.5 and SAT scores in critical reading and math that are substantially higher than the national averages
- A complete overhaul of the undergraduate core curriculum, structured around clearly articulated learning outcomes that provide a connected, multi-disciplinary framework of learning from freshman to senior years
- Increased retention and a flattening of the undergraduate enrollment profile from one that was historically over-represented by lower division students
- An expansion of graduate programming, with new Master degrees in anthropology, business administration, chemistry, community and regional planning, educational leadership, hydrologic sciences, mathematics, nursing, and STEM education; and new doctoral degrees in educational technology, electrical and computer engineering, geosciences, biomolecular sciences, and materials science and engineering
- A near-doubling of space for student activities (690,000 ft<sup>2</sup> total)
- An increase of 390,000 ft<sup>2</sup> for academic and research activity, including a new 84,000 ft<sup>2</sup> research facility that opened in fall 2011 and a 120,000 ft<sup>2</sup> business building scheduled to open in fall 2012
- A 55% increase in graduate degrees conferred (652 in FY 2011)
- A 68% increase in sponsored project expenditures (\$35M in FY 2011)
- A 63% increase in publications by Boise State University authors (1079 in calendar years 2006-2010)
- A 326% increase in citations of Boise State University publications (3874 in calendar years 2006-2010)

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These achievements have occurred despite a 23% reduction in state funding over the past three years. In place of state support for new programs, funding has come from increases in enrollment, tuition and grant support, internal reallocations, university reserves, and bond issuance. The university also completed a comprehensive campaign in 2010 that generated over \$100M for academic programs and facilities.

Boise State University has made impressive strides toward becoming a Metropolitan Research University of Distinction, and we envision even greater advances in the years ahead. The process of developing a strategic plan for the next five years began in May 2011 with focused one-on-one conversations between campus leadership and 40 members of the faculty and staff. The rich information gleaned from those conversations was used to create a campus-wide survey that generated over 500 responses. The resulting data was used to create a set of core themes that describe the key aspects of the university's mission and inform the strategic planning process.

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**Foundation for a New Vision and Strategic Plan**

**Boise State University's Mission Statement**

*Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.*

**Core Themes**

In September 2011, the university submitted four core themes to its accrediting body, The Northwest Commission on Colleges and Universities. Each core theme, which is summarized below, describes a key aspect of our mission. A complete description of the core themes, including objectives pertaining to access, relevance, quality, and culture, can be accessed at <http://academics.boisestate.edu/planning/accreditation-standard-one/>.

***Undergraduate Education.** Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

***Graduate Education.** Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

***Research and Creative Activity.** Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

***Community Commitment.** The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

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**Shared Values**

Boise State University has established a set of shared values. These values guide our strategic planning, as they do all actions within the Boise State community.

- **Academic Excellence** - we engage in our own learning and participate fully in the academic community's pursuit of knowledge
- **Innovation** - we strive to create new and better ways of accomplishing our mission
- **Collaboration** - we reach across institutional, societal and cultural boundaries, working together for the success of the university and students
- **Responsibility and Fairness** - we are accountable for our choices and actions, which are based on an expectation of equality, impartiality, openness and due process
- **Citizenship and Respect** - we uphold civic virtues that prescribe how we behave in a self-governing community, obeying laws and policies while treating people with dignity, regardless of who they are or what they believe
- **Caring and Trustworthiness** - we manage ourselves with integrity by being honest in our communication and conduct, and by showing concern for the welfare of others

**Vision for Strategic Plan 2012-2017**

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

In formulating its strategic plan for 2012-2017, Boise State University embraces the following aspirational characteristics of the university:

- Spirited Optimism
  - Transformative Thinking
  - Principled Action
  - Responsible Risk Taking
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**Pillars of the Plan**

**Local and Global Impact**

Boise State University fuels a robust regional economy and contributes to a vibrant and healthy community by focusing on societal and economic needs. Our students graduate with skills, knowledge, and experience that are relevant and valuable locally, regionally, nationally, and globally. The work of our teachers, researchers, artists, and students provides social, economic, and cultural benefits.

**Student Success and Engagement**

Boise State University fosters a rich and diverse culture that is student-centered, enabling students to focus on success and achievement of their educational goals. Students participate in their education through innovative learning environments in which they gain disciplinary expertise grounded in experiential practice. Our graduates are well-rounded in the arts, sciences and humanities; they are prepared to meet the challenges and pursue the opportunities of today and tomorrow; and their experiences at Boise State create an enduring bond with the university.

**Visionary Relationships**

At our core is a commitment to relationships that transcend all boundaries, inspire creativity and innovation across disciplines, and foster strategic growth and economic investment in the university. These relationships bring together strengths within and beyond the university to create synergistic opportunities that enable us to explore new possibilities, address complex problems, break down barriers, and create learning experiences that synthesize ideas and practices across a diversity of perspectives. Engagement with the community promotes our mission, provides experiential learning for students, and ensures alignment of programs with crucial needs.

**Organizational Effectiveness**

Pursuing our vision requires careful consideration of the ways in which we acquire and invest resources. We pursue innovative, broad-based funding models to ensure sustainable acquisition of those resources. We garner support from stakeholders by explicitly demonstrating return on investment. To ensure responsible stewardship of our resources, we are committed to creating business practices, processes, and organizational and physical infrastructures that are both effective and efficient, while providing a safe environment for working, teaching and learning. We hire well-qualified individuals from diverse backgrounds, facilitate their development as employees, and promote a culture of service, accountability and excellence. We celebrate and reward creativity, diversity, innovation, and openness to change.



**Key Challenges and Opportunities**

**Reputational Currency**

Higher education does not enjoy the same reputational currency that it once had. Even with increasing public recognition that higher education is critical to the nation's continued economic prosperity, questions abound regarding the effectiveness and efficiency of our nation's institutions of higher education. Employers lament that many college graduates lack fundamental skills such as communication, critical thinking, quantitative analysis, problem solving, and teamwork. Universities are struggling to address these quality concerns while maintaining access through affordable tuition and fees in the face of reductions in state appropriations.

With our efforts to address these concerns, Boise State University has an opportunity to increase its reputational currency. Specifically, the university is confronting the challenge from employers by implementing a new general education program based on nationally recognized LEAP (liberal education and America's promise) standards. Launched in 2005 by the American Association for Colleges and Universities, the LEAP initiative has gained national acceptance as an academic framework to ensure that essential learning outcomes are integrated and reinforced throughout the undergraduate curriculum.

As a public institution, we have also been mindful of the increasing financial burden placed on students and their families as rising tuition replaces state funding of higher education. Among Idaho's public universities, Boise State has the lowest tuition while receiving the least amount of state dollars per student.

Boise State has also made great strides in research and graduate programming, with new doctoral programs and a significant increase in graduate degrees conferred, in research space and expenditures, and in publications and citations of those publications in the literature. Much like our success on the field has advanced the Boise State brand as a football powerhouse; other successes provide an opportunity for Boise State to showcase its increasing research and academic prowess.

**Student Success and Diversity**

The State of Idaho is committed to increasing the education and earning potential of its citizens. In response to this commitment, the State Board of Education has established a goal for the year 2020 that 60% of all citizens between the ages of 25 and 34 will have a degree or certificate. Boise State University is well positioned to make an impact on the 60% goal but it must overcome historically low rates of student retention and graduation. The low rate of retention is rooted in the institution's past as a commuter school located in the largest metropolitan area of the nation without a community college. The region's first community college opened in 2009, and with the recent increase in admission standards, more student housing and improvements in advising and other student services, retention is on the rise at Boise State, having increased by 15% over the past four years. Increased retention has led to a more even distribution of undergraduate students between the lower and upper divisions. These factors provide an opportunity for Boise State to increase its graduation rate, provided the university keeps pace with the increased demand for upper-division coursework from students who are retained or transfer from the community college. In responding to the evolution of the student body, it will be critical for faculty and staff to understand the changes necessary and their individual roles in achieving that change.

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Student success also means the ability to work in an increasingly integrated and global society. While Idaho is less diverse than most states, it has a growing population of minorities, many of whom do not have a history of access to higher education. The recruitment and retention of faculty and staff from under-represented groups, as well as first-generation and other underrepresented college students from Idaho, can have a greater impact on the State's 60% goal than recruiting and retaining students who would go to college, regardless. Simultaneously, all students at the university will gain greater appreciation and respect for diversity in perspectives and cultures, in order to become successful global citizens.

### **Organizational Effectiveness and a Culture of Service in a Changing Environment**

Rules and regulations that govern operations at the university are often cumbersome, inefficient, unnecessarily time-consuming and costly, hampering our ability to be flexible and adaptable to the needs of an evolving workforce. Traditional ways of operating have gained the status of unwritten rules at the university, and employees are hesitant to challenge and change unspoken policies. In 2010 the state legislature exempted the university from oversight by the State Division of Purchasing under certain conditions. This provides an opportunity for the university to streamline its purchasing policies and procedures in order to gain substantial efficiencies that increase customer satisfaction. Additional relief from state oversight in other areas, if granted, should produce similar opportunities.

The current organizational structure of the university reinforces silos, and the value of creating partnerships across that structure is not always tangible. Various units of the university function independent of one another with competing priorities, needs, and goals, despite sharing the same overall institutional mission. Certain operating processes are centralized, while others are decentralized in an ad hoc rather than a strategic manner, leading to duplication of effort. As the university has grown, its communication strategies have become less effective due to the need for efficiency at the cost of individualized messages and services, while rapid policy development has created a culture of compliance at the expense of customer service and facilitation. Many university operating processes and procedures are not aligned with existing systems (technological, fiscal, etc.), which results in shadow systems and other inefficiencies. The university's current Enterprise Roadmap Project (<http://roadmap.boisestate.edu>) is an opportunity to assess and re-design systems and processes, in order to reduce inefficiencies while removing obstacles to integration, cooperation and change.

Academic approaches have changed significantly in the past ten years, from strategies for the instruction, support and engagement of students, to the requirements of technology and reporting to state and accrediting agencies. We hire and appoint employees with increasing frequency to positions for which they have insufficient training. While there is an expectation for faculty and staff to advise and serve students in a rapidly changing environment, such service is not always supported, promoted or evaluated in a consistent manner; nor is the university's infrastructure flexible enough to adapt to the new demands associated with a changing environment.

Developing a culture of service that focuses on student success is critical to providing the best education for students, and will result in students forming an enduring bond with the university. Strategies developed to promote such a culture must overcome bias towards the status quo and a lack of understanding and communication across all divisions of the university.

### **Financial Constraints and the Need for Prioritization**

The university has multiple sources of revenue: state appropriations, tuition and fees, and other sources that include grant overhead, profits from self-support programs, and donor contributions. State appropriations have declined in recent years due to an unhealthy economy. Because enrollment has risen more rapidly at Boise State compared to other Idaho institutions, our share of the remaining state appropriations has become increasingly inequitable. Unfortunately, it is unlikely that these funding inequities will be fully resolved in the near future, and revenue from tuition and other sources is insufficient to make up the difference. With these funding restraints, the ability of the university to provide research and academic programs is exceeded by the needs and expectations of the community it serves. There is a need to evaluate and prioritize all university programs and activities based on criteria that are well-vetted and transparent.

Alignment of programs and activities has largely been left to individual units, based on the perceived needs and expectations of their self-identified constituencies. A more holistic approach is necessary to ensure integration across units and academic disciplines, in a manner that is consistent with the mission of the university.

In order to make informed decisions based on university priorities, it is essential to have widespread and timely access to reliable data that is easy to interpret. Such access is currently lacking. The reliance of individual programs on multiple funding sources has led to decisions driven more by funding availability than strategic need. As a result, allocation of resources across the university is uneven and has led to inconsistencies in the student experience. The lack of timely access to data that is both reliable and understandable also makes it more challenging to provide consistent data to our stakeholders in a timely manner, and to present our best case in support of our resource needs.

Finally, the university must look for new revenue streams and alternate funding models for new or expanding programs.

### **Emphasis on STEM Disciplines**

It is widely recognized that the nation is in danger of under-producing the scientists and engineers necessary to maintaining our technological leadership in a global economy. In a 2005 report from a coalition of business organizations titled "Tapping America's Potential," an alarm was sounded that America's leadership in the natural sciences, technology, engineering and math (STEM) disciplines is at risk. President Obama subsequently identified three overarching priorities for STEM education in his "Educate to Innovate" campaign. Many states, including Idaho, have echoed this call to action with their own programs. The Idaho STEM Pipeline and i-STEM are two such programs in Idaho that have recently combined efforts to "increase access to STEM learning opportunities within Idaho for all students." The Treasure Valley also has a growing need for highly trained scientists, engineers, and healthcare professionals, in order to fuel the continued expansion of its high-tech and healthcare industries.

Historically, the STEM disciplines at Boise State University have been underrepresented, both in terms of the number of majors and the production of graduates, yet that imbalance has recently diminished. From 2006 to 2011 the number of students majoring in STEM disciplines increased 66% while overall growth in the student body was 5%. Even with this surge, Boise State continues to lag the nation in the proportion of its

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graduates earning STEM degrees. If Boise State is to continue its current trajectory toward a research university of distinction, while answering the national call for more scientists and engineers, it will need to maintain the trend of increasing STEM participation, and translate that trend into a more balanced output between STEM and non-STEM degrees at both the graduate and undergraduate levels.

**Graduate Programs**

A significant factor in the surging interest in STEM disciplines at Boise State University is the increase in external funding for research. More than 90% of our increase in sponsored project expenditures over the past five years is directly tied to research in the STEM disciplines. Conversations with external funding agencies and their review panels make it clear that Boise State must increase the number of PhD students who participate in research in the STEM disciplines if the University is going to reach the next level of research prominence and better compete for funding with other research universities. During the last academic year (2010-2011) Boise State University graduated over 650 students with a Master's degree, while conferring fewer than the minimum of twenty doctoral degrees required for Carnegie classification as a doctoral research university.

As a metropolitan university, providing strong professional graduate programs that meet the needs of the community will continue to be an important part of our mission. And with the recent approval of several new PhD programs by the State Board of Education, we now have an opportunity to develop strong doctoral programs in the STEM disciplines, as well.

***Focus on Effectiveness: A Strategic Plan for Boise State University***  
**2012-2017**

**Goal 1:** Create a signature, high-quality educational experience for all students.

**Objectives:**

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

**Goal 2:** Facilitate the timely attainment of educational goals of our diverse student population.

**Objectives:**

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

**Goal 3:** Gain distinction as a doctoral research university.

**Objectives:**

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

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**Goal 4:** Align university programs and activities with community needs.

**Objectives:**

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

**Goal 5:** Transform our operations to serve the contemporary mission of the university.

**Objectives:**

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

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**Key Performance Indicators**

Goal 1: Create a signature, high-quality educational experience for all students.	Recent data		Performance Target (by 2017)	Comments
	FY 2009-10	FY 2010-11		
NSSE benchmark measures of student perception (as % of urban peer rating; for seniors only):				We are doing well, relative to urban peers, in three areas but need work in the areas of “student faculty interactions” and “supportive campus environment.”
>Level of academic challenge	--	98.2%	Target under development	
>Active and collaborative learning	--	96.5%	Target under development	
>Student-faculty interaction	--	87.0%	Target under development	
>Enriching educational experience	--	95.9%	Target under development	
>Supportive campus environment	--	90.1%	Target under development	
% students achieving University Learning Outcomes <sup>i</sup>				The ULOs are based on the “LEAP” program of the AAC&U, and are incorporated into our Foundational Studies Program.
>Written & oral communication (ULO 1-2)	Measure under development		For ULOs 1-6, our expectation is that for each ULO, 90% of graduates will be rated as “good” or “exemplary”	
>Critical inquiry, innovation, teamwork (ULO 3-4)	Measure under development			
>Civic & Ethical foundations (ULO 5-6)	Measure under development			
>Disciplinary areas (ULO 7-11)	Measure under development		Target under development	
% of Idaho HS students naming Boise State as #1 choice on ACT test (of those who listed us in top 6)		37%	Target under development	This is one measure of how much potential students are clamoring to get in to Boise State
BroncoJobs: # of employers listing career-level jobs <sup>ii</sup>	585	623	Target under development	“Career level” focuses the measure on competence of our grads.
Measures of experiential learning	Measures under development		Targets under development	Contributes to depth of disciplinary understanding, creates context for coursework, and illustrates to students the importance of non-disciplinary skills (e.g. writing).

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<b>Goal 2: Facilitate the timely attainment of educational goals of our diverse student population</b>	<b>Recent data</b>		<b>Performance Target (by 2017)</b>	<b>Comments</b>
	<b>FY 2009-10</b>	<b>FY 2010-11</b>		
Graduation rate of a diversity of groups: <sup>iii</sup>				Designed to understand our success in facilitating the success of the wide variety of students who attend Boise State.
>6 year rate of first-time full-time freshman*	2004 cohort 28.1%	2005 cohort 29.2%	45% by 2019	
>underrepresented groups	Measure under development		Target under development	
>transfer students	Measure under development		70% 3-yr grad rate for AA/AS holders	
>graduate students	Measure under development		Target under development	
% of students on track with degree program <sup>iv</sup>	Measure under development		Target under development	
# of waitlisted (but not enrolled) students <sup>v</sup>		1,938	Target under development	Indicates how well we are meeting course demand.
# of graduates who complete at least one-quarter of their Boise State courses in alternate access formats. <sup>vi</sup>	Measure under development		Target under development	A measure of the diversity of student access to our programs and courses. Alternate access formats include online courses, evening courses, weekend courses, and courses at sites other than main campus.
Dual enrollment <sup>vii</sup>				9435 credits is equivalent to 629 students each taking 15 credits for a semester
># credits produced*	7,648	9,435	Target under development	
># students served*	1,602	2,030	Target under development	
Graduates per 100 student FTE enrolled* <sup>viii</sup> (undergraduate/graduate)	13.4 / 18.3	13.7 / 17.0	Target under development	Number decreased by large # of non-traditional students
One-year retention rate of first-time full-time freshman* <sup>ix</sup>	68.6%	69.1%	Target under development	We have increased retention but can do better.
# of students requiring remedial coursework*	1,019	699	Target under development	Impacted by opening of CWI.



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<b>Goal 3: Gain distinction as a doctoral research university</b>	<b>Recent data</b>		<b>Performance Target (by 2017)</b>	<b>Comments</b>
	<b>FY 2009-10</b>	<b>FY 2010-11</b>		
Total Research & Development Expenditures as reported to the National Science Foundation (in \$1,000's)	\$18.2 M	\$24.2 M	\$40 million	Gold standard for measuring research. Since FY05, we have increased 164%; last year had more expenditures than ISU.
Number of peer-reviewed publications over 5-year period <sup>x</sup>	2006-2010: 1,079	2007-11: 1,176	Target under development	Number is a measure of scholarly output. # of citations is a measure of impact.
Citations of Boise State publications over 5-year period <sup>xi</sup>	2006-2010: 3,874	2007-11: 4,662	Target under development	
Number of doctoral graduates	8	11	Target under development	
Number of performances/exhibitions in national or international venues. <sup>xii</sup>	Measure under development		Target under development	

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<b>Goal 4: Align university programs and activities with community needs.</b>	<b>Recent data</b>		<b>Performance Target (by 2017)</b>	<b>Comments</b>
	<b>FY 2009-10</b>	<b>FY 2010-11</b>		
Number of graduates (bachelor's, master's, doctoral) in high demand disciplines <sup>xiii</sup>	874	1,031	Target under development	Includes disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor.
Number of STEM graduates (includes bachelor's, master's, doctoral) <sup>xiv</sup>	300	350	Target under development	We had a 35% increase in STEM degrees over last 3 years.
Number of formal contractual collaborations with businesses <sup>xv</sup>	12	17	Target under development	Includes Material Transfer, Non-Disclosure, Joint Development, Services, Facilities Use, and License Agreements
Number of baccalaureate graduates <sup>xvi</sup> with high impact on Idaho's college completion rate <sup>xvii</sup>				The SBOE has projected that BSU will need to produce 3,273 graduates annually by FY2018-19 to meet the SBOE's 60% goal. Our target will be to meet that number two years early.  Boise State has great potential to impact the state's 60% goal by targeting graduates from groups who are traditionally underrepresented in college.
>overall number of graduates	2,094	2,411	3,273	
>first generation Idaho-resident graduates	Measure under development		Target under development	
>Hispanic/Latino Idaho-resident graduates	111	139	Target under development	
>Native American Idaho-resident graduates	17	18	Target under development	
>Military veteran Idaho-resident graduates	Measure under development		Target under development	
>Bachelor of General Studies graduates	24	50	Target under development	
Community survey: how effective are community partnerships?	Measure under development		Target under development	
Student participation in the community	Measure under development		Target under development	Includes service learning and off-campus internships.

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<b>Goal 5: Transform operations to serve the contemporary mission of the university.</b>	<b>Recent data</b>		<b>Performance Target (by 2017)</b>	<b>Comments</b>
	<b>FY 2009-10</b>	<b>FY 2010-11</b>		
Turnaround time for key selected processes	Measure under development		Target under development	This will give us a measure of effectiveness of revamp of processes
Error rate for key selected processes	Measure under development		Target under development	
Measure of organizational maturity and/or effectiveness (e.g., Ruben's "Excellence in Higher Education" model) <sup>xviii</sup>	Measure under development		Target under development	Use Ruben's model, which has been adapted to higher education
Campus climate survey:				Need information on a broad range of campus "climate" and "culture" having to do with organizational effectiveness.
>Employee engagement and satisfaction	Measure under development		Target under development	
>Are innovation and new ideas supported?	Measure under development		Target under development	
>Effective inter-unit interaction?	Measure under development		Target under development	
>Technology usability & digital literacy	Measure under development		Target under development	
Customer satisfaction surveys:				
>Easy to work with various units?	Measure under development		Target under development	
>NSSE student rating of admin offices (as % of urban peer average score)	--	97.1%	Target under development	
Cost of education (undergraduate tuition & fees per semester)	\$2,432	\$2,650	Target under development	
Cost of education (undergraduate tuition & fees per semester) (CPI adjusted) <sup>xix</sup>	\$2,401	\$2,522	Target under development	
Degree completions per \$100,000 expense <sup>*xx</sup>	2.48	2.84	Target under development	
Degree completions per \$100,000 expense (CPI adjusted) <sup>19</sup>	2.64	3.08	Target under development	
Cost per credit hour delivered <sup>*20</sup>	\$272.21	\$252.37	Target under development	
Cost per credit hour delivered (CPI adjusted) <sup>19</sup>	\$255.79	\$233.33	Target under development	

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- <sup>i</sup> % of graduating undergraduates who achieve a competency of “exemplary” or “good” for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas).
- <sup>ii</sup> Measure will be adjusted for economic conditions
- <sup>iii</sup> 6-year graduation rate of the Fall 2004 cohort is measured as the percent of the Fall 2004 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2010 semester..
- <sup>iv</sup> Data will be produced by our eAdvising program presently under development.
- <sup>v</sup> Number of distinct occurrences of a student waitlisted in (but not enrolled in) a course as of the fifth day of classes in fall semester. A student waitlisted in multiple sections of the same course is counted once.
- <sup>vi</sup> Alternate access formats includes: online courses, evening courses, weekend courses, and courses at sites other than main campus.
- <sup>vii</sup> Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.
- <sup>viii</sup> Number of baccalaureate degree recipients per 100 undergraduate FTEs enrolled and number of master’s/doctoral degree recipients per 100 graduate FTEs enrolled.
- <sup>ix</sup> Retention for the fall 2008 cohort is measured as the percent of the fall 2008 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in fall of 2009.
- <sup>x</sup> # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.
- <sup>xi</sup> # of citations of Boise State publications over five year span; from Web of Science. A more robust and comprehensive measure will be implemented once Digital Measures is fully operational.
- <sup>xii</sup> This measure is under development and will include two key aspects: # of performances, etc., and prestige of the venue.
- <sup>xiii</sup> Defined as graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.
- <sup>xiv</sup> STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines.
- <sup>xv</sup> This performance measure will eventually include several additional components in addition to that listed: Material Transfer Agreements, Non-Disclosure Agreements, Joint Development Agreements, Services Agreements, Facilities Use Agreements, and License Agreements
- <sup>xvi</sup> Distinct number of graduates with a degree or certificate.
- <sup>xvii</sup> Graduating students from groups underrepresented as college graduates and who remain in Idaho after graduation will have the greatest impact on college going rates.
- <sup>xviii</sup> <http://oirap.rutgers.edu/msa/documents/EHEGuide5-29.pdf>
- <sup>xix</sup> CPI adjusted numbers are in, or use, constant 2007 dollars
- <sup>xx</sup> Cost defined to include the following categories of expenditures from BSU’s Performance Measurement Report submitted to SBOE: Instruction, Library, and Academic Support. Not included in “cost” are the following categories of expenditures: Research, Public Service, Student Services, Physical Plant, Institutional Support, Athletics, Auxiliary Enterprises, Scholarships/Fellowships, and Other.



## North Idaho College Strategic Plan

SP Version 2012

2012 – 2016

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### Mission

North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

### Vision

As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

### Accreditation Core Themes

The college mission is reflected in its three accreditation core themes:

**Student Success:** Provide access to an education environment that helps students attain their education goals.

**Educational Excellence:** Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.

**Community Engagement:** Enhance the quality of life for our students and communities.

### Key External Factors

- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

### Values

North Idaho College is dedicated to these core values which guide its decisions and actions.

**Theme/Goal 1 – Student Success:** A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objective 1: Provide innovative, progressive, and student-centered programs and services.

Performance Measures:

- Rates of participation in OARS orientation programs
- Overall impression of the quality of education at NIC (average score on ACT Student Opinion Survey)
- Program reviews within Student Services units

Objective 2: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures:

- Percent of first-time degree seeking students that completed or transferred in three years
- Number of students who participated in course evaluations
- Fall to spring persistence rates of students enrolled in CSC-013 (reading)
- Fall to spring persistence rates of students enrolled in MATH-015

Objective 3: Promote programs and services to enhance access and successful student transitions.

Performance Measures:

- Number of associates degrees/certificates awarded
- Number of NIC ABE and NIC GED students who enroll at NIC as postsecondary students
- Overall score of students who would choose to attend NIC if they were to start college over (average score on ACT Student Opinion Survey)
- Number of Tech Prep students who enroll at NIC in Professional Technical programs
- Annual Credit hours of Dual Credit students

**Theme/Goal 2 - Educational Excellence:** High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objective 1: Evaluate, create and adapt programs that respond to the educational and training needs of the region.

Performance Measures:

- Number of online course offerings
- Annual participation rates of Workforce Training and Community Education students
- Percent of Career Program completers employed in related field or pursuing additional education

Objective 2: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.

Performance Measures:

- Student Learning Outcomes Assessment goals

Objective 3: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures:

- Number of associate's degrees/certificates awarded

- Student Learning Outcomes Assessment goals
- Percentage of training and community education course evaluations that score a 4 or higher out of the total number of evaluations

Objective 4: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures:

- Metrics for employee professional development
- Rates of participation at new employee orientation
- Rates of participation in the NIC Wellness program

**Theme/Goal 3 - Community Engagement:** Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objective 1: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures:

- Annual score on community engagement rubrics

Objective 2: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

- Percentage of employers who indicate satisfaction with overall preparation of students
- Number of Customized Training programs in which businesses are engaged

Objective 3: Promote North Idaho College in the communities we serve.

Performance Measures:

- Distance Learning proportion of credit hours
- Number of non-credit students as percentage of NIC's total service area population (market penetration)
- Annual participation rates of Workforce Training and Community Education students

Objective 4: Enhance community access to college facilities.

Performance Measures:

- Number of community events on campus or other NIC facilities

**Theme/Goal 4 – Diversity:** A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objective 1: Foster a culture of inclusion.

Performance Measures:

- Number of student clubs

- Variety of locations/methods used by Human Resources office to advertise open positions

Objective 2: Promote a safe and respectful environment.

Performance Measures:

- Annual Campus Safety Report
- Number of training sessions/workshops offered by Human Resources

Objective 3: Develop culturally competent faculty, staff and students.

Performance Measures:

- Diversity Committee Reports

**Theme/Goal 5 – Stewardship:** Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objective 1: Exhibit trustworthy stewardship of resources.

Performance Measures:

- Transparency in annual budget process
- Annual gifts received by the NIC Foundation/Development Office
- Annual grants sought and secured

Objective 2: Demonstrate commitment to an inclusive and integrated planning environment.

Performance Measures:

- College-wide replacement schedule for personal computers
- Integrated planning across processes such as accreditation, strategic planning, and performance measurement reporting

Objective 3: Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures:

- Energy rebates generated and utilized for perpetuating energy savings projects
- Energy saving/equipment replacement measures



## **ADDENDUM**

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The following statewide performance measures have been requested by the Idaho State Board of Education. Data for these measures has not been analyzed at this time and benchmarks will be set prior to reporting in the fall.

- Retention (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- Total certificates and degrees conferred (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- Cost per credit hour to deliver education
- Certificate (of at least one year in expected length) and degree completions per \$100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction)

The following two measures are inputs from the K-12 system and are not benchmarkable:

- Remediation (number of first-time freshman who graduate from an Idaho High school in the previous year requiring remedial education)
- Dual Credit (total credits and # of students)

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**SUBJECT**

Famous Idaho Potato Bowl – Request for Alcohol Permit

October 2007	Board approved alcohol service for 2007-2009 Roady's Humanitarian Bowl games.
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June 2010	Board approved alcohol service for 2010 – 2012 uDrove Humanitarian Bowl games.
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**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board Policy permits institutions to request approval for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval under the following minimum conditions:

- i. 1) The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.
- 2) For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.
- ii. 1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
- 2) For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4<sup>th</sup> quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.
- iii. 1) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. 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. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked 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.
- 2) For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such

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youth are, at all times, under the supervision and control of such adult patrons.

- iv. Companies involved in the event must be sent a letter outlining the 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.
- v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- ix. Event 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. 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, must be complied with. Event sponsors/food providers 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 event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage 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 event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.
- x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.

Past approval for alcohol service during Bowl games has included minimum insurance and indemnification of the State of Idaho and the State Board of Education for a minimum of \$5,000,000 and a lifting of the time restriction for service (pre-game only).

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Based on new football complex construction in the north end zone in Bronco Stadium in 2012, Famous Idaho Potato Bowl requests the physical relocation and operation of a corporate tent village, including the serving of alcohol, during the Famous Idaho Potato Bowl at an alternate location then held during past events.

Attached is the proposal from the Famous Idaho Potato Bowl regarding the corporate tent village activities for 2012 as well as the ongoing controls that have been in effect since 2006 following Kevin McDonald's hiring as Executive Director of the bowl game.

As reference in the attached proposal, the Famous Idaho Potato Bowl will continue to institute the long standing controls in compliance with the existing State Board of Education policies have been in effect and approved since the inception of Corporate Tent Village

**ATTACHMENT**

Attachment 1 – Corporate Tent Village Proposal

Page 3

Attachment 2 – Map of proposed layout

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Bowl management has reported no incidences associated with the event.

**IMPACT**

This event has been a major part of the community for over ten (10) years. It has made a positive impact on the economics of the city of Boise. The Famous Idaho Potato Bowl will earn revenues from the lease of the corporate tents. The University will also earn revenues from the lease of the Stadium.

**BOARD ACTION**

A motion to approve Famous Idaho Potato Bowl's request to operate a corporate tent village consistent with the terms herein for the 2013 through 2016 Bowl games in compliance with Board Policy I.J. and the terms submitted as Attachment 1.

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

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2012 Tent Village  
-Proposal-

Background: Corporate Tent Village continues to be one of the significant revenue sources for the Famous Idaho Potato Bowl as it regularly attracts over 3,000 ticketed fans and involves well over 30 local business and community partners. In 2011 we had over 3,600 attendees and 31 companies from the Treasure Valley and eastern Idaho. It has become an annual tradition and trademark of our bowl game. We are proud that we have operated a safe and fun fan experience for 10 years without incident.

Due to the recent changes in the North End Zone of Bronco Stadium with construction of the new BSU football facilities, we have been forced to consider alternative locations for Tent Village.

After numerous meetings with council members and Boise State Parking and Transportation, while taking into conditions set forth by the State Board of Education, we are proposing the following changes while maintaining many of the previous requirements:

1. Move footprint of tent village area to parking lot between Caven Williams Complex and Taco Bell Arena – please see attached map.
2. Secure parking lot area by fencing to control access to and from the area.
3. Utilize Caven Williams Complex for alcohol free tents/corporations.
4. Provide security personnel at all points of entry.
5. Require “over 21” wristbands for all legal participants.
6. No alcohol making or distribution companies may be allowed to sponsor the activities or tents.
7. A color-coded wrist band or pass admission system would identify attendees and invited guests.
8. Companies involved in tent village would be sent a letter outlining the tent village/SBOE alcohol policy. The letter will specify that the state minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
9. Security personnel to be located throughout the controlled area monitoring the alcohol wristband policy and patron behavior.
10. Security personnel will not allow patrons to exit the area with alcoholic beverages.

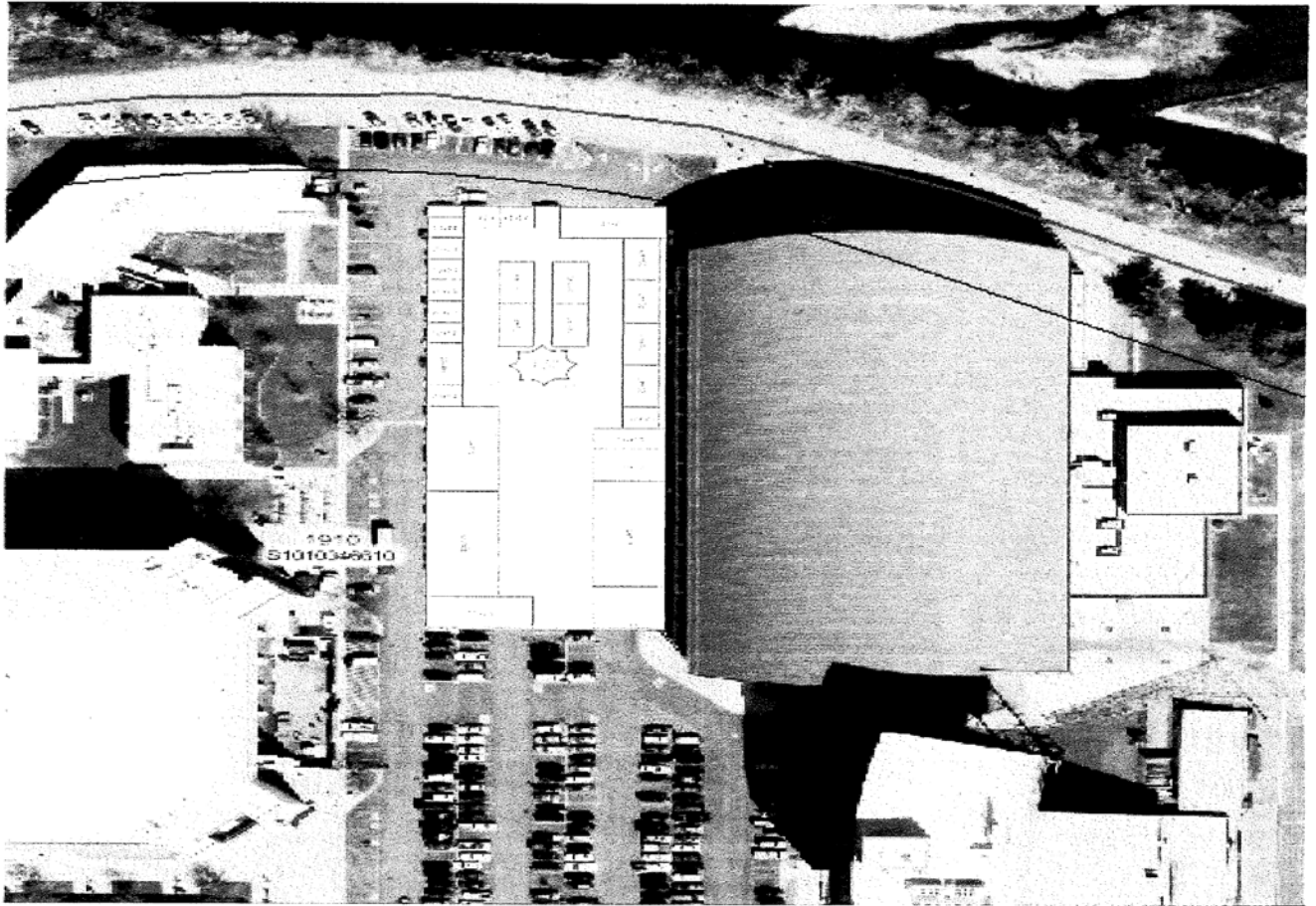
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11. The proposed area is for sponsors to entertain clients/guests for 2012-2016 Famous Idaho Potato Bowl games, including the sales and service of alcohol.
12. The Humanitarian Bowl, Inc. dba Famous Idaho Potato Bowl will abide by all terms and conditions of the Board's existing alcohol policy.
13. The Famous Idaho Potato Bowl will provide the Board with an annual report of the Corporate Tent Village activities within sixty (60) days of the Bowl game. The Board reserves the right to rescind and withdraw this approval for future games upon review of the annual report.

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Alcohol Report and Request for Alcohol Waiver – Stueckle Sky Center

**REFERENCE**

April 2011	Board approved amendments to Board Policy I.J. Use of Institutional Facilities allowing for the service of alcohol in conjunction with NCAA athletic events with prior Board approval, under established criteria.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season as well as alcohol service in the Sky Center for home football games and the Humanitarian Bowl.

**APPLICABLE STATUTE, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests Board approval to provide alcohol service in the Stueckle Sky Center for the 2012 football season, the Famous Idaho Potato Bowl, and the 2013 Spring Game.

Prior to approval of construction of the skybox suites, the Board granted approval for Boise State University to represent that alcohol service would be available in the skyboxes. Based on that approval, the leases with patrons for the suites, club seats and loge seats were all created with the understanding that alcohol service would be available during games in this area of the stadium only. However, such alcohol service is clearly known to be at the sole discretion of the Board.

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

Corporate tents/hospitality areas in the secured area north of the stadium have been successful in the past eight seasons. Boise State works with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold out games and greater attendance, no serious issues or concerns have been reported. The security plan has been in place for the past eight seasons and is updated each year and will remain in place for the coming season. Last year was the fourth year of operation for the Stueckle Sky Center and, as with the first three years of operation, the Board approved service of alcohol during home football games and the annual bowl game. As with the prior years, no serious issues or concerns were reported.

## **PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

**JUNE 21, 2012**

Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Club on the west side of the stadium for each home Bronco football game and for the annual bowl game. In this secure area, Boise State will allow patrons to purchase food and beverages (non-alcoholic and alcoholic). Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the University will conduct these policies under the following conditions, similar to those set by the Board over the last eight years, and consistent with the 2011 amendments to Board policy I.J., for other game day secured areas.

1. The Sky Center is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
2. There is no access from the general seating area into the Sky Center. Further, only patrons who hold tickets to seats in the Sky Center will be allowed into the Sky Center during games.
3. Begin no sooner than three hours prior to kick off and will end at start of the 4<sup>th</sup> quarter.
4. Two entry points at the North and South Elevator Towers will be manned by security personnel.
5. Security personnel will be located throughout the Sky Center area on each of the four floors monitoring all alcohol policies and patron behavior.
6. Security personnel will not allow patrons to exit or enter the area with any food or beverages.
7. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
8. A list of the measures that Boise State intends to take to assure underage drinking does not take place in the Sky Center and defining how the Sky Center is monitored and secured to that end is attached as Exhibit. This security plan was provided to the Board at the Board's request last year with regard to of the 2011 season.

### **IMPACT**

If the Board does not approve the alcohol waiver request, Boise State will not be able to sell alcohol at home football games during the 2012 season.

### **ATTACHMENT**

Attachment 1 – Boise State University Security Plan

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### **STAFF COMMENTS AND RECOMMENDATIONS**

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as BSU's report regarding service during the 2011/12 football season.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**BOARD ACTION**

I move to approve the request by Boise State University to allow the sale of alcohol in the Sky Center during home games, Famous Idaho Potato Bowl, and the 2013 Spring Game in full compliance with Board Policy I.J for the 2012/13 football season.

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

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**Boise State University**  
**2012 Football Season – Bronco Stadium**  
**Security Plan and Alcohol Report**  
**Stueckle Sky Center -- Caven Williams Sports Complex**

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex and Stueckle Sky Center. Security plans for each facility are as follows and will be conducted at each home game for the 2012 season. The plan outlines measures taken to ensure that no underage drinking occurs.

**Stueckle Sky Center**

There have been no serious incidents regarding the service of alcohol during the 2004 through 2011 seasons.

As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the activities with the following staffing and security in the building on game day.

**Staffing Plan**

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd Management Supervisor — Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor -- Assists Crowd Management Supervisor in supervision of patron services staff in the SSC

**North Elevator Lobby**

- Crowd Manager throughout the game. Stationed at entry point. Will check tickets, ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out that will move to the Loge level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

**South Elevator Lobby**

- Crowd Manager throughout the game. Stationed at entry point, checks tickets, and ensures alcoholic beverages do not enter or leave the facility and assist with patron services duties.
- Crowd Manager during load in and out that will move to the Club level during the game. Checks tickets, ensures alcoholic beverages do not enter or leave the facility and patron services duties.

**Level 3-- Loge Level**

- Crowd Manager at the N. stairs stadium to loge level – Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- N Elevator lobby Crowd Manager - Monitors Patrons who enter the Loge Level bar, assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager -- Monitors the alcohol sales at the bar. Patron Services Duties
- South stairs stadium to loge level Crowd Manager. Ensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Patron services duties.
- Crowd Manager to rove throughout the loge level – Patron services duties, monitors alcohol sales in bar and seating area.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**Level 4- Club Level**

- Club Room Crowd Manager - Monitors the alcohol sales at the bar. Patron Services Duties
- South Stairwell Crowd Manager - Monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager - Rove throughout the hall way. Patron services duties, monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager - Monitors alcohol sales in bar area and patron services duties
- North Stairwell Crowd Manager -- Monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager - Monitors back row of club seating area to ensure the isle remains clear. Patron services duties.
- West Stairs Crowd Manager between 4<sup>th</sup> and 5<sup>th</sup> floor-- Monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway—Patron services duties and assists in monitoring alcohol sales at bar and kiosk.

**Level 5—Suite Level**

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.
- North End of Hallway Crowd Manager - Patron services duties and rove hall to monitor patrons in the suites.

**Level 6—Press Level**

- Club Room Bar Crowd Manager - Monitors the alcohol sales at the bar and Patron Services Duties
- South End Hallway Crowd Manager - Patron services duties and rove hall to monitor patron in the suites.
- North End Hallway Crowd Manager - Patron services duties. Rove hall to monitor patron in the suites.

**Policies**

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State University for a minimum of \$2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

**Laminated info sheet included in all suites placed on refrigerator.**

Boise State University has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.

**“It is a privilege for us to serve alcohol in the Stueckle Sky Center”**  
**Have a great Game Day, GO BRONCOS!**



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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Alcohol Report and Request for Alcohol Waiver – Stueckle Sky Center

**REFERENCE**

April 2011	Board approved amendments to Board Policy I.J. Use of Institutional Facilities allowing for the service of alcohol in conjunction with NCAA athletic events with prior Board approval, under established criteria.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season as well as alcohol service in the Sky Center for home football games and the Humanitarian Bowl.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

Corporate tents in the secured area north of the stadium have been successful in the past seven seasons. Boise State University works with campus security, the Boise City Police and other officials to control and manage the use of alcohol. Even with sold-out games and greater attendance, no serious issues or concerns have been reported. Boise State will have the same or an enhanced security plan that has been in place for the past seven seasons for the coming season.

Boise State University seeks permission to set up a secure area inside the Caven Williams Sports Complex prior to each home Bronco football game. In the secure area, corporate sponsors and invited guests may purchase food and beverages (non-alcoholic and alcoholic) from the University's official food service provider.

For good weather, a secure area will be established on the east patio of the Cavern Williams Sports Complex at which alcohol would be served. This reflects what has been approved in prior seasons, most recently for the 2009 through 2011 seasons, and as previously approved by the Board. For inclement weather, or as an alternative option, the secure alcohol area will be set up inside the Cavern Williams Sports Complex, fenced from the rest of the Corporate Hospitality area, separated by fencing. This reflects what was implemented for the 2010 season as approved by the Board in June 2010.

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There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. This proposal creates a secure, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. These types of functions are beneficial to the University and are sponsor and donor cultivation opportunities. Entry to the corporate hospitality area is by written invitation only.

As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy, including the 2011 amendments to Board policy I.J., regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

1. All who enter the Caven Williams Sports Complex must be an invited guest.
2. Event begins three hours prior to kick off and ends at the start of the game.
3. The Caven Williams Sports Complex will be secured to control access to and from the area.
4. There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for corporate hospitality invitations of all patrons entering the facility.
5. One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.
6. There will be no more than two entry points into the area where beer and wine is sold manned by security personnel who will check wristbands.
7. Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
8. No alcohol making or distributing companies may be allowed to sponsor the event.
9. Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
10. The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.

**IMPACT**

There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. This proposal creates a secure, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. These types of functions are beneficial to the University and are sponsor and donor cultivation opportunities. Entry to the corporate hospitality area is by written invitation only.

**ATTACHMENT**

Attachment 1 – Boise State University Security Plan  
Attachment 2 – Caven Williams Layout – Good Weather

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Attachment 3 – Caven Williams Layout – Inclement Weather

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as BSU's report regarding service during the 2011/12 football season.

**BOARD ACTION**

I move to approve the request by Boise State University to establish secure areas specified in Attachment 2 and Attachment 3 for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J for the 2012/13 football season.

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

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**Boise State University**  
**2012 Football Season – Bronco Stadium**  
**Security Plan and Alcohol Report**  
**Caven Williams Sports Complex**

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2012 season. The plan outlines measures taken to ensure that no underage drinking occurs.

**Caven Williams Sports Complex**

There have been no serious incidents regarding the pre-game service of alcohol during the 2005 through 2011 seasons. We will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for corporate events. As with the previous years, Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. Also, the university will conduct the pre-game activities under the following conditions:

**Caven Williams Game Day Staffing**

- Two Crowd Managers at front entrance checking individual passes to all that enter. This is an invited guest only event and no one will enter facility without proper credentials
- Two Aramark employees (TIPS trained) will check ID's and issue color coded wrist band
- Crowd Manager checking for color coded wrist band stationed at entrance to over 21 area.
- Crowd Manager roaming entire area checking for color coded wrist band and patron behavior
- Two Bronco Sports properties employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- Three Bronco Sports Marketing employees roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary
- One Boise State University Operations employee roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

**Policies for Facility**

- All who enter the Caven Williams Sports Complex must be an invited guest.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Caven Williams Sports Complex will be secured to control access to and from

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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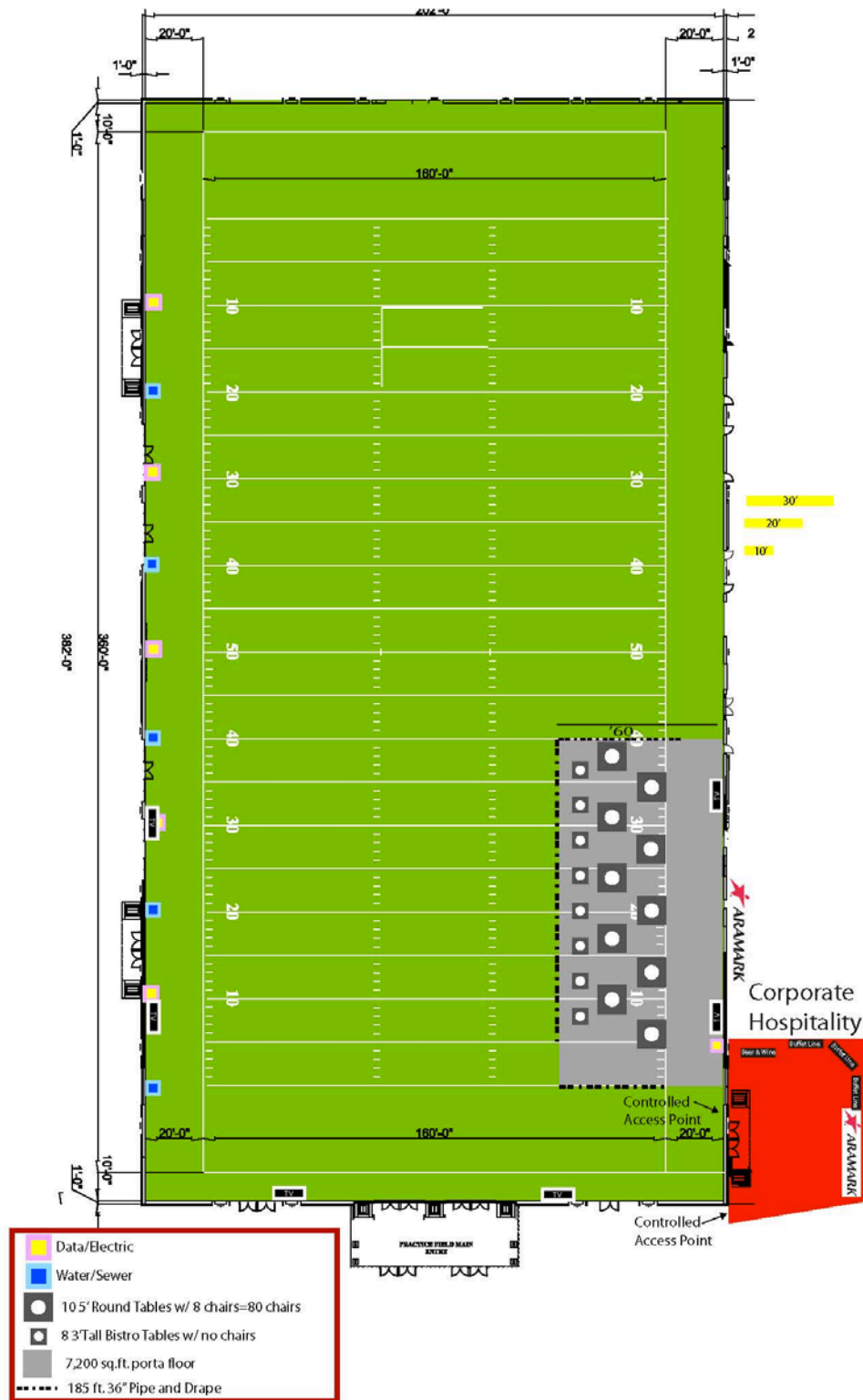
the area.

- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for corporate hospitality invitations of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wrist bands will be issued to identity attendees over the age of 21.
- Proper sized fencing separating over 21 area will to be approved by university so that no under-age patrons can enter area
- There will be one entry point into the area where beer and wine is sold manned by security personnel who will check wristbands.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State University campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- Companies involved in the corporate hospitality area would be sent a letter outlining the Caven Williams Complex Corporate Hospitality Area/SBOE alcohol policy. The letter will state that the minimum drinking age in Idaho is 21 and that at no time should they allow any underage drinking and/or serving of alcohol to visibly intoxicated patrons.
- The area is for sponsors to entertain clients/guests for the fall 2010 home football games.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Attached is the map of the facilities in the Caven Williams Sports Complex and how it will be configured for the game day events

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Cavern Williams Sports Complex  
Patio Option – Clement Weather







**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Request for Pre-game Alcohol Waiver

**REFERENCE**

June 2007	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2007 football season.
August 2008	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2008 football season.
June 2009	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2009 football season.
June 2010	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2010 football season.
June 2011	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2011 football season.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND / DISCUSSION**

Board policy states that Idaho institutions may not allow service of alcohol on campus in conjunction with athletic events without Board approval. The Board has granted approval for BSU to offer alcohol service under limited circumstances for past eight football seasons.

During the 2007, 2008, 2009, 2010, and 2011 football seasons, Idaho State University (ISU) followed models established by the University of Idaho and Boise State University for staging similar events.

In accordance with approval granted by the State Board for the 2011 football season, ISU reports that the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. Idaho State University is continuing to work with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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Idaho State University requests Board approval to establish a secure area on the West side of Holt Arena, and a V.I.P. guests area in the Bennion Room of Holt Arena, prior to each home Bengal football game, for the purpose of allowing corporate partners, Bengal Foundation, Football Alumni Team members and invited guests the opportunity to gather with clients, friends, and guests for the 2012 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non- alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and the University's official food service provider. Idaho State University will provide control measures and follow all requirements of Board policy regarding alcohol service. The University will conduct the pre-game activities under the following conditions:

1. A secured area surrounded by a fence to control access to and from the area.
2. Three-hour duration, ending at kick-off.
3. Alcohol making or distributing companies will not be allowed to sponsor the activities or tents.
4. A color-coded wrist band or pass admission system will identify attendees and invited guests. No one under legal drinking age will be admitted.
5. All corporate partners involved in the pre-game location will be sent a letter outlining pre-game location and the SBOE alcohol policy. The letter will state the minimum drinking age in Idaho is 21 and that at no time should they allow underage drinking and/or serving of alcohol to visibly intoxicated persons.
6. One entry/exit point, which will be manned by security personnel.
7. Security personnel located throughout the controlled area will be monitoring the alcohol wristband policy and patron behavior.
8. Security personnel will not allow patrons to exit the area with alcoholic beverages.
9. Tent sponsors will be required to insure and indemnify the State of Idaho, the State Board of Education and Idaho State University for a minimum of \$2,000,000 and to make sure that the proper permits and licenses are obtained.
10. The area is for sponsors to entertain clients/guests for the Fall 2012 home football games, including sales and service of alcohol.
11. A review of the 2012 events will be brought back after the conclusion of the season before consideration will be given to any future requests for similar activities on home football game days.

**IMPACT**

If the Board does not approve the alcohol waiver request, ISU will not be able to include the sale of alcohol on campus at home football games during the 2012 season.

**ATTACHMENTS**

Attachment 1 – Arial View of Designated Area – Holt Arena

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Attachment 2 – Detail of Booth and Service Areas –  
West Side of Holt Arena

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Attachment 3 – Interior Floor Plan – Holt Arena (Bennion Room)

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**STAFF COMMENTS AND RECOMMENDATIONS**

Board policy I.J. as amended in April 2011 allows for the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games with prior Board approval. All requests must comply with the minimum criteria established in Board policy. The Board may require further restriction if desired. Each institution is required to submit a report after the conclusion of the football season before consideration is given for approval of future requests. This agenda item serves as ISU's report regarding service during the 2011/12 football season.

**BOARD ACTION**

I move to approve the request by Idaho State University to establish secure areas as specified for the purpose of allowing alcohol service during pre-game activities in full compliance with Board Policy I.J. for the 2012/13 football season.

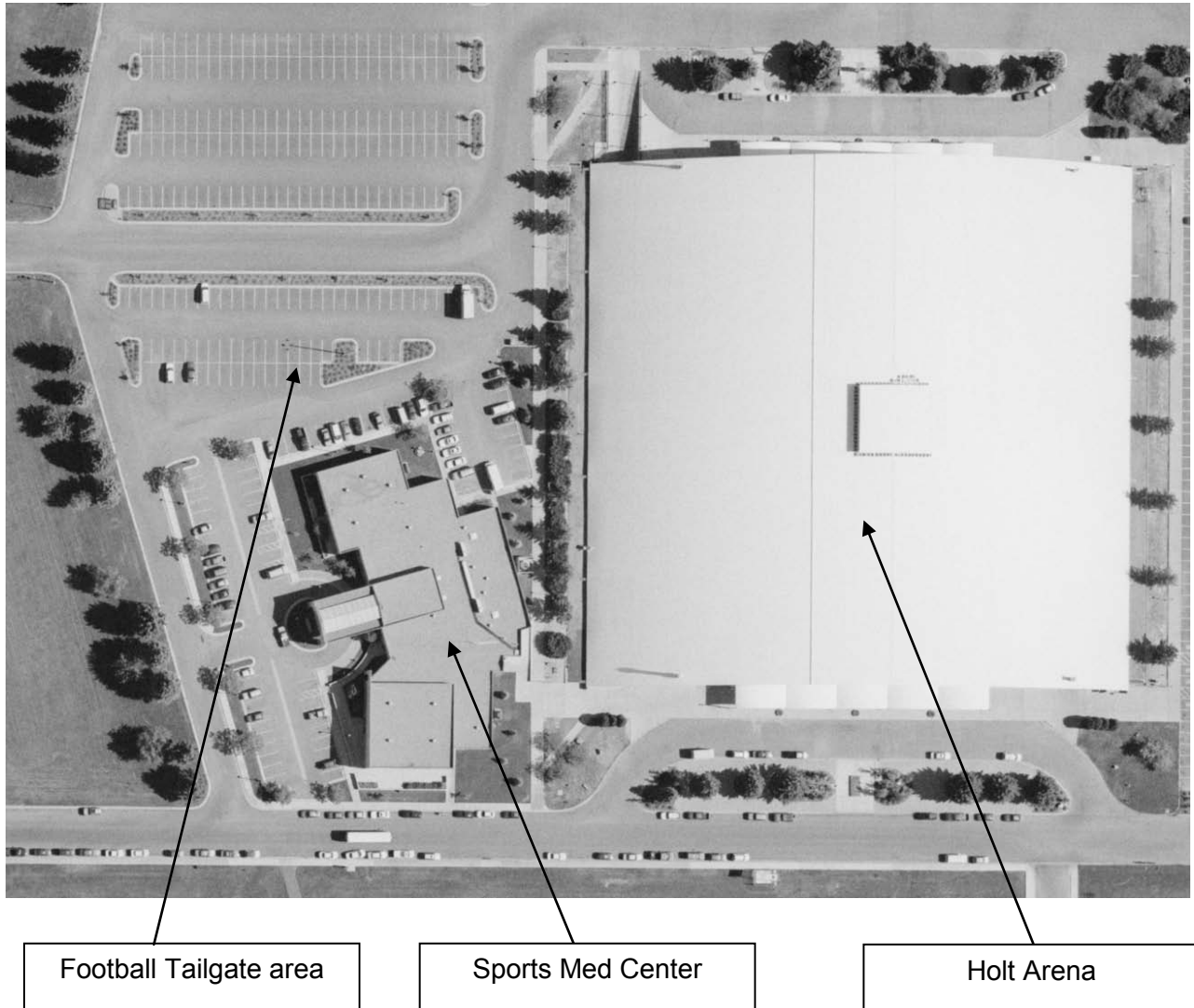
Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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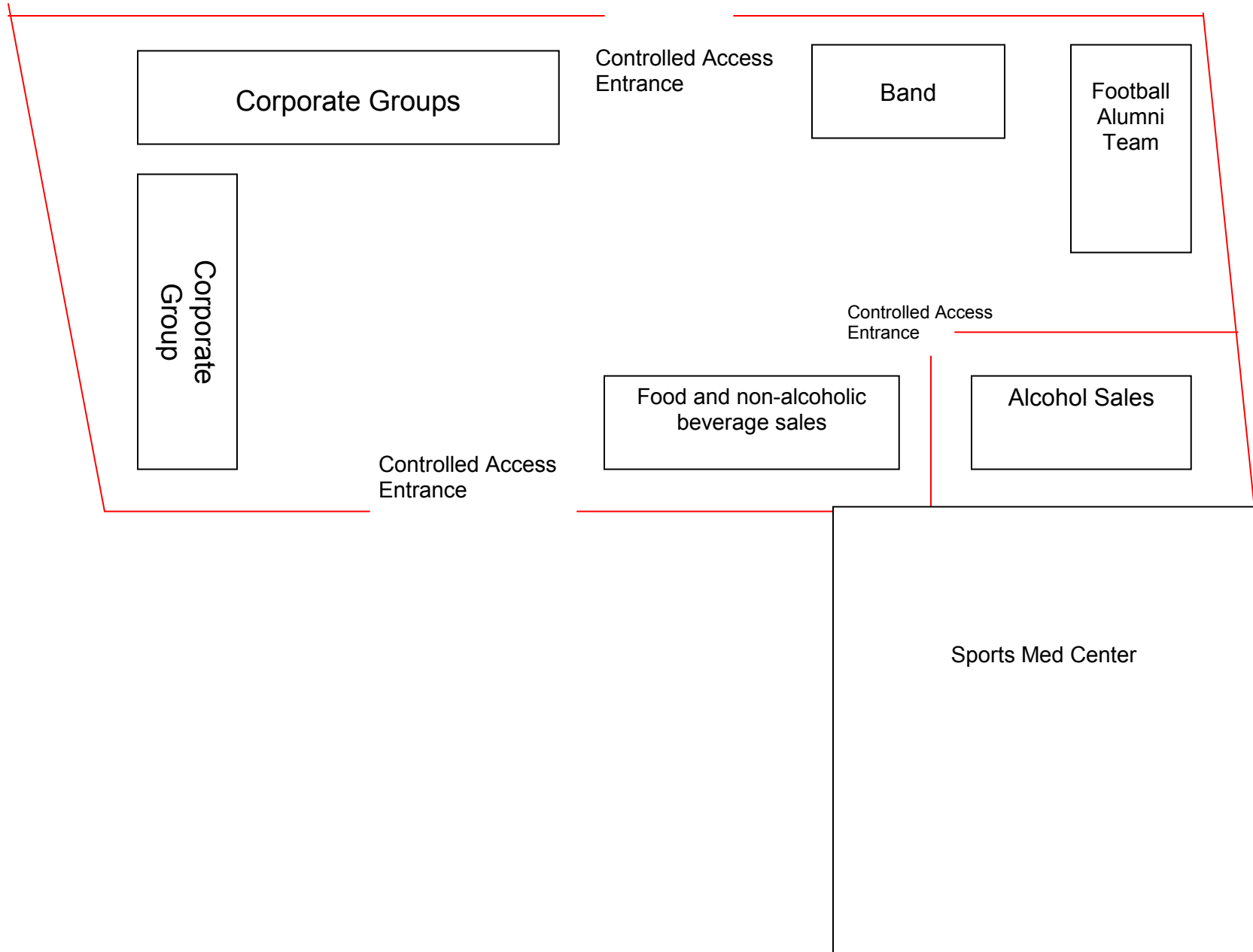
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**Aerial View of Holt Arena and Sports Med Center**

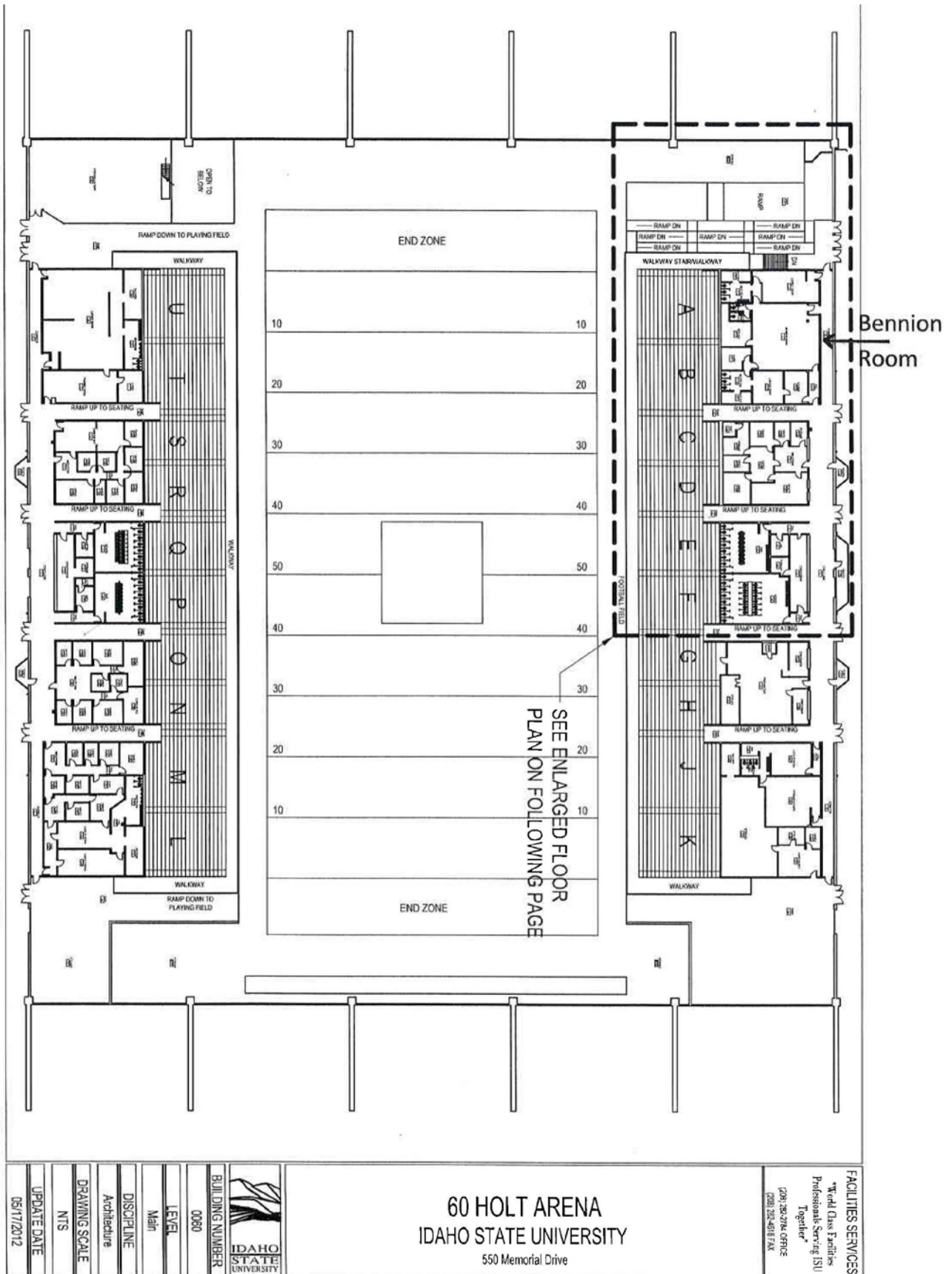


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**UNIVERSITY OF IDAHO**

**SUBJECT**

The University of Idaho requests Board approval to establish secure areas for the purpose of allowing pre-game activities that include the service of alcohol for the 2012 football season.

**REFERENCE**

- |                 |   |
|-----------------|---|
| August 12, 2004 | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season.   |
| March 10, 2005  | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season.   |
| March of 2005   | President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas.   |
| August 2005     | Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age. |
| August 10, 2006 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2006 football season.   |
| Fall 2006       | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.  |
| August 9, 2007  | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2007 football season.   |
| Fall 2007       | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A  |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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	wristband policy is in place to better supervise minors in the alcohol service areas.
June 19, 2008	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2008 football season.
Fall 2008	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 18, 2009	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2009	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas
June 17, 2010	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2010 football season respectively.
Fall 2010	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas
April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events.
April 19, 2012	University report on service of alcohol at NCAA football games pursuant to revised SBOE/Regents Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.

**APPLICABLE STATUTE, RULE, OR POLICY**

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

**BACKGROUND/DISCUSSION**

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games.

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**JUNE 21, 2012**

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The University of Idaho (UI) seeks permission to continue its prior practice whereby in the secure areas, patrons may purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2.

With respect to admission of persons under the legal drinking age (and per SBOE/Regents Policy I.J.2.iii.(1)) the university seeks approval to allow responsible adults who have been invited to a pre-game event to bring minor children and guests for whom the adults will be responsible. As per SBOE/Regents policy I.J.2. iii.(1) a color-coded wrist band system will serve to identify all authorized attendees and invited guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed to consume or possess alcoholic beverages. This system has been in place for prior university pre-game events and it has promoted a family atmosphere at these events. There have not been any alcohol incidents arising from the presence of minors at these events.

There have been no serious incidences regarding the pre-game service of alcohol. The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The secure areas where food and beverage service (including alcoholic beverages) will take place are:

- North Kibbie Field – this area will be available for Corporate Tents to provide an opportunity for corporate sponsors to reward employees and say “thank you” to valued customers by hosting private functions. This area is located on the north lawn adjacent to the ASUI-Kibbie Dome.
- Student Activities Field – This area will be available for Corporate Tents and for the “President’s Circle Pre-Game Function” which is provided for invited guests and allows the university leadership to mix with the guests.
- Menard Law Building first floor foyer – this area will be available for the university’s athletic marketing agent (Learfield) to entertain clients and corporate sponsors of athletic events.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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Service of alcohol at the North Kibbie Field and the Student Activities Field areas will be through tents placed in those areas creating a controlled area for monitoring attendance and consumption, with service limited to the tents and no alcohol allowed to leave the tents. Service of alcohol in the Menard Law Building foyer will be limited to the foyer area which will be cordoned off with access limited to the two front doors.

**IMPACT**

Again there have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2011 seasons where service has been approved. The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

**ATTACHMENTS**

Attachment 1 – Maps and Drawings of  
Service Areas

Page 5

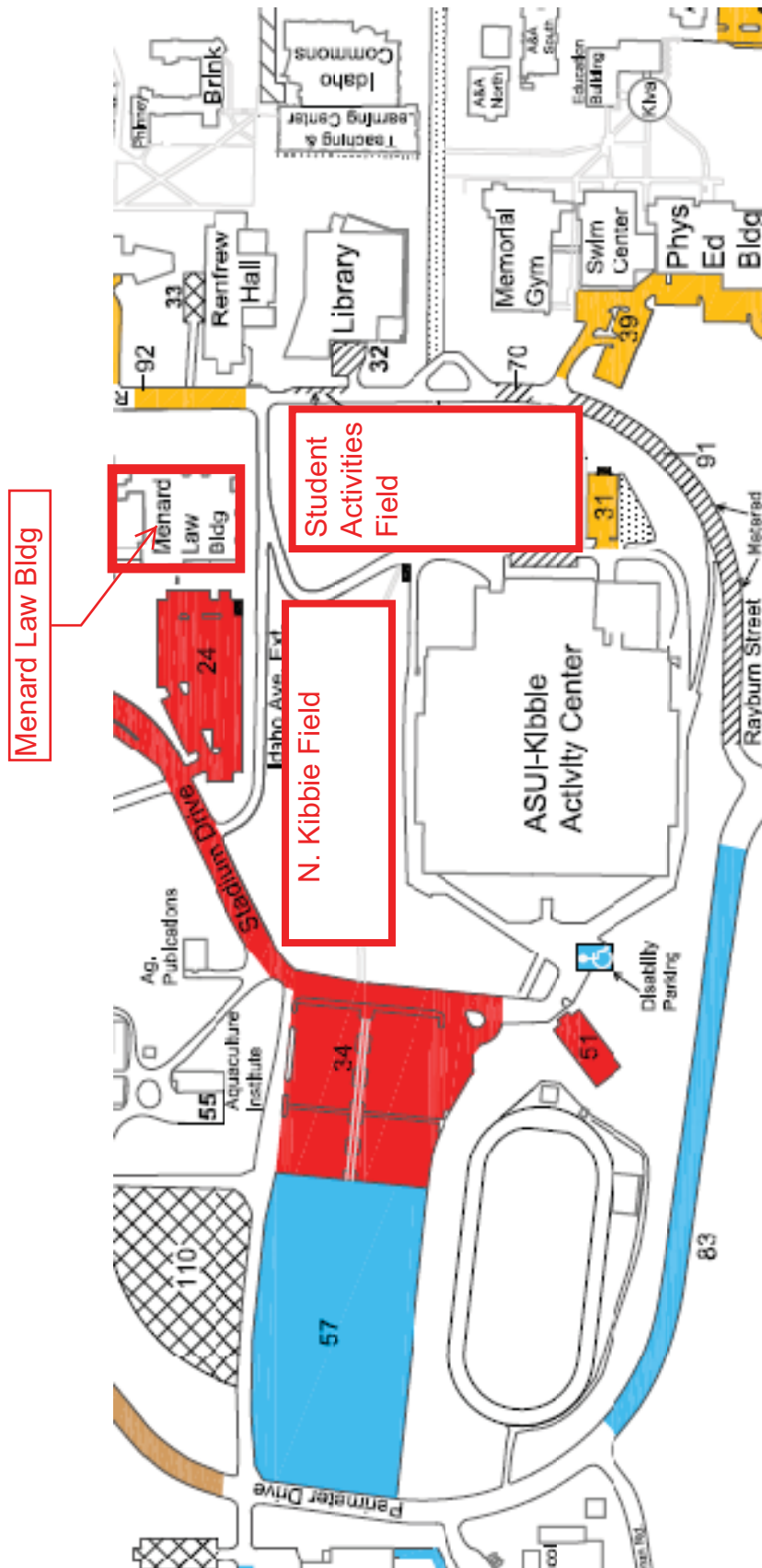
**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho provided a full report to the Board at the April 2012 Board meeting regarding the service of alcohol in conjunction with the 2011 football season in compliance with Board policy.

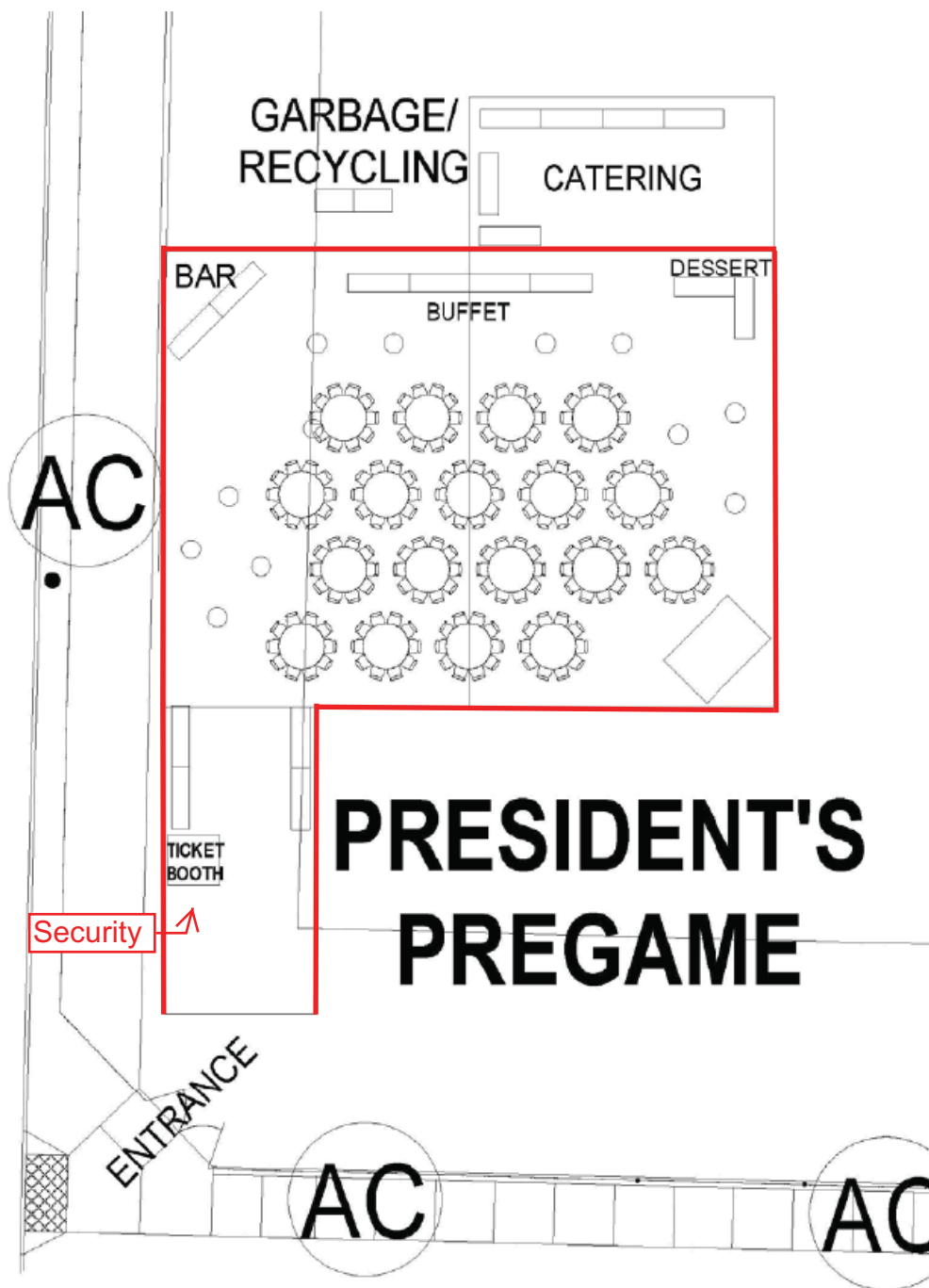
**BOARD ACTION**

I move to approve the request by the University of Idaho to allow alcohol service during the 2012 football season in the North Kibbie Field, Student Activities Field, and the Menard Law Building foyer under the conditions outlined in Board policy section I.J. subsection 2.c.

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



2012 Vandal Pre-game Activities Map







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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center)

**REFERENCE**

- |                 |   |
|-----------------|---|
| August 12, 2004 | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2004 football season.   |
| March 10, 2005  | Board approved a request by UI to establish secure areas for pre-game activities that serve alcohol for 2005 football season.   |
| March of 2005   | President White reported that there had been no serious incidences regarding the pre-game service of alcohol, and further noted that the UI created a restaurant-type atmosphere within the secure areas.   |
| August 2005     | Following discussion regarding the presence of supervised minors in the alcohol service areas, the Board amended policy Section I.J. to specifically allow for the persons of the lawful age to consume alcohol to be accompanied by youth for whom they are responsible in the secure alcohol service areas, provided the youth remain at all times under the supervision and control of the individual of lawful age. |
| August 10, 2006 | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2006 football season.   |
| Fall 2006       | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.  |
| August 9, 2007  | Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2007 football season.   |
| Fall 2007       | There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.  |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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June 19, 2008	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2008 football season.
Fall 2008	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 18, 2009	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2009	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
June 17, 2010	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2009 football season respectively.
Fall 2010	There have been no serious issues or concerns related to the service of alcohol at pre-game events during these years. A wristband policy is in place to better supervise minors in the alcohol service areas.
April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
April 19, 2012	University report on service of alcohol at NCAA football games pursuant to revised SBOE/Regents Policy I.J.2.c.x – no serious issues or concerns related to service of alcohol.

**APPLICABLE STATUTE, RULE, OR POLICY**

SBOE Policy I.J – Use of Institutional Facilities and Services With Regard to the Private Sector

**BACKGROUND/DISCUSSION**

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA football games in the 2012 football season as well as for the 2013 Spring Football Scrimmage Game for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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The University of Idaho seeks permission to allow ticketed and authorized patrons in the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexho, the university's official food service provider, before and during home football games. The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.

There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.

All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.

In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom

The university's food service provider (Sodexho) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexho's provision of food and non-alcoholic beverages.

The university and Center Patrons will abide by all terms and conditions of the Board policy and any other conditions place by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

**IMPACT**

Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games. Again there have been no serious incidences regarding the pre-game service of alcohol during the 2004 through 2011 seasons where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

**ATTACHMENTS**

Attachment 1 – Maps and Drawings of the Center

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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**STAFF COMMENTS AND RECOMMENDATIONS**

The University of Idaho provided a full report to the Board at the April 2012 Board meeting regarding the service of alcohol in conjunction with the 2011 football season in compliance with Board policy.

**BOARD ACTION**

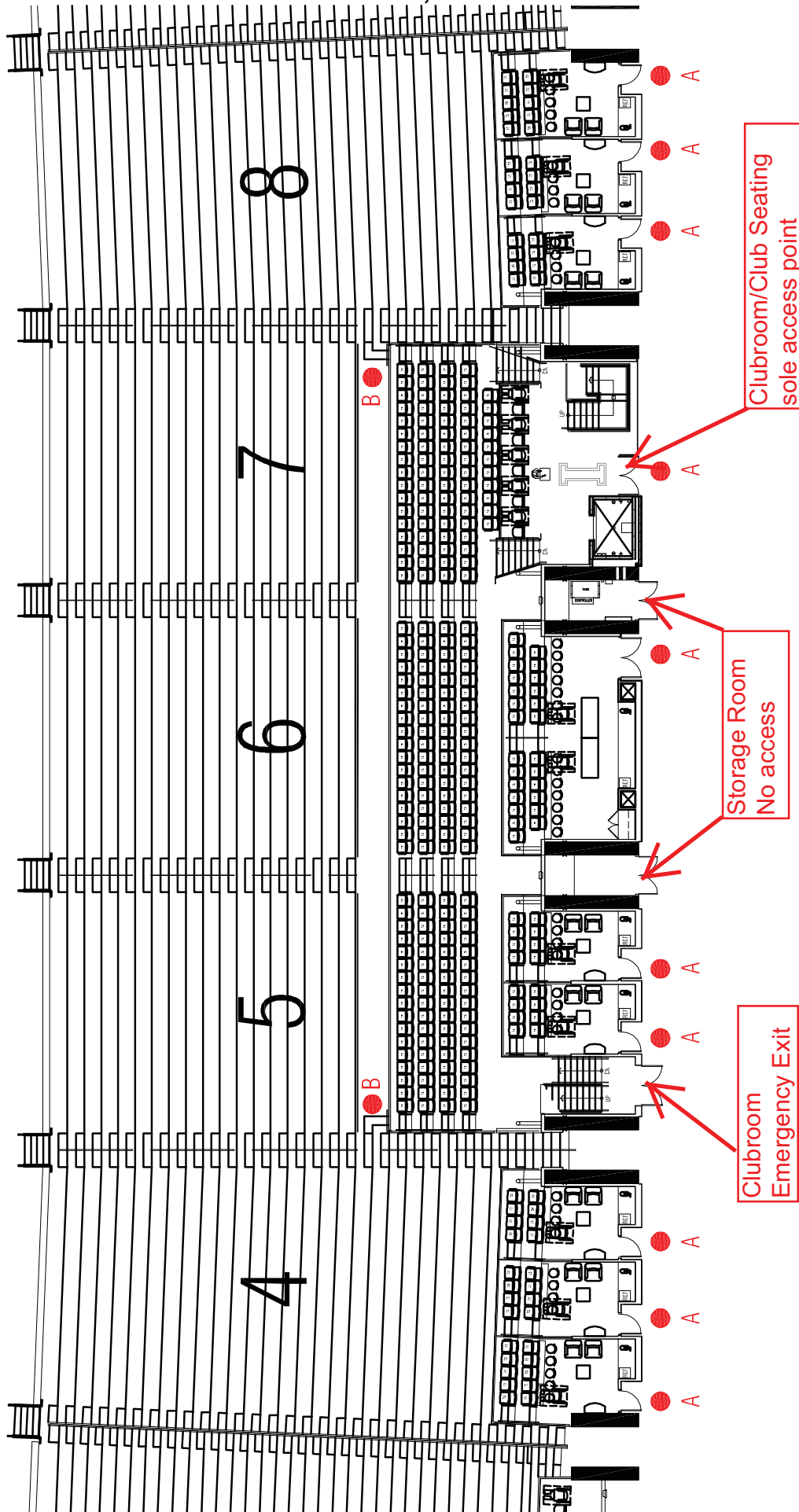
I move to approve the request by the University of Idaho to allow alcohol service during the 2012 football season and during the spring 2013 football scrimmage, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

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



PERSPECTIVE  
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES  
ASUI KIBBIE ACTIVITY CENTER  
UNIVERSITY OF IDAHO

A = Security Personnel at individual suite access points and clubroom entry  
B = Security Personnel - monitors in lounge seating area



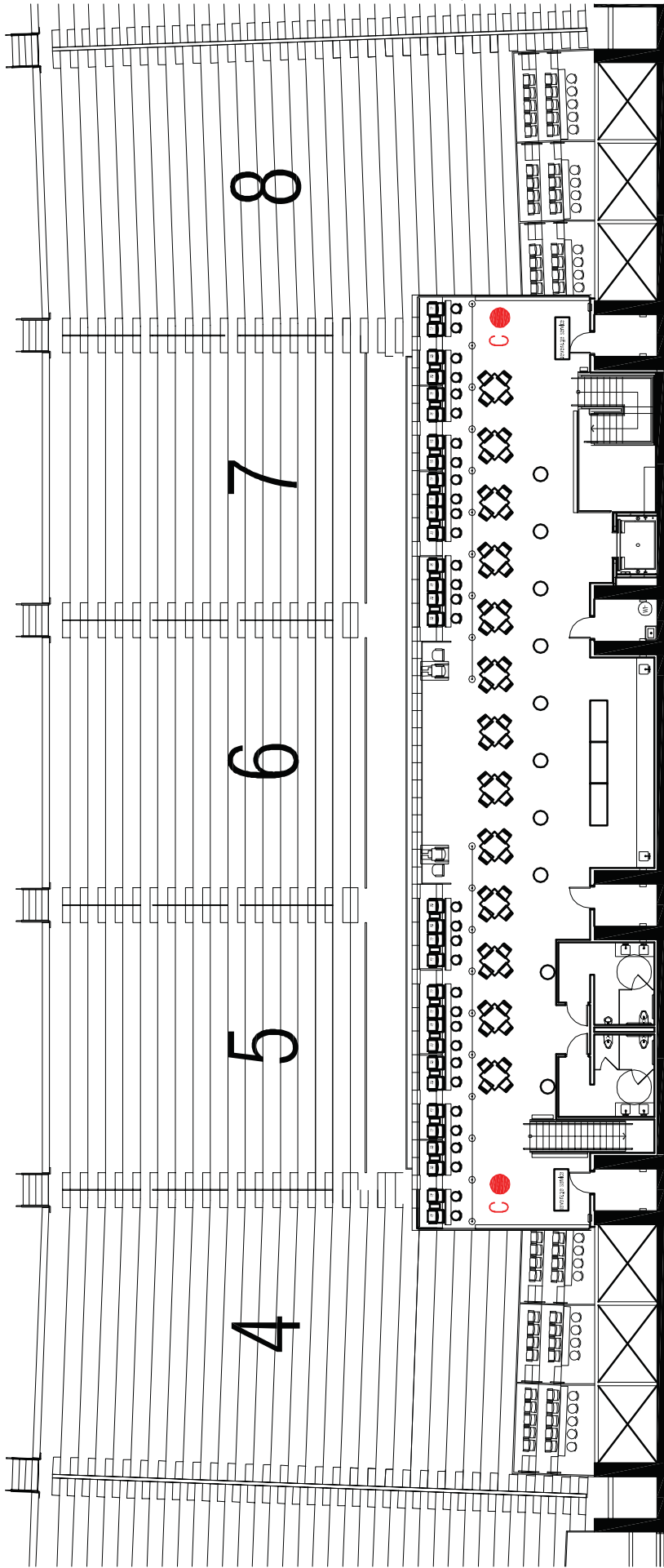
CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

## ASUI KIBBIE ACTIVITY CENTER UNIVERSITY OF IDAHO



C = Security Personnel - Clubroom monitors



CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)  
CLUB ROOM LEVEL

ASUI KIBBIE ACTIVITY CENTER  
UNIVERSITY OF IDAHO



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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Alcohol Permits - Issued by University Presidents

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

**BACKGROUND/DISCUSSION**

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with Board 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.

The last update presented to the Board was at the April 2012 Board meeting. Since that meeting, Board staff has received forty-four (44) permits from Boise State University, nine (9) permits from Idaho State University, thirty (30) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

Page 3

**BOARD ACTION**

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

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

<b>APPROVED ALCOHOL SERVICE AT  BOISE STATE UNIVERSITY  February 2012 – September 2012</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Football Complex Ground Breaking	Stueckle Sky Center (SSC)	X		4/12/12
Grid Iron Social (Former Football Players Reunion)	SSC	X		4/13/12
BSU Dept of Communication 40 <sup>th</sup> Anniversary Party	SSC	X		4/21/12
President's Office-Arts & Humanities Lecture Series	SUB – Simplot Ballroom	X		4/30/12
Provost's Office-Distinguished Professors' Reception	SUB – Bishop Barnwell Room	X		5/1/12
President's Club Spring Reception	SUB – Simplot Ballroom	X		5/3/12
University Advancement Gift Planning/Legacy Workshop	Allen Noble Hall of Fame	X		5/8/12
President's Office-Honorary Doctorate Luncheon	SUB – Bishop Barnwell Room	X		5/12/12
Gene Harris Jazz Festival Pre Concert Reception	Student Union Building (SUB) – Lookout Room		X	3/22/12
Cinderella / Ballet	Morrison Center		X	4/6/12, 4/7/12(2)
Post Ballet Reception – Cinderella	Morrison Center – Founders Room		X	4/7/12
2012 Working Women Symposium	SUB – Jordan Ballroom		X	4/12/12
IDT's Spring Performance	Special Events Center		X	4/13/12, 4/14/12
FC Nova Soccer Club Dinner Fundraiser	SUB – Jordan Ballroom		X	4/14/12
Circle of Excellence Awards Dinner	SSC		X	4/18/12
Chair Affair Trade Show	SSC		X	4/20/12
Don Quixote / Concert	Morrison Center		X	4/21/12
Post Concert Reception	Morrison Center – Founders Room		X	4/21/12
ID Assoc. of Health U/W Awards Banquet	SUB - Simplot Ballroom		X	4/24/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
EMBA Open House	SSC		X	4/25/12, 6/6/12
ID Assoc. of Health U/W End of Day Mtg	SUB – Lookout Room		X	4/25/12
ID Bus. Review - Best Places to Work Awards	SSC		X	4/26/12
St. Luke's Health Foundation – Donor Reception	SSC		X	4/26/12
St. Luke's Heart Retreat	SSC		X	4/27/12
Wild Kingdom	Morrison Center		X	4/28/12
Susan G. Komen for the Cure – 2012 Survivor Celebration	SSC		X	5/4/12
Pop Goes the Rock by Cirque Dreams / Broadway	Morrison Center		X	5/4/12
Mahler Symphony No. 2 / Concert	Morrison Center		X	5/5/12, 5/6/12
Post Concert Reception	Morrison Center – Founders Room		X	5/5/12
CWI Culinary Arts- Formal Dinner Practical CULI 225	Culinary Arts Building		X	5/5/12
Rodney Carrington Show	Taco Bell Arena		X	5/10/12, 5/20/12
The Terraces of Boise- Senior Social	SSC		X	5/10/12
Verdi Wealth Planning- Spring Fever 2012	SSC		X	5/10/12
Visual Arts Center- Dinner & Wine Pairing	Visual Arts Center – Gallery 2 in Hemingway Western Studies Center		X	5/10/12
Stephanie Leppin- Wedding Ceremony & Reception	SSC		X	5/12/12
Jerry Seinfeld	Morrison Center		X	5/17/12
Lovell & Adams Wedding Reception	SSC		X	5/19/12
Frank & Bethine Church Award	SSC		X	5/24/12
Molly & JD's Rehearsal Dinner	SSC		X	5/26/12
ID Assoc. of Chiro. Phys.-President's Dinner	SSC		X	6/1/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Bronco Dairy Booster Live Auction	SSC		X	6/1/12
War Horse	Morrison Center		X	6/6/12, 6/7/12, 6/8/12, 6/9/12
321 <sup>st</sup> Engineer Battalion – Dining-out (formal dinner event)	SUB – Lookout Room		X	6/9/12
ID Victim Assistance Academy–Opening Dinner	SUB – Lookout Room		X	6/10/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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<b>APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY May 2012 - August 2012</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
INL/ISU Community Reception	Stephens Performing Arts Center (SPAC)	X		5/1/12
Golden & Silver Bengals Reception	SPAC – Black Box/Bennion Promenade	X		5/3/12
School of Nursing Pinning	SPAC – Rotunda	X		5/4/12
iSTEM Banquet	SPAC – Rotunda	X		6/19/12
ATR User Facility User Week	CAES Building, 995 University Boulevard, Idaho Falls, ID 83402	X		6/21/12
New Exhibits Reception	ID Museum of Natural History – Gallery Lobby		X	6/8/12
QMN – III Banquet	Center for Advanced Energy Studies		X	6/13/12
Nathan / Connolly Wedding	SPAC		X	6/23/12
HHS Class 2002 - 10 Year Reunion	ISU Ballroom		X	8/18/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

<b>APPROVED ALCOHOL SERVICE AT  UNIVERSITY OF IDAHO  February 2012 – April 2012</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
U of I Innovations Awards Dinner	1912 Center, Moscow, ID	X		3/22/12
Inland NW Philosophy Conference	Law Courtroom	X		3/24/12
Fire Sciences Retreat	Hotel McCall, McCall, ID	X		3/25-26/12
Spokane State of the College Reception	The Davenport Hotel	X		4/4/12
Faculty Gathering	Commons – Clearwater	X		4/6/12
UTC Program 2012 Grants Welcome Dinner	2180 E 5 <sup>th</sup> Street, Moscow, ID 83843	X		4/9/12
Reception for Visiting Dignitary Jaq Venza	U of I Prichard Art Gallery	X		4/18/12
SBOE Reception Dinner	Kibbie Dome Litehouse Center & Club Room	X		4/18/12
Tapping the Top-CNR Annual Awards Banquet	University Inn Best Western, Moscow, ID	X		4/19/12
Social for CLASS Advisory Council & McClure Board Members	University Inn Best Western, Moscow, ID	X		4/26/12
Capital Campaign Kickoff Weekend-Alumni Social	Pichard Gallery	X		4/27/12
College of Science Advisory Board Social	University Inn Best Western	X		4/27/12
EMBA Cohort 4 End of Year Networking	Harbor Center, U of I, Coeur d'Alene, ID	X		4/27/12
Department of Physics Annual Awards Banquet	Commons – Whitewater Room	X		4/30/12
2012 Commencement Dinner	Boise Centre	X		5/2/12
CAA Awards Banquet (Annual Event)	University Inn Best Western, Moscow, ID	X		5/3/12
University Faculty & Staff Reception	President's Residence	X		5/4/12
2012 Commencement Dinner	CDA Resort	X		5/7/12
EMBA Cohort 3 Graduation Reception	CDA Resort	X		5/7/12
Leadership Academy Recognition Program	SUB Ballroom	X		5/8/12



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Idaho Forest Products Commission Quarterly Meeting	Dean Kurt Pregitzer's Home, Wallen Road, Moscow, ID	X		5/9/12
2012 Commencement Dinner	SUB Ballroom	X		5/11/12
2012 Commencement Reception	Kibbie Dome	X		5/12/12
Provost's End of Year Appreciation Reception	1795 Amy Court, Moscow, ID 83843	X		5/21/12
Town and Gown Dinner	President's Residence	X		5/23/12
LEDC Annual Meeting	Inside Bogey's @ U of I Golf Course	X		6/6/12
JFAC Tour Dinner	Kibbie Dome – Litehouse Center	X		6/14/12
Utility Executive Course (UEC) Dinner (after Grand Coulee Dam Tour)	Steam Plant Grill, 159 S. Lincoln St., Spokane, WA 99201	X		6/17/12
UEC Summit Welcome Reception & Dinner	CDA Resort	X		6/26/12
UEC Advisory Committee Meeting Dinner/Reception	JA Albertsons Building, Room 109	X		6/27/12

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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<b>APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE June 2012</b>				
<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Center for Arts & History VIP Event	LCSC Center for Arts & History (CAH)	X		6/21/12

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Lumina Foundation Grant: "Credit When It's Due: Recognizing the Value of Quality Association Degrees"

**BACKGROUND/DISCUSSION**

The Lumina Foundation has made available a grant that facilitates the development of a "Reverse Transfer" system in which students that transfer from a Community College to a four-year institution can obtain an associate degree based in part on the work done at the 4-year institution.

**STAFF COMMENTS AND RECOMMENDATIONS**

The Complete College Idaho plan is targeted at increasing the number of Idahoans with a postsecondary credential. Students that have sufficient credits, but do not yet have a credential constitute one population that can be targeted without a significant increase in resources. This grant would facilitate the development of a statewide system for reverse transfer in Idaho. Participation by all of the institutions in the state would maximize the benefits of this approach and would help Idaho be competitive in the grant process. The Community Colleges have all agreed to participate as have the four-year institutions. The grant requires an MOU among all the institutions or a system-level approach. Idaho is in a unique position to be able to approach this grant from a system level.

Staff recommends approval.

**BOARD ACTION**

I move the Board directs Eastern Idaho Technical College, Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho to participate in the Lumina Foundation Grant to explore and implement consistent approaches to awarding associate degrees to students who transfer from community colleges to four-year institutions with the intention of earning a bachelor's degree – ("reverse back" or "reverse transfer degrees").

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

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>COMPLETE COLLEGE IDAHO PLAN</b>	Approval Item
<b>2</b>	<b>SECOND READING, PROPOSED AMENDMENT TO BOARD POLICY III.Y. ADVANCED OPPORTUNITIES</b>	Approval Item
<b>3</b>	<b>MEMORANDUM OF UNDERSTANDING BETWEEN BOISE STATE UNIVERSITY AND IDAHO STATE UNIVERSITY REGARDING NURSING PROGRAMS</b>	Information Item
<b>4</b>	<b>IDAHO STATE UNIVERSITY – NURSING PH. D.</b>	Approval Item
<b>5</b>	<b>IDAHO STATE UNIVERSITY PARTNERSHIP WITH COLLEGE OF IDAHO</b>	Approval Item
<b>6</b>	<b>ACCOUNTABILITY COMMITTEE APPOINTMENTS</b>	Approval Item
<b>7</b>	<b>VALUE OF RESEARCH REPORT</b>	Information Item

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Complete College Idaho Plan

**REFERENCE**

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.

**BACKGROUND/DISCUSSION**

In 2010, the Idaho State Board of Education established an attainment goal that 60% of Idaho's 25 to 34 year olds would have a postsecondary degree or certificate of one academic year or greater by 2020. Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, a team of individuals that consisted of Idaho legislators, Governor's office staff, institutional VPs/Provosts, a member of the Board, a representative from the business community, and Board office staff attended the Complete College America Annual Convening and Completion Academy in Austin, Texas. The purpose of Idaho's participation in such an Academy was to draft a proposed statewide plan to move the state closer to its 60% attainment goal. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan); staff then garnered both public and private input regarding the proposed CCI Plan.

Stakeholder feedback was collected in a variety of ways. Board staff presented the CCI Plan to community college boards, K-12 superintendents, higher education representatives (Presidents, Provosts, Financial Aid Directors) and the Idaho Business Coalition for Education Excellence (IBCEE). In cooperation with IBCEE staff, Board staff attended community forums throughout the state where they presented the CCI Plan. IBCEE members promoted and hosted the forums, which were attended by legislators, members of the business community, SBOE members, K-12 and higher education representatives, parents, and students. Attendees had an opportunity to hear about the key strategies in the CCI Plan and then provide comment at the forum or on the Board's website. Comments



were compiled and carefully considered for incorporation into the final draft of the CCI Plan.

In addition to the revisions to the CCI Plan, staff have done further analysis on the 60% attainment goal and proposed degree and certificate projections for the public institutions. The 2010 U.S. Census Bureau estimates that 31.2% of Idaho's 25 to 34 year olds have an Associate's degree or higher. The U.S. average for the same demographic is 39.3%. Statewide degree and certificate production from all Idaho postsecondary institutions suggests that an additional 4% could be added to the above percentage to account for certificates of one academic year or greater. In order for Idaho to reach the 60% attainment goal by 2020, the number of degrees and certificates produced must increase by 25%.

To be on target to reach the Boards 60% attainment Goal, Idaho's public postsecondary institutions need to produce slightly more than 9,000 certificates of one year or greater, Associate's and Bachelor's degrees in Academic Year (AY) 2011-2012. These credentials are collectively referred to as goal related credentials (GRC). The number of GRCs produced annually needs to grow to nearly 20,000 by 2020, which is an average annual increase of 16.3% in GRCs over that time period.

In 2010, the Georgetown University Center on Education and the Workforce, led by Anthony Carnevale, suggests that 61% of Idaho's jobs in 2018 will require some form of postsecondary training beyond high school. However, this research suggests that the jobs in Idaho in 2018 will require a relatively low postsecondary education attainment level; thereby maintaining Idaho's education status quo of low-wage, low-skill jobs. In order to attract more businesses that provide greater earning potential, Idaho must produce a workforce with an increased level of educational attainment to attract and sustain the business needs.

There are multiple studies supporting that with higher levels of educational attainment comes increased personal income resulting in obvious increased tax revenues and a more robust economy. Higher levels of education have also been correlated with better societal decision-making and increased health and longevity.

## **IMPACT**

The CCI Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state businesses to Idaho, thus positively impacting Idaho's future economic development.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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The proposed postsecondary degree and certificate projections and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. Once approved the CCI Plan sets priorities for implementing the Boards educational attainment goals.

**ATTACHMENTS**

Attachment 1 –Complete College Idaho Plan

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommend that the GRC ratios be comprised of certificates, Associate's, and Bachelor's degrees based on historical trends, and an aspirational average of the highest educational attainment levels of the top seven Western Interstate Commission for Higher Education (WICHE) states. To reach the 60% attainment goal, Idaho's public institution's degree and certificate production should increase approximately as follows:

- 1-year certificates or greater: increase from approximately 1,000 in 2012 to 2,400 in 2020
- Associate's degrees: increase from 2,700 in 2012 to 7,500 in 2020
- Bachelor's degrees: increase from 5,600 in 2012 to 9,700 in 2020.

The proposed degree and certificate projections includes over-production of credentials to account for 43% of the GRCs lost to graduate out-migration and aging out of the 25 to 34 year old population, as well as the in-migration of non-residents to Idaho possessing GRCs.

The CCI Plan proposes to build a system in which our students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a college degree or credential of value by 2020.

Staff recommends the Board approve the recommended aspirational postsecondary degree and certificate projections and the revised Complete College Idaho Plan as outlined.

**BOARD ACTION**

I move to approve the postsecondary degree and certificate projections and the Complete College Idaho plan as submitted.

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

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# **Complete College Idaho**

## **A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State**

June 2012

## Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option.*

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**We must grow talent in our state to fuel innovation and compete economically.**

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**Don Soltman**  
Vice President  
State Board of Education

**Sen. Russ Fulcher**  
Idaho  
Senate

**Rep. Mack Shirley**  
Idaho  
House of Representatives

**Roger Brown**  
Office of the Governor

**Dr. Mike Rush**  
Office of the State Board  
of Education

**Selena Grace**  
Office of the State Board  
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**Dr. Doug Baker**  
University of Idaho

**Dr. Jeff Fox**  
College of Southern Idaho

**Byron Yankey**  
Idaho Business Coalition  
for Education Excellence

**Jessica Piper**  
Office of the State Board  
of Education

Basic facts about economic success in the 21<sup>st</sup> century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.<sup>1</sup>

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses ... [and] the economic and social well-being of the state."<sup>2</sup>

In addition to the basic skills necessary to be productive, 21<sup>st</sup> century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

<sup>1</sup> <http://www.bls.gov/cps/cpsaat07.pdf>

<sup>2</sup> Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012.  
<http://www.legislature.idaho.gov/oep/publications/reports/r1201.html>.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.<sup>3</sup> That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.<sup>4</sup> Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income

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**Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.**

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families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.<sup>5, 6</sup>

This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

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<sup>3</sup> <http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf>

<sup>4</sup> Georgetown University Center on Education and the Workforce: <http://cew.georgetown.edu/jobs2018/>

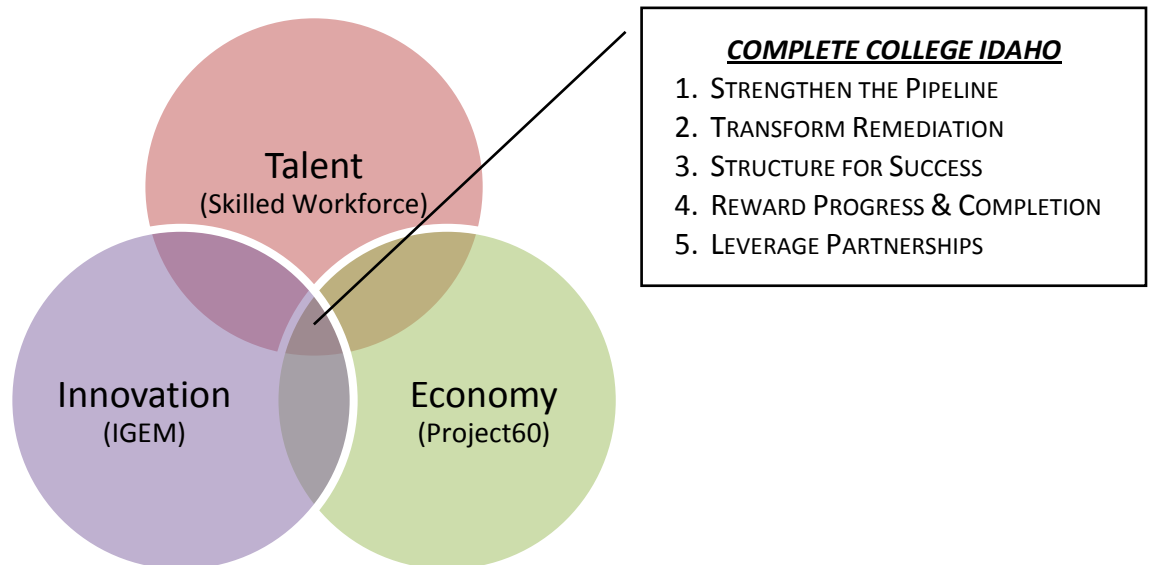
<sup>5</sup> U.S. Census 2010: Idaho. <http://2010.census.gov/2010census/data/>

<sup>6</sup> U.S. Census Bureau, 2006-2010 American Community Survey. [www.census.gov/acs](http://www.census.gov/acs)

To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho's future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

#### KEY STRATEGIES:

<b>STRENGTHEN THE PIPELINE</b>	<ul style="list-style-type: none"> <li>• Ensure College and Career Readiness</li> <li>• Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers</li> <li>• Support Accelerated High School to Postsecondary and Career Pathways</li> </ul>
<b>TRANSFORM REMEDIATION</b>	<ul style="list-style-type: none"> <li>• Clarify and Implement College and Career Readiness Education and Assessments</li> <li>• Develop a Statewide Model for Transformation of Remedial Placement and Support</li> <li>• Provide three options: Co-requisite model, Emporium model, or Accelerated model</li> </ul>
<b>STRUCTURE FOR SUCCESS</b>	<ul style="list-style-type: none"> <li>• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options</li> </ul>
<b>REWARD PROGRESS &amp; COMPLETION</b>	<ul style="list-style-type: none"> <li>• Establish Metrics and Accountability Tied to Institutional Mission</li> <li>• Recognize and Reward Performance</li> <li>• Redesign the State's Current Offerings of Financial Support for Postsecondary Students</li> </ul>
<b>LEVERAGE PARTNERSHIPS</b>	<ul style="list-style-type: none"> <li>• Strengthen Collaborations Between Education and Business/Industry Partners</li> <li>• College Access Network</li> <li>• STEM Education</li> </ul>

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy "Strengthen the Pipeline." An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college



mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

## STRENGTHEN THE PIPELINE

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21<sup>st</sup> century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation's *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

**Education beyond high school should be the norm, not the exception**

Statewide Initiatives	
Initiative	Activities to Support Initiative
Ensure College and Career Readiness	Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)
	Incorporate mandatory college readiness assessments in middle school and junior year of high school
	Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness
	Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)
	Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)
Support Accelerated High School to Postsecondary and Career Pathways	Increase and improve management and delivery of Tech Prep and Dual Credit programs <ul style="list-style-type: none"> <li>• Evaluate current Tech Prep and Dual Credit policies and practices</li> <li>• Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation</li> <li>• Provide more 2+2 opportunities</li> </ul>

## STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative (CCTI)** began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.<sup>7</sup> With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

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<sup>7</sup> College Board – The College Completion Agenda. <http://completionagenda.collegeboard.org/state-performance/state/idaho>

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

**INSTITUTION/AGENCY INITIATIVES**

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

<b>Institution/Agency Initiatives</b>	
<b>Initiatives</b>	<b>Activities to Support Initiatives</b>
<b>Ensure College and Career Readiness</b>	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
<b>Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers</b>	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
<b>Support Accelerated High School to College and Career Pathways</b>	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

## TRANSFORM REMEDIATION

### Remediation in its current form is ineffective

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What's more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	Activities to Support Initiatives
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	<ul style="list-style-type: none"> <li>• Complete Institutional Readiness Inventory Evaluation</li> <li>• Evaluate efficacy of current student placement and success</li> <li>• Determine appropriate mechanisms to assess student readiness for college-level work</li> <li>• Articulate content area competencies and student learning outcomes</li> </ul>
	<ul style="list-style-type: none"> <li>• Determine common statewide placement tests and levels (e.g., SAT,</li> </ul>

Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) <ul style="list-style-type: none"> <li>Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)</li> </ul>
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

### STATEWIDE INITIATIVES

As stated under “Strengthen the Pipeline,” the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. “The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready.”<sup>8</sup> A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students’ success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

<sup>8</sup> [http://www.boardofed.idaho.gov/public\\_col\\_univ/documents/smarter\\_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf](http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf)

## STRUCTURE FOR SUCCESS

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.<sup>9</sup> Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

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**Delivery of education  
must be restructured for  
today's students**

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Statewide Initiatives	
Initiatives	Activities to Support Initiatives
<b>Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options</b>	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees <ul style="list-style-type: none"> <li>- Create a course equivalency guide focused on multi-institution transfer and articulation</li> </ul>
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

### STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.<sup>10</sup>

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide**. This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

<sup>9</sup>National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions. <http://nces.ed.gov/pubs2005/2005157.pdf>

<sup>10</sup> Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.



agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.<sup>11</sup> A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

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<sup>11</sup> <http://www.aacu.org/leap/>

**INSTITUTION/AGENCY INITIATIVES**

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

<b>Institution/Agency Initiatives</b>	
<b>Initiatives</b>	<b>Activities to Support Initiatives</b>
<b>Default Program/Curriculum Options</b>	Adopt “block scheduling” model at the undergraduate level
<b>Package Certificates and Degree Programs for Accelerated Completion</b>	Create an affordable, “no-frills” degree option that takes less time and less campus-based resources (Rec. Center, etc.)
<b>Adult Reintegration/Near Completers</b>	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
<b>Cost Effective Delivery Option for Students in Eastern Idaho</b>	Expand availability of general education core classes at 2-year tuition rates
<b>Early Warning System</b>	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

## REWARD PROGRESS AND COMPLETION

Idaho's investment in 4-year public higher education has gone from \$285.1M in FY2009 to \$209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today's global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	Activities to Support Initiative
<b>Establish Metrics and Accountability Tied to Institutional Mission</b>	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
<b>Recognize and Reward Performance</b>	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
<b>Redesign the State's Current Offerings of Financial Support for Postsecondary Students</b>	Redesign statewide scholarships to enhance student access and completion

### STATEWIDE INITIATIVES

**Performance-based funding** can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state

scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

## LEVERAGE PARTNERSHIPS

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation's students work more than 35 hours a week, and 23% of all college students have children.<sup>12, 13</sup>

Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

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**Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture**

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Statewide Initiatives	
Initiatives	Activities to Support Initiative
<b>Strengthen Collaborations Between Education and Business/Industry Partners</b>	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
<b>College Access Network</b>	Develop a statewide network that links agencies, organizations, and businesses
<b>STEM Education</b>	Develop a statewide strategic plan for K-20 STEM education in Idaho

**Collaborative efforts between education and the business community**, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under "Strengthen the Pipeline." Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

<sup>12</sup> U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, "Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success." Demos, 2009.

<sup>13</sup> U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.

The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

### **INSTITUTION/AGENCY INITIATIVES**

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at various levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

<b>Institution/Agency Initiatives</b>	
<b>Initiatives</b>	<b>Activities to Support Initiative</b>
<b>Strengthen Collaborations Between Education and Business/Industry Partners</b>	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

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**INSTRUCTION, RESEARCH & STUDENT AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Second Reading - Board Policy Section III.Y. Advanced Opportunities

**REFERENCE**

August 2010	Board approved second reading to III.Y. in reference to clarifying the definitions for Tech Prep.
April 2012	Board approved the first reading of III.Y. that clarified the role and responsibility for fee setting.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Y.  
Section 33-5101, Idaho Code

**BACKGROUND/DISCUSSION**

Dual Credit, as defined in Board Policy III.Y. Advanced Opportunities, allows a high school student to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. The term dual credit is also used simultaneously with dual enrollment, concurrent credit, and concurrent enrollment. Current policy specifies the Dual Credit Standards for students enrolled in courses taught at the high school and for students enrolled in courses at the college/university campus. For each of these different delivery methods institutions have different fee structures.

The proposed change identifies the Board's role in establishing the dual credit fee. There have been no changes between the first and second reading.

**IMPACT**

Approval of the proposed amendment would align with the roles and responsibilities of the Board, and not CAAP, in setting fees for Dual Credit courses.

**ATTACHMENTS**

Attachment 1 –Board Policy III.Y. Advanced Opportunities

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff recommends approval of the proposed amendments to Board Policy III.Y. Advanced Opportunities, as submitted.

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy III.Y. Advanced Opportunities as submitted.

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



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## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

August 2010

## 1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

## 2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, [to](#) support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

- a. Enhance their postsecondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- c. Reduce the overall cost of educational services and training.

## 3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, Tech Prep, and the International Baccalaureate program.

## a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. It is up to the discretion

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of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

## b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

## c. Tech Prep

Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.

## d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

## 4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards, which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

## a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

**Curriculum**

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
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Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

**Faculty**

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

**Students**

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.

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Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.
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**Assessment**

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2 )	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3 )	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4 )	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is <u>reviewed annually approved annually at the Board's fee setting meeting by the Council on Academic Affairs and Programs (CAAP) at their April meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses. to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.</u>
Admin &	Agreements have been established between the high school and the

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Evaluation 6 (AE 6)	postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

## b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	<p>Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:</p> <p><del>In compliance with Idaho Code 33-202, t</del>he student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.</p> <p>Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.</p>
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

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## c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

**Curriculum**

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

**Faculty**

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

**Students/Parents**

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

**Assessment**

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of



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(AE2 )	educational setting.
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## d. Tech Prep Standards

Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree.

**Curriculum**

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies and agree to the level of proficiency.

**Faculty**

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.
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**Students/Parents**

Students 1 (S1)	Tech Prep students are high school students.
Students 2 (S2)	At the completion of the Tech Prep course the instructor will recommend students eligible for college credit based on their performance. To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.

**Assessment**

Assessment 1 (A1)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement.
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**Program Administration and Evaluation**

Admin & Evaluation 1 (AE1 )	The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.
Admin & Evaluation 2 (AE2 )	Each articulation agreement must be reviewed annually.



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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of the Memorandum of Understanding between Idaho State University School of Nursing and the Boise State University School of Nursing

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses

**BACKGROUND/DISCUSSION**

The Idaho State University (ISU) School of Nursing and Boise State (BSU) School of Nursing are planning to expand graduate opportunities for students in Idaho. The ISU School of Nursing is currently proposing a new Ph.D. in Nursing Program which is being presented to the Board under a separate agenda item. ISU is also planning a Doctor of Nursing Practice (DNP) program and a DNP in the Psych-Mental Health Nurse Practitioner (NP) program in the new future. The BSU School of Nursing is planning to expand their master's program, as well, to include an M.S. in Adult Gerontology NP program.

**IMPACT**

The proposed MOU between the School of Nursing at ISU and BSU outlines how they will work collaboratively to develop clear and concise curricula for graduate nursing education in Idaho, develop courses that can be taken by students at both institutions, obtain graduate faculty status for nursing faculty at both institutions, and share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

A summary of terms include:

- developing and agreeing upon a common core graduate nursing curricula to include developing a schedule of core nursing courses in which both universities will participate;
- offering the graduate nursing curricula through an online format available to all eligible nurses throughout the state;
- developing nursing and inter-professional graduate courses to share between institutions;
- supporting new nursing program proposals respectively (programs outlines on page 4);
- developing agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other

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issues relate to jointly enrolled students or collaborative courses between institutions;

- working together to not offer duplicative graduate nursing education/programs;
- collaborating to develop and manage clinical placements for graduate nursing students throughout the state; and
- using the Consensus Model for advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for advanced practice nurses in the State of Idaho.

**ATTACHMENTS**

Attachment 1 – MOU

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho State University (ISU) and Boise State University (BSU) currently share the Program Responsibility for graduate nursing in the southwest region. Both institutions identified a need for nursing professionals with advanced degrees in Idaho consistent with the Institute of Medicine's, "The Future of Nursing, Leading Change and Advancing Health" 2012 report. ISU and BSU propose to enter into a Memorandum of Understanding (MOU) for the coordination of graduate nursing education to include collaboration of doctoral prepared educators consistent with Board Policy III.Z.

The MOU proposed by ISU and BSU is demonstrative of a coordinated effort among the two institutions to meet a statewide need, while also sharing faculty expertise and resources to create efficiencies for both institutions. Board staff recommends approval, as presented, with the understanding that each new proposed program outlined in the MOU follow the required program review and approval process.

**BOARD ACTION**

I move to approve the Memorandum of Understanding between Idaho State University School of Nursing and Boise State University School of Nursing as presented in substantial conformance to the form submitted as attachment 1.

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

June 3, 2012

## PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are also proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015, that the DNP degree be offered as the primary advanced practice nursing degree for all graduate level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

<b>Boise State University</b>	<b>Idaho State University</b>
Boise State University School of Nursing currently offers: <ul style="list-style-type: none"> <li>• BS pre-licensure</li> <li>• RN-BS completion</li> <li>• MS in nursing care of populations with emphasis areas in clinical, education, and</li> </ul>	Idaho State University currently offers an Associate Degree in Nursing through the College of Technology.  Idaho State University School of Nursing currently offers <ul style="list-style-type: none"> <li>• BS pre-licensure</li> </ul>

June 3, 2012

<p>leadership</p>	<ul style="list-style-type: none"> <li>○ Traditional</li> <li>○ Accelerated (Meridian)</li> <li>• RN-BS completion</li> <li>• MS in Nursing Education</li> <li>• MS in Nursing Leadership</li> <li>• MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> <li>○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner</li> </ul> </li> <li>• MS in Clinical Nurse Specialist <ul style="list-style-type: none"> <li>○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health</li> </ul> </li> <li>• Post Master's Certificate Program <ul style="list-style-type: none"> <li>○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.</li> </ul> </li> </ul>
<p><b>Boise State University plans to offer:</b></p> <ul style="list-style-type: none"> <li>• MS in Adult-Gerontology NP <ul style="list-style-type: none"> <li>○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles.</li> <li>○ Certification by the American Nurses Association Credentialing Center (AACN) will be available</li> </ul> </li> </ul>	<p><b>Idaho State University plans to offer:</b></p> <ul style="list-style-type: none"> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Family Nurse Practitioner</li> </ul> </li> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Clinical Nurse Specialist -Adult</li> </ul> </li> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Psych-Mental Health NP (2014)</li> </ul> </li> </ul>

June 3, 2012

<p>after 2013.</p> <ul style="list-style-type: none"> <li>• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> <li>○ BS to DNP</li> <li>○ Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• MS to DNP <ul style="list-style-type: none"> <li>○ Post Master's DNP with emphasis in clinical practice (NP and CNS)</li> </ul> </li> <li>• PhD in Nursing</li> </ul>
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> <li>• MS in Family Nurse Practitioner</li> <li>• MS in Clinical Nurse Specialist</li> </ul>

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

June 3, 2012

## MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the \_\_\_\_ day of \_\_\_\_\_, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, ('the Board) has directed that ISU retain the health sciences leadership role; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education and the Council on Academic Affairs and Programs, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.

June 3, 2012

3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.
4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.
6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	Idaho State University
<ul style="list-style-type: none"> <li>• MS in Adult-Gerontology Nurse Practitioner (NP)               <ul style="list-style-type: none"> <li>○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles</li> <li>○ Certification by the American Nurses Association Credentialing Center (AACN) will be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Family Nurse Practitioner</li> </ul> </li> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Clinical Nurse Specialist -Adult</li> </ul> </li> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Psych-Mental Health NP</li> </ul> </li> </ul> <p>(2014)</p>



June 3, 2012

<p>available after 2013.</p> <ul style="list-style-type: none"> <li>• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> <li>○ BS to DNP</li> </ul> </li> </ul> <p>Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</p>	<ul style="list-style-type: none"> <li>• MS to DNP <ul style="list-style-type: none"> <li>○ Post Master's DNP with emphasis in clinical practice (NP and CNS)</li> </ul> </li> <li>• PhD in Nursing</li> </ul>
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8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by either party on 90 days written notice.

June 3, 2012

**IDAHO STATE UNIVERSITY**

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Barbara Adamcik, PhD      Date  
Interim Provost

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Linda Hatzenbuehler, PhD      Date  
Executive Dean  
and Vice-President  
Division of Health Sciences

**BOISE STATE UNIVERSITY**

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Martin Schimpf, PhD      Date  
Provost

---

Tim Dunnagan, PhD      Date  
Dean, College of Health Sciences

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of Full Proposal and Professional Fee for the Proposed Ph.D. in Nursing Program

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

**BACKGROUND/DISCUSSION**

The School of Nursing in the Division of Health Sciences at Idaho State University (ISU) proposes to offer a new Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral program in nursing offered in the state of Idaho. The Ph.D. in Nursing is a research focused degree and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

The Ph.D. in Nursing program will prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science. The program has been developed to prepare nurse scholars in core areas of nursing science including research design, statistical methods, health policy and practice in rural and global communities. The program offers students a wide spectrum of courses to accomplish established goals as leaders in system change for advancing health, policy, education, and research. Elective courses will expand learning opportunities for developing a solid scientific knowledge base in conducting and utilizing research to improve health care. An emphasis on interprofessional collaborative health care approaches will prepare leaders, researchers, educators, and practice partners for redesigning and restructuring health care nationally and internationally.

**IMPACT**

The proposed Ph.D. in Nursing program will provide access to doctoral education for nurses in Idaho who are seeking a terminal degree in the profession. The Ph.D. program will be valuable to nurses residing in the state of Idaho, as these professionals have had to leave the state to pursue doctoral education. Nurses in Idaho will be able to stay in the state to earn a Ph.D. in Nursing degree, which can enhance practice opportunities, address critical Idaho workforce needs, and support retention. Nurses holding the Master's degree will be able to access the Ph.D. in Nursing program online, supporting the ability to advance education while remaining in the communities in which they reside. Nurses prepared with the Ph.D. in Nursing degree will contribute to improved health care in Idaho as nurse leaders, researchers, educators, and full partners in practice with advanced knowledge of research utilization and application. Development of a

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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Ph.D. program in Idaho is listed as a primary need by the Idaho Department of Labor and is recognized as a priority nationally and internationally for an improved health care system. Nurses prepared as nurse scientists, a specific focus of the Ph.D. degree, are increasingly needed to lead in a complex health care system and influence policy for the improvement of the health of a global society.

The proposed Ph.D. in Nursing program will be supported in part through reallocation of state appropriated funds. The proposed budget provides for salaries for three full-time faculty members who will coordinate functions of the program and provide courses. In addition, the budget provides for salary for a part-time administrative support person and part-time instructional design support. The budget also provides funding for operating costs and library services. The majority of the costs for the new program will be covered by reallocation of existing state funds. Once the student is enrolled in the Ph.D. program, professional and eISU fees will also be used to support the Ph.D. program.

ISU's School of Nursing has been preparing for the Ph.D. program for a significant period of time, and has planned for internal resources to be allocated for implementation. For instance, the Associate Degree to Master of Science degree (ADMS) option in the graduate program will not be continued, and funds utilized for the ADMS program will be allocated to the Ph.D. program. Nearly 100% of the ADMS students are Family Nurse Practitioner (FNP) students. In 2013, the School of Nursing plans to initiate a Doctor of Nursing Practice (DNP) degree for the FNP and CNS options, and at that time, the Master's options for the FNP and CNS will move to doctoral level preparation. We have stopped admitting students to the ADMS program at this point in anticipation of this degree change. The nurses prepared with an Associate Degree will continue to be able to advance education in the Bachelor's completion program in the School of Nursing.

At the present time, all other Master's options will continue which include the Family Nurse Practitioner (FNP), Clinical Nurse Specialist (CNS), and Education and Leadership options. The Education and Leadership options will remain as Master's degree options indefinitely, and there will be no change in Baccalaureate options.

**ATTACHMENTS**

Attachment 1 – Full Proposal	Page 5
Attachment 2 – Letter of Support from St. Luke's Health System	Page 87

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho State University (ISU) proposes to create a new Doctor of Philosophy (Ph.D.) in Nursing to be offered online and also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. The Ph.D. will be offered

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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fully online with a full-time program of study initially, followed by a part-time option. Initially 6 students per year will be admitted to the program. All students will begin year one coursework in the Fall semester, after completing an on-campus orientation in the summer of the year of admission. ISU will not be continuing their Associate Degree to Master of Science degree option and those funds will be directed toward the proposed program.

Consistent with Board Policy III.G., ISU's proposed Ph.D. in Nursing program was reviewed on February 14, 2012 by an external review panel consisting of Dr. Judith Berg, University of Arizona and Dr. Angeline Bushy, University of Central Florida. Reviewers provided positive and supportive reviews to include some additional considerations. Reviewers emphasized the "need for the additional infusion of resources to support ongoing student mentoring through expanded faculty teaching and research activities." This includes hiring the Director of Research, which ISU currently has filled on an interim basis. Reviewers also indicated the need for "additional essential tenure-track nursing faculty with established research programs to ease the workload of current faculty" as a long-term need. ISU indicates that the administration has plans to increase the number of faculty positions. Reviewers noted that "[a]s the program expands over time, new tenure-track faculty with solid programs of scholarship will be needed. Increased faculty members are essential for student teaching, mentoring, and scholarship and to address concerns of School of Nursing faculty workload."

Pursuant to III.Z, ISU and BSU share the Program Responsibility for graduate Nursing in the Southwest region. Other Nursing programs for ISU include the Family Nurse Practitioner, Leadership, Clinical Nurses Leader Education, Clinical Nurse Specialist options; BSU's School of Nursing offers a Master's degree in Nursing of Populations; and Northwest Nazarene University's School of Nursing and Health Sciences offers an online Masters of Science in Nursing degree in Nursing Education. Washington, Nevada, and Utah all offer a Ph.D. in Nursing.

Institution	Region	Branch Campus	Location	Program	Degree
BSU	3	BSU Campus	Boise	Nursing	BS, MS, Master's, BS completion (online)
BSU	3	BSU Campus	Boise	Nursing	BS, MS, Master's, BS completion (online)
ISU	4	CSI Campus	Twin Falls	Nursing (BSRN Completion)	BS
ISU	5	ISU Campus	Pocatello	Nursing	BS, MS, PM Cert
ISU	3	ISU-Meridian Ctr	Meridian	Nursing	MS, PM Cert
ISU	6	University Place	Idaho Falls	Nursing	BS
ISU	3	ISU-Meridian Ctr	Meridian	Nursing (BSRN Completion)	BS
ISU	3	ISU-Meridian Ctr	Meridian	Nursing (Fast-track)	BS
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option
ISU	1	NICHE	Coeur D'Alene	Nursing: Education Option	MS Option
ISU	6	University Place	Idaho Falls	Nursing: Education Option	MS Option
LCSC	1	LCSC Campus	Coeur D'Alene	Nursing	BSN
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practitioner Option	MS Option
ISU	1	NICHE	Coeur D'Alene	Nursing: Nurse Practitioner Option	MS Option

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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Letters of support were provided from the Idaho Board of Nursing, Department of Labor, Idaho Alliance of Leaders in Nursing, ISU's School of Rehabilitation and Communication Sciences, Idaho Hospital, and St. Luke's Health System.

ISU's program is consistent with their Statewide Program Responsibilities and their Regional Eight-Year Plan. It is important to note that institutions are currently working on their Five-Year Plans, which replaces the Eight-year Plans, pursuant to the recently clarified Board Policy III.Z. The Five-Year Plans are scheduled to be presented to the Board at their August 2012 Board meeting.

**BOARD ACTION**

I move to approve the request by Idaho State University to offer a new online Ph.D. in Nursing.

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

I move to approve the request by Idaho State University to designate a professional fee for the Ph.D. in Nursing program and to set the fee at \$1,000 per student per semester.

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

# IDAHO STATE BOARD OF EDUCATION

## ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

### FULL PROPOSAL

Submitted by:

Idaho State University

Institution Submitting Proposal

REC'D ISU/GS

OCT 26 2011

Division of Health Sciences

School of Nursing

Name of College, School, or Division  
Area(s)

Name of Department(s) or

A New, Expanded, or Off-Campus Instructional Program Leading to:

Expansion of Graduate Program  
Ph.D. in Nursing Degree Program

Degree/Certificate &amp; 2010 CIP

Program Change, Off-Campus Component

Summer 2012

Proposed Starting Date

This proposal has been reviewed and approved by:

College Dean (Institution)

Date

Chief Fiscal Officer (Institution)

Date

Chief Academic Officer  
(Institution)

Date

President

Date

VP Research and/or Graduate Dean

Date

Chief Academic Officer (OSBE)

Date

SBOE/OSBE Approval

Date



Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance

**1. Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$250,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?**

The School of Nursing (SON) in the Division of Health Sciences at Idaho State University (ISU) is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing; this will be the first doctoral nursing program in the state of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

**2. Quality – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.**

**Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel. A copy of their report/recommendations must be attached.**

In July, 2011 the SON at ISU received continued accreditation of the Baccalaureate and Master's degree programs in nursing through The Commission on Collegiate Nursing Education (CCNE), the accreditation body of the American Association of Colleges of Nursing (AACN) for the full term of 10 years. **A copy of the CCNE notice of accreditation is attached with this proposal (Appendix A).** CCNE accreditation is a nongovernmental peer review process that operates in accordance with nationally recognized standards established for the practice of accreditation in the United States. The CCNE also serves the public interest by assessing and identifying programs that engage in effective practices. The CCNE accreditation evaluation consists of a review of the program's mission, goals, and expected outcomes, and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The evaluation process also calls for a review of evidence concerning the application of these resources in assisting the students in attaining their educational goals. CCNE accreditation is a voluntary self-regulatory process which supports and encourages continuing self-assessment by nursing programs and the continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs. The Commission ensures the quality and integrity of baccalaureate, graduate and residency programs in nursing. The CCNE currently does not have a process for accreditation of Ph.D. degree programs in nursing (Commission on Collegiate Nursing Education: Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs, 2009). **A copy of the current accreditation standards published by the accrediting agency is attached (Appendix B).**

The AACN *Position Statement on Indicators of Quality in Research Focused Doctoral Programs in Nursing* (2001) was used as a foundation for the development of a program evaluation plan to ensure quality and will include: 1) systematic, ongoing, comprehensive focus on the university and program specific mission and goals, 2) collection and analysis of process and outcome data related to these indicators of quality, 3) adherence to established ethical and process standards for formal program evaluation, e.g., confidentiality and rigorous quantitative and qualitative analyses, 4) involvement of students and graduates in evaluation activities, 5) collection of data from a variety of internal and external



constituencies, 6) comparison of program processes and outcomes to the standards of the parent graduate school/university and selected peer nursing groups, 7) provision of feedback to program faculty, administrators, and external constituents to promote continuous program improvement, 8) provision of comprehensive data in order to determine patterns and trends and to recommend future directions and/or needed changes, and 9) maintenance of adequate human, financial and institutional resources.

The curriculum for the Ph.D. program is focused on assessable goals and outcomes that will be evaluated on a continuous basis through established assessment procedures. Idaho State University SON utilizes multiple methods to collect aggregate student outcome and program evaluation data as defined in the existing Master Evaluation Plan (MEP). The MEP provides the blueprint for systematic, ongoing evaluation of the processes and outcomes in the SON while implementation of the MEP ensures comprehensive assessment and continuous program improvement. The SON Assessment Team, a group of faculty members appointed by the Associate Dean and Director, is accountable to report data collection results to the Faculty Council for analysis, identification of areas for improvement, and subsequent development of action plans. The ongoing, systematic process ensures a continuous feedback loop to foster ongoing program improvement and evaluation of the effectiveness of action taken. Annual data collection and analysis includes Educational Benchmarking, Inc. (EBI) exit surveys, course and instructor evaluations, graduation rates, certification pass rates, oral and written comprehensive examination results, employment rates, alumni data, and employer survey results.

Faculty accomplishments in teaching, scholarship, practice and service contribute to the overall Mission of the SON, to prepare exemplary nurse leaders who integrate education, service and research to enhance the quality of life for diverse and rural populations. Promotion and tenure guidelines as well as established workload policies in the SON, Division of Health Sciences, and university levels define expected faculty outcomes. All faculty members submit an online annual report to the SON Associate Dean and Director detailing their productivity. In the annual performance evaluation, faculty document individual contributions to teaching, scholarship, and service during the previous year. Faculty members review self performance, progress toward goals for the current year, and discuss newly developed goals for the next year with the Associate Dean and Director. A faculty peer review process is included in the annual performance evaluation as an additional assessment to support achievement of SON strategic goals. Faculty teaching in the doctoral program will regularly attend the annual AACN doctoral education conferences, the Western Institute of Nursing annual conferences and conferences related to their research specialty areas in order to maintain knowledge and continuously improve doctoral education.

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and as such, maintains high and consistent standards for all academic programs that will apply to ensuring the quality of the proposed Ph.D. in nursing program.

**a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.**

The Ph.D. in Nursing program in the SON at ISU will prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science for practice application. The program has been developed to prepare graduates in core areas of nursing science including research design, statistical methods, health policy and coursework in rural and global communities. The program offers students a wide spectrum of courses to accomplish established goals as leaders in system change for advancing health, policy, education and research. Elective courses allow students to prepare for their future careers and to develop a solid scientific foundation in their area of specialty to expand their scope of knowledge and expertise in research and leadership. An emphasis on interprofessional collaborative health care approaches will provide a strong foundation for nurse



researchers, educators and leaders to be full partners with physicians and other health care professionals in redesigning and restructuring health care nationally and internationally.

An earned Master of Science in Nursing is the entry level requirement for admission. The Ph.D. program will be offered fully online with full time program of study initially, followed by a part time option. Initially six students per year will be admitted to the program. All students will begin coursework in fall semester, year one after completing an on campus orientation in the summer of the year of admission. Full time students will complete core and elective courses in two years; part time students will complete core and elective courses in four years. New students will be admitted in the spring semester of any academic year to start coursework in the fall semester of each year. The curriculum will include foundational core courses (15 credits), Research Methodology (15 credits), Research Seminars and Mentored Research project (8 credits), elective courses, (12 credits) and the dissertation (12 credits) for a total of 62 credits. Core courses are designed to provide a foundation in nursing science, theory development, health care and policy, role advancement, and rural and global health issues. Research methodology courses are applied through research seminars and a faculty mentored research project. Elective courses are tailored to individual research interests, experience and goals of the doctoral student and selection is guided by the major advisor and established interprofessional committee. The goal of elective coursework is to enhance student expertise in a content, methodological, or technological area prior to beginning the dissertation. Examples of specialty foci might include physiological responses to injury, decision making related to harm/risk reduction, use of simulation technology to improve and support quality patient care, symptom management, healthy aging, palliative care, and rural and vulnerable populations.

The dissertation is the culminating research experience in which the doctoral student, with guidance of a selected doctoral advisory committee, conducts an original inquiry. All Graduate School requirements regarding successful completion of preliminary and qualifying examinations will be observed in the Program of Study. Given that the Ph.D. program is fully online, all courses completed during the program of study qualify as eISU credits. Courses designated as eISU credits are delivered completely online with an additional course fee assessed per credit in addition to base tuition fees.

### Master of Science in Nursing Curriculum

#### Required Core Courses

NURS 6600	Theoretical Foundations for Nursing Practice	(3 cr)
NURS 6602	Health Care Policy and Finance	(3 cr)
NURS 6610	Advanced Evidence Application	(4 cr)
NURS 6612	Health Care of Rural Communities	(3 cr)
NURS 6621	Advanced Nursing Roles	(3 cr)

Specific requirements for Master of Science program options

Each student must complete the following courses that are specific to the option in addition to core

#### Family Nurse Practitioner

BIOL 5563	Human Pathophysiology	(4 cr)
NURS 6604	Health Promotion	(2 cr)
NURS 6611	Advanced Health Assessment	(2 cr)
NURS 6611L	Advanced Health Assessment Lab	(3 cr)
NURS 6642	Primary Care of the Young Adult & Lab	(3cr/2cr)
NURS 6643	Primary Care of the Child & Adolescent & Lab	(3cr/2cr)
NURS 6644	Primary Care of the Middle & Older Adult & Lab	(3cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6646	NP Practicum	(8cr)



Clinical Nurse Specialist

BIOL 5563	Human Pathophysiology	(4cr)
NURS 6604	Health Promotion	(2cr)
NURS 6611	Advanced Health Assessment	(2cr)
NURS 6611L	Advanced Health Assessment Lab	(3cr)
NURS6657	Advanced Adult Health Nursing I and Lab	(3cr/1cr)
NURS 6658	Advanced Adult Health Nursing II and Lab	(3cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6659	Advanced CNS Practicum	(6cr)

Clinical Nurse Leader

BIOL 5563	Human Pathophysiology	(4 cr)
NURS 6611	Advanced Health Assessment	(2cr)
NURS 6611L	Advanced Health Assessment Lab	(3cr)
NURS 6652	Administrative Approaches to Nursing Leadership	(3cr)
NURS 6660	Care Environment Management and Lab	(2cr/1cr)
NURS 6661	Clinical Outcomes Management and Lab	(2cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6662	CNL Practicum	(6cr)

Nursing Education

BIOL 5563	Human Pathophysiology	(4cr)
NURS 6633	Rethinking Nursing Education	(3cr)
NURS 6640	Evaluation Issues and Strategies	(3cr)
NURS 6635	Curriculum Issues and Development	(3cr)
NURS 6639	Teaching and Learning Strategies	(3cr)
NURS 6647	Advanced Practicum in Nursing Education	(6cr)
Elective	Elective	(2-3cr)

Leadership

NURS 6652	Administrative Approaches to Nursing Leadership	(3cr)
NURS 6653	Organizational Behavior in a Changing Health Care System	(3cr)
NURS 6654	Financial Management	(3cr)
NURS 6655	Advanced Leadership and Lab	(3cr/2cr)
NURS 6656	Advanced Leadership Practicum	(4cr)
Elective	Elective	(2-3cr)

Post Masters Certificate program of study also in place for nurses holding a Master's degree in Nursing from an accredited program and seek advanced preparation in a specialized area of practice.

## Expansion of the Graduate Program

## Addition of the Ph.D. Degree Program

The Master of Science program requires a minimum of 39 to 53 credits for graduation depending on the option in which the student is enrolled. Masters degree programs will be maintained with plans being developed to expand specific graduate programs to the Doctorate in Nursing Practice (DNP) based on the SON eight year strategic plan. Each student completes a rigorous and extensive practicum in the option of enrollment that adheres to national accreditation guidelines and includes development of a scholarly project integral to the experience. For the Ph.D. program the curriculum will be expanded to develop expertise in research methodology, scholarly and grant writing, and research that will result in a



dissertation. The doctoral program will enable students to devote time to develop specialization in their research area of interest with an emphasis on interprofessional approaches and leadership.

The Ph.D. in Nursing degree program will prepare nurse scholars to conduct independent research that leads change and extends knowledge, and advances nursing and health care in a complex health care system. The proposed Ph.D. program will emphasize leadership and interprofessional collaborative practice, primary strategies identified in the Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* for redesigning and improving practice environments and health care systems (Institute of Medicine [IOM], 2010). The doctoral curriculum will prepare students to pursue intellectual inquiry and develop knowledge and expertise in theoretical, methodological and analytic approaches to research development as an emerging nurse scientist. The hallmark of the program is the interprofessional mentored research experience with faculty having an established program of research and broad expertise across the Division of Health Sciences. Electives will provide an opportunity for the student to access expertise both on campus and through *The Nursing Education xChange*, (NEXus), a program involving an academic collaboration of eleven (11) accredited universities with Ph.D. and/or (DNP) programs.

NEXus began as a partnership among select Western universities offering doctoral programs and has now expanded to include programs outside the Western states. NEXus makes courses available by distance to students enrolled in other academic collaborating institutions. Currently over 177 course are offered through the NEXus collaborative to participating Ph.D. and DNP students. NEXus is funded by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) and is administered by the Western Institute of Nursing, a regional nursing organization. The cost of becoming an institutional member of NEXus is \$5000.00 base dues and \$1000.00 new member fee for a total cost of \$6000.00 the first year, followed by \$5000.00 each year thereafter. These costs will be covered through student professional fees in the Ph.D. degree program. Tuition for students enrolled in NEXus courses is based on established rates for the 2011-2012 academic year and are \$725.00 per credit hour with 75% of the tuition staying with the teaching institution, 15% to the NEXus central office, and 10% to the home institution. NEXus had ninety (90) enrollments in the 2010-2011 academic year, with continuous increase in number of participating students.

The philosophy of the proposed Ph.D. program is to provide research intensive interprofessional education that is flexible and can accommodate to the needs and interests of each student. Students will be expected to develop mentors in nursing and other disciplines and take course work outside of nursing to develop a broad world view. The goal is for students to develop collaborative interprofessional research that will contribute to the science of nursing and other disciplines to improve health for individuals, communities and health care systems.

#### Curriculum for the Ph.D. in Nursing

##### Foundational Core Courses

NURS 66XX	Theoretical & Conceptual Analysis	(3cr)
NURS 66XX	Philosophy of Inquiry	(3cr)
NURS 66XX	Rural/Global Communities in Society	(3cr)
NURS 66XX	Health Policy	(2cr)
NURS 66XX	Advanced Scientific Writing	(2cr)
NURS 66XX	Grant and Scholarly Writing	(2cr)
	<b>Total Credits</b>	<b>(15)</b>



Research Methodology

NURS 60XX	Advanced Qualitative Analysis	(3cr)
NURS 66XX	Advanced Quantitative Analysis	(3cr)
NURS 66XX	Advanced Statistics: Multivariate	(3cr)
NURS 66XX	Advanced Statistical Methods	(3cr)
NURS 66XX	Mixed Methods in Health Care Research	(3cr)
<b>Total credits</b>		<b>(15)</b>

Research Seminars and Mentored Research Project

NURS 66XX	Research Seminars (one/year)	(4cr)
NURS 66XX	Mentored Research Project	(4 cr)
<b>Total Credits</b>		<b>(8)</b>

Electives

Electives	<b>Total Credits</b>	<b>(12)</b>
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Dissertation

Dissertation	<b>Total Credits</b>	<b>(12)</b>
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**Total Credits (62)**

The Ph.D. program requires completion of 62 credit hours, a dissertation, a written comprehensive examination and an oral comprehensive examination.

ISU has a longstanding Graduate School that promotes and supports excellence in graduate education. In realizing this mission, the Graduate School acts to recruit, support, retain and matriculate scholars, researchers and practitioners educationally empowered as critical thinking citizens and agents of innovation, opportunity and change. Faculty members at ISU are required to complete an application process to be awarded graduate faculty status through the Graduate School in order to teach in graduate courses or serve as Chair or member on thesis or dissertation committees. Members of the graduate faculty are expected to be productive scholars in areas of instruction and research, and to be effective leaders in the graduate programs of their various fields. The Graduate School will provide internal existing resources supporting success of students in the Ph.D. program in Nursing.

The Ph.D. program in Nursing will require the development of new courses based on curriculum, with opportunity for the student to enroll in some courses offered through other graduate programs on campus, through NEXus, as well as emerging interprofessional courses currently being developed within the Division of Health Sciences. Collaboration will occur with other faculty in the Division of Health Sciences in teaching and coordination of Research Methodology courses. Research Seminars will be held once a year in the spring semester and will be facilitated by nursing faculty teaching in the Ph.D. program holding graduate faculty status. Students in Mentored Research Project course will work with nursing faculty having existing research program grants, and/or contracts. Electives will provide an opportunity for the student to take courses in an area of individual interest and specialization offered within the Division of Health Sciences, at ISU, or through NEXus.

The Dissertation will require formation of a committee with a graduate nursing faculty member serving as Chair. The committee will consist of a minimum of one additional graduate faculty member in the SON, one graduate faculty member within the Division of Health Sciences, and one graduate faculty member external to the Division of Health Sciences serving as Graduate Faculty Representative (GFR). The role

of the GFR is to objectively evaluate rigor and fairness of the process of the oral examination. The student, in consultation with the Chair, could choose to include a member of the committee external to Idaho State University and holding graduate faculty status at another university as an additional committee member. Students will be strongly encouraged to seek grant support for the dissertation through professional organizations, foundations, National Institutes of Health National Research Service Award, or other existing grant opportunities working with the committee Chair. Idaho State University utilizes Community of Science as a significant resource for identifying funding opportunities. Community of Science (COS) is the leading international resource for medical, health related, and scientific research funding information and opportunities.

#### Unique Aspects of the Doctoral Program

- Addresses the national nursing shortage of faculty and researchers.
- Designed for scholars who wish to pursue careers as leaders in research, education, and health policy with an emphasis on rural and vulnerable populations.
- Interprofessional, highly individualized program to accommodate the unique interests of each graduate student using virtual educational technology and a commitment to a highly mentored, interactive learning experience.
- Student access to Nursing Education Exchange (NEXus) Program, a collaboration among participating doctoral programs in nursing, providing doctoral students enrolled at member colleges and universities the opportunity to enroll in courses for a common price that may not be offered at their home institution. This expands the breadth and scope of courses that students may take for electives.
- Ph.D. students benefit from strong interprofessional faculty mentorship.



**Faculty** – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Name	Rank	Percent of FTE	Specialization Areas	Other Responsibilities
<b>Core Program Faculty</b>				
Anna Schwartz, Ph.D., FNP, FAAN	Associate Professor	100%	Wellness, Rehabilitation, Oncology	
Deana Molinari, Ph.D., R.N., CNE	Professor	100%	Rural Populations, Simulation, Education	
Director of Research	To be determined	50%		
Karen S. Neill, Ph.D., R.N., SANE-A	Professor	50%	Forensics, Wellness, Rural Populations, Interprofessional Practice	Interim Assistant Director of Graduate Studies
<b>Other Program Faculty:</b>				
Elizabeth Cartwright, Ph.D., R.N.	Professor	20%	Simulation, Vulnerable Populations, Global Health	
Cathy Arvidson, Ph.D., FNP-BC, FAANP	Associate Professor	20%	Distance Education, Health Promotion with a focus on Women and Children	
Mary Anne Hales Reynolds, R.N., P.h.D., ACNS-BC	Clinical Associate Professor	20%	Palliative Care, Community Based Pain Management	

The School of Nursing has 16 full time faculty members, eight of which are Ph.D. prepared, two with an earned DNP degree. No new faculty will be needed to implement the program.

#### Idaho State University School of Nursing Faculty Expertise and Productivity

ISU nursing faculty members have diverse research interests including rural nursing practice, global health, forensics, education, oncology, wellness, and palliative care. The SON is prepared with strong community links, research projects, grants and contracts to support the Ph.D. program. A review of faculty member research, publications, grants, and service evidences a strong foundation for the expansion of the graduate program.

- Cathy Arvidson, Ph.D., FNP-BC, FAANP is actively involved in policy work at both the state and national level for nurse practitioners. She serves on Idaho's Campaign for Action-Action



Coalition, chairs the Advanced Practiced Advisory Council for the Board of Nursing. She is Region 10 Director of the American Academy of Nurse Practitioners (AK, OR, WA, ID). She serves on the Health Policy Advisory Committee of Nurse Practitioners for Idaho. She is a Fellow of American Academy of Nurse Practitioners. Dr. Arvidson has participated in the American Academy of Nurse Practitioners Leadership Fellowship in Washington, D.C. Dr. Arvidson's research focus is distance education and health promotion with a focus on women and children. As well as being a family nurse practitioner she holds a master's degree as a pediatric clinical nurse specialist.

- Elizabeth Cartwright, Ph.D., R.N. has devoted her career to increase care for Hispanic populations earning many awards, grants and contracts. Federal grants total 1.8 million dollars. The Hispanic Health Projects were funded through grants and contracts with Health West Clinics Inc., Idaho Southeast District Health Department, Idaho Department of Health and Welfare, America Corps, VISTA, the National Science Foundation, and Idaho State University. She also works in a number of South American countries with graduate students. Several projects are under development with potential funding from the National Institute of Health, National Science Foundation, and USAID and various contracts.
- Deana Molinari, Ph.D., R.N., CNE has service and research focus on rural patient care and nursing workforce issues. Currently she serves on the Boards of Idaho Rural Health Association, Region VI Mental Health, and the Idaho Federation of Families for Children's Mental Health. She is also the President of the National Rural Nurse Organization. Dr. Molinari developed the Office of Professional Development for the School of Nursing to collaborate with professional nurses. She has received over three million dollars in federal grant funding for rural nursing professional development including recent award for the Northwest Rural Nurse Residency (NWRNR) of \$1,672,564. Additional foundation funding was received for other research and educational projects. Several research articles and chapters were written on the following topics in 2011; rural program development, instructional design, medication errors, educational perceptions, stress, rural nurse organizational culture, reasons for the intent to move, and NWRNR program efficacy. A book by Springer Publishers, *Rural Nurse Transition-to-Practice*, will be circulated November 2011.
- Karen Neill, Ph.D., R.N., SANE-A is a nationally recognized expert in forensic nursing. A current grant of \$6,000 funded by the Shoshone Stop Violence against Women Project is being implemented and involves delivery of an online Sexual Assault Response Team/Sexual Assault Nurse Examiner (SART/SANE) course. Dr. Neill also served as Principal Investigator on a federally funded grant from the U.S. Department of Health and Human Services, Rural Health Outreach Program for regional SART/SANE program development awarded 05/01/03 to 04/30/07 (\$452,622.00). Dr. Neill collaborated with the Idaho Rural Health Education Center as Coordinator of the Senior Health Mobile grant contract, funded by the Department of Health and Human Services, Quentin N. Burdick Interdisciplinary Grant Program (\$118,658). Dr. Neill's connections with state prisons, local and regional community non-profit advocacy organizations, participation on one state level council and one state level committee focused on forensic issues provides many research and collaborative opportunities in sexual assault, domestic violence and other forensic areas.
- Mary Anne Hales Reynolds, Ph.D., R.N., ACNS-BC has a practice focus in palliative care for young and middle aged adults including oncology, acute care and pain management and has published in these areas. She has received grants for pain management and job satisfaction research. Dr. Hales Reynolds serves as a research committee member for Eastern Idaho Regional Medical Center, is active in the Oncology Nursing Society, the National Association of Clinical Nurse Specialists, American Society of Pain Management Nurses, and is a board member of the Eastern Idaho Hospice.



- Anna L. Schwartz Ph.D., FNP, FAAN is the newest member of the graduate faculty. Dr. Schwartz has developed research connections across several universities and communities. Her program of research is focused on cancer symptom management and quality of life, and the effects of physical activity during and following cancer treatment. She has received extensive federal and foundation funding for research exceeding three million dollars. Currently, the focus of her research is on translation and dissemination of exercise programs for cancer survivors to the public through YMCA of the USA's **LIVESTRONG** which is funded by grants from the Centers for Disease Control, American Cancer Society, and Lance Armstrong Foundation. A research proposal is in review at National Institutes of Health to support a large randomized trial to evaluate the translation and dissemination of the **LIVESTRONG** at the YMCA program, into communities across the U.S. Dr. Schwartz chaired the American College of Sports Medicine Exercise Guidelines for Cancer Survivors and sits on expert panels for the Lance Armstrong Foundation, American Cancer Society, and YMCA of the USA. Dr. Schwartz has received numerous research for research, has authored over 80 research papers and is the author of *Cancer Fitness: Exercise Programs for Patients and Survivors* (Simon & Schuster, 2004). Community ties include consulting work for the YMCA of the USA and locally with the Boise YMCA, Lance Armstrong Foundation, as well as leadership and writing for the American Cancer Society.

The SON is a vertical independent entity within the Division of Health Sciences at Idaho State University, alongside the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. ISU is dedicated to the education of health professionals and the state's lead institution for health programs. The primary mission of the Division of Health Sciences is to enhance the quality of life of the residents of Idaho and the greater community through the education of students across five dimensions of the health professions: 1) physical, 2) mental, 3) oral health, 4) rehabilitation, and 5) wellness. An integral part of the Mission of the Division of Health Sciences is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education.

Currently there are adequate resources for the Master of Science degree program in Nursing which is delivered fully online through the SON, Division of Health Sciences at ISU. There is a strong foundation for the Ph.D. program in Nursing with the primary faculty teaching in the graduate program options currently holding graduate faculty status through the Graduate School, an earned doctorate, with focused areas of research. A fully funded position for a Director of Research in the SON is currently advertised. This position will be filled by fall semester of 2012, with specific responsibility in the Ph.D. in Nursing program. Specific existing faculty currently teaching in the Master's program options in the SON are qualified and will have primary responsibility as core faculty in the Ph.D. program (3FTE's). Additional faculty within the SON holding graduate faculty status will be involved in the Ph.D. program through contributions in teaching, research expertise, mentorship, and serving on dissertation committees. The Director of Research will also have responsibility for building resources for sustained research programs in the SON, and facilitate the procurement of external funding through grant writing, contract development, and collaborative partnerships internal and external to the university, as well as teaching in the Ph.D. program. The unique interprofessional emphasis of the Ph.D. program in Nursing provides a foundation for involvement of existing faculty members across the Division of Health Sciences to serve as committee members and research mentors for Ph.D. students in collaboration with faculty in the SON.

**b. Student – briefly describe the students who would be matriculating into this program.**

Initially, students matriculating into the Ph.D. program will be primarily from Idaho. In the future, it is envisioned that the program will be an attractive and affordable option for students across the nation. The proposed Ph.D. program will require an earned Master's degree for admission. Students holding an earned Master's degree from an educational institution within or external to the state of Idaho could apply for the



Ph.D. program. Currently, there are Master's degree programs offered at three educational institutions in the state of Idaho. These include Idaho State University with FNP, Leadership, Clinical Nurses Leader, Education, and Clinical Nurse Specialist options, Boise State University School of Nursing which offers a Master's degree in Nursing of Populations, and Northwest Nazarene School of Nursing and Health Sciences in Nampa, Idaho offering an online Master's of Science in Nursing degree in Nursing Education.

**c. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.**

The SON has a full complement of faculty and administrative support including: Administrative Assistant II (2FTE), Administrative Assistant I (1 FTE), Office Specialist (2 FTE), an Information Systems Technician (.75 FTE), and an Academic Advisor for graduate and undergraduate students (1 FTE). An Office Specialist currently assisting with graduate programs in the SON will be assigned to provide staff support for faculty teaching in the Ph.D. program. Duties of office personnel will be reassigned as needed. A Master database is currently being developed to improve efficiency in the SON and will provide for effective assignment of work duties of office personnel. The Academic Advisor assists all students and faculty through academic advising and other related activities such as recruitment and retention.

#### Teaching Assistance

Adjunct faculty member(s) are currently utilized to teach in lab and practicum courses in the graduate curriculum, with SON faculty serving as Coordinator for each course. These adjuncts are prepared at the Master's level and provide expertise and supervision for students in lab and practicum courses. Adjuncts are utilized as needed, are paid at credit hour rate, and work closely with SON full time faculty. The SON utilizes affiliate faculty who serve as preceptors in option specific practicum courses. Preceptors are carefully selected and are utilized for on site supervision and education of students working closely with graduate faculty. The preceptors are working professionals and are not paid by ISU to serve in the preceptor role. Affiliation agreements exist between ISU SON and organizations that provide preceptored opportunities for graduate nursing students. The SON will continue to utilize preceptors as adjunct and affiliate faculty to support graduate students and continued quality of graduate programs.

#### Teaching Assistant Positions in the SON

The SON currently has two Teaching Assistant (TA) positions. The TA positions are 0.5 FTE or 20 hour per week positions. These positions are anticipated to be continuing and are currently filled by graduate students enrolled in the Master's program. These TA positions can be used for research, or teaching assistance in the undergraduate courses. The plan is to utilize one TA position to assist graduate faculty teaching in the Ph.D. program. This student can assist with research, grant writing, contract development and other activities. The SON applied for, and was awarded one TA position (0.5 FTE) through the Division of Health Sciences for the academic year 2011-2012. The SON will continue to utilize resources in the Division of Health Sciences when available. Teaching assistant positions provide an opportunity for doctoral students to refine and enhance their teaching skills.

#### Library

The SON has been working closely with the staff of the Eli Oboler health sciences library to assure that the library will have a collection of nursing journals and other publications that will be necessary for success of the Ph.D. program. The library provides access to major databases for nursing research (CINAHL, EBSCOhost and PUBMED, among others). Faculty in the SON are actively working with the



staff at the Eli Oboler Library and with groups of interprofessional health care researchers on the ISU campus, to increase the holdings of both hard and electronic copy of journals and books needed to support advanced academic health care research.

A nursing collection evaluation was completed by Marcia Francis, M.A., M.Ed., AHIP of the Eli Oboler Library for the proposed Ph.D. in Nursing program. This review included the following sections of the library resources: books, paper journals, electronic journals, interlibrary loan access and document delivery, government documents, medical databases, and copyright fees. The library report estimated that for the Ph.D. in Nursing program to be successful and regionally competitive, the amount of annual support to the library will need to be between \$43,000 (minimum level) and \$67,000. Students will also be charged \$100 per course fee for library resources as part of professional fees. Reallocation of existing funds will support needed library resources for the Ph.D. program. This amount will need to be increased annually according to the inflation of the cost of needed materials. Expansion of library holdings including electronic journals and other publications through specific allocation of funding in this proposal is critical to the education and development of the nurse scientist.

#### Equipment

The SON has a fully equipped, state of the art simulation learning lab that will provide the doctoral students with both opportunities to teach clinical skills to the undergraduates as well as provide an exceptional research environment. Specifically, the clinical simulation laboratory (CSL) provides 4,938 square feet of learning space. The laboratory includes a simulated (10) bed hospital with a technology enriched learning environment designed to assist students to learn new and/or advanced clinical skills. Two primary care examination rooms provide a clinical environment for the advanced practice graduate students to practice primary care management. The lab also holds a nursing station with (7) computers loaded with learning/charting modules, a conference room, open learning space, (2) offices and a state-of-art- storage area. All simulated hospital rooms are equipped with active compression and oxygen delivery and can actually support direct clinical care in the case of an emergency. There are (3) control rooms for use in recording/analyzing clinical learning scenarios associated with use of low to high human simulators and standardized patients. The simulators include adults, baby, pregnant mother, and geriatric models. All durable and disposable equipment and supplies are represented of those used in a variety of clinical settings. In a collaborative approach, nursing faculty and TA's work with CSL staff to instruct and evaluate clinical learning in the simulation setting. Baccalaureate and graduate students utilize the CSL to develop skills necessary to become competent beginning practitioners as well as advanced practice nurses. Doctoral students will have the learning opportunities and equipment necessary to develop the complex assessment, diagnostic and interventional skills that are appropriate to their clinical populations. The unique combination of high fidelity patient simulators, visual and audio recording capabilities and built-in observational and assessment software that is integrated into the lab gives the ISU SON cutting edge capabilities for assessing teaching efficacy the learning of complex skills and clinical interactions. This facility is unique in the Rocky Mountain region and is on par with major teaching medical centers. Aspects of the simulation lab will also be integrated into our real time distance residency programs allowing our doctoral students to engage in teaching and research in Idaho and across the US. The School of Nursing is a national leader in online simulation and online competence validation by simulation.

#### Additional Infrastructure Support

The Office of Professional Development (OPD) in the School of Nursing offers continuing education for geographically bound professional nurses using the latest pedagogies and delivery tools. The OPD provides workshops, conferences, and continuing education courses for professional nurses as well as interprofessional development. Currently the OPD conducts a Health Resources and Services Administration supported online transition to practice program called the Northwest Rural Nurse Residency. This program is delivered in twenty four states with a national advisory board.



The Institute of Rural Health (IRH) is an integral part of the ISU campus with a mission to improve the health of communities through research, education and service. The IRH provides additional research support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities.

The Instructional Technology Resource Center (ITRC) located on the Idaho State University campus in the Eli Oboler Library provides faculty with a complete technology resource for all levels of instruction. The ITRC has an ongoing support role which gives faculty the confidence to integrate technology in the learning environment. ITRC facilities are user-friendly and offer access to hardware, software and training in state-of-the-art technologies.

The Research Office on the ISU campus coordinates all research activities and facilitates research opportunities for faculty and students. The Research Office oversees most of the compliance committees, and administers internal grant opportunities for faculty and students. The Research Office oversees the Office of Sponsored Programs which facilitates the request and acceptance of external funding.

**d. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.**

The graduate programs in the SON will continue to be delivered fully online reaching students in Idaho and across the United States. The SON has effectively delivered graduate education in an online learning environment and will continue utilizing available technologies to enhance teaching and learning. Students across Idaho and the world will continue to be able to attend classes full or part time using the latest technology for online education.

**3. Duplication – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.**

Idaho State University is the state's designated lead institution in the health professions as designated by the State Board of Education. The Ph.D. in Nursing program will be the first Ph.D. program in the state of Idaho.

**Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?**

Washington, Nevada, and Utah, offer a Doctor of Philosophy (Ph.D.) degree program in Nursing.

- University of Utah provides a distance education Doctor of Philosophy (Ph.D.) degree for nurses holding an earned Bachelor and/or Master's degree.
- University of Nevada offers two Ph.D. degree programs; one in Education and the other in Urban Sustainability Health.
- Washington State University offers a Doctor of Philosophy (Ph.D.) in Nursing with with emphasis on rural and vulnerable populations.
- The University of Washington offers a Doctor of Philosophy (Ph.D.) in Nursing Science with a focus on biobehavioral science.



**4. Centrality – documentation ensuring that program is consistent with the Board’s policy on role and mission is required. In addition, describe how the proposed program relates to the Board’s current Statewide Plan for Higher Education as well as the institution’s long-range plan.**

The proposed Ph.D. program is consistent with the State Board of Education’s (SBOE) Statewide Plan for Higher Education and policy on role and mission, with assigned responsibility of ISU to deliver health professions programs. Further, the proposed Ph.D. program has been on the SBOE 8 year plan and supports the assigned responsibility of ISU to develop and offer a program to meet the education and workforce needs of Idaho Citizens and the state of Idaho (SBOE 8 Year Plan for the Delivery of Academic Programs, 2004). The development of the Ph.D. program is consistent with ISU’s strategic plan to advance scholarly and creative endeavors through the creation of new knowledge, increase quality of academic instruction to educate and provide competent health care providers, and provide leadership to enrich the future in a diverse global society (Idaho State University Strategic Plan, 2006-2011; 2011-2015). The ISU Division of Health Sciences has developed a strategic plan for research for increasing scholarly productivity and create a sustainable culture of inquiry that advances our position as leaders in the health professions through basic, translational, interdisciplinary, and participatory scholarly endeavors, integral to the successful development and delivery of doctoral programs (Division of Health Sciences Strategic Plan for Research, 2009). The curriculum developed for the Ph.D. program is consistent with strategic initiatives at the state and institutional levels and is focused on interprofessional practice for advancing health care and leading change with an emphasis on rural and vulnerable populations. Development of the Ph.D. program in Nursing is consistent with the governing policies of the SBOE to increase efficiency, enhance access to quality educational programs, avoid duplication, and maximize cost efficient use of existing resources (SBOE Governing Policies and Procedures, 2010).

The SON is poised to provide graduate nursing education for all of Idaho’s residents. The SON’s growing expertise in rural health care expands the School’s value and visibility to the nation. Collaborative relationships within the Division of Health Sciences with health care providers and organizations internal and external to the university environment enhance interprofessional relationships and research opportunities. Nursing claims the largest workforce within health care and provides more patient contacts than any other profession thus the need for academic support of terminal degrees. There is a clear need for students who are prepared for careers as leaders in research, practice, education and health policy with an emphasis on rural and vulnerable populations (Idaho Department of Labor, 2011; IOM, 2010). Idaho State University has taken the lead in addressing the documented need for advanced education of nurses through the effective delivery of successful graduate programs in nursing, and the implementation of strategic objectives to build a foundation for the delivery of the Ph.D. program in challenging economic times.

**5. Demand – address student, regional and statewide needs.**

- a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See Board policy III.X., Outcomes Assessment.)**

The Ph.D. degree program development in the SON began as part of an eight year strategic plan (ISU SON Strategic Plan, 2004). In 2004, a statewide assessment of educational needs of practicing nurses was completed. The needs assessment was sponsored by the SON and the data were used to enhance opportunities in graduate nursing education. In 2005, based on the needs assessment completed, major changes occurred in the graduate program. The graduate program was modified to a fully online format and options were either deleted or introduced based on assessment completed. The SON has had a Master of Science graduate nursing program since 1986, and now currently offers five full or part time options



which include: Family Nurse Practitioner, Nursing Education, Clinical Nurse Leader, Clinical Nurse Specialist, and Nursing Leadership.

In 2007, a survey was conducted of 125 Idaho nurse educators in the state of Idaho, sponsored by the ISU SON. The survey was designed to determine interest of Idaho nurse educators in doctoral education as well as research interests. to ascertain interest in doctoral study. One hundred and six (106) nurse educators returned the survey with an 85% return rate. Ninety-four percent of respondents were Caucasian and 40% were under the age of 50. Most (75%) were employed full time in education while another 13% were employed part time.

Respondents indicated active involvement in exploring opportunities for advancing their education. Fifty-eight of the 106 respondents indicated an intention to enroll in a doctoral education program in order to complete a Ph.D. degree program and expressed an interest in a variety of research focus areas. The most frequently mentioned research interest areas included (includes multiple responses by any one participant):

Research Topic	Frequency Mentioned
Rural Population and Issues	29
Vulnerable Populations and Issues	28
Community and Public Health Issues	28
Gerontology	17
Symptom Management	17
Effects of Exercise	20
Caregiver Stress	21
Forensics and Domestic Violence	12

Based on the survey conducted and interest of nurse educators in Idaho of advancing education, the initial Notice of Intent was submitted by the ISU SON for the development of the Ph.D. in Nursing program. This initial Notice of Intent was submitted in 2007 and approved by the State Board of Education. Recommendations at both national and state levels support the need for development of doctoral programs in Nursing to improve the health of the nation and reducing health care costs. These include the Institute of Medicine report *The Future of Nursing, Leading Change and Advancing Health* (2010) with a specific recommendation to double the number of nurses with doctoral degrees by the year 2020. In Idaho, the *Governor's Health Care Summit Recommendations* (2007) included the creation of adequate numbers of nurses qualified to teach through the increase in the number of master's and doctoral nursing programs delivered through distance education technology. A recent report by the Idaho Department of Labor, *Idaho Nursing Overview*, (January 2011) includes a statement regarding the capacity to educate nurses as influenced by a primary factor of the availability of nursing faculty, limited by in state access to graduate level nursing education. Based on this critical review, the overall demand for graduate level nurses including nurses with Ph.D. degrees is expected to continue to increase in Idaho.

The SON has continued to build capacity for doctoral education through addition of faculty with established research programs, enhancement of online program delivery using state of the art technology, resource reallocation, as well as other initiatives. The proposed Ph.D. in Nursing program offered at ISU in the SON, through the Division of Health Sciences will provide critical access to doctoral education for Idaho nurses who wish to reside in the state, continue to work, support their families and pursue affordable nursing education that will ensure a future supply of researchers, nurse educators, and practice leaders. A strong core curriculum and well qualified faculty will serve as the foundation for the Ph.D. program in Nursing. The proposed Ph.D. in Nursing program serves research interests of needs assessment respondents. Based on current areas of faculty scholarship, research emphases will include



forensics, effects of exercise in vulnerable populations, rural health and wellness, use of simulation technology in nursing practice, and palliative care. The SON academic advisor reports receiving at least five inquiries a month regarding a Ph.D. program at ISU, and faculty report additional inquiries about the proposed program in the last year.

The ISU SON investigated the need for doctoral studies within an eight year strategic plan. The goal was to create a strong educational environment for expansion of the graduate program to include the Ph.D degree. Faculty then worked to develop strategies, timelines, resources, and research and grant opportunities. A Faculty Development Council was formed to develop policies and procedures within the SON to support successful promotion and tenure of faculty, scholarly productivity through mentoring, and annual evaluation processes to guide goal development. An assessment team was formed and a plan developed for formal data collection and analysis critical to recent successful accreditation of the SON programs. Preparation for the doctoral program in the last five years has included thoughtful hiring strategies and resource management during a difficult economic period. A sufficient number of researchers and educators were hired, strategic goals reviewed carefully, and efforts made to strengthen research focus areas in the SON.

National and state studies document the demand for nurses with advanced education for employment in varied roles in a variety of health care settings. Nurses holding the Ph.D. degree are increasingly in demand to meet the need for nurse educators, researchers, and practice partners working closely with physicians to improve care in a complex, changing health care system (Governor's Health Care Summit Recommendations, 2007; Idaho Department of Labor, 2011; IOM, 2010).

State Need: The Governor's Health Care Summit Recommendations (2007) included the recommendation to create adequate numbers of nurses qualified to teach by increasing the number of Master's and doctoral nursing programs delivered through distance technology. In January 2009, the Idaho Department of Labor published the final report and recommendations of the Idaho Nursing Workforce Advisory Council. The Council was formed through enabling legislation to identify issues surrounding the nurse work force shortage and to advise the Governor, Board of Education, legislators and other policy makers on solutions. Recommendations of the report included; 1) increasing nursing faculty to meet growing demand, 2) implementation of doctoral nursing program by Idaho State University, 3) continuation of support for increased educational capacity across nursing degree options to best meet industry and regional demand for nurses, and 4) to build sustainability of current nursing workforce. Based on a study completed by the Idaho Department of Labor, *Idaho Nursing Overview* (2011) the need for doctorally prepared nurse educators in the state of Idaho will continue to increase. A primary barrier to the education of nurses in all areas of practice is the lack of faculty holding a doctoral degree. The National Campaign for Action approved the development of an Idaho Nursing Action Coalition. The Idaho Nursing Action Coalition met during the summer of 2011 to determine the top three nursing needs in the state. Development of a Ph.D. program in Idaho was listed as a top priority. Nurses with doctoral degrees are increasingly needed to develop nurse scientists for new knowledge development and best practice, lead new types of health care agencies, and influence policy for the improvement of the health of a global society.

National Need: The demand for nursing faculty to support expansion of undergraduate and graduate education is a national priority. The Institute of Medicine (IOM) in *The Future of Nursing: Leading Change, Advancing Health* (2010) recommended doubling the number of nurses with doctorates by 2020 in order to improve the profession's evidence base and to teach a new generation of nurses. The IOM observed the challenges facing the nation including the shifts in caregiving, aging, diversity, health system complexity, and the need for avenues for nurses with advanced education. The government, professional organizations, and researchers call for new nursing curricula, instructional design, and competency validation. The population's health requires caregiver teamwork and collaboration. Complex care environments, information management technologies, and the need to reduce costs demand



researchers who will discover and substantiate evidence, as well as leaders who will develop policy and implement change based on evidence. The IOM (2010) urges nurses to achieve higher levels of education in order to better care for the population. The Ph.D. is considered the terminal degree for academic work (Blais, Hayes, Kozier, & Erb, 2006; Finn, 2005; McEwen & Bechtel, 2000).

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.**

#### Potential Students

The Ph.D. program will be the first Idaho doctoral program in nursing and is expected to enroll nurse educators as well as nurses in the clinical practice arena. Students will be admitted full time initially and part time within four years. Student interest is evidenced by the needs assessment completed (see 5a. above). Leaders of Idaho nursing schools inquire frequently about implementation of the Ph.D. program at Idaho State University. Large health care institutions in the state are increasingly hiring Ph.D. prepared nurses to direct research and quality initiatives, develop internal policy consistent with state and national studies, involvement in partnership development, among other roles.

#### **Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.**

The Ph.D. program will enroll new students holding an earned master's degree from an accredited institution. Planned enrollment is 6 full time students in the first year, followed by 6 full time enrollments in year two and year three. Planning will occur for enrollment of part time students in year four.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.**

The Ph.D. program is an expansion of the graduate program at Idaho State University in the School of Nursing with the addition of a Ph.D. degree program. The program will be delivered fully online.

## 6. Resources – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

### I. PLANNED STUDENT ENROLLMENT

	FY	<u>2013</u>	FY	<u>2014</u>	FY	<u>2015</u>
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>	<u>6</u>
B. Shifting enrollments	<u>0</u>	<u>          </u>	<u>0</u>	<u>          </u>	<u>0</u>	<u>          </u>

## EXPENDITURES

	FY <u>2013</u>		FY <u>2014</u>		FY <u>2015</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty (with fringe)	3	304,110	3	313,233	3	322,630
2. Administrators						
3. Adjunct faculty						
4. Graduate/Instructional Assistant (with fringe)						
5. Research personnel						
6. Support personnel (1 Office Specialist; fringe included)	.5	17,460	.5	17,984	.5	18,523
7. Fringe benefits						
8. Other: Instructional design support	.1	2,186	.1	2,252	.1	2,319
<b>Total FTE Personnel and Costs:</b>		323,756		333,469		343,472
		FY <u>2013</u>		FY <u>2014</u>		FY <u>2015</u>

## B. Operating expenditures

1. Travel	4,500	4,635	4,774
2. Professional services			
3. Other services			
4. Communications			
5. Utilities			
6. Materials & supplies	6,000	5,150	5,305
7. Rentals			
8. Repairs & maintenance			
9. Materials & goods for manufacture & resale			
10. Miscellaneous			
<b>Total Operating Expenditures:</b>	10,500	9,785	10,079

- FY 2012 represents one month (June 1-June 30 of fiscal year)

	FY <u>2013</u>	FY <u>2014</u>	FY <u>2015</u>
C. Capital Outlay			
1. Library resources	43,105	44,398	45,730
2. Equipment			
Total Capital Outlay:	43,105	44,398	45,730
D. Physical facilities Construction or major Renovation			
E. Indirect costs (overhead)			
<b>GRAND TOTAL EXPENDITURES:</b>	377,361	387,652	399,281

## III. REVENUES

	FY <u>2013</u>	FY <u>2014</u>	FY <u>2015</u>
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	362,481	357,892	354,641
2. Appropriated funds -- New – MCO	0	0	0
3. Federal funds			
4. Other grants			
5. Fees (professional & eISU Fees)	14,880	29,760	44,640
6. Other: _____			
	377,361	387,652	399,281
<b>GRAND TOTAL REVENUES:</b>			
	FY <u>2013</u>	FY <u>2014</u>	FY <u>2015</u>
B. Nature of Funds			
1. Recurring*	377,361	387,652	399,281,
2. Non-recurring**			
<b>GRAND TOTAL REVENUES:</b>	377,361	387,652	399,281

\* Recurring is defined as ongoing operating budget for the program which will become part of the base.

\*\* Non-recurring is defined as one-time funding in a fiscal year and not part of the base.



## a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

**Core Faculty**

## Year 1

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	\$94,010 (with fringe)	1	\$94,010	52	2
Dr. Karen Neill Professor	\$113,339 (with fringe)	0.5	\$56,650	25	1
Dr. Deana Molinari Professor	\$98,238 (with fringe)	1.0	\$98,348	52	2
Director of Research	\$110,386 (with fringe)	0.5	\$55,193	25	1

3 FTE's 304,110

## Year 2

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	\$96,830 (with fringe)	1	\$96,830	48	2
Dr. Karen Neill Professor	\$116,738 (with fringe)	0.5	\$58,369	24	1
Dr. Deana Molinari Professor	\$101,185 (with fringe)	1	\$101,185	48	2
Director of Research	\$113,698 (with fringe)	0.5	\$56,849	24	1

3 FTE's \$313,233

## Year 3

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	\$99,735 (with fringe)	1	\$99,735	24	2
Dr. Karen Neill Professor	\$120,241 (with fringe)	0.5	\$60,121	12	1
Dr. Deana Molinari Professor	\$104,220 (with fringe)	1	\$104,220	24	2
Director of Research	\$117,108 (with fringe)	0.5	\$58,554	12	1

3FTE's \$322,630

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Year 1

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	\$34,920 (with fringe)	0.5	\$17,460

Year 2

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	\$35,967 (with fringe)	0.5	\$17,984

Year 3

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	\$35,523 (with fringe)	0.5	\$18,523

Year 1

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	\$2,186

Year 2

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	\$2,252

Year 3

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	\$2,319

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program
--------------------------------	--------------------------	---	------------------------------	---

No additional administrative resources are needed or requested for the success of the program. Administrative structure currently in place will support the expansion of graduate program in the SON.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Travel \$4,500 for the first year and then a 3% increase for the next two years.

Regular attendance of core faculty in the Ph.D. in Nursing program at the annual AACN doctoral education conference

NEXus Collaborative: \$6,000 (Year 1), \$5,150 (Year 2), and \$5,305 (Year 3)

Student access to elective courses through the NEXus collaborative administered by the Western Institute of Nursing (see p.6)



## d. Capital Outlay

- (1) Library resources will be \$43,105 for the first year and then 3% increase for the next two years
  - (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
  - (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
  - (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Funding is not requested for library resources. Funding for resources needed, based on evaluation completed by Staff of the Eli Oboler library at ISU, will be allocated from current budget resources.

## (2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

All faculty have a computer and private office. Technology and institutional support are in place to successfully deliver the fully online Ph.D. program. The SON has a state of the art simulation lab. No additional equipment/instrument resources are needed or requested for success of the program.

## e. Revenue Sources

If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Existing state appropriated funds will be reallocated to identified core faculty (3 FTE's) whose responsibility will be shifted from current graduate programs in the SON to the Ph.D. in Nursing program. Existing graduate programs will not be impacted as careful planning and preparation for the Ph.D. program over a five year time period has resulted in a full complement of doctorally prepared faculty, and adequate resources for successful implementation.

Professional fees will be charged to Ph.D. students who enroll in the program. All students currently enrolled in graduate programs in the SON incur a professional fee per semester. A professional fee (per semester) charged to Ph.D. students will create a source of revenue to cover new cost of NEXus membership, among other existing costs. Professional fees to be charged to Ph.D. students who enroll in the program are in line with other institutions in the Western region offering graduate programs in Nursing.

eISU fees will provide a source of revenue for the Ph.D. program. All students enrolled in fully online courses at ISU (graduate or undergraduate) currently incur an eISU fee of \$35.00 per credit.

- (1) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

No additional resources are needed or requested for the success of the program.

- (2) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The Ph.D. program implementation is not dependent on a federal grant, special fee arrangement, or contract to fund the program.

Appendix A  
Commission on Collegiate Nursing Education (CCNE)  
Notice of Accreditation





Commission on  
Collegiate Nursing  
Education

Serving the  
Public Interest  
Through Quality  
Accreditation

One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
202-887-6791  
fax 202-887-8476  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

May 12, 2011

Carol Ashton, PhD, RN  
Director  
School of Nursing  
Idaho State University  
921 South 8th Avenue, Mail Stop 8101  
Pocatello, ID 83209-8101

Dear Dr. Ashton:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 14-16, 2011, to grant accreditation to the baccalaureate and master's degree programs in nursing at Idaho State University for the term of 10 years, extending to June 30, 2021. These accreditation actions are effective as of November 17, 2010, which is the first day of the programs' recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2020.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that the programs submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 1, 2016. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2016. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at <http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf>.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Idaho State University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in the nursing programs or of any major organizational changes that may affect the programs' administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no

later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Ledbetter". The signature is fluid and cursive, with a large initial "C" and a stylized "L".

Carol Ledbetter, PhD, FNP, BC, FAAN  
Chair, Board of Commissioners

cc: President Arthur C. Vailas  
CCNE Board of Commissioners  
CCNE Accreditation Review Committee  
CCNE Evaluation Team

Appendix B  
Commission on Collegiate Nursing Education (CCNE)  
Standards for Accreditation of Baccalaureate  
and Graduate Nursing Programs





Commission on  
Collegiate Nursing  
Education

Standards for Accreditation of

# BACCALAUREATE AND GRADUATE DEGREE NURSING PROGRAMS

Amended April 2009



Commission on  
Collegiate Nursing  
Education

## Standards for Accreditation of

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# BACCALAUREATE AND GRADUATE DEGREE NURSING PROGRAMS

Amended April 2009

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# Introduction

## Accreditation Overview

Accreditation is a nongovernmental process conducted by representatives of postsecondary institutions and professional groups. As conducted in the United States, accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within institutions. Two forms of accreditation are recognized: one is institutional accreditation and the other is professional or specialized accreditation. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. Professional or specialized accreditation is concerned with programs of study in professional or occupational fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes. In addition, consideration of the program's mission, goals, and expected outcomes is of importance to the accrediting agency in determining the quality of the program and the educational preparation of members of the profession or occupation.

## Commission on Collegiate Nursing Education

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, and clinical nursing doctorates that are practice-focused and have the title Doctor of Nursing Practice (DNP). CCNE also accredits post-baccalaureate nurse residency programs (using a separate set of accreditation standards).

CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs. Because the accreditation process is a voluntary enterprise, institutions that seek CCNE accreditation of their baccalaureate and/or graduate degree nursing education programs or post-baccalaureate nurse residency programs are viewed to have a cooperative relationship with CCNE in seeking ways to improve and enhance the educational programs for professional nursing students.

CCNE has established a peer review process in accordance with nationally recognized standards established for the practice of accreditation in the United States and its territories. Accreditation by CCNE serves as a statement of good educational practice in the field of nursing. Accreditation evaluations are useful to the program in that they serve as a basis for continuing or formative self-assessment as well as for periodic or summative self-assessment through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for planning and the setting of priorities at the institution.



The CCNE accreditation evaluation consists of a review of the program's mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The evaluation process also calls for a review of evidence concerning the application of these resources in assisting the students in attaining their educational goals.

In evaluating a baccalaureate, master's and/or DNP program for accreditation, the CCNE Board of Commissioners assesses whether the program meets the standards and complies with the key elements presented in this publication. A self-study conducted by the sponsoring institution prior to the on-site evaluation provides data indicating the extent to which the program has complied with the key elements and, ultimately, whether the program has met the overall standards for accreditation.

The Commission formulates and adopts its own accreditation standards and procedures. The accreditation standards and procedures for post-baccalaureate nurse residency programs and the accreditation procedures for baccalaureate and graduate degree nursing programs may be obtained by contacting CCNE offices.

## Accreditation Purposes

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.
2. To evaluate the success of a nursing program in achieving its mission, goals, and expected outcomes.
3. To assess the extent to which a nursing program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.
5. To foster continuing improvement in nursing programs – and, thereby, in professional practice.

## CCNE Accreditation: A Value-Based Initiative

CCNE accreditation activities are premised on a statement of principles or values. These values are that the Commission will:

1. Foster *trust* in the process, in CCNE, and in the professional community.
2. Focus on stimulating and supporting *continuous quality improvement* in nursing programs and their outcomes.
3. Be *inclusive* in the implementation of its activities and maintain an openness to the *diverse institutional and individual issues and opinions* of the interested community.
4. Rely on *review and oversight* by peers from the community of interest.
5. Maintain *integrity* through a consistent, fair, and honest accreditation process.
6. Value and foster *innovation* in both the accreditation process and the programs to be accredited.
7. Facilitate and engage in *self-assessment*.
8. Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.

9. Maintain a high level of *accountability* to the publics served by the process, including consumers, students, employers, programs, and institutions of higher education.
10. Maintain a process that is both *cost-effective and cost-accountable*.
11. Encourage programs to develop graduates who are *effective professionals and socially responsible citizens*.
12. Ensure *autonomy and procedural fairness* in its deliberations and decision-making processes.

## Goals for Accrediting Nursing Education Programs

In developing the educational standards for determining accreditation of baccalaureate, master's, and DNP programs, CCNE has formulated specific premises or goals on which the standards are to be based. These goals include the following:

1. Developing and implementing accreditation standards that foster continuing improvement within nursing education programs.
2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the conduct of the accreditation process.
3. Establishing and implementing an evaluation and recognition process that is efficient, cost-effective, and cost-accountable with respect to the institution and student.
4. Assessing whether nursing education programs consistently fulfill their stated missions, goals, and expected outcomes.
5. Ensuring that nursing education program outcomes are in accordance with the expectations of the nursing profession to adequately prepare individuals for professional practice, life-long learning, and graduate education.
6. Encouraging nursing education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.
7. Ensuring that nursing education programs engage in self-evaluation of personnel, procedures, and services, and that they facilitate continuous improvement through planning and resource development.
8. Acknowledging and respecting the autonomy of institutions and the diversity of programs involved in nursing education.
9. Ensuring consistency, peer review, agency self-assessment, procedural fairness, confidentiality, and identification and avoidance of conflict of interest, as appropriate, in accreditation practices.
10. Enhancing public understanding of the functions and values inherent in nursing education accreditation.
11. Providing to the public an accounting of nursing education programs that are accredited and merit public approbation and support.
12. Working cooperatively with other agencies to minimize duplication of review processes.



## Curricular Innovation

CCNE standards and key elements are designed to encourage innovation and experimentation in teaching and instruction. Without experimentation for the sake of experimentation and without adversely affecting the educational outcomes, curricular innovations should ultimately serve the needs of the student, the profession, and the public. CCNE recognizes that advancements in technology have enabled programs to facilitate the educational process in ways that may complement or supplant traditional pedagogical methods. CCNE encourages the introduction and use of innovative teaching and learning strategies in the curriculum and looks to the programs that it accredits to make available this technology for the improvement and enhancement of student learning.

## About this Document

This publication describes the standards and key elements used by CCNE in the accreditation of baccalaureate, master's, and DNP programs. The standards and key elements, along with the accreditation procedures, serve as the basis to evaluate the quality of the educational program offered and to hold the nursing program(s) accountable to the educational community, the nursing profession, and the public. All nursing programs seeking CCNE accreditation, including those with distance education offerings, are expected to meet the standards presented in this document. Program compliance with the key elements promotes good educational practice in the field of nursing and thus enables CCNE to grant or confirm accreditation.

The standards are written as broad statements that embrace several areas of expected institutional performance. Related to each standard is a series of key elements. Viewed together, the key elements provide an indication of whether the broader standard has been met. The key elements will be considered by the evaluation team, the Accreditation Review Committee, and the Board of Commissioners in determining whether the program meets each standard. The key elements are designed to enable the broadest possible interpretation of each standard in order to support institutional autonomy and encourage innovation while maintaining the quality of nursing programs and the integrity of the accreditation process.

Accompanying each key element is an elaboration, which provides an interpretation of the key element. The elaboration is provided to assist program representatives in addressing the key elements and to enhance understanding of CCNE's expectations. Following each standard is a list of supporting documentation that assists program representatives in developing self-study materials and in preparing for the on-site evaluation. Supporting documentation is included in the self-study document or made available for review by the evaluation team on site. Supporting documentation may be provided in paper or electronic form. The Commission recognizes that reasonable alternatives exist when providing documentation to address the key elements.

Throughout this document, the need for programs to demonstrate the incorporation of professional nursing standards and guidelines is emphasized. CCNE requires, as appropriate, the following professional nursing standards and guidelines: 1) *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008]; 2) *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996); 3) *Criteria for Evaluation of Nurse Practitioner Programs* [National Task Force on Quality Nurse Practitioner Education (NTF), 2008]; and 4) *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Programs identify additional nursing standards and guidelines selected as the basis for specialty programs, as appropriate.

The standards are subject to periodic review and revision. The next scheduled review of this document will include both broad and specific participation by the CCNE community of interest in the analysis and discussion of additions and deletions. Under no circumstances may the standards and key elements defined in this document supersede federal or state law.

At the end of this document is a glossary, which defines terms and concepts used in this document. Terms defined in the glossary are indicated in **color** throughout the standards.



## STANDARD I

## Program Quality: Mission and Governance

The **mission**, **goals**, and **expected aggregate student** and **faculty outcomes** are congruent with those of the **parent institution**, reflect **professional nursing standards and guidelines**, and consider the needs and expectations of the **community of interest**. Policies of the **parent institution** and **nursing program** clearly support the program's **mission**, **goals**, and **expected outcomes**. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

### Key Elements

- I-A. The **mission**, **goals**, and **expected student outcomes** are congruent with those of the **parent institution** and consistent with relevant **professional nursing standards and guidelines** for the preparation of nursing professionals.

*Elaboration:* The program's **mission** statement, **goals**, and **expected student outcomes** are written and accessible to current and prospective students. A **mission** statement may relate to all **nursing programs** offered by the **nursing unit** or specific programs may have separate **mission** statements. Program **goals** are clearly differentiated by level when multiple degree programs exist. **Expected student outcomes** are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.

The program identifies the **professional nursing standards and guidelines** it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected **professional nursing standards and guidelines** is clearly evident in the program.

- I-B. The **mission**, **goals**, and **expected student outcomes** are reviewed periodically and revised, as appropriate, to reflect:

- **professional nursing standards and guidelines**; and
- the needs and expectations of the **community of interest**.

*Elaboration:* There is a defined process for periodic review and revision of program **mission**, **goals**, and **expected student outcomes**. The review process has been implemented and resultant action reflects **professional nursing standards and guidelines**. The **community of interest** is defined by the **nursing unit**. The needs and expectations of the **community of interest** are reflected in the **mission**, **goals**, and **expected student outcomes**. Input from the **community of interest** is used to



foster **program improvement**. The program afforded the **community of interest** the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.

- I-C. Expected faculty **outcomes** in teaching, scholarship, service, and practice are congruent with the **mission, goals**, and expected student **outcomes**.

*Elaboration:* Expected faculty **outcomes** are clearly identified by the **nursing unit**, are written, and are communicated to the faculty. Expected faculty **outcomes** are congruent with those of the **parent institution**.

- I-D. Faculty and students participate in program governance.

*Elaboration:* Roles of the faculty and students in the governance of the program, including those involved in **distance education**, are clearly defined and promote participation.

- I-E. Documents and publications are accurate. References to the program's offerings, **outcomes**, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

*Elaboration:* A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.

- I-F. **Academic policies** of the **parent institution** and the **nursing program** are congruent. These policies support achievement of the **mission, goals**, and expected student **outcomes**. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster **program improvement**. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

*Elaboration:* Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the **nursing program** policies and those of the **parent institution** are identified and are in support of achievement of the program's **mission, goals**, and expected student **outcomes**. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

- I-G. There are established policies by which the **nursing unit** defines and reviews **formal complaints**.

*Elaboration:* The program's definition of a **formal complaint** and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for **formal complaints**.



## Supporting Documentation for Standard I.

1. **Mission, goals**, and expected student and faculty **outcomes**.
2. Copies of all **professional nursing standards and guidelines** used by the program. CCNE requires the following **professional nursing standards and guidelines**:
  - **Baccalaureate programs**: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
  - **All master's programs**: Graduate Core Curriculum Content from *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996).
  - **Master's programs with an advanced practice focus**: Graduate Core and Advanced Practice Core of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996).
  - **DNP programs**: *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).
  - **Graduate programs preparing nurse practitioners**: *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).
  - **Post-baccalaureate entry programs**: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and other relevant standards based on the degree outcome (e.g., *The Essentials of Master's Education for Advanced Practice Nursing* for master's programs, *Criteria for Evaluation of Nurse Practitioner Programs* for nurse practitioner programs, and *The Essentials of Doctoral Education for Advanced Nursing Practice* for DNP programs).
  - **All programs**: Any additional relevant **professional nursing standards and guidelines** used by the program.
3. Appointment, promotion, and tenure policies or other documents defining faculty expectations.
4. Major institutional and **nursing unit** reports and records for the past 3 years, such as strategic planning documents and annual reports.
5. Documentation that the program has afforded the **community of interest** the opportunity to submit written third-party comments to CCNE, in accordance with accreditation procedures.
6. Reports submitted to and official correspondence received from applicable accrediting and regulatory agencies since the last accreditation review of the **nursing program**.
7. Catalogs, student handbooks, faculty handbooks, personnel manuals, or equivalent information, including, among other things, academic calendar, recruitment and admission policies, grading policies, and degree completion requirements.
8. A copy of the institution's policies on transfer of credit, including the criteria used to determine whether credit will be awarded and evidence that the policies are publicly disclosed.
9. If applicable, a description of the processes through which the institution verifies that the student who registers in a **distance education** course is the same student who participates in and completes the course and receives academic credit.
10. Program advertising and promotional materials directed at prospective students.
11. Documents that reflect decision-making (e.g., minutes, memoranda, reports).
12. Program policies related to **formal complaints**.

## STANDARD II

# Program Quality: Institutional Commitment and Resources

The **parent institution** demonstrates ongoing commitment and support for the **nursing program**. The institution makes available resources to enable the program to achieve its **mission, goals**, and **expected aggregate student and faculty outcomes**. The faculty, as a resource of the program, enables the achievement of the **mission, goals**, and expected **aggregate student outcomes**.

## Key Elements

II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its **mission, goals**, and **expected outcomes**. Adequacy of resources is reviewed periodically and resources are modified as needed.

*Elaboration:* The budget enables achievement of the program's **mission, goals**, and expected student and faculty **outcomes**. The budget also supports the development, implementation, and evaluation of the program. Compensation of **nursing unit** personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its **mission, goals**, and expected student and faculty **outcomes**. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the **mission, goals**, and expected student and faculty **outcomes**. There is a defined process for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.

II-B. **Academic support services** are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.

*Elaboration:* **Academic support services** (e.g., library, technology, **distance education** support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the **mission, goals**, and expected student and faculty **outcomes**. There is a defined process for regular review of the adequacy of the program's **academic support services**. Review of **academic support services** occurs and improvements are made as appropriate.

II-C. The **chief nurse administrator**:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- is academically and experientially qualified to accomplish the **mission, goals**, and expected student and faculty **outcomes**;



- is vested with the administrative authority to accomplish the **mission, goals**, and expected student and faculty **outcomes**; and
- provides effective leadership to the **nursing unit** in achieving its **mission, goals**, and expected student and faculty **outcomes**.

*Elaboration:* The **chief nurse administrator** has budgetary, decision-making, and evaluation authority that is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other **communities of interest**, to make decisions to accomplish the **mission, goals**, and expected student and faculty **outcomes**. The **chief nurse administrator** is perceived by the **communities of interest** to be an effective leader of the **nursing unit**. The program provides a rationale if the **chief nurse administrator** does not hold a graduate degree in nursing.

#### II-D. Faculty members are:

- sufficient in number to accomplish the **mission, goals**, and expected student and faculty **outcomes**;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

*Elaboration:* The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The mix of full-time and part-time faculty is appropriate to achieve the **mission, goals**, and expected student and faculty **outcomes**. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and **professional nursing standards and guidelines**.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the **nursing program** have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks have lead faculty who are nationally certified in that specialty.

- #### II-E. When used by the program, **preceptors**, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the **mission, goals**, and expected student **outcomes**.

*Elaboration:* The roles of **preceptors** with respect to teaching, supervision, and student evaluation are clearly defined; congruent with the **mission, goals**, and expected student **outcomes**; and congruent with relevant **professional nursing standards and guidelines**. **Preceptors** have the expertise to support student achievement of expected learning **outcomes**. **Preceptor** performance expectations are clearly communicated to **preceptors**.

- II-F. The **parent institution** and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the **mission, goals**, and expected faculty **outcomes**.

*Elaboration:* Institutional support is available to promote faculty **outcomes** congruent with defined expectations of the faculty role and in support of the **mission, goals**, and expected student **outcomes**. For example:

- Faculty have opportunities for ongoing development in pedagogy.
- If research is an expected faculty **outcome**, the institution provides resources to support faculty research.
- If practice is an expected faculty **outcome**, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles which require it.
- If service is an expected faculty **outcome**, expected service is clearly defined and supported.

## Supporting Documentation for Standard II.

1. **Nursing unit** budget for the current and previous 2 fiscal years.
2. Name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the **nursing unit**.
3. Curricula vitae of the **chief nurse administrator** and faculty.
4. Policies regarding **preceptor** selection and evaluation and documentation of **preceptor** qualifications.
5. Current collective bargaining agreement, if applicable.
6. Policies regarding workload or teaching assignments, if applicable.
7. Documents that reflect decision-making (e.g., minutes, memoranda, reports).



## STANDARD III

# Program Quality: Curriculum and Teaching-Learning Practices

The **curriculum** is developed in accordance with the **mission**, **goals**, and expected **aggregate student outcomes** and reflects **professional nursing standards and guidelines** and the needs and expectations of the **community of interest**. **Teaching-learning practices** are congruent with expected **individual student learning outcomes** and expected **aggregate student outcomes**. The environment for teaching-learning fosters achievement of expected **individual student learning outcomes**.

## Key Elements

III-A. The **curriculum** is developed, implemented, and revised to reflect clear statements of expected **individual student learning outcomes** that are congruent with the program's **mission**, **goals**, and expected **aggregate student outcomes**.

*Elaboration:* Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected **individual student learning outcomes**. Expected **individual student learning outcomes** contribute to achievement of the **mission**, **goals**, and expected **aggregate student outcomes**.

III-B. Expected **individual student learning outcomes** are consistent with the roles for which the program is preparing its graduates. **Curricula** are developed, implemented, and revised to reflect relevant **professional nursing standards and guidelines**, which are clearly evident within the **curriculum**, expected **individual student learning outcomes**, and expected **aggregate student outcomes**.

- Baccalaureate program **curricula** incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program **curricula** incorporate professional standards and guidelines as appropriate.
  - a. All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.
  - b. All master's-level advanced practice **nursing programs** incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).
- Graduate-entry program **curricula** incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.



- DNP program **curricula** incorporate professional standards and guidelines as appropriate.
  - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.
  - b. All DNP programs that prepare nurse practitioners also incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

*Elaboration:* Each degree program and specialty area incorporates **professional nursing standards and guidelines** relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the **curriculum**. Advanced practice master's programs (Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) and DNP programs with a direct care focus incorporate separate graduate level courses in health/physical assessment, physiology/pathophysiology, and pharmacology. Additional content in these areas may be integrated as needed into specialty courses. Separate courses in physical assessment, physiology/pathophysiology, and pharmacology are not required by CCNE for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

III-C. The **curriculum** is logically structured to achieve expected individual and **aggregate student outcomes**.

- The baccalaureate **curriculum** builds upon a foundation of the arts, sciences, and humanities.
- Master's **curricula** build on a foundation comparable to baccalaureate level nursing knowledge.
- DNP **curricula** build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.

*Elaboration:* Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) as well as advanced course work.

Graduate **curricula** are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for **advanced nursing** education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree. DNP programs, whether post-baccalaureate or post-master's, demonstrate



how students acquire doctoral-level competencies delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The program provides a rationale for the sequence of the **curriculum** for each program.

III-D. **Teaching-learning practices** and environments support the achievement of expected **individual student learning outcomes** and **aggregate student outcomes**.

*Elaboration:* **Teaching-learning practices** and environments (classroom, clinical, laboratory, simulation, **distance education**) support achievement of expected **individual student learning outcomes** identified in course, unit, and/or level objectives.

III-E. The **curriculum** and **teaching-learning practices** consider the needs and expectations of the identified **community of interest**.

*Elaboration:* **Teaching-learning practices** are appropriate to the student population and build on prior learning. **Teaching-learning practices** consider the needs of the program-identified **community of interest** (e.g., use of distance technology, simulation, adult learner needs, second language students).

III-F. Individual student performance is evaluated by the faculty and reflects achievement of expected **individual student learning outcomes**. Evaluation policies and procedures for individual student performance are defined and consistently applied.

*Elaboration:* Evaluation of student performance is consistent with expected **individual student learning outcomes**. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. In instances where **preceptors** facilitate students' clinical learning experiences, faculty may seek input from **preceptors** regarding student performance, but ultimately faculty are responsible for evaluation of **individual student learning outcomes**. The requirement for evaluation of student clinical performance by qualified faculty applies to all students, including those enrolled in post-master's DNP programs. CCNE recognizes that faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

III-G. **Curriculum** and **teaching-learning practices** are evaluated at regularly scheduled intervals to foster ongoing improvement.

*Elaboration:* Faculty use data from faculty and student evaluation of **teaching-learning practices** to inform decisions that facilitate the achievement of **individual student learning outcomes**. Such evaluation activities may be formal or informal, formative or summative. **Curriculum** is regularly evaluated by faculty and other **communities of interest** as appropriate. Data from the evaluation of **curriculum** and **teaching-learning practices** are used to foster **program improvement**.

### Supporting Documentation for Standard III.

1. Course syllabi.
2. Examples of student work.
3. Student performance evaluations.
4. Current affiliation agreements with institutions at which student instruction occurs.
5. Student and faculty evaluations of clinical sites.
6. Course/faculty evaluations.
7. Documents that reflect decision-making (e.g., minutes, memoranda, reports).



## STANDARD IV

# Program Effectiveness: Aggregate Student and Faculty Outcomes

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

## Key Elements

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

*Elaboration:* Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).

IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.

*Elaboration:* Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.

IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.

*Elaboration:* The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates;

certification examination pass rates; employment rates; as well as data related to other program-identified **expected outcomes**.

IV-D. **Aggregate student outcome** data are used, as appropriate, to foster ongoing **program improvement**.

*Elaboration:* The program demonstrates use of **aggregate student outcome** data for **program improvement** when **actual outcomes** are not consistent with **expected outcomes**. Adjustments to foster ongoing **program improvement** are deliberate and congruent with the **mission, goals**, and expected student **outcomes**.

IV-E. **Aggregate faculty outcomes** are consistent with and contribute to achievement of the program's **mission, goals**, and expected student **outcomes**.

*Elaboration:* **Aggregate faculty outcomes** reflect the program's **mission, goals**, and expected student **outcomes**. For example, if research is an identified element of the program's **mission**, faculty research productivity should be assessed as an expected faculty **outcome**. If research is not part of the identified **mission**, it would not be expected as a faculty **outcome**. Evaluation of faculty **outcomes** is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.

IV-F. Information from **formal complaints** is used, as appropriate, to foster ongoing **program improvement**.

*Elaboration:* If **formal complaints** indicate a need for **program improvement**, there is evidence that action has been taken to address that need.

## Supporting Documentation for Standard IV.

1. **Aggregate student outcomes** data (not applicable to new programs without graduates), including:
  - Student, alumni, and employer satisfaction for each program
  - Graduation rates for each program
  - NCLEX-RN® pass rates
  - Certification examination pass rates by specialty
  - Employment rates for each program
  - Other aggregate data, as appropriate
2. Summary of **aggregate faculty outcomes** for the past 3 years with an analysis of **aggregate faculty outcomes'** relationship to **expected outcomes**.
3. Record of **formal complaints**, if any, for the past 3 years, and any action(s) taken to foster **program improvement**.
4. Documents that reflect decision-making (e.g., minutes, memoranda, reports).
5. Examples of use of aggregate data to foster **program improvement** when indicated.



# Glossary

## Academic Policies

Published rules that govern the implementation of the academic program including, but not limited to, policies related to admission, retention, progression, graduation, grievance, and grading.

## Academic Support Services

Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.

## Advanced Nursing

Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's and/or doctoral level.

## Chief Nurse Administrator

A registered nurse with a graduate degree in nursing who serves as the administrative head of the nursing unit.

## Community of Interest

Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

## Curriculum

All planned educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences.

## Distance Education

Teaching-learning activities characterized by the separation, in time or place, between instructor and student. Courses may be offered through the use of print, electronic, or other media. Distance education methodologies may be used for a portion of or for an entire nursing degree program.

## Formal Complaint

A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

## Goals

General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

## Mission

A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

## Nursing Program

A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate).

## Nursing Unit

The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

## Outcomes

**Individual Student Learning Outcomes:** Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.

**Expected Outcomes:** Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

**Aggregate Student Outcomes:** Statements of the level of attainment of designated outcomes expected of a group or cohort of students as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, and employer satisfaction with graduates. Programs may identify other expected student outcomes, such as percentage of alumni pursuing further education or actively involved in professional organizations.

**Aggregate Faculty Outcomes:** Statements of expected collective faculty accomplishments that support the program's mission and goals. Expected aggregate faculty accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role, as defined by the program and its parent institution.

**Actual Outcomes:** Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

**Aggregate Student Outcomes:** A description of the level of students' actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

**Aggregate Faculty Outcomes:** Collective accomplishments of faculty that support the program's mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.



### Parent Institution

The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

### Preceptor

An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

### Professional Nursing Standards and Guidelines

Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

CCNE requires that baccalaureate or graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master's degree programs use *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

### Program Improvement

The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.

### Teaching-Learning Practices

Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes.



Commission on  
Collegiate Nursing  
Education

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Appendix C  
Letters of Support





## Board of Nursing – State of Idaho

PO Box 83720 (Mailing) 280 No 8<sup>th</sup> Street, Suite 210 - Boise, Idaho 83720-0061  
 (208) 334-3110 - Fax: (208) 334-3262 TDD - 1-800-377-3529

September 15, 2011

Nancy Renn, PhD, RN  
 Interim Director, School of Nursing  
 Idaho State University  
 921 S. 8<sup>th</sup> Ave. STOP 8101  
 Pocatello, ID 83201-8101

Dear Dr. Renn:

On behalf of the members of the Idaho Board of Nursing, I am pleased to write in support of the proposal by Idaho State University to offer the doctor of philosophy in nursing program through ISU's School of Nursing.

The Board shares concerns noted in numerous recent studies relative to the shortage of qualified faculty necessary to prepare adequate numbers of graduates to meet the projected nursing workforce needs of this state. The current number of master's-prepared nurse faculty is barely sufficient to support current undergraduate program enrollments in Idaho's nursing programs. Plans to increase enrollments are out of the question unless additional qualified faculty become available. ISU's proposed PhD in nursing program is a step forward in preparing the faculty necessary to meet Idaho's current and future nursing education needs.

The School of Nursing at Idaho State University has a history of successful graduate nursing programs, currently supported by a core of doctorally-prepared faculty who are committed to development of quality nursing education in this state. The university's support through fiscal and other resources to implement the doctorate in nursing program demonstrates a commitment to retain Idaho nurses who want to teach in Idaho.

The ability to prepare nurses through a research-focused nursing doctoral program will address Idaho's critical need for qualified faculty, both graduate and undergraduate. In addition, the program will respond to the needs of our healthcare industry for doctorally-prepared nurses, consistent with regional and national initiatives to enhance the academic credentials of nurses in active clinical practice.

On behalf of the members of the Board of Nursing, thank you for your consideration of the proposal from Idaho State University's School of Nursing.

Sincerely,

SANDRA EVANS, MAEd, RN  
 Executive Director

SE:lhc



C.L. "BUTCH" OTTER, GOVERNOR  
ROGER B. MADSEN, DIRECTOR

September 16, 2011

Karen S. Neill, Ph.D., R.N., SANE-A  
Professor of Nursing  
Interim Assistant Director for Graduate Studies  
School of Nursing  
Idaho State University  
921 S. 8th Ave. STOP 8101  
Pocatello, Idaho 83201-8101

Dear Dr. Neill:

Much has been done in the state to address the nurse workforce shortage in Idaho but it is clear by any measure that the ability of the state to train more nurses is dependent upon the availability of masters and PhD faculty to meet current and future demand in our colleges and universities. PhD's in nursing are required to prepare master's level faculty to train Idaho's new nurses.

The 2011 Idaho Nursing Overview projects continuing chronic vacancies through the end of the projection period in 2015 for nurses with advanced degrees. Attracting and retaining nurse educators poses a particular problem. Nurse educators with master's or advanced practice professional degrees earn 33 to 39 per cent less than their counterparts in practice settings. While there has been an expansion of nurse educators to 189 full time and 73 adjunct and part-time instructors during the 2010-11 school year, more than a quarter of the instructors plan to retire in the next five years and 13% plan to leave faculty positions in the next two. And, too few applicants are available when openings arise. According to the 2008 Nursing Workforce Director's Survey, only 2.31 applicants apply for open faculty positions. The lack of access to an in-state PhD program adds to the many challenges Idaho's education institutions will face as they seek new and replacement faculty to train the many nurses Idaho will need.

The on-line model proposed by the new program is particularly appealing from a workforce perspective. Idaho students will be able to remain in their communities, allowing them to continue to teach or engage in practice while increasing their education. This approach offers accessibility and the opportunity to build a new workforce who will remain in their communities to teach and practice.

We look forward to the approval of this much-needed program.

Sincerely,

 A handwritten signature in dark ink, appearing to read "Cheryl A. Brush", is written over a horizontal line.
 

Cheryl A. Brush  
Assistant Deputy Director Workforce





September 19, 2011

"The Driving Force for Excellence in Nursing"

**Margaret Henbest**  
Executive Director

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Gritman Medical Center  
Region 2

**Lisa Looney**  
Weiser Memorial Hospital  
Region 3

**Marty Downey**  
Boise State  
Region 4

**Tammy Pehrson**  
College of Southern ID  
Region 5

**Judy Moore**  
Bingham Memorial Hospital  
Region 6

**Dianna Johnston**  
Hearts for Hospice  
Region 7

**Lori Stinson**  
Lewis Clark State College  
CNEL President

Nancy Renn, Ph.D., R.N.  
Interim Director, School of Nursing  
Idaho State University School of Nursing  
921 S. 8<sup>th</sup> Ave STOP 8101  
Pocatello, Idaho 83201-8101

Dear Dr. Renn,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represent nursing education and practice statewide. IALN is also the co-lead of a state effort to institute the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports your proposal to develop a PhD nursing program at Idaho State University (ISU). The most recent nursing workforce report, published in January by the Idaho Department of Labor reveals a current and on-going shortage of nursing faculty and Advanced Practice Registered Nurses (APRN) in Idaho. Future workforce demands cannot be met without adequate numbers of well prepared nursing faculty to educate the nurses of tomorrow.

The IOM report also highlights the need to increase the number of PhD prepared nurses. The report recommends doubling the number of doctoral prepared nurse by 2020 in order to meet the demand of an evolving health system to improve the quality and health outcomes of the care nurses provide. Your focus on inter-professional practice is also very relevant and timely. The burden of chronic disease is increasing in our nation and the most effective management of these patients is achieved through case management and care coordination across teams of multidisciplinary professionals.

Thank you for identifying and pursuing this educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way in this process.

Sincerely,

Margaret Henbest, RN, MSN, CPNP, Executive Director

615 North Seventh Street, Boise, ID 83702  
208-367-1171 [www.nurseleaders.org](http://www.nurseleaders.org)



# Idaho State UNIVERSITY

School of Rehabilitation and Communication Sciences  
921 South 8th Avenue, Stop 8090 · Pocatello, Idaho 83209-8090

September 19, 2011

Nancy Renn, Ph.D.  
Interim Associate Dean and Director  
School of Nursing

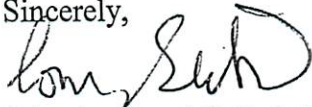
Dear Dr. Renn,

I am pleased to write this strong letter of support for your proposed development of the Doctorate in Nursing at Idaho State University. The critical nature of the nursing profession requires knowledgeable leadership as the country moves into the new health care environment, and this leadership will arise from programs such as the one you propose.

We are preparing to propose development of a doctoral program in the Rehabilitation and Communication Sciences that would prepare graduates to serve in one of our professional areas, and the most critical element of our proposal is recognition and development of the interprofessional component. We envision a strong relationship with the nursing doctoral program, with significant interaction between programs. We look forward to developing shared interprofessional courses, and feel that our students will be greatly benefited by the interprofessional collaborations that they experience through those interactions.

In summary, I whole-heartedly support your development of the Doctorate of Nursing, and look forward to collaborating with you and your faculty as this develops.

Sincerely,



John A. (Tony) Seikel, Ph.D.  
Associate Dean and Director



September 20, 2007

Carol A. Ashton, Ph.D., R.N.  
Associate Dean and Director  
School of Nursing  
Idaho State University  
921 S. 8<sup>th</sup> Ave.  
Stop 8101  
Pocatello, ID 83209-8101

Dear Doctor Ashton:

This is to express the support of the Idaho Hospital Association for Idaho State University's PhD in nursing proposal. As a member of Governor Risch's Nursing Task Force, I learned first hand about the barriers standing in the way of educating more nurses and supported the task force's recommendations on how to get more nurses at the bedside.

Idaho is on the brink of a serious nursing shortage. While our small hospitals need well educated and experienced bedside nurses, our larger medical centers are getting desperate for critical care nurses and other advanced practice nurses who typically are educated at the masters or PhD levels. It is my understanding that the PhD level faculty is the minimum level of educational preparation required for teaching at the masters level.

It is clear that additional masters and PhD level faculty are necessary in order to increase capacity in the state's nursing programs. Without additional faculty, nursing seats cannot be added. Our nursing schools are turning away huge numbers of highly qualified applicants for nursing seats because of lack of capacity while hospitals are frantically recruiting to fill the existing vacancies. To put it more succinctly, capacity is static and vacancies are on a steep uphill curve. The only solution is to add more seats. To add more seats, more faculty is needed. To add more faculty more PhD prepared nurses are needed. What better way to get more PhD nurses than to educate them in Idaho.

The Idaho Hospital Association encourages the Idaho State Board of Education to approve ISU's PhD nursing program. It needs to start now, as we need the nurses now before the crisis worsens. And, on a personal note, all of us will need a nurse some time in our lives.

Sincerely,

A handwritten signature in cursive script that reads "Steven A. Millard".

Steven A. Millard  
President

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - [www.teamiha.org](http://www.teamiha.org)



October 18, 2011

Karen S. Neill, Ph.D., R.N., SANE-A  
Professor of Nursing  
Interim Assistant Director for Graduate Studies  
School of Nursing  
Idaho State University  
921 S. 8th Ave. STOP 8101  
Pocatello, Idaho 83201-8101

Dear Dr. Neill:

Once again the Idaho Hospital Association is happy to express support for Idaho State University's PhD in nursing proposal. As I mentioned in my 2007 support letter, as a member of Governor Risch's Nursing Task Force, I learned first-hand about the barriers to educating more nurses and fully supported the task force's recommendations on how to get more nurses at the bedside.

While the 2008 downturn in the economy mitigated the nursing shortage to some degree, it is just a matter of time when those nurses who put off retirement or delayed it will be leaving the workforce. Add to that the huge wave of baby boomers reaching retirement beginning this year and we may very well not have enough nurses to meet the needs of our population. The patients we are seeing in our hospitals are far sicker with more comorbid conditions than ever before which requires critical care nurses and other advanced practice nurses who typically are educated at the master's or PhD levels. It is my understanding that the PhD is the minimum level of educational preparation required for teaching at the master's level.

It is clear that additional master's and PhD level faculty is necessary in order to increase capacity in the state's nursing programs. Without additional faculty, nursing seats cannot be added. Our nursing schools continue to turn away highly qualified applicants for nursing seats because of lack of capacity. While the shortages are not evident right now, it won't be long until they are back. We must get in front of the curve so we are ready when the real shortages do hit.

The Idaho Hospital Association encourages the Idaho State Board of Education to approve ISU's PhD nursing program.

Sincerely,

A handwritten signature in black ink that reads "Steven A. Millard". The signature is written in a cursive, flowing style.

Steven A. Millard  
President



**EXTERNAL REVIEW OF PROPOSED PhD IN NURSING PROGRAM**

**IDAHO STATE UNIVERSITY**

**SCHOOL OF NURSING**

*Prepared by*

Judith Berg, PhD, RN, WHNP-BC, FAAN, FAANP  
University of Arizona College of Nursing

Angeline Bushy, PhD, RN, FAAN, PHCNS-BC  
University of Central Florida College of Nursing, Daytona Campus

February 19, 2012

## Executive Summary

A thorough review of materials prepared by the Idaho State University (ISU) School of Nursing (SON) coupled with a site visit led us to support the proposed PhD program in Nursing. Arguments in favor of our recommendation are as follows:

- ISU is in the midst of a major initiative to expand research capacity in the Division of Health Sciences (DHS). The proposed PhD in Nursing bolsters that endeavor.
- No institution of higher education in the state of Idaho currently offers a PhD in Nursing. This deficit necessitates exporting Idaho's nurse leaders, scientists, and clinicians to neighboring or outside states to obtain this terminal degree. By offering an in-state web based (online) doctoral program, place-bound nurses in Idaho could continue nursing responsibilities in their communities while obtaining a terminal degree from ISU. Research suggests nurses who are educated in their home state are more likely to remain there upon graduating with an advanced degree.
- Nationally, there is an urgent need for increased numbers of PhD prepared nurses to serve as faculty and scientists. This fact is evidenced by unfilled faculty job postings, position statements by professional nursing organizations and growing demands from health provider groups.
- The newly restructured ISU Division of Health Sciences (DHS) encourages inter-professional faculty and student research activities and affords expanded opportunities for mentoring nursing students enrolled in the PhD program of study.
- The ISU SON is positioned to implement the PhD program in the very near future, evidenced by solid budget support, adequate faculty resources, and administrative personnel to support admitting an initial student cohort of six (6) students.

Although the SON has detailed plans for program implementation within the next 6 months, there is need for the additional infusion of resources to support ongoing student mentoring through expanded faculty teaching and research activities. More specifically, these needs include:

- The position of Director of Research in the SON currently is advertised nationally. This position involves direct responsibility in the PhD program for conducting research, mentoring faculty and students, teaching, and serving on dissertation committees. The individual assuming this position also will have responsibility for procuring resources for sustained faculty research programs in the SON in the form of external funding through grants, as well as developing contracts and collaborative partnerships.
- Additional essential tenure-track nursing faculty with established research programs are needed to ease the workload of current faculty. An increased number of faculty positions are planned for by the SON administration. There is current recruitment activity to fill these vacant positions within the SON.

- To provide maximum learning opportunities for students in the PhD program, the SON should consider becoming a member of NEXus. As an academic collaborative entity, NEXus includes eleven (11) accredited universities offering PhD and/or DNP nursing programs that offer web based graduate level courses. The cost to participate in NEXus as an institutional member is \$5000.00 (base dues) and an additional \$1000.00 for new membership. Students of NEXus member schools have an opportunity to enroll in a variety of web based core and elective courses that are offered by member schools. Student tuition is dispersed according to a predetermined formula; that is, 75% is allocated to the teaching institution, 15% to the NEXus administrative office; and, 10% to the student's home institution. We urge the SON to consider joining NEXus as an Academic Collaborator. Membership would allow ISU SON to list its PhD program courses in the NEXus catalog as this would allow students from NEXus member institutions to enroll in ISU courses and thereby be apportioned 75% of their tuition.

Long term needs were noted for the expanding PhD program as well, including:

- As the PhD program expands over time with the annual admission of another student cohort, additional (new) tenure-track faculty with solid programs of scholarship will be needed. Increased faculty numbers are essential for student teaching, mentoring, and scholarship (i.e., dissertations) and to address concerns of SON faculty workload.
- Funds for student scholarships and/or grants to support student learning are necessary, particularly in the form of research and teaching assistantships. There may be opportunities for external funding from the Nurse-Faculty Loan Forgiveness Grant which supports students who plan to obtain a faculty position upon graduation. Also, the SON is encouraged to pursue development opportunities that focus on donors' funding for graduate fellowships.

The essential points that support our recommendation to implement a PhD in nursing have been summarized in this Executive Summary. In the following pages, we elaborate on these conclusions and offer additional recommendations.



## Background

In October 2011, we were contacted by Dr. Karen S. Neill, Professor and Interim Assistant Director of Graduate Studies in the ISU-SON and invited to review the proposal for a PhD program in Nursing. The review was to include evaluation of the full proposal to the Idaho State Board of Education along with a site visit to campus to meet individuals who were actively involved and see the facilities. We were selected for this review because both of us are faculty in Colleges of Nursing that offer a PhD in Nursing and have had extensive involvement in those programs; and, served as consultants to other programs. Dr. Bushy has experience with PhD program development and consultation with schools offering PhD course offerings with a rural health focus. Dr. Berg has experience with PhD program development, online PhD course development, and curriculum revision. Both have had active programs of research with numerous scholarly publications and presentations; and, over several decades, mentored large numbers of PhD students.

We visited the ISU- SON on February 14, 2012. During this site visit, we met with Dr. Nancy Renn, Interim Director of the SON; Dr. Karen Neill, Interim Assistant Director of Graduate Studies; and Dr. Tina Mladenka, Interim Assistant Director of Undergraduate Studies. As well, we had meetings with the entire nursing graduate faculty and additional discussion with the graduate faculty with active programs of research.

To better understand the research support structure for the SON that is part of the Division of Health Sciences (DHS) we met with Dr. Rex Force, Interim Associate Dean for Clinical Research; Dr. Debra Easterly, Interim Director of Research Development and Compliance I the Office of Research; and, Dr. Tony Seikel, Associate Dean and Director, School of Rehabilitation and Communication Sciences.

We met with Marcia Francis from the Idaho Health Sciences Library and learned about the online library resources. We also had a meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean of the DHS. She provided detailed information about the relationship of DHS to the SON, and expressed enthusiastic support on the part of her office for the proposed nursing PhD program. Subsequently, we met with Dr. Nicole Hill, Interim Dean of the Graduate School, and Dr. Laura Woodworth-Ney, associate Vice President of Academic Affairs, and both reiterated the ISU Administrations' commitment to, and support for, the proposed PhD program.

All of the afore mentioned meetings were highly informative, clarifying questions that we had regarding the proposal. All ISU faculty and administrators were forthcoming and very receptive to our questions, insights and suggestions.

## Need

Nationally and in the state of Idaho there is an urgent national need for nurses with doctoral preparation to educate an expanding nursing workforce, contribute to nursing science, and lead clinical practice endeavors. Recently, the Institute of Medicine (IOM) report *The Future of Nursing, Leading Change and Advancing Health* (2010) specifically recommended doubling the



number of nurses with doctoral degrees by 2020. The American Association of Colleges of Nursing notes the well documented nursing faculty shortage has resulted in turning away thousands of qualified applicants to undergraduate and graduate nursing education programs (AACN, 2010). In Idaho, the *Governor's Health Care Summit Recommendations* (2007) called for the creation of adequate numbers of nurses who are qualified to teach by establishing additional masters level and doctoral level nursing program; and, these should be delivered via distance education technology to meet the needs of place bound nurses in the state. A recent report by the Idaho Department of Labor, *Idaho Nursing Overview* (January 2011) includes a statement that capacity to educate nurses is influenced by the availability of nursing faculty, currently limited by in state access to graduate level nursing education. Based on this critical factor, demand for graduate level nursing, particularly nurses with a PhD degree, is expected to increase in Idaho.

The proposed PhD program in Nursing has been included in the Idaho State Board of Education's eight (8) year plan and supports ISU's assigned responsibility to develop and offer a program to meet the education and nursing workforce needs of Idaho. Since there currently is no PhD program in Nursing offered in Idaho, the proposed ISU program is urgently needed. Further, the proposed program meets the needs of the ISU –DHS' strategic plan for expanding research and scholarly productivity. More specifically, an immediate goal of the DHS is developing a sustained culture of inquiry that advances leadership in the health professions through basic, translational, interdisciplinary, and participatory scholarly endeavors.

In 2004, a statewide assessment of educational needs of practicing nurses by the SON was completed. The following year (2005) based on the needs assessment, major changes occurred in the graduate program, including transition of the curriculum to a fully online (web based) format. In 2007, a survey of 125 Idaho nurses was conducted to determine interest in doctoral education and research interests. Respondents indicated active involvement in exploring opportunities for advancing their education. Of the 106 respondents, 58 individuals indicated intent to enroll in a PhD in nursing program. Based on the survey results, an initial Notice of Intent was submitted by the ISU- SON for the development of the PhD in Nursing program. The initial Notice of Intent was submitted in 2007 and approved by the State Board of Education.

Without question, the evidence overwhelmingly supports the need for the proposed ISU SON PhD in nursing program. National professional organization position statements, coupled with data indicating interest from potential students in the state of Idaho along with strategic initiatives at the Idaho State Board of Education, *underscore program need*.

## Resources

### *Faculty*

While on the site visit, we met with Graduate Faculty who demonstrated excitement and enthusiasm for the proposed PhD program. They project the PHD program could begin by Fall Semester (2012), reporting they have the experience and expertise necessary to develop and teach the courses for the proposed curriculum. Faculty and administrators assured us they have ample time to admit students to the program, develop the courses and load these to the ISU



online platform prior to the proposed start date. Two recent faculty additions, Dr. Ana Schwartz and Dr. Elizabeth Cartwright bring active research programs which are vital to educating doctoral students. Both indicated a willingness to mentor doctoral students; and, that their studies could provide experiences for at least six students (i.e., a total of 12 students). As well, there are at least two other faculty who engage in research activities that may be of interest to students. Currently there are six PhD prepared faculty who had experience serving on doctoral student committees. Of these, at least four have served as the dissertation committee chairperson. It will be important for faculty with experience serving as dissertation chairs to mentor other faculty who have had little or no experience in this critical role, as a successful PhD program hinges on the relationship between the student and his or her dissertation chairperson.

Our review concludes the SON is positioned to begin the PhD program. However, the ongoing success of the program will be dependent upon infusing the SON with faculty with active research programs. Current research activity will be sufficient to enrich the experiences of the first student cohort; but, insufficient as the program expands and additional students are admitted to the program in subsequent years. In recognition of this important factor, a Director of Research is currently being recruited, and additional faculty positions are planned for by the SON and ISU administration. Additional faculty resources will be critically needed by the third year of the program year as faculty workload expands dramatically associated with students in the dissertation phase. Further, the new faculty will be essential to allow for ongoing scholarly activities of the existing graduate nursing faculty; these activities require dedicated time such as grant writing, completing research activities, writing manuscripts and delivering presentations.

#### *Administrative Support*

The SON –Office Specialist (1.0 full-time equivalent [FTE]) currently assists with the graduate programs and will have a dedicated .05 FTE to support the PhD Program. The SON currently has an Academic Advisor (1.0 FTE) for graduate and undergraduate students; also the SON has available onsite an Information Systems Technician (.05 FTE). Neither the administrators, faculty, or the administrative assistants expressed concerns about the level of administrative support after the program is implemented. We recommend the SON assure that there be sufficient support from the Information Systems Technician to assist both PhD faculty and students. However the SON has years of experience delivering online graduate programs and appears well versed in the technical support needs for a solely online format.

Our meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean, Department of Health Sciences, assured us of her support and enthusiasm for the proposed PhD program. She indicated the SON has built capacity in the last five years to support the PhD program. She believes the nursing faculty are ideally positioned to begin student recruitment soon after program approval (within the next 6 months). Dr. Nicole Hill, Interim Dean, Graduate School, and Dr. Laura Woodworth-Ney, Associate Vice President of Academic Affairs further indicated overwhelming support for the proposed program. All ISU administrators that we met with indicated the major challenge will be recruiting additional PhD-prepared nursing faculty with solid research backgrounds and active programs of research. We concur with their perspective.



### *Students*

The SON has conducted surveys to determine interest in PhD education among Idaho nurse educators and found a high degree of interest. Of 106 respondents in a 2007 survey, 58 indicated intention to enroll in a PhD program. Survey respondents expressed interest in research foci including rural, vulnerable populations, community and public health issues, Gerontology, symptom management, effects of exercise, caregiver stress, and forensic and domestic violence. Faculty in the SON hold expertise in these research areas and can mentor students in these and related areas. Our meetings with Graduate Faculty assured us that current undergraduate and graduate students also indicated interest in enrolling in the proposed PhD program. The SON currently has on file, an inquiries list of prospective students; thus, assuring admission of an initial cohort of students within six months. However, ongoing marketing activities will likely be necessary to recruit students to the doctoral program.

Teaching Assistant (TA) positions provide an opportunity for doctoral students to refine and enhance their teaching skills. Currently there are two TA positions in the SON (0.5 FTE each). These positions are currently filled by graduate students enrolled in the Master's program, but could be allocated to PhD students. Administration plan is to utilize one TA position to assist faculty who are teaching in the PhD program. That TA would assist with research, grant writing, contract development and other activities. We encourage the SON to pursue other avenues to support Research Assistant (RA) and TA positions for doctoral students.

### *Facilities*

Division of Health Sciences (DHS): The SON is a vertical independent entity within ISU-DHS which includes the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. The primary mission of the DHS is to enhance the quality of life of the residents of Idaho and the greater community. An integral aspect of the DHS' mission is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education. Our meeting with Dr. Rex Force, Interim Associate Dean for Clinical Research, Division of Health Sciences, Dr. Debra Easterly, Interim Director of Research Development and Compliance, Office of Research, and Dr. Tony Seikel, Associate Dean and Director, School of Rehabilitation and Communication Sciences, provided detailed information about the ways the DHS can facilitate and enhance the PhD in Nursing Program. Resources available through the DHS include interdisciplinary research opportunities and mentorship of students, research proposal development and support for faculty and students, and statistical consultation. Further, the Office of Research assists with electronic proposal submission, budgetary consultation and development, and activities related to funded research opportunities for faculty and students. The recently reorganized DHS provides enhanced opportunities for interdisciplinary collaboration as evidenced by our interviews with Dr. Linda Hatzenbuehler, Dr. Rex Force, Dr. Debra Easterly, Dr. Tony Seikel and faculty and administrators in the SON.

Idaho Health Sciences Library: Our meeting with Marcia Francis from the Idaho Health Sciences Library provided detailed evidence of the ample library support available to SON PhD program faculty and students. Since the proposed PhD program in Nursing is solely online, we



were particularly interested in hearing about the library support available electronically. Ms. Francis assured us of the measures the library and SON have taken to assure students have access to the necessary library holdings. As part of the SON-PhD proposal development, she completed an audit of existing library offerings, compared these to nationally recommended publications for PhD in Nursing programs, solicited needs from SON faculty; and, identified strategies to address the noted deficits. Approximately \$40,000.00 was used to purchase essential electronic journals and other materials to support the program. There are plans to sustain essential electronic offerings with an estimated annual budget ranging from \$43,000.00 to \$67,000. 00.

SON Building: The ISU facility in which the SON is located has sufficient space for the proposed PhD in Nursing program. The PhD curriculum will be entirely web based; however, the faculty plan to bring these students to the ISU campus for some period of time at the beginning of each academic year (Summer). Faculty and administrators believe there is sufficient space for these instructional activities to occur. Since the program is offered solely online, space needs in the SON building are related to faculty teaching, office, and research needs. Dr. Rex Force and Dr. Tony Seikel stated there currently is ample space in the SON and DHS to accommodate expanded research needs. However, they elaborated on the expansive complex on the ISU-Meridian campus near Boise, Idaho.

Equipment: The SON has a long history of online course delivery; thus, have ample facility to offer the PhD program online. Faculty are familiar with the SON's online course platform, (Moodle). Additionally, there appears to be sufficient technical support for both faculty and students using this course delivery modality. The rich history of online course delivery enhances the SON's ability to offer the proposed program with little need for faculty development for this teaching/learning modality.

Institute of Rurah Health (IRH): The IRH is integral to the ISU campus and has a mission to improve the health of communities through research, education and services. The IRH provides additional support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities. The Institute also is a valuable resource with connections to state, regional and federal resources that can be used by students and faculty who have an interest in research having a rural focus.

### **Curriculum**

The PhD in Nursing program in the ISU- SON is poised to prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science for practice application. The curriculum is designed to prepare graduates in core areas of nursing science including research design, statistical methods, health policy and coursework in rural and global communities. Elective courses allow students to prepare for their future careers, develop a solid foundation in their area of specialty and expand their knowledge in research and leadership. An emphasis on interprofessional collaborative health care approaches is planned; thus, providing a solid foundation for nurse researchers, educators and leaders that enables them to be full partners with interdisciplinary colleagues.



An earned Master of Science in Nursing (MSN) is the entry level requirement for admission. A cohort of six (6) students per year will be admitted to the program, with expectation of full-time study; however, a part-time option is also planned. The curriculum consists of 16 credit hours of required core courses. The program will emphasize leadership and interprofessional collaborative practice which are strategies identified in the Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health for redesigning and improving practice environments and health care systems* (IOM, 2010). The proposed PhD curriculum is sufficient to prepare students to pursue intellectual inquiry and develop knowledge and expertise in theory, research methods and analytic approaches to research development for a nurse scientist. Mentored research experience with faculty having an established program of research and broad expertise is the hallmark of the program and will result in a dissertation of the highest quality.

Electives will provide an opportunity for the student to access expertise both on campus and through *The Nursing Education Change, (NEXus)*, a program involving an academic collaboration of eleven (11) accredited universities with PhD and/or DNP programs in Nursing. NEXus makes courses available by distance to students enrolled in other academic collaborating institutions. Currently more than 177 courses are offered through the NEXus collaborative to participating PhD and DNP students. The cost of becoming an institutional affiliate member of NEXus is \$5000.00 (annual dues) and \$1000.00 for new members. (Total cost for new members = \$6000.00.) In the SON plan, these costs will be covered by the student professional fees in the PhD program. Tuition for students enrolled in NEXus courses is based on established rates of \$725.00 per credit hour, of which 75% is allocated to the teaching institution, 15% to the NEXus administrative office, and 10% to the student's home institution. The reviewers strongly suggest the SON consider joining NEXus as a full academic collaborator, so that it could offer courses for NEXus students from other member institutions. The institutional cost for joining in this capacity is the same. However, the benefit is that ISU SON can capture additional tuition as the teaching institution which may be sufficient to offset the annual membership fees; and, increase the number of students enrolled in the ISU course offerings.

Since the curriculum includes a dissertation as the culminating research experience, there will be a need for sufficient faculty to guide this extensive student experience. The selected doctoral advisory committee will consist of three qualified faculty members. The workload of the chairperson of a doctoral dissertation committee is considerable. Although the SON currently has sufficient faculty to enroll six doctoral students per year, we strongly recommend faculty be recruited by the time the first cohort of students begin the dissertation process (third year of the program). Faculty resources should be expanded to mentor students in their intense research experiences.

### **Additional Considerations**

There are particular aspects of the proposal that invite our comment. None should be considered shortcomings. Rather, we offer these as issues that the core PhD faculty should consider along with plans for implementation.

*New Faculty Hires*

Already administration of ISU, the DHS and SON anticipate need for additional PhD-prepared Nursing faculty with strong programs of research. The national search for these individuals should be considered priority, as the third program year will realize high demand for faculty (workload) commitment to mentoring doctoral students. As well, the Director of Research position should be filled as soon as possible. This individual is key to ensuring increased emphasis on the research mission, support for scholarly activities in the SON, and assistance with workload burden that is the result of doctoral student mentoring activities.

*Curriculum*

There is an urgent need for immediate development of PhD courses before the program commences, projected to start within the next 6 -10 months. We understand that most of the faculty in the SON currently have 9 month Academic appointments. It is important to identify who will develop these new courses and when this course development will occur. It may be that summer support and faculty commitment will be necessary. We urge the SON to consider this urgent need a priority and plan for it early.

As a review team, we whole heartedly support the proposed new SON- PhD program in Nursing. We urge that this program be approved as soon as possible as it definitely addresses the educational needs of nurses in Idaho, fulfills an Idaho State Board of Education strategic planning initiative, and, will bolster the health and nursing care needs of Idaho citizens.

Thank you for the opportunity to be part of the review process for the proposed ISU-SON PhD program. Thank you as well, for the gracious hospitality of everyone at ISU during our site visit, in particular administration, faculty and support staff in the School of Nursing.

We wish you every success!

Dr. Judith Berg  
Dr. Angeline Bushy



03/01/12

Response to External Review of full proposal for the Ph.D. in Nursing program  
Idaho State University  
School of Nursing  
Division of Health Sciences

Prepared by:  
Karen S. Neill, Ph.D., R.N., SANE-A  
Interim Assistant Director of Graduate Studies  
School of Nursing

The Division of Health Sciences recently filled the position of Interim Director of Research and is working toward a permanent hire. The Director of Graduate Studies and graduate faculty in the School of Nursing (SON) will work closely with the Director of Research in the Division of Health Sciences to increase research funding in the Division and particularly collaborative proposals that include the School of Nursing. The administrative structure in the SON includes the positions of Associate Dean and Director, Director of Graduate Studies and Director of Undergraduate Studies. These positions are currently held by individuals on interim status. The plan is to fill the Associate Dean and Director position in summer of 2012, and both the Director of Graduate Studies and the Director of Undergraduate Studies in the 2012-2013 academic year. The responsibility of building research programs and funding will be integrated across the permanent administrative positions in the School of Nursing working with the Director of Research at the Division level, and will be supported through specific initiatives in the SON. These initiatives include increase in grant submission through the SON, faculty development, collaboration through a Memorandum of Understanding (MOU) with Boise State University (BSU) in the delivery of specific graduate programs, and accountability in annual evaluations of all nursing faculty with emphasis on building research and scholarly productivity in the School of Nursing and Division of Health Sciences.

A Memorandum of Understanding has been developed between ISU and BSU to expand graduate nursing education in the state of Idaho (see attached). Idaho State University plans to collaborate with BSU in the expansion of graduate education. While ISU will deliver the Ph.D. in Nursing program, the MOU will involve collaboration which will expand capacity by providing increased access to faculty prepared at the doctoral level with varied areas of expertise, cooperative and collaborative research, participation on student committees, student mentorship, development of some core curricula for graduate programs, among other opportunities. This agreement will support the need for additional tenure track faculty with established research programs and ease faculty workload which will support success of the Ph.D. program in Nursing. The MOU with BSU is in the final draft form and has been approved by the BSU and SON faculty. The MOU is currently under review by ISU General Council, and is expected to be signed by BSU and ISU administration in the next 30 days.

The position of Coordinator of the Accelerated Baccalaureate Nursing Program was recently filled with a Ph.D. prepared faculty member supporting capacity for doctoral programs in the School of Nursing. One additional faculty line is being established and will be filled with a faculty member prepared at the doctoral level with an active program of research. This new position is planned for responsibility in the graduate program in the School of Nursing. A formal search for this faculty member will begin within 60 days.

The SON had planned within the proposal for the Ph.D. program to become a member of NEXus, a collaborative of accredited universities offering Ph.D. and DNP level nursing courses in an online format. This membership will provide opportunity for students in the graduate programs to take some elective or required courses from other universities while enrolled in the graduate program at ISU.

Currently, two graduate faculty members in the SON have release time for the purpose of developing funding sources through grants and contracts to support faculty research and student learning in the SON. The Office of Professional Development in the SON provides a strong foundation for the generation of funding to support faculty development, research, and student learning opportunities. The Enhancement Council in the School of Nursing has worked specifically over the last year to promote the SON through marketing and events to build alumni and other donor support sources.

Curriculum development for the Ph.D. in Nursing program was an essential part of the process of developing the full proposal for the Ph.D. in Nursing program. The graduate faculty felt that developing the curriculum for the Ph.D. in Nursing program for full time as well as part time students was essential in the planning process, therefore this was accomplished as a critical starting point in proposal development. Further, faculty course assignments have been made for the first year of the full time Ph.D. program based on faculty expertise, and faculty are currently developing each course as assigned to align with the mission and vision of the School of Nursing and expected course as well as program outcomes established. Faculty are working diligently at the present time to plan for admission of students including admission process, online application, curriculum and course development, and program outcome evaluation, among other priorities to support success.



## PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation for DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

Boise State University	Idaho State University
<p>Boise State University School of Nursing currently offers:</p> <ul style="list-style-type: none"> <li>• BS pre-licensure</li> <li>• RN-BS completion</li> <li>• MS in nursing care of populations with emphasis areas in clinical, education, and leadership</li> </ul>	<p>Idaho State University currently offers an Associate Degree in Nursing through the College of Technology.</p> <p>Idaho State University School of Nursing currently offers</p> <ul style="list-style-type: none"> <li>• BS pre-licensure               <ul style="list-style-type: none"> <li>○ Traditional</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Accelerated (Meridian)</li> <li>• RN-BS completion</li> <li>• ADMS Program</li> <li>• MS in Nursing Education</li> <li>• MS in Nursing Leadership</li> <li>• MS in Family Nurse Practitioner (FNP) <ul style="list-style-type: none"> <li>○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner</li> </ul> </li> <li>• MS in Clinical Nurse Specialist <ul style="list-style-type: none"> <li>○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health</li> </ul> </li> <li>• Post Master's Certificate Program <ul style="list-style-type: none"> <li>○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.</li> </ul> </li> </ul>
<p><b>Boise State University plans to offer:</b></p> <ul style="list-style-type: none"> <li>• MS in Adult-Gerontology NP <ul style="list-style-type: none"> <li>○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles.</li> <li>○ Certification by the American Nurses Association Credentialing Center (AACN) will be available</li> </ul> </li> </ul>	<p><b>Idaho State University plans to offer:</b></p> <ul style="list-style-type: none"> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Family Nurse Practitioner</li> </ul> </li> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Clinical Nurse Specialist -Adult</li> </ul> </li> <li>• BS to DNP <ul style="list-style-type: none"> <li>○ Psych-Mental Health NP</li> </ul> </li> </ul>

<p>after 2013.</p> <ul style="list-style-type: none"> <li>• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> <li>○ BS to DNP</li> <li>○ Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</li> </ul> </li> </ul>	<p>(2014)</p> <ul style="list-style-type: none"> <li>• MS to DNP <ul style="list-style-type: none"> <li>○ Post Master's DNP with emphasis in clinical practice (NP and CNS)</li> </ul> </li> <li>• PhD in Nursing</li> </ul>
	<p>Idaho State University plans to delete:</p> <ul style="list-style-type: none"> <li>• ADMS Program</li> <li>• MS in Family Nurse Practitioner</li> <li>• MS in Clinical Nurse Specialist</li> </ul>

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education. Together, they will 1.) develop clear and concise curricula for graduate nursing education for Idaho, 2.) develop courses that can be taken by students at both institutions, 3.) work to obtain graduate faculty status for nursing faculty at both institutions, and 4.) share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

## MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the \_\_\_\_ day of \_\_\_\_\_, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, ('the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHEREAS, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.
2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.



3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.
4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.
5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.
6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.
7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	Idaho State University
<ul style="list-style-type: none"> <li>• MS in Adult-Gerontology Nurse Practitioner (NP)               <ul style="list-style-type: none"> <li>○ Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles</li> <li>○ Certification by the American Nurses Association Credentialing Center (AACN) will be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Family Nurse Practitioner</li> </ul> </li> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Clinical Nurse Specialist -Adult</li> </ul> </li> <li>• BS to DNP               <ul style="list-style-type: none"> <li>○ Psych-Mental Health NP</li> </ul> </li> </ul> <p>(2014)</p>

<p>available after 2013.</p> <ul style="list-style-type: none"> <li>• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. <ul style="list-style-type: none"> <li>○ BS to DNP</li> </ul> </li> </ul> <p>Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.</p>	<ul style="list-style-type: none"> <li>• MS to DNP <ul style="list-style-type: none"> <li>○ Post Master's DNP with emphasis in clinical practice (NP and CNS)</li> </ul> </li> <li>• PhD in Nursing</li> </ul>
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8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.
9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.
10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.
11. This agreement will remain in force until terminated by mutual agreement of the parties.

IDAHO STATE UNIVERSITY

BOISE STATE UNIVERSITY

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Barbara Adamcik, PhD      Date

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Martin Schimpf, PhD      Date

Interim Provost

Provost

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Linda Hatzenbuehler, PhD    Date  
Executive Dean  
and Vice-President  
Division of Health Sciences

---

Tim Dunnagan, PhD    Date  
Dean, College of Health Sciences

ATTACHMENT 1

05/17/12

Notice of Proposed Programs

Needs Assessment/Ongoing Future Workforce Needs

Ph.D. in Nursing Program

Idaho State University School of Nursing

Submitted By:

Karen S. Neill, Ph.D.

Interim Assistant Director of Graduate Studies

Idaho State University School of Nursing

The Ph.D. in Nursing program in the School of Nursing (SON) at Idaho State University (ISU) will be the first Ph.D. degree offered in nursing in the state of Idaho. The Ph.D. in Nursing is a research focused degree and is designed to prepare nurse scholars to advance the science and practice of the discipline through a career in research, practice and teaching.

**Segmentation:** Student's enrolled in the graduate program at ISU in the SON are pursuing a Master's degree and have returned to college holding an earned Bachelor's in Nursing. Some students return to college to earn a Post Master's degree in a selected option. These students hold a Master's degree in Nursing and are returning to obtain an additional Master's degree in another specific area such as Leadership or Family Nurse Practitioner. In 2010-2011, the average age of students admitted to the graduate program in the SON was 37 years of age. Students come to ISU SON from all areas of the state, primarily from the Meridian, Boise, Pocatello and Idaho Falls areas, with approximately 26% of current enrolled students residing in rural areas across Idaho. Currently there are 8 students or 6% of enrolled graduate students from out of state. The largest majority of students are enrolled part time (71, 59.6%) with 41% (40) enrolled full time. Students enter the Master's program to specialize in a particular area, increase opportunities for employment, expand knowledge for application to practice, and personal satisfaction.

**Target Market:** The target market for the Ph.D. in Nursing program will be students holding a Master's degree in Nursing. Currently, ISU SON has the largest graduate program in the state, preparing students with a Master's degree in Nursing in multiple options including Leadership, Family Nurse Practitioner, Clinical Nurse Specialist, and Education. In 2010 and 2011, 40 graduates received a Master's degree from ISU SON. In 2012, 50 students earned a Master's degree from ISU SON. Boise State University and Northwest Nazarene University also offer graduate programs in Nursing.

Initially, it is expected that students will come from Idaho into the Ph.D. in Nursing program, however the program will be offered online and will be available to students outside of the state of Idaho. A total of six students will be admitted to the Ph.D. program in Nursing each year in the first three years.



A target market for the Ph.D. in Nursing program are nurse educators in the state of Idaho holding a Master's degree in Nursing. The doctoral degree is the terminal degree in Nursing and those educators with a Master's degree are highly encouraged to obtain the terminal degree. Many are interested in advancing ability to conduct research, and the Ph.D. degree is focused on the preparation of nurse scholars with a research emphasis for advancing the science of nursing. In order for Idaho colleges and universities to continue to enroll nursing students at all levels, qualified faculty are needed. Idaho is expected to see a decline in the number of qualified nursing faculty due to an aging workforce, clinical practice opportunities, and retirement. These nursing educators will need to be replaced. Assisting existing young faculty to attain higher degrees will support recruitment and retention of qualified faculty for Idaho's nursing programs (Idaho Department of Labor, 2011). The Ph.D. program in Nursing will be the first in the state of Idaho. Nurses have had to leave the state to obtain this degree.

**Demand:**

Nurses holding a graduate degree are the smallest pool of nurses composed of approximately 11 percent of the current nursing population in Idaho (Idaho Department of Labor, 2011). The Ph.D. program will be offered online which increases the access of students to higher education, and specifically the Ph.D. in Nursing program. Interest in the Ph.D. program has been robust with many inquiries received via calls and e-mails to the School of Nursing.

The demand for nurses prepared at the graduate level includes the need for qualified educators and highly educated nurses by practice setting employers. This demand for nurses prepared at the graduate level is expected to increase significantly (Idaho Department of Labor, 2011). Nurses holding the Ph.D. degree are in demand in nursing education and practice setting roles. In the practice setting, nurse scientists are needed to conduct research, serve as practice partners, and lead system change as health care delivery becomes more complex and extends beyond acute care settings (IOM, 2010). Dr. Miki Goodwin, Director for the Center of Nursing Evidence Based Practice, Research and Innovation in St. Luke's Health System in the Treasure Valley speaks to an increasing call for hospital systems to recruit Ph.D. prepared nurses to conduct and utilize research in the delivery of patient care (see letter of support for the Ph.D. program provided by Dr. Goodwin; Ph.D. NOPP ISU SON). Increasing the pool of highly educated nurses "will be necessary to expand the ranks of nurse faculty, addressing the shortfall that now causes nursing schools to turn away thousands of qualified applicants each year" (Lavizzo-Mourey, 2012), p. 58).

Currently there are no barriers to entry into the market for the Ph.D. prepared nurse. Nurses holding a Ph.D. in Nursing are prepared for employment in varied settings including in universities, community based health care systems, hospitals, industry, among many other areas of opportunity.

**References:**

Idaho Department of Labor. (2011, January). *Idaho Nursing Overview, 2011*. Retrieved from [http://labor.idaho.gov/publications/idaho\\_nursing\\_overview.pdf](http://labor.idaho.gov/publications/idaho_nursing_overview.pdf)

Institute of Medicine. (2010, October). *The Future of Nursing: Focus on Education*. Robert Wood Johnson Foundation Initiative on the Future of Nursing. Retrieved from <http://www.iom.edu/~media/Files/Report%20Files/2010/The-Future-of-Nursing/Nursing%20Education%202010%20Brief.pdf>

Lavizzo-Mourey, R. (2012). The nurse education imperative. *Nursing Economics*, 30(2), 58-59.

**Attachment:**

Letter of support, Miki Goodwin, Ph.D., R.N., PHN  
 Director for the Center of Nursing Evidence Based Practice, Research and Innovation  
 St. Luke's Health System in the Treasure Valley



September 27, 2011

To Whom it May Concern,

I am writing in support of the Idaho State University School of Nursing's proposal to implement a Ph.D. program. According to the 2011 Institute of Medicine Report, *The Future of Nursing: Leading Change, Advancing Health*, nurses are continuously challenged to advance the highest quality, safest and most effective care for better outcomes. It is vital for universities to prepare nurse scientists to conduct research and evaluate ways of promoting health and wellness for clients across the life span, and to prepare leaders in system change for advancing health, policy, education and research.

The ISU program promises a unique approach by combining interprofessional teaching and learning with an emphasis on rural and vulnerable populations. This is an essential element in Idaho where the Ph.D. prepared nurse will lead change through partnerships with patients, families, other healthcare professionals and the community to identify specific healthcare needs, make informed healthcare decisions, evaluate healthcare outcomes and implement interventions. In addition to the academic preparation of new nurses, there is an increasing call for hospitals to recruit Ph.D. prepared nurses to generate, replicate and utilize research and best practice standards in the delivery of patient care and the creation of a healthy work environment. Idaho will benefit from preparing Ph.D. nurse leaders with the tools to use innovative methods to understand and evaluate evidence-based markers to improve and sustain optimum health system changes.

I sincerely support the creation of a Ph. D. program in nursing at Idaho State University.

*Miki Goodwin, Ph.D., RN, PHN*

Director, Center for Nursing Evidence-based Practice, Research and Innovation  
St. Luke's Health System - Treasure Valley

St. Luke's Boise Medical Center  
St. Luke's Meridian Medical Center  
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[stlukesonline.org](http://stlukesonline.org)

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of Memorandum of Understanding between Idaho State University  
Physician Assistant Studies Program and College of Idaho

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G.  
Program Approval and Discontinuance and Section III.Z. Planning and Delivery  
of Postsecondary Programs and Courses

**BACKGROUND/DISCUSSION**

The Idaho State University (ISU) Physician Assistant Studies (PAS) Program currently exists on two campuses, Pocatello and Meridian, and serves a total of 60 students per class. ISU is proposing to expand the existing PAS program to a third campus at the College of Idaho (C of I) in Caldwell. This is in response to the College of Idaho's interest in collaborating with ISU to offer a joint degree program. By expanding the distance learning technology currently used at ISU's PAS Program to the C of I campus, the program will initially increase by 10 seats, and then increasing to a maximum of 30 seats.

The PAS Program expects the current applicant pool, which is recruited from state, regional, and national areas, to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities.

ISU and C of I have agreed to develop a joint degree program that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. A Memorandum of Understanding outlines each institution's responsibilities associated with the program expansion.

**IMPACT**

Idaho Department of Labor predicts a 41.6% growth in the PA profession from 2008-2018. Additionally, there are projected health care provider shortages for the years 2020 and beyond due to the projected physician shortage, aging population, and the implementation of the Affordable Care Act (ACA) of 2010. The primary objective of the joint program is to meet the state and nationwide demand for an increase in Physician Assistants. This program will provide additional primary care mid-level practitioners for employment in rural settings throughout Idaho, thereby benefiting those living in those areas.

**ATTACHMENTS**

Attachment 1 – MOU

Page 3

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho State University (ISU) currently has the statewide program responsibility for the delivery of the Physician Assistant program at the graduate level. While the proposed partnership involves a private Idaho institution, staff recommended that the Memorandum of Understanding (MOU) come before the Board for their consideration as it involves the expansion of an existing program to an off-site campus, which currently requires approval consistent with Board Policy III.G. In addition to the MOU, ISU is preparing a program proposal for the expansion of the Physician Assistant program to the C of I campus in Caldwell and anticipates bringing it forward by the August Board meeting.

The collaborative partnership between ISU and C of I meets both a state and national need for more health care providers. The partnership also allows for a sharing of faculty expertise and institutional resources. It is an excellent example of a public/private partnership that provides a benefit not only to the state and citizens but the institutions.

Board staff recommends approval as presented.

**BOARD ACTION**

I move to approve the Memorandum of Understanding between Idaho State University and the College of Idaho for the purpose of offering a joint Physician Assistant Studies Program on the College of Idaho Caldwell campus in substantial conformance to the form submitted as attachment 1.

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

**MEMORANDUM OF UNDERSTANDING  
COLLEGE OF IDAHO/IDAHO STATE UNIVERSITY: JOINT PROGRAM IN MPAS**

This Memorandum of Understanding (“MOU”) is between the College of Idaho (“C of I”), located at 2112 Cleveland Boulevard., Caldwell, ID 83605, and Idaho State University (“ISU”), located at 921 South 8<sup>th</sup> Avenue, Pocatello, ID 83209 (hereinafter the “Parties”).

ISU currently offers a Masters in Physician Assistant Studies (“MPAS”) at two sites using distant learning technology. The Parties intend to work cooperatively to expand ISU’s Master of Physician Assistant Studies Program to a third site, which will be on the C of I campus. The Parties agree to work to design and make available this third site by expanding the distance learning technology currently in use.

The parties believe the public/private partnership associated with this joint degree program (the “Degree Program”) approach is advantageous to both institutions and will help meet the growing demands of students and the health care demands of the region. Through cooperation, the Parties will avoid competition for scarce clinical placement sites. Moreover, C of I’s strong connection to leadership in the medical and health care community will help to develop the clinical capacity needed not only for the expansion of the Degree Program but also for maintenance of existing clinical placements.

This MOU is intended to serve as an initial agreement between the parties. Additional terms may be incorporated into a more detailed agreement by way of amendment, as agreed in writing between the parties. This MOU and any amendments hereto, will become effective only upon approval by the required governing authorities, and signed by the parties

The Parties agree as follows:

- A. The College of Idaho will provide:
  - a. Appropriately equipped facilities at the C of I campus as determined in collaboration with ISU.
  - b. Payment of all expenses related to expansion and maintenance of the accreditation of C of I and ISU to include this Degree Program including expenses for ARC-PA accreditation.
  - c. Access to C of I’s extended network of physicians and medical professionals to provide expanded opportunities for the development of program preceptors.



- d. Provision of a Clinical Coordinator position to assist in expansion of clinical rotation sites during the time before the first students matriculate into the program.
  - e. Staff needed to manage the technical and clerical portions of the program delivery.
  - f. PhD faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the Degree Program and access to the C of I cadaver as needed.
  - g. Joint appointment status for all PA faculty and non-classified staff.
  - h. Salary expense for increasing the part-time Assistant Director in Meridian position to a full-time position. This person will report to the C of I Vice President for Academic Affairs and the ISU PA Program Director, and oversee all aspects of program development and implementation for the joint degree program. C of I will incur these salary expenses during the period of program development, up to one year before the first students matriculate.
- B. Idaho State University will provide:
- a. Guidance on the requirements for the facilities to be used for the Degree Program on the C of I campus.
  - b. Program administration and oversight.
  - c. Assessment mechanisms and academic direction for the curriculum of the Degree Program.
  - d. Access to the Meridian Simulation Lab and the Anatomy & Physiology Lab (when completed) for the students in the Degree Program.
  - e. All PA faculty and administration required to provide instruction in core classes for the Degree Program, except those in the areas of Human Anatomy & Physiology. Human Anatomy & Physiology will be delivered via distance learning from C of I as needed.

- f. Access to the ISU-Pocatello Cadaver Lab when appropriate, which determination will be made by ISU.

**C. Students:**

- a. Students in the Degree Program will be enrolled via the ISU admissions system under the leadership of the PA and C of I administration. Students will select their preferred site for participation in the Degree Program.
- b. Students in the Degree Program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially and solely recorded by ISU. Enrollment and degree verifications as well as official transcripts will be issued by ISU.
- c. Students in the Degree Program will be issued a joint diploma certificate with both institutions' names on it. ISU and C of I registrars will collaborate in developing a process for accomplishing this.
- d. Students in the Degree Program seeking financial aid will apply for aid through the ISU Financial Aid Office. All scholarships issued to students in the Degree Program by C of I or any outside agency must be reported to the ISU Scholarship Office.
- e. Students in the Degree Program will have available to them services comparable to all other ISU students, such as health and mental health services.

**D. Tuition and Fees:**

- a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.
- b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently \$19,821/student/year [or \$6,607/student/semester]), as well as an additional overhead fee of \$2,000/year (or \$667/semester). This amount will be adjusted annually by the parties after consultation.
- c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

E. Insurance and Indemnification:

The parties agree to provide liability, workers' compensation, and other customary and applicable insurance for their respective personnel and property in amounts required by their respective governing authorities, including, in the case of ISU, the minimum amounts required under the Idaho Tort Claims Act, and in the case of the College of Idaho, in amounts maintained by C of I for its current operations and programs and to hold harmless and indemnify each other to the extent any claim related to this MOU arises out of the negligence or alleged negligence or wrongful act of that party.

F. Term of MOU:

- a. This MOU, along with any amendments hereto, will be effective for an initial term of seven years from the date the first students are enrolled in the Degree Program and begin their studies at the C of I site. Terms of renewal, early termination, and penalties will be articulated in an amendment hereto to be mutually agreed upon by the parties, and to be appended hereto.

IDAHO STATE UNIVERSITY

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By:  
Date:

COLLEGE OF IDAHO

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By:  
Date:

Approved by the State Board of Education the \_\_\_\_\_ day of \_\_\_\_\_, 2012.

Approved by the Board of Trustees of the College of Idaho the \_\_\_\_\_ day of \_\_\_\_\_, 2012.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

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**SUBJECT**

Reappointment of Accountability Oversight Committee Members

**REFERENCE**

April 22, 2010	The second reading of Board Policy III. AA. Accountability Oversight Committee as submitted was approved at the April 22, 2012 Board meeting.
June 23, 2011	Motion carried unanimously to reappoint John Goedde and Jackie Thomason to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III, Subsection AA, Accountability Oversight Committee.

**BACKGROUND/DISCUSSION**

The Accountability Oversight Committee was established in February 2010 as an ad hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed. Two of the four members recommended by the Governor are up for reappointment.

The committee consists of:

- The Superintendent of Public Instruction,
- Two Board members,
- Four at-large members appointed by the Board, one of which will chair the committee, and
- Staffed by the Board's Accountability Program Manager.

The four at-large members appointed by the Board are recommended by the Governor. These members serve 2-year terms which begin on July 1 and end on June 30. The appointments for each of the two members are off-set by one year from the other two members. In this instance, the appointments of Christine Donnell and Sharon Parry end on June 31, 2012. Thus, their reappointments, or new appointments need to be made at this time. The appointments of John Goedde and Jackie Thomason will end on June 30, 2013.

The Governor recommends that the Board reappoint Christine Donnell to the Accountability Oversight Committee. Ms. Donnell has served as the Committee's Chair for the past two years. At this time no recommendation has been made by the Governor to the Board for Sharon Parry's seat on the Accountability Oversight Committee.

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**IMPACT**

The Governor has recommended to the Board that Christine Donnell continue in her membership on the Accountability Oversight Committee. She has also confirmed her interest in such. No alternate recommendations were made. Additionally, the Governor still needs to provide a recommendation to the Board for Sharon Parry's position on the committee. Pursuant to Board Policy, she will continue as a representative until she has been reappointed or a new member appointed.

**ATTACHMENTS**

Attachment 1 – Committee Biography – Christine Donnell

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends the approval of Christine Donnell's reappointment to the Accountability Oversight Committee.

**BOARD ACTION**

I move to reappoint Accountability Oversight Committee member Christine Donnell to a 2-year term beginning July 1, 2012 and ending June 30, 2014.

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



**Christine Donnell, Chair** – *2-year term expires June 30, 2012*  
(208) 850-5783, email address – [bandcdonnell@gmail.com](mailto:bandcdonnell@gmail.com)

Christine Donnell is the former superintendent of Joint School District # 2 (better known as the Meridian School District). She retired in 2004 after spending 34 years in the district as a teacher, principal, assistant superintendent and superintendent. Christine was honored by the District's Board of Trustees when they named the first magnet school in the district, the Christine Donnell School of the Arts. She has been recognized as a National Distinguished Principal by the National Association of Elementary School Principals (NAESP), given the State Educational Leadership Award by the Idaho State Superintendent Association (ISSA) and was named Woman of the Year in 2002 by the Meridian Chamber of Commerce. Since retirement, Christine has consulted for the University of Phoenix, served on the Meridian City Council and worked part-time in Middleton District setting up their human resource department. Until recently she had worked part-time as the executive director of Idaho Business Coalition for Education Excellence (IBCEE) for five years. Christine is currently the president of the Meridian District Education Foundation, is on the founding board of the Idaho Center for Fiscal Policy, is on the Idaho Meth Project advisory committee and has served on the Office of the State Board Accountability Oversight Committee since 2010. Christine received a Bachelor of Arts degree in Education from Boise State University, a Masters in School Administration from the College of Idaho and a Specialist Degree in Education Administration from the University of Idaho.

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**SUBJECT**

Value of Research to Postsecondary Education

**REFERENCE**

May 2011

Board discussed the necessity of determining the impact of three research institutions on the statewide education system.

October 2011

Board reviewed initial Value of Research Report and requested the Vice Presidents of Research work with the IRSA Committee to define additional data and resubmit the report to the Board.

**BACKGROUND/DISCUSSION**

This report is in response to the request made at the May 2011 Board retreat to describe and document the impact of the research function at each of the three universities in Idaho. The intent was to identify the value of research to the institution and the state as well as the costs associated with maintaining a research function. The original request was made by President Westerberg during the May 2011 retreat with concurrence from the remainder of the Board. A formal Board motion was not made. Board Member Edmunds was asked to facilitate the report generation. The Vice Presidents of Research (VPR) from Boise State University, Idaho State University, and the University of Idaho were tasked with creating the report. After some conversations about the scope of the report, a format was agreed upon. The report intended to document the value research adds to, or takes away from, an institution's core mission to produce degrees and an educated citizenry, and to include quantifiable data supporting the information provided.

The VPR's provided an initial report to the Board at the October 2011 Board meeting. It was requested at that time that the VPR's, with guidance from the Board's Instruction, Research and Student Affairs (IRSA) Committee, identify additional metrics to include in the report. The VPR's met with IRSA on two separate occasions and established the reporting requirements outlined in Attachment 1.

**IMPACT**

The attached report provides information on the value of research at the universities. It will assist the Board in understanding the role research should play in the development of institutional roles and missions.

**ATTACHMENTS**

Attachment 1 – Report Metrics

Page 3

Attachment 2 – Value of Research Collaborative Report

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Board identified research as being one of the priority areas for the Board during the May 2011 Board retreat. Additionally, in past years there have been ongoing discussions regarding the impact of three research institutions on the statewide educational system, the cost to run three research institutions and the relative need, given the state's demographics, of having three research institutions. The report submitted as Attachment 2 is a direct result of direction from the IRSA Committee.

**BOARD ACTION**

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

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**Value and Cost of Research**  
**Report to State Board of Education**

Each university will submit data in each of the categories listed below. It will be important that the categories are strictly defined in order that the State Board of Education (SBOE) receives consistent and meaningful information. If these categories are approved, representatives from each university will need to get together with members of the SBOE staff to clarify the meaning of each category. This will be particularly important when we determine the cost of supporting research. The research offices in the three universities support different functions so it will be important to determine which activities are included in the report. Also, it will be necessary to determine which compliance functions are included in the report since some extend beyond sponsored program activities e.g. conflict of interest. A particular subset of compliance activities is suggested below. All numbers will be based on fiscal year 2011 activities (1 July 2010 to 30 June 2011)

**Report outline**

1. Sponsored program data—some of this is already supplied to SBOE but requires further explanation and division
  - a. Research award and expenditure data
    - i. Total figures (SBOE definitions and NSF expenditure reports)
    - ii. Divided by activity (instruction, research, etc) and then further segregated by construction and state research appropriations
    - iii. Divided by source of funds (Federal, state, private and other)
    - iv. Divided by colleges and departments
  - b. Cost share
    - i. Total expenditures
    - ii. Source of cost share funds (state appropriated vs other sources)
2. Cost of supporting research
  - a. Sponsored program administration supported centrally. This will not include sponsored program administration at the college or department level since these activities are usually a portion of an FTE.
    - i. Number of research office staff supporting research administration and their duties
    - ii. Distribution of their salaries between state appropriated funds and other sources of funding such as overhead return
  - b. Technology transfer
    - i. Number of research office staff and their duties
    - ii. Distribution of salaries between state appropriated funds and other sources of funding such as licensing income and overhead
  - c. Research compliance—biosafety, select agent, animal care and use, human subjects
    - i. Number of research office staff and their duties

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- ii. Distribution of salaries between state appropriated funds and other funding sources
  - iii. Specialized facility costs—Laboratory Animal Research Facility, Biosafety Laboratory-Levels 2 and 3
    - 1) Costs for operation and maintenance including sources of funds
    - 2) Salaries for staff and sources of funds
- 3. Research support of students
  - a. Number of undergraduate students supported by sponsored projects
  - b. Number of graduate students supported by sponsored project presented by total and by degree
  - c. Amount of sponsored project funding used to support undergraduate students
  - d. Amount of sponsored project funding used to support graduate students
- 4. Research support of faculty and staff
  - a. Number of post-doctoral fellows, salaries and sources of support
  - b. Number of technicians associated with sponsored program activities, salaries and sources of support
  - c. Number of faculty partially supported on sponsored projects and total salary—this will be primarily summer salary although some faculty such as those that work at CAES will be supported during the academic year
- 5. Student involvement in research
  - a. Number of students enrolled in research methods and related courses (needs to be defined)
  - b. Number of students on human subjects, and animal use protocols
  - c. Number of students involved in technology transfer activities

**THE VALUE OF RESEARCH IN IDAHO HIGHER EDUCATION**

**A report prepared by Boise State University,  
Idaho State University and the University of Idaho**

Idaho's universities are deeply embedded in the life, economy and culture of the state they serve. Conducting research enhances the universities' core mission of educating undergraduate students by generating a wealth of opportunities, supporting classroom instruction, encouraging retention, creating a culture of excellence, attracting and retaining top talent in our state and strengthening Idaho's economy. This paper explores some of the many ways that the research enterprises at Idaho universities benefit students, and as part of an upward spiral of opportunity, our state as a whole.

**Students: A Stronger Education, A Brighter Future**

An important role of research is to provide a strong scholarly base for educational programs. This model also upholds the original intention that American universities were established with the idea that teaching should be informed by scholarship and research.

A landmark 2007 report from the Boyer Commission notes that a research university's "ability to create such an integrated education will produce a particular kind of individual, one equipped with a spirit of inquiry and a zest for problem solving; one possessed of the skill in communication that is the hallmark of clear thinking as well as mastery of language; one informed by a rich and diverse experience. It is that kind of individual that will provide the scientific, technological, academic, political, and creative leadership for the next century."

Research can be a vital part of a student's undergraduate degree program. Real world experiences, no matter what the discipline, contribute an element to the education experience that reading and lectures alone don't provide. Not only is a research experience beneficial to those students in a science, technology, engineering, or math (STEM) discipline who desire to continue their education, but it is also a plus to those stopping at the undergraduate degree, and to those in disciplines outside of STEM.

Russell, Hancock, and McCullough (2007) conducted a study of undergraduate students, faculty, graduate students and postdocs to understand what effects research experiences had on students. Approximately 15,000 respondents provided information. Results showed that students with a research experience were more likely to be interested in a career in a STEM field and to obtain a PhD. In a time with a shortage of professionals in the STEM areas, research opportunities for students may be an answer to increase these numbers (National Science Board, 2010). Such experiences have also been shown to help increase the number of minority, women and first-generation students who go into the STEM fields (National Academy of Science, 2009).

Students who participated in research projects reported increases in intellectual curiosity, communication skills, motivation, confidence and ability to act independently (Bauer & Bennet, 2003; Campbell & Skoog, 2004). Nagda, Gregerman, Jonides, von Hippel, and Lerner (1998) found that students who participated in research as an



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undergraduate had a lower attrition rate. Clearly, research opportunities for undergraduate students can benefit the student, the institution and society.

As Idaho strives to educate its next generation of leaders, the integrated education model referred to in the Boyer report is of increasing relevance. Teaching and research are inseparable components in the learning environments of Idaho's universities, creating a culture of inquiry, and providing experiences for students that form the bedrock of future careers and a lifetime of success.

Students work alongside faculty on funded research projects and in the process develop relationships with mentors that build confidence and support learning. As part of research teams facilitated by talented faculty, students learn from each other and develop skills in leadership and collaboration that prepare them for challenging careers. Research enhances classroom learning by providing opportunities for students to "use" what they learn in hands-on settings, thus making abstract concepts more accessible and helping students understand their relevance to address real world issues and challenges.

Conducting research encourages students to stay in college and complete their educations, and thus supports the State Board of Education's (SBOE) 60 percent goal – that 60 percent of Idahoans age 25-34 will have a degree or certificate of by the year 2020. Financial issues, a sense of isolation, and a lack of motivation are consistently identified in surveys as among primary reasons students drop out– all issues that student research addresses. Research grants fund student salaries that help pay tuition and living costs, and research groups provide a sense of camaraderie and shared purpose. During FY 2010, 35 percent of the total amount of student salaries at Idaho's universities were paid from federal and state research awards and other sponsored projects– more than \$ 12.4 million. The overall number of students who received salaries from sponsored projects funding was 2,086.

A study from Boise State provides more evidence of the positive relationship between student research and student retention: The College of Engineering placed 37 freshman and sophomore students in college research programs. The one-year retention rate for these students was 100 percent – well above the overall retention rate for sophomore and freshmen classes.

Professor M. Powell at the University of Idaho Aquaculture Research Institute in Hagerman worked with two high school teachers at Filer High School in 2004 to develop a biotechnology course for juniors and seniors using genetic sequencing equipment donated by the university. Part of the course was the genetic sequencing of fish samples for Idaho Department of Fish and Game and Idaho Power. In addition, 13 juniors and seniors have done semester long projects with Powell at the Hagerman facility. All 13 students have gone on to study at universities.

Each year undergraduate and graduate students give research presentations at regional, national and international conferences, invaluable experiences that build confidence, lead to new professional contacts and broaden perspectives of the world. Idaho students publish their research findings in prestigious academic journals, an indication of the rigor and relevance of their research. It is particularly impressive that *undergraduate* students are authors, something unheard of at many state universities where only graduate students conduct research that leads to publication.

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Idaho students are listed as inventors on patents awarded to their respective universities by the U.S. Patent Office. As active participants in the development of intellectual property, students gain an understanding and passion for innovation, the steps involved in patent acquisition and how to present complicated material in way that underscores its potential and relevance.

Students actively engaged in conducting research gain experience and expertise that increases their competitiveness for high-paying jobs after graduation. In 2010, Idahoans working in the high-tech sector earned an average \$71,216 – more than the overall salary average of \$34,904, according to the Idaho Department of Labor. Through research internships and research collaborations with public and private sector partners, students have many opportunities to interact with potential employers, develop contacts and hone skills that enhance their competitiveness for these sought-after jobs.

New graduates entering industry bring knowledge of recent scientific research and an ability to solve complex problems, perform research and develop ideas. At the same time, the skills gained by conducting research are highly transferable, since at their core they involve the ability to communicate clearly, to tackle complex challenges, learn new protocols and to collaborate effectively. In today's increasingly competitive market, such skills strengthen a prospective employee's opportunities for obtaining a rewarding job.

In addition to undergraduate education, research conducted at Idaho universities is integral to the coursework and success of graduate students, many of whom receive external support for master's and Ph.D. programs through research fellowships awarded as part of federal grants. The U.S. Bureau of Labor and Statistics projects jobs that typically require a master's or doctoral degree are likely to increase 17-18 percent between 2008 and 2018, with a projected estimate of 2.5 million jobs, underlying the importance of graduate education in a number of fields of study.

### **Faculty and Institutions: Leveraging Strengths**

Faculty members who conduct research are oftentimes at the cutting edge of their fields. They bring this knowledge to their teaching, research labs and interactions with students and colleagues, raising the standards of scholarly work and education beyond their disciplines to create a "rising tide" of university excellence that advances the entire institution, regardless of the field of study. In a setting in which inquiry is prized, many courses now provide opportunities for students to succeed through discovery-based methods. Idaho universities encourage teacher/scholar/researchers who discover, create, apply, and transmit insights about subjects in which they are the experts.

Research and creative activities that are conducted at the highest levels and funded by national public funding bodies, the private sector and international/national private foundations bring global recognition to the faculty and attest to their high levels of achievement in their field. Within this context, senior faculty also participate in leadership roles in their professional societies, lead international and national conferences and meetings, provide peer review through panel service for national funding bodies and editorial leadership of peer reviewed journals. Through these

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professional networks, senior faculty members generate opportunities for junior faculty in networking and towards funding success. The benefits from these activities also flow on to graduate and undergraduate students and feed back to regional collaborating industries.

Research programs enable Idaho universities to acquire sophisticated scientific instrumentation and other infrastructure paid for through federal grants. This instrumentation expands the scope of research conducted at the university by enabling researchers to tackle increasingly complex challenges that would not otherwise be possible. Businesses and entrepreneurs utilize this instrumentation, as do researchers at top institutions as part of their research programs, providing more opportunities for collaboration.

Research programs also support the efforts of Idaho universities to effectively serve their regions and fulfill their missions:

As the state's land-grant university, the University of Idaho was founded with a constitutional charge to conduct scientific research in disciplines related to agriculture and engineering. Contributions by the University of Idaho (UI) and other land grant institutions have had major impacts on the development of agriculture and underpinned the growth of the rest of the U.S. economy. More recently, land-grant impact, including UI's impact, has extended across the sciences, engineering, information technology and other knowledge-based industries. Idaho State University capitalizes on its location in southeastern Idaho to forge collaborations and outreach with public and private sector partners and has specific responsibilities in delivering programs in the health professions, the related biological and physical sciences, and teacher preparation. As Idaho's university located in and serving the greater Boise metropolitan area, Boise State University's research programs are focused on meeting the needs of the region, including preparing its students for jobs today and in the future as the Treasure Valley continues to grow. Boise State's research strengths include public policy, materials science, nanoelectronics and several other areas that are aligned with the area's government, business, industry and technology sectors.

**Idaho Universities: An Engine for Economic Growth and Prosperity**

With technical, professional and scientific jobs projected by the U.S. Bureau of Labor & Statistics to be the fastest growing job sector in coming years, developing a strong regional high tech culture can help ensure economic growth. Idaho's universities provide expertise, infrastructure, resources and a trained workforce essential to this effort. Many tens of millions of dollars in federal grants are awarded each year to Idaho's universities, and is new money to Idaho.

Research conducted at Idaho's universities generates new knowledge, inventions and technologies that can be commercialized, expanding Idaho's economy. Through basic research, our universities further expand understanding about our world. This basic research could lead to tomorrow's breakthroughs and help address major social and health concerns. Many of today's hottest products – from the iPod to GPS to flat screen televisions – were invented as the result of basic research.

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In FY 10, Idaho universities were awarded 12 patents by the U.S. Patent Office, including patents that could lead to applications as diverse, as better ways to treat cancer, a vaccine for a previously untreatable fish disease, improved methods for storing hydrogen and smaller and faster computers. Idaho's universities filed 38 invention disclosures and finalized 16 licensing agreements that generated \$205,051. This intellectual property is akin to a savings bond for Idaho's future economy, with potential for commercialization that could generate new businesses and expand the tax base in the state.

The research programs at Idaho universities helps create a climate of opportunity and progress that attracts creative new minds to our state and region. This in turn stimulates additional knowledge that leads to new enterprises and partnerships that continue to build the knowledge-based economy. A climate of opportunity encourages our brightest students to enroll in Idaho universities and to launch their careers here rather than relocate to other states.

Through research collaborations with the public and private sectors, Idaho universities provide expertise and resources to address issues that impact Idahoans and that strengthen a broad range of organizations. The link between universities and industry is a two-way interaction, with knowledge and informal discussions flowing between them. University research and development (R&D) encourages industry R&D, and vice versa.

The Council on Competitiveness (2011) notes that universities are being called upon by business and commerce to partner in building mutually beneficial goals "between research and manufacturing - especially manufacturing at scale, improved vocational and STEM education and a commitment to supporting higher education and science." These evolving roles bring new opportunities to regions as it is now widely accepted that "innovation is an interactive process between businesses, universities, and governments," according to a report published in the IEEE Technology and Society Magazine (2001).

At a time when a number of Idaho's neighboring states, including Utah, Washington and Oregon, have implemented comprehensive plans for economic development through investment in higher education and the innovation ecosystem, robust research programs at Idaho universities will help ensure that our state will have resources and programs in place to be able to successfully compete in the knowledge-based economy in the years ahead.

**Undergraduate Research: Laying a Foundation for Future Success**

Many students who conduct research at Idaho universities point to their experiences as pivotal to their overall education and invaluable to their future successes. Here are some examples.

**BEN PARKER, BOISE STATE UNIVERSITY**

**Research experiences “made me more competitive in the job market”**

Conducting hands-on research at Boise State laid a foundation of experience and knowledge that was pivotal both in helping Ben Parker figure out the kind of work he'd like to do and gaining employment in his field.

A 2009 graduate of Boise State in chemistry, Parker is currently the R&D and Process manager at BHS Marketing, a Nampa-based company that manufactures specialty chemical products for industrial, water, and food processing. Parker's relationship with BHS began in 2006 as a chemistry student intern. While at Boise State, he also worked with chemistry professor Owen McDougal to characterize fuel briquettes made of biodegradable materials as well as on a collaboration with professor McDougal, professor Henry Charlier, and a private firm, Boise Technology, to develop new chemical decontamination methods.

“It was invaluable,” said Parker of the skills and perspective he gained while doing undergraduate research. “It made me more competitive in the job market and deepened my overall education. I found I really enjoyed the problem-solving process. I love being able to apply the things I've learned to create new things, and that's something I've been able to continue to do here at BHS.”

**HILLARY SWANN, IDAHO STATE UNIVERSITY**

**Psychology major receives highly competitive grants from international honor society**

Psychology major Hillary Swann was recently awarded three research grants for an independent project that examines how direct spinal administration of a serotonin receptor agonist influences locomotor behavior in young rats. Swann's project provides implications for rehabilitation of function in individuals with a spinal cord injury, as well as infants with motor or neurological disorders.

Swann is a recipient of an ISU Undergraduate Research Grant for \$2,000, a \$1,400 Psi Chi Undergraduate Grant and a Psi Chi \$5,000 Summer Research Grant. Psi Chi is the international honor society in psychology, and the Psi Chi grants Swann received were highly competitive at an international level.

Swann wrote all three grant proposals, did pilot research for the project, and is currently working on collecting and analyzing data. She will present her findings at upcoming meetings of the International Society for Developmental Psychobiology and the Idaho INBRE.

Swann plans to graduate with a bachelor's degree in psychology this next year and is applying to graduate programs in psychology and neuroscience. Her goal is to gain an academic position in a university setting so that she can continue to conduct neuroscience research.

**INGRID FRUTH, UNIVERSITY OF IDAHO**

**Love of research leads former INBRE fellow to grad school, NIC professorship**

Ingrid Fruth began her college career as a nursing student at Northern Idaho College, when her advisor noticed a sparkle in her eye as she spoke passionately about biomedical research.

"Ingrid learned that she did enjoy the laboratory environment and that she possessed the fine motor skills to succeed," said Rhena Cooper, an NIC microbiology instructor and INBRE coordinator. "She knew that not only did she want to work in a laboratory, but that she wanted to be involved in problem solving investigations. She learned enough to follow her dreams!"

Fruth received an associate degree from NIC and then enrolled at the University of Idaho, where she earned a bachelor's degree in microbiology in 2005 and a Ph.D. in 2009. Fruth was NIC's first INBRE intern and was also an INBRE fellow at UI. She also received the university's Microbiology, Molecular Biology and Biochemistry Department award for Best Ph.D. Student of the Year.

After earning her Ph.D., Fruth noted that she hoped "to use the unique opportunities I was provided and serve future students and young scientists as they strive to meet their lifelong goals." Now a biology instructor at NIC, Fruth has accomplished exactly that.

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# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

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FY2011

Awards for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Total	% of Grand Total	% of Sponsor Total
<b>Instruction:</b>							
Sponsored Programs	\$ 4,702,556.82	\$ 195,607.00	\$ -	\$ 14,339.71	\$ 4,912,503.53		6.17%
	\$ 4,702,556.82	\$ 195,607.00	\$ -	\$ 14,339.71	\$ 4,912,503.53	4.51%	
<b>Research:</b>							
Sponsored Programs	\$ 54,688,219.25	\$ 2,492,966.97	\$ 1,319,600.71	\$ 2,453,444.83	\$ 60,954,231.76		79.57%
Sponsored ARRA Stimulus Funding	2,419,624.00				2,419,624.00		
Federal Land Grant Appropriations (FFY11)	2,690,531.00				2,690,531.00		
State Research Appropriations		14,393,768.74			14,393,768.74		
<b>Subtotal Research:</b>	\$ 59,798,374.25	\$ 16,886,735.71	\$ 1,319,600.71	\$ 2,453,444.83	\$ 80,458,155.50	73.84%	
<b>Public Service:</b>							
Sponsored Programs	\$ 10,519,698.76	\$ 122,626.32	\$ 17,000.00	\$ 667,570.24	\$ 11,326,895.32		14.26%
Sponsored ARRA Stimulus Funding	29,000.00				29,000.00		
Federal Land Grant Appropriations (FFY11)	2,855,276.00				2,855,276.00		
State Extension Appropriations		9,377,731.26			9,377,731.26		
<b>Subtotal Public Service:</b>	\$ 13,403,974.76	\$ 9,500,357.58	\$ 17,000.00	\$ 667,570.24	\$ 23,588,902.58	21.65%	
<b>Construction:</b>							
Sponsored Programs	-	-	-	-	-	0.00%	0.00%
<b>Total Sponsored Programs Funding &amp; ARRA Funding Only</b>	<b>\$ 72,359,098.83</b>	<b>\$ 2,811,200.29</b>	<b>\$ 1,336,600.71</b>	<b>\$ 3,135,354.78</b>	<b>\$ 79,642,254.61</b>		
<b>Percent of Total Sponsored Programs</b>	<b>91%</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>100%</b>		<b>100%</b>
<b>Grand Total of All Funding Per Category</b>	<b>\$ 77,904,905.83</b>	<b>\$ 26,582,700.29</b>	<b>\$ 1,336,600.71</b>	<b>\$ 3,135,354.78</b>	<b>\$ 108,959,561.61</b>		
<b>Percent of All Funding</b>	<b>71%</b>	<b>24%</b>	<b>1%</b>	<b>3%</b>	<b>100%</b>	<b>100%</b>	

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
<b>Instruction:</b>								
Sponsored Programs	\$ 4,336,441.45	\$ 468,479.82	\$ -	\$ 31,810.52	\$ 1,073,327.69	\$ 5,910,059.48		6.44%
State Board of Vocational Ed (ARRA Pass Thru)	73,632.19					73,632.19		0.08%
Other Sources (Recovered F&A)					59,574.82	59,574.82		
	\$ 4,410,073.64	\$ 468,479.82	\$ -	\$ 31,810.52	\$ 1,132,902.51	\$ 6,043,266.49	4.48%	
<b>Research:</b>								
Sponsored Programs	\$ 48,271,885.42	\$ 3,002,397.85	\$ 1,988,954.54	\$ 1,314,250.05	\$ 6,577,607.70	\$ 61,155,095.56		66.60%
Sponsored ARRA Stimulus Funding	4,280,046.91					4,280,046.91		4.66%
ARRA State Stimulus Funding	12,821.97					12,821.97		
Federal Land Grant Appropriations	1,678,273.24					1,678,273.24		
State Research Appropriations		15,089,395.14				15,089,395.14		
Other Sources		4,656,200.78	155,203.90	108,211.74	9,093,581.41	14,013,197.83		
<b>Subtotal Research:</b>	\$ 54,243,027.54	\$ 22,747,993.77	\$ 2,144,158.44	\$ 1,422,461.79	\$ 15,671,189.11	\$ 96,228,830.65	71.30%	
<b>Public Service:</b>								
Sponsored Programs	\$ 15,427,161.21	\$ 582,565.01	\$ 28,563.59	\$ 681,842.48	\$ 1,617,384.38	\$ 18,337,516.67		19.97%
Sponsored ARRA Stimulus Funding	1,766,893.44					1,766,893.44		1.92%
Federal Land Grant Appropriations	2,280,230.49					2,280,230.49		
State Extension Appropriations		10,012,664.19				10,012,664.19		
Other Sources				(52,631.80)	57,289.71	4,657.91		
<b>Subtotal Public Service:</b>	\$ 19,474,285.14	\$ 10,595,229.20	\$ 28,563.59	\$ 629,210.68	\$ 1,674,674.09	\$ 32,401,962.70	24.01%	
<b>Construction:</b>								
Sponsored Programs	\$ 289,683.16				\$ 5,414.35	\$ 295,097.51	0.22%	0.32%
<b>Total Sponsored Programs Funding &amp; ARRA Funding Only</b>	<b>\$ 74,445,743.78</b>	<b>\$ 4,053,442.68</b>	<b>\$ 2,017,518.13</b>	<b>\$ 2,027,903.05</b>	<b>\$ 9,273,734.12</b>	<b>\$ 91,818,341.76</b>		
<b>Percent of Total Sponsored Programs</b>	<b>81%</b>	<b>4%</b>	<b>2%</b>	<b>2%</b>	<b>10%</b>	<b>100%</b>		<b>100%</b>
<b>Grand Total of All Funding Per Category</b>	<b>\$ 78,417,069.48</b>	<b>\$ 33,811,702.79</b>	<b>\$ 2,172,722.03</b>	<b>\$ 2,083,482.99</b>	<b>\$ 18,484,180.06</b>	<b>\$ 134,969,157.35</b>	<b>100%</b>	
<b>Percent of All Funding</b>	<b>58%</b>	<b>25%</b>	<b>2%</b>	<b>2%</b>	<b>14%</b>	<b>100%</b>		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Awards by College & Department  
FY2011**

*Awards for the Period July 1, 2010 through June 30, 2011*

	Federal	State	Industry	Other	Total	% of Grand Total
<b>Instruction:</b>						
<b>Sponsored Programs Total</b>	\$ 4,702,556.82	\$ 195,607.00	\$ -	\$ 14,339.71	\$ 4,912,503.53	<b>4.51%</b>
<b>College of Agricultural &amp; Life Sciences</b>	\$ 1,129,232.00	\$ 52,000.00	\$ -	\$ -	\$ 1,181,232.00	
Animal & Veterinary Science	\$ -	\$ 52,000.00	\$ -	\$ -	\$ 52,000.00	
Biological & Agr Engineering	\$ 7,887.00	\$ -	\$ -	\$ -	\$ 7,887.00	
College of Agriculture	\$ 823,145.00	\$ -	\$ -	\$ -	\$ 823,145.00	
District I	\$ 49,200.00	\$ -	\$ -	\$ -	\$ 49,200.00	
Plant, Soil & Entomological Sciences	\$ 249,000.00	\$ -	\$ -	\$ -	\$ 249,000.00	
<b>College of Letters, Arts &amp; Social Science</b>	\$ 20,000.00	\$ 32,100.00	\$ -	\$ -	\$ 52,100.00	
Journalism and Mass Media	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00	
Psychology & Communication Studies	\$ 10,000.00	\$ 32,100.00	\$ -	\$ -	\$ 42,100.00	
<b>College of Education</b>	\$ 81,000.00	\$ -	\$ -	\$ 9,529.21	\$ 90,529.21	
Dept of Curriculum & Instruction	\$ 81,000.00	\$ -	\$ -	\$ 9,529.21	\$ 90,529.21	
<b>College of Engineering</b>	\$ 151,007.00	\$ 103,330.00	\$ -	\$ -	\$ 254,337.00	
College of Engineering	\$ -	\$ 103,330.00	\$ -	\$ -	\$ 103,330.00	
Electrical & Computer Engineering	\$ 151,007.00	\$ -	\$ -	\$ -	\$ 151,007.00	
<b>College of Natural Resources</b>	\$ 70,525.00	\$ -	\$ -	\$ -	\$ 70,525.00	
Conservation Social Sciences	\$ 47,231.00	\$ -	\$ -	\$ -	\$ 47,231.00	
Range Resources	\$ 23,294.00	\$ -	\$ -	\$ -	\$ 23,294.00	
<b>Student Affairs</b>	\$ 424,271.00	\$ 177.00	\$ -	\$ -	\$ 424,448.00	
CAMP	\$ 424,271.00		\$ -	\$ -	\$ 424,271.00	
Career Center	\$ -	\$ 177.00	\$ -	\$ -	\$ 177.00	
<b>University Outreach - Idaho Falls</b>	\$ 2,221,721.82	\$ -	\$ -	\$ -	\$ 2,221,721.82	
Center for Advanced Energy Studies	\$ 200,000.00	\$ -	\$ -	\$ -	\$ 200,000.00	
Idaho Falls Center	\$ 2,021,721.82	\$ -	\$ -	\$ -	\$ 2,021,721.82	
<b>University Research</b>	\$ -	\$ -	\$ -	\$ 110.50	\$ 110.50	
Idaho Geological Survey	\$ -	\$ -	\$ -	\$ 110.50	\$ 110.50	
<b>Vice Provost for Academic Affairs</b>	\$ 604,800.00	\$ 8,000.00	\$ -	\$ 4,700.00	\$ 617,500.00	
International Programs	\$ 604,800.00	\$ 8,000.00	\$ -	\$ 4,700.00	\$ 617,500.00	
<b>Subtotal Instruction</b>	\$ 4,702,556.82	\$ 195,607.00	\$ -	\$ 14,339.71	\$ 4,912,503.53	<b>4.51%</b>
<b>Research:</b>						
<b>Sponsored Programs Total</b>	\$ 54,688,219.25	\$ 2,492,966.97	\$ 1,319,600.71	\$ 2,453,444.83	\$ 60,954,231.76	<b>55.94%</b>
<b>Sponsored ARRA Stimulus Total</b>	\$ 2,419,624.00	\$ -	\$ -	\$ -	\$ 2,419,624.00	<b>2.22%</b>

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

<b>College of Agricultural &amp; Life Sciences</b>	<b>\$ 15,434,774.10</b>	<b>\$ 1,701,310.00</b>	<b>\$ 327,634.72</b>	<b>\$ 456,312.76</b>	<b>\$ 17,920,031.58</b>
Agr Economics & Rural Sociology	\$ 31,480.00	\$ 22,141.00	\$ -	\$ -	\$ 53,621.00
Animal & Veterinary Science	\$ 155,827.00	\$ 131,384.00	\$ 56,869.63	\$ 174,409.19	\$ 518,489.82
Biological & Agr Engineering	\$ 405,753.04	\$ 98,185.00	\$ -	\$ 55,197.00	\$ 559,135.04
Branch Stations-Dubois	\$ 36,000.00	\$ -	\$ -	\$ -	\$ 36,000.00
College of Agriculture	\$ 840,057.76	\$ -	\$ -	\$ -	\$ 840,057.76
District II	\$ 75,000.00	\$ 3,400.00	\$ -	\$ -	\$ 78,400.00
Family & Consumer Sciences	\$ 1,018,060.00	\$ -	\$ -	\$ 5,267.80	\$ 1,023,327.80
Food Science	\$ 508,244.00	\$ 50,000.00	\$ 40,000.00	\$ 182,201.00	\$ 780,445.00
MMBB	\$ 713,243.00	\$ -	\$ -	\$ -	\$ 713,243.00
Plant, Soil & Entomological Sciences	\$ 11,651,109.30	\$ 1,396,200.00	\$ 230,765.09	\$ 39,237.77	\$ 13,317,312.16
<b>College of Letters, Arts &amp; Social Science</b>	<b>\$ 409,238.28</b>	<b>\$ -</b>	<b>\$ 25,191.00</b>	<b>\$ 4,989.60</b>	<b>\$ 439,418.88</b>
Anthropology Lab	\$ 18,000.00	\$ -	\$ -	\$ -	\$ 18,000.00
English	\$ -	\$ -	\$ -	\$ 4,989.60	\$ 4,989.60
Philosophy	\$ 18,842.28	\$ -	\$ -	\$ -	\$ 18,842.28
Psychology & Communication Studies	\$ 199,396.00	\$ -	\$ 25,191.00	\$ -	\$ 224,587.00
Sociology, Anthro & Justice Studies	\$ 173,000.00	\$ -	\$ -	\$ -	\$ 173,000.00
<b>College of Art &amp; Architecture</b>	<b>\$ 85,000.00</b>	<b>\$ -</b>	<b>\$ 495,000.00</b>	<b>\$ 5,500.00</b>	<b>\$ 585,500.00</b>
Architecture	\$ 85,000.00	\$ -	\$ 495,000.00	\$ 5,500.00	\$ 585,500.00
<b>College of Education</b>	<b>\$ 10,900.00</b>	<b>\$ 5,000.00</b>	<b>\$ -</b>	<b>\$ 2,000.00</b>	<b>\$ 17,900.00</b>
College of Education	\$ -	\$ 5,000.00	\$ -	\$ 2,000.00	\$ 7,000.00
Div Health/PE/Recreation/Dance	\$ 10,900.00	\$ -	\$ -	\$ -	\$ 10,900.00
<b>College of Engineering</b>	<b>\$ 5,216,928.85</b>	<b>\$ 50,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 61,300.00</b>	<b>\$ 5,333,228.85</b>
Chemical Engineering	\$ 112,811.00	\$ -	\$ -	\$ -	\$ 112,811.00
Civil Engineering	\$ 56,834.92	\$ 50,000.00	\$ -	\$ -	\$ 106,834.92
Computer Science	\$ 827,032.00	\$ -	\$ -	\$ -	\$ 827,032.00
Ctr for Ecohydraulics Research	\$ 708,984.00	\$ -	\$ -	\$ -	\$ 708,984.00
Engineering in Boise	\$ 7,207.00	\$ -	\$ -	\$ -	\$ 7,207.00
Idaho Space Grant	\$ 2,594,854.00	\$ -	\$ -	\$ -	\$ 2,594,854.00
Materials Science & Engr	\$ 143,803.00	\$ -	\$ -	\$ 61,300.00	\$ 205,103.00
Mechanical Engineering	\$ 765,402.93	\$ -	\$ 5,000.00	\$ -	\$ 770,402.93
<b>College of Graduate Studies</b>	<b>\$ 1,023,410.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,940.27</b>	<b>\$ 1,031,350.27</b>
College of Graduate Studies	\$ 585,395.00	\$ -	\$ -	\$ -	\$ 585,395.00
Environmental Science	\$ 438,015.00	\$ -	\$ -	\$ 7,940.27	\$ 445,955.27
<b>College of Natural Resources</b>	<b>\$ 11,459,152.44</b>	<b>\$ 324,075.06</b>	<b>\$ 310,467.43</b>	<b>\$ 529,709.88</b>	<b>\$ 12,623,404.81</b>
College of Natural Resources	\$ 1,289,688.02	\$ -	\$ -	\$ -	\$ 1,289,688.02
Conserv Social Sci-Park Studies	\$ 1,319,519.00	\$ -	\$ -	\$ -	\$ 1,319,519.00
Conservation Social Sciences	\$ 500,261.00	\$ -	\$ 150,725.00	\$ -	\$ 650,986.00
F&W-Coop Unit	\$ 426,582.55	\$ 1,365.72	\$ -	\$ 11,105.00	\$ 439,053.27
Fish & Wildlife Resources	\$ 848,835.57	\$ 209,206.34	\$ 8,702.00	\$ 134,844.92	\$ 1,201,588.83
Fisheries Unit	\$ 1,579,801.29	\$ 24,300.00	\$ -	\$ -	\$ 1,604,101.29
Forest Products	\$ 504,201.00	\$ -	\$ -	\$ -	\$ 504,201.00
Forest Resources	\$ 2,722,177.46	\$ -	\$ 151,040.43	\$ 368,887.00	\$ 3,242,104.89
General Forestry	\$ 693,188.55	\$ -	\$ -	\$ -	\$ 693,188.55
Range Resources	\$ 662,642.00	\$ -	\$ -	\$ 4,872.96	\$ 667,514.96
Wildlife Resources	\$ 912,256.00	\$ 89,203.00	\$ -	\$ 10,000.00	\$ 1,011,459.00
<b>College of Science</b>	<b>\$ 8,726,974.19</b>	<b>\$ 91,587.44</b>	<b>\$ 23,772.00</b>	<b>\$ 38,849.11</b>	<b>\$ 8,881,182.74</b>
Biological Sciences	\$ 2,162,517.00	\$ -	\$ -	\$ 14,482.87	\$ 2,176,999.87
Chemistry	\$ 980,085.00	\$ -	\$ -	\$ 2,970.00	\$ 983,055.00
Department of Statistics	\$ 81,550.00	\$ -	\$ -	\$ -	\$ 81,550.00
Geography	\$ 788,530.45	\$ 41,587.44	\$ -	\$ -	\$ 830,117.89
Geological Sciences	\$ 223,478.74	\$ -	\$ -	\$ 1,596.24	\$ 225,074.98

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

Initiative for Bioinfo & Evol Study	\$ 3,569,668.00	\$ -	\$ 23,772.00	\$ 19,800.00	\$ 3,613,240.00
Mathematics	\$ 56,798.00	\$ -	\$ -	\$ -	\$ 56,798.00
Physics	\$ 864,347.00	\$ 50,000.00	\$ -	\$ -	\$ 914,347.00
<b>General Library</b>	<b>\$ 2,700.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,700.00</b>
General Library	\$ 2,700.00	\$ -	\$ -	\$ -	\$ 2,700.00
<b>Student Affairs</b>	<b>\$ 7,500.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,500.00</b>
Native American Center	\$ 7,500.00	\$ -	\$ -	\$ -	\$ 7,500.00
<b>University Outreach - Idaho Falls</b>	<b>\$ 1,375,839.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,375,839.00</b>
Center for Advanced Energy Studies	\$ 984,206.00	\$ -	\$ -	\$ -	\$ 984,206.00
Idaho Falls Center	\$ 391,633.00	\$ -	\$ -	\$ -	\$ 391,633.00
<b>University Research</b>	<b>\$ 10,251,641.39</b>	<b>\$ 178,361.47</b>	<b>\$ 132,535.56</b>	<b>\$ 1,389,476.21</b>	<b>\$ 11,952,014.63</b>
Aquaculture	\$ 2,081,495.92	\$ -	\$ 70,869.00	\$ -	\$ 2,152,364.92
Ctr Adv Microelect & Bio-molecular	\$ 39,273.42	\$ -	\$ -	\$ -	\$ 39,273.42
EBI	\$ 2,062.00	\$ -	\$ -	\$ -	\$ 2,062.00
Idaho Geological Survey	\$ 582,967.00	\$ -	\$ -	\$ -	\$ 582,967.00
MRCI	\$ 1,631,788.00	\$ -	\$ -	\$ -	\$ 1,631,788.00
NIATT	\$ 1,071,437.05	\$ -	\$ 61,666.56	\$ -	\$ 1,133,103.61
Research Financial Support Services	\$ -	\$ -	\$ -	\$ 1,202,800.00	\$ 1,202,800.00
University Research	\$ 181,912.00	\$ -	\$ -	\$ 3,533.77	\$ 185,445.77
University Research - EPSCoR	\$ 4,501,282.00	\$ -	\$ -	\$ 2,675.75	\$ 4,503,957.75
Water/Energy Resources Res Inst	\$ 159,424.00	\$ 178,361.47	\$ -	\$ 180,466.69	\$ 518,252.16
<b>WI-Regional Program in Vet Med</b>	<b>\$ 147,561.00</b>	<b>\$ 100,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 247,561.00</b>
Caine Center Administration	\$ 147,561.00	\$ -	\$ -	\$ -	\$ 147,561.00
Caine Center Clinics	\$ -	\$ 100,000.00	\$ -	\$ -	\$ 100,000.00
<b>WWAMI Medical Education Program</b>	<b>\$ 2,956,224.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,956,224.00</b>
INBRE	\$ 2,956,224.00	\$ -	\$ -	\$ -	\$ 2,956,224.00

<b>Subtotal Sponsored Research/ARRA</b>	<b>\$ 57,107,843.25</b>	<b>\$ 2,450,333.97</b>	<b>\$ 1,319,600.71</b>	<b>\$ 2,496,077.83</b>	<b>\$ 63,373,855.76</b>	<b>58.16%</b>
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<b>Federal Land Grant Appropriated Research Total</b>	<b>\$ 2,690,531.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,690,531.00</b>	<b>2.47%</b>
<b>State Research Appropriation Total</b>		<b>\$ 14,393,768.74</b>			<b>\$ 14,393,768.74</b>	<b>13.21%</b>
<b>College of Agricultural &amp; Life Sciences</b>	<b>\$ 2,690,531.00</b>	<b>\$ 13,181,268.74</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,871,799.74</b>	
Ag & Extension Distance Education Appropriation	\$ -	\$ 1,249.93	\$ -	\$ -	\$ 1,249.93	
Agr Economics & Rural Sociology Appropriations	\$ 236,571.60	\$ 802,128.79	\$ -	\$ -	\$ 1,038,700.39	
Agricultural & Extension Education Appropriations	\$ 6,680.74	\$ 188,534.76			\$ 195,215.50	
Animal & Veterinary Science Appropriations	\$ 107,651.64	\$ 782,151.63	\$ -	\$ -	\$ 889,803.27	
Biological & Agr Engineering Appropriations	\$ 169,018.06	\$ 572,674.84	\$ -	\$ -	\$ 741,692.90	
Branch Stations-Aberdeen Appropriations	\$ -	\$ 570,522.14	\$ -	\$ -	\$ 570,522.14	
Branch Stations-Caldwell Appropriations	\$ -	\$ 1,383.64	\$ -	\$ -	\$ 1,383.64	
Branch Stations-Hagerman Appropriations	\$ -	\$ 114,449.69	\$ -	\$ -	\$ 114,449.69	
Branch Stations-Kimberly Appropriations	\$ -	\$ 261,495.87	\$ -	\$ -	\$ 261,495.87	
Branch Stations-Parma Appropriations	\$ -	\$ 60,585.85	\$ -	\$ -	\$ 60,585.85	
CALS Educational Communications Appropriations	\$ -	\$ 217,410.99	\$ -	\$ -	\$ 217,410.99	
College of Agriculture Appropriations	\$ 750,841.03	\$ 4,464,771.47	\$ -	\$ -	\$ 5,215,612.50	
District I Appropriations	\$ -	\$ 6,847.77	\$ -	\$ -	\$ 6,847.77	
District II Appropriations	\$ 10,834.63	\$ 29,764.32	\$ -	\$ -	\$ 40,598.95	
District III Appropriations	\$ 14,125.09	\$ 81,219.07	\$ -	\$ -	\$ 95,344.16	
Family & Consumer Sciences Appropriations	\$ 33,444.25	\$ 218,769.34	\$ -	\$ -	\$ 252,213.59	
Food Science Appropriations	\$ 184,696.41	\$ 511,012.98	\$ -	\$ -	\$ 695,709.39	
International Programs Appropriations	\$ -	\$ 65,980.80	\$ -	\$ -	\$ 65,980.80	
MMBB Appropriations	\$ 109,286.55	\$ 408,523.27	\$ -	\$ -	\$ 517,809.82	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

N. Cummings Rsrch Ext Ed Ctr Appropriations	\$ -	\$ 281,430.55	\$ -	\$ -	\$ 281,430.55
Palouse Rsrch Ext Education Ctr Appropriations	\$ -	\$ 454,085.54	\$ -	\$ -	\$ 454,085.54
Plant, Soil & Entomological Sciences Appropriations	\$ 1,067,381.00	\$ 3,038,943.04	\$ -	\$ -	\$ 4,106,324.04
Special Allocations Appropriations	\$ -	\$ 47,332.46	\$ -	\$ -	\$ 47,332.46
<b>College of Natural Resources</b>	<b>\$ -</b>	<b>\$ 511,400.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 511,400.00</b>
Forest Utilization State Appropriation	\$ -	\$ 511,400.00	\$ -	\$ -	\$ 511,400.00
<b>University Research</b>	<b>\$ -</b>	<b>\$ 701,100.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 701,100.00</b>
Idaho Geological Survey State Appropriation	\$ -	\$ 701,100.00	\$ -	\$ -	\$ 701,100.00

<b>Subtotal Appropriated Research</b>	<b>\$ 2,690,531.00</b>	<b>\$ 14,393,768.74</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 17,084,299.74</b>	<b>15.68%</b>
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<b>Subtotal Research</b>	<b>\$ 59,798,374.25</b>	<b>\$ 16,844,102.71</b>	<b>\$ 1,319,600.71</b>	<b>\$ 2,496,077.83</b>	<b>\$ 80,458,155.50</b>	<b>73.84%</b>
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	Federal	State	Industry	Other	Total	% of Grand Total
<b>Public Service</b>						
<b>Sponsored Programs Total</b>	\$ 10,519,698.76	\$ 122,626.32	\$ 17,000.00	\$ 667,570.24	\$ 11,326,895.32	<b>10.40%</b>
<b>Sponsored ARRA Stimulus Total</b>	\$ 29,000.00	\$ -	\$ -	\$ -	\$ 29,000.00	<b>0.03%</b>

	\$ -					
<b>College of Agricultural &amp; Life Sciences</b>	<b>\$ 2,190,701.00</b>	<b>\$ 57,668.00</b>	<b>\$ 2,000.00</b>	<b>\$ 552,688.97</b>	<b>\$ 2,803,057.97</b>	
Agr Economics & Rural Sociology	\$ 26,068.00	\$ 6,375.00	\$ -	\$ 201,300.00	\$ 233,743.00	
Animal & Veterinary Science	\$ 31,954.00	\$ 45,043.00	\$ -	\$ -	\$ 76,997.00	
Biological & Agr Engineering	\$ 200,000.00	\$ -	\$ -	\$ -	\$ 200,000.00	
District I	\$ 435,415.00	\$ -	\$ -	\$ 2,919.97	\$ 438,334.97	
District II	\$ 297,841.00	\$ 1,250.00	\$ -	\$ 252,150.00	\$ 551,241.00	
District III	\$ 184,547.00	\$ -	\$ -	\$ 93,984.00	\$ 278,531.00	
District IV	\$ 175,634.00	\$ -	\$ -	\$ -	\$ 175,634.00	
Extension Forestry	\$ 22,868.00	\$ -	\$ -	\$ -	\$ 22,868.00	
Family & Consumer Sciences	\$ 77,372.00	\$ -	\$ -	\$ -	\$ 77,372.00	
Plant, Soil & Entomological Sciences	\$ 182,039.00	\$ 5,000.00	\$ -	\$ -	\$ 187,039.00	
4-H Programs	\$ 556,963.00	\$ -	\$ 2,000.00	\$ 2,335.00	\$ 561,298.00	
<b>College of Letters, Arts &amp; Social Science</b>	<b>\$ 73,008.00</b>	<b>\$ 6,455.00</b>	<b>\$ -</b>	<b>\$ 13,300.00</b>	<b>\$ 92,763.00</b>	
Anthropology Lab	\$ 29,000.00	\$ -	\$ -	\$ -	\$ 29,000.00	
Col of Letters, Arts & Soc Sci	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00	
English	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 2,000.00	
Foreign Language & Literature	\$ -	\$ -	\$ -	\$ 1,800.00	\$ 1,800.00	
Hampton School of Music	\$ 4,250.00	\$ 6,455.00	\$ -	\$ 7,000.00	\$ 17,705.00	
History	\$ 618.00	\$ -	\$ -	\$ -	\$ 618.00	
McClure Ctr Public Policy Res	\$ 27,140.00	\$ -	\$ -	\$ 4,500.00	\$ 31,640.00	
<b>College of Art &amp; Architecture</b>	<b>\$ 23,840.00</b>	<b>\$ 6,662.00</b>	<b>\$ 15,000.00</b>	<b>\$ -</b>	<b>\$ 45,502.00</b>	
Architecture	\$ 16,340.00	\$ -	\$ 15,000.00	\$ -	\$ 31,340.00	
Art & Architecture Admin	\$ 7,500.00	\$ 6,662.00	\$ -	\$ -	\$ 14,162.00	
<b>College of Education</b>	<b>\$ 4,258,265.92</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 41,645.00</b>	<b>\$ 4,299,910.92</b>	
Ctr on Disabilities & Human Dev	\$ 1,519,934.81	\$ -	\$ -	\$ 31,670.00	\$ 1,551,604.81	
Dept of Curriculum & Instruction	\$ 189,139.11	\$ -	\$ -	\$ -	\$ 189,139.11	
Div Health/PE/Recreation/Dance	\$ 20,000.00	\$ -	\$ -	\$ -	\$ 20,000.00	
Leadership and Counseling	\$ 369,335.00	\$ -	\$ -	\$ -	\$ 369,335.00	
TRIO Pre-College Projects	\$ 2,159,857.00	\$ -	\$ -	\$ 9,975.00	\$ 2,169,832.00	
<b>College of Engineering</b>	<b>\$ 473,901.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 473,901.00</b>	
Civil Engineering	\$ 64,500.00	\$ -	\$ -	\$ -	\$ 64,500.00	
Engineering in Boise	\$ 402,831.00	\$ -	\$ -	\$ -	\$ 402,831.00	
Idaho Space Grant	\$ 6,570.00	\$ -	\$ -	\$ -	\$ 6,570.00	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

College of Graduate Studies	\$	836,451.00	\$	36,000.00	\$	-	\$	-	\$	872,451.00	
College of Graduate Studies	\$	231,000.00	\$	-	\$	-	\$	-	\$	231,000.00	
Environmental Science	\$	605,451.00	\$	36,000.00	\$	-	\$	-	\$	641,451.00	
College of Law	\$	100,000.00	\$	-	\$	-	\$	4,428.27	\$	104,428.27	
College of Law	\$	100,000.00	\$	-	\$	-	\$	4,428.27	\$	104,428.27	
College of Natural Resources	\$	1,726,499.36	\$	-	\$	-	\$	2,427.00	\$	1,728,926.36	
Conservation Social Sciences	\$	-	\$	-	\$	-	\$	2,427.00	\$	2,427.00	
Forest Resources	\$	1,726,499.36	\$	-	\$	-	\$	-	\$	1,726,499.36	
College of Science	\$	71,226.00	\$	-	\$	-	\$	-	\$	71,226.00	
Biological Sciences	\$	51,226.00	\$	-	\$	-	\$	-	\$	51,226.00	
Mathematics	\$	20,000.00	\$	-	\$	-	\$	-	\$	20,000.00	
General Library	\$	2,500.00	\$	-	\$	-	\$	-	\$	2,500.00	
General Library	\$	2,500.00	\$	-	\$	-	\$	-	\$	2,500.00	
Human Rights, Access & Inclusion	\$	-	\$	-	\$	-	\$	2,475.00	\$	2,475.00	
Human Rights, Access & Inclusion	\$	-	\$	-	\$	-	\$	2,475.00	\$	2,475.00	
President's Area	\$	-	\$	-	\$	-	\$	22,366.00	\$	22,366.00	
President's Area	\$	-	\$	-	\$	-	\$	22,366.00	\$	22,366.00	
Student Affairs	\$	402,119.48	\$	15,841.32	\$	-	\$	-	\$	417,960.80	
Academic Asst Pgrm/SSS	\$	335,666.00	\$	-	\$	-	\$	-	\$	335,666.00	
Counseling & Testing Center	\$	23,037.00	\$	-	\$	-	\$	-	\$	23,037.00	
Dean of Students	\$	43,416.48	\$	15,841.32	\$	-	\$	-	\$	59,257.80	
University Research	\$	343,646.00	\$	-	\$	-	\$	1,590.00	\$	345,236.00	
Idaho Geological Survey	\$	39,792.00	\$	-	\$	-	\$	-	\$	39,792.00	
NIATT	\$	299,876.00	\$	-	\$	-	\$	-	\$	299,876.00	
Water/Energy Resources Res Inst	\$	3,978.00	\$	-	\$	-	\$	1,590.00	\$	5,568.00	
Vice Prov for Academic Affairs	\$	44,041.00	\$	-	\$	-	\$	26,650.00	\$	70,691.00	
International Programs	\$	44,041.00	\$	-	\$	-	\$	650.00	\$	44,691.00	
Vice Provost for Academic Aff	\$	-	\$	-	\$	-	\$	26,000.00	\$	26,000.00	
WWAMI Medical Education Program	\$	2,500.00	\$	-	\$	-	\$	-	\$	2,500.00	
Medical Education Program	\$	2,500.00	\$	-	\$	-	\$	-	\$	2,500.00	
	\$	-									
Subtotal Sponsored Public Service	\$	10,548,698.76	\$	122,626.32	\$	17,000.00	\$	667,570.24	\$	11,355,895.32	10.42%
	\$	-									
Federal Land Grant Appropriated Extension Total	\$	2,855,276.00	\$	-	\$	-	\$	-	\$	2,855,276.00	2.62%
State Extension Appropriation Total	\$	-	\$	9,377,731.26	\$	-	\$	-	\$	9,377,731.26	8.61%
College of Agricultural & Life Sciences	\$	2,855,276.00	\$	9,377,731.26	\$	-	\$	-	\$	12,233,007.26	
Ag & Extension Distance Education Appropriation	\$	-	\$	80,486.39	\$	-	\$	-	\$	80,486.39	
Agr Economics & Rural Sociology Appropriations	\$	353,363.63	\$	311,072.69	\$	-	\$	-	\$	664,436.32	
Agricultural & Extension Education Appropriations	\$	8,619.44	\$	-	\$	-	\$	-	\$	8,619.44	
Animal & Veterinary Science Appropriations	\$	225,313.40	\$	233,565.96	\$	-	\$	-	\$	458,879.36	
Biological & Agr Engineering Appropriations	\$	104,906.77	\$	142,944.60	\$	-	\$	-	\$	247,851.37	
Branch Stations-Caldwell Appropriations	\$	-	\$	42,548.94	\$	-	\$	-	\$	42,548.94	
Branch Stations-Parma Appropriations	\$	1,292.17	\$	38,525.70	\$	-	\$	-	\$	39,817.87	
CALS Educational Communications Appropriations	\$	228.80	\$	227,809.41	\$	-	\$	-	\$	228,038.21	
College of Agriculture Appropriations	\$	399,102.12	\$	1,618,894.52	\$	-	\$	-	\$	2,017,996.64	
District I Appropriations	\$	144,711.77	\$	1,128,836.00	\$	-	\$	-	\$	1,273,547.77	
District II Appropriations	\$	203,755.85	\$	1,402,272.56	\$	-	\$	-	\$	1,606,028.41	
District III Appropriations	\$	68,448.96	\$	1,180,475.19	\$	-	\$	-	\$	1,248,924.15	
District IV Appropriations	\$	122,207.52	\$	1,361,891.53	\$	-	\$	-	\$	1,484,099.05	
Extension Forestry Appropriations	\$	94,239.82	\$	64,429.48	\$	-	\$	-	\$	158,669.30	
Family & Consumer Sciences Appropriations	\$	177,159.08	\$	296,852.87	\$	-	\$	-	\$	474,011.95	
Food Science Appropriations	\$	12,341.22	\$	59,857.65	\$	-	\$	-	\$	72,198.87	
Palouse Rsrch Ext Education Ctr Appropriations	\$	-	\$	77,531.45	\$	-	\$	-	\$	77,531.45	

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Plant, Soil & Entomological Sciences Appropriations	\$	696,677.89	\$	642,171.82	\$	-	\$	-	\$	1,338,849.71
Special Allocations Appropriations	\$	-	\$	218,649.03	\$	-	\$	-	\$	218,649.03
4-H Programs Appropriations	\$	242,907.56	\$	248,915.47	\$	-	\$	-	\$	491,823.03

<b>Subtotal Appropriated Public Service</b>	<b>\$</b>	<b>2,855,276.00</b>	<b>\$</b>	<b>9,377,731.26</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>12,233,007.26</b>	<b>11.23%</b>
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<b>Subtotal Public Service</b>	<b>\$</b>	<b>13,403,974.76</b>	<b>\$</b>	<b>9,500,357.58</b>	<b>\$</b>	<b>17,000.00</b>	<b>\$</b>	<b>667,570.24</b>	<b>\$</b>	<b>23,588,902.58</b>	<b>21.65%</b>
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<b>Grand Totals</b>	<b>\$</b>	<b>77,904,905.83</b>	<b>\$</b>	<b>26,540,067.29</b>	<b>\$</b>	<b>1,336,600.71</b>	<b>\$</b>	<b>3,177,987.78</b>	<b>\$</b>	<b>108,959,561.61</b>	<b>100%</b>
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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Expenses by College & Department  
FY2011**

*Expenses for the Period July 1, 2010 through June 30, 2011*

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
<b>Instruction:</b>							
<b>Sponsored Programs</b>	\$ 4,336,441.45	\$ 468,479.82	\$ -	\$ 31,810.52	\$ 1,073,327.69	\$ 5,910,059.48	<b>4.38%</b>
<b>State Board of Vocational Ed (ARRA Pass Thru)</b>	\$ 73,632.19	\$ -	\$ -	\$ -	\$ -	\$ 73,632.19	<b>0.05%</b>
<b>Other Sources</b>	\$ -	\$ -	\$ -	\$ -	\$ 59,574.82	\$ 59,574.82	<b>0.04%</b>
<b>College of Agricultural &amp; Life Sciences</b>	\$ 132,190.55	\$ 51,605.37	\$ -	\$ -	\$ 42,386.75	\$ 226,182.67	
Animal & Veterinary Science	\$ -	\$ 35,671.12	\$ -	\$ -	\$ 17,606.83	\$ 53,277.95	
Biological & Agr Engineering	\$ 9,351.85	\$ -	\$ -	\$ -	\$ 4,762.94	\$ 14,114.79	
College of Agriculture	\$ 40,946.92	\$ -	\$ -	\$ -	\$ 147.30	\$ 41,094.22	
District I	\$ 37,547.98	\$ -	\$ -	\$ -	\$ (1.09)	\$ 37,546.89	
District IV	\$ (45.00)	\$ -	\$ -	\$ -	\$ (11.70)	\$ (56.70)	
Family & Consumer Science	\$ (153.46)	\$ -	\$ -	\$ -	\$ (22.94)	\$ (176.40)	
MMBB	\$ -	\$ 16,104.00	\$ -	\$ -	\$ 8,969.93	\$ 25,073.93	
Plant, Soil & Entomological Sciences	\$ 44,542.26	\$ -	\$ -	\$ -	\$ 11,030.03	\$ 55,572.29	
4-H Program	\$ -	\$ (169.75)	\$ -	\$ -	\$ (94.55)	\$ (264.30)	
<b>College of Letters, Arts &amp; Social Science</b>	\$ 4,514.80	\$ 62,642.86	\$ -	\$ -	\$ 30,842.28	\$ 97,999.94	
Journalism and Mass Media	\$ 3,274.95	\$ -	\$ -	\$ -	\$ 4,398.20	\$ 7,673.15	
Hampton School of Music	\$ -	\$ 28,665.89	\$ -	\$ -	\$ 15,966.90	\$ 44,632.79	
Psychology & Communication Studies	\$ 1,239.85	\$ 33,976.97	\$ -	\$ -	\$ 10,477.18	\$ 45,694.00	
<b>College of Art &amp; Architecture</b>	\$ -	\$ 154,940.49	\$ -	\$ -	\$ 86,301.85	\$ 241,242.34	
Architecture	\$ -	\$ 11,446.25	\$ -	\$ -	\$ 6,375.56	\$ 17,821.81	
Art & Architecture Admin	\$ -	\$ 143,494.24	\$ -	\$ -	\$ 79,926.29	\$ 223,420.53	
<b>College of Education</b>	\$ 789,937.90	\$ 95,487.82	\$ -	\$ 2,076.86	\$ 482,086.28	\$ 1,369,588.86	
Adult, Career, & Tech Education	\$ (256.00)	\$ (76.00)	\$ -	\$ -	\$ (175.58)	\$ (507.58)	
College of Education	\$ 5,039.57	\$ -	\$ -	\$ -	\$ 2,842.68	\$ 7,882.25	
Ctr on Disabilities & Human Dev	\$ 560,770.95	\$ -	\$ -	\$ -	\$ 247,692.26	\$ 808,463.21	
Dept of Curriculum & Instruction	\$ 150,929.63	\$ -	\$ -	\$ 2,076.86	\$ 82,271.67	\$ 235,278.16	
Div Health/PE/Recreation/Dance	\$ -	\$ -	\$ -	\$ -	\$ 38,666.20	\$ 38,666.20	
Leadership and Counseling	\$ 73,632.19	\$ 95,563.82	\$ -	\$ -	\$ 110,812.65	\$ 280,008.66	
TRIO Pre-College Projects	\$ (178.44)	\$ -	\$ -	\$ -	\$ (23.60)	\$ (202.04)	
<b>College of Engineering</b>	\$ 695,378.30	\$ 97,454.45	\$ -	\$ 112.13	\$ 249,900.29	\$ 1,042,845.17	
Civil Engineering	\$ 115,786.14	\$ -	\$ -	\$ -	\$ 0.04	\$ 115,786.18	
College of Engineering	\$ -	\$ 97,454.45	\$ -	\$ -	\$ 54,282.13	\$ 151,736.58	
Electrical & Computer Engineering	\$ 149,324.01	\$ -	\$ -	\$ -	\$ 83,173.47	\$ 232,497.48	
Computer Science	\$ (1,000.00)	\$ -	\$ -	\$ -	\$ -	\$ (1,000.00)	
Idaho Space Grant	\$ 431,268.15	\$ -	\$ -	\$ -	\$ 112,382.19	\$ 543,650.34	
Mechanical Engineering	\$ -	\$ -	\$ -	\$ 112.13	\$ 62.46	\$ 174.59	
<b>College of Natural Resources</b>	\$ 99,790.84	\$ -	\$ -	\$ -	\$ 11,957.84	\$ 111,748.68	
Conservation Social Sciences	\$ 55,289.36	\$ -	\$ -	\$ -	\$ (0.02)	\$ 55,289.34	
Forest Resources	\$ 44,501.48	\$ -	\$ -	\$ -	\$ 11,957.86	\$ 56,459.34	
<b>Student Affairs</b>	\$ 504,971.84	\$ 3,612.62	\$ -	\$ -	\$ 156,681.79	\$ 665,266.25	
Academic Asst Pgrm/SSS	\$ 90,297.05	\$ -	\$ -	\$ -	\$ 28,890.24	\$ 119,187.29	
CAMP	\$ 413,407.14	\$ -	\$ -	\$ -	\$ 127,264.91	\$ 540,672.05	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Career Center	\$ -	\$ 3,612.62	\$ -	\$ -	\$ (0.01)	\$ 3,612.61
Dean of Students	\$ 1,267.65	\$ -	\$ -	\$ -	\$ 526.65	\$ 1,794.30
<b>University Outreach - Idaho Falls</b>	<b>\$ 1,919,323.76</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,498.29</b>	<b>\$ 1,932,822.05</b>
Center for Advanced Energy Studies	\$ 38,800.83	\$ -	\$ -	\$ -	\$ 13,498.20	\$ 52,299.03
Idaho Falls Center	\$ 1,880,522.93	\$ -	\$ -	\$ -	\$ 0.09	\$ 1,880,523.02
<b>University Research</b>	<b>\$ 3,989.39</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 25,574.66</b>	<b>\$ 6,649.41</b>	<b>\$ 36,213.46</b>
Idaho Geological Survey	\$ -	\$ -	\$ -	\$ 25,574.66	\$ 6,649.41	\$ 32,224.07
Water/Energy Resources Res Inst	\$ 3,989.39	\$ -	\$ -	\$ -	\$ -	\$ 3,989.39
<b>Vice Provost for Academic Affairs</b>	<b>\$ 259,976.26</b>	<b>\$ 2,736.21</b>	<b>\$ -</b>	<b>\$ 4,046.87</b>	<b>\$ 52,597.73</b>	<b>\$ 319,357.07</b>
International Programs	\$ 259,976.26	\$ 2,736.21	\$ -	\$ 4,046.87	\$ 52,597.73	\$ 319,357.07

<b>Subtotal Instruction</b>	<b>\$ 4,410,073.64</b>	<b>\$ 468,479.82</b>	<b>\$ -</b>	<b>\$ 31,810.52</b>	<b>\$ 1,132,902.51</b>	<b>\$ 6,043,266.49</b>	<b>4.48%</b>
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	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
<b>Research:</b>							
<b>Sponsored Programs</b>	\$ 48,271,885.42	\$ 3,002,397.85	\$ 1,988,954.54	\$ 1,314,250.05	\$ 6,577,607.70	\$ 61,155,095.56	45.31%
<b>Sponsored ARRA Funding</b>	\$ 4,280,046.91	\$ -	\$ -	\$ -	\$ -	\$ 4,280,046.91	3.17%
<b>ARRA State Stimulus Funding</b>	\$ 12,821.97	\$ -	\$ -	\$ -	\$ -	\$ 12,821.97	0.01%
<b>Other Sources</b>	\$ -	\$ 4,656,200.78	\$ 155,203.90	\$ 108,211.74	\$ 9,093,581.41	\$ 14,013,197.83	10.38%
<b>College of Agricultural &amp; Life Sciences</b>	<b>\$ 7,745,902.43</b>	<b>\$ 2,126,531.86</b>	<b>\$ 365,050.32</b>	<b>\$ 239,856.18</b>	<b>\$ 5,016,440.37</b>	<b>\$ 15,493,781.16</b>	
Ag & Extension Distance Education	\$ -	\$ -	\$ -	\$ -	\$ 11,570.00	\$ 11,570.00	
Agr Economics & Rural Sociology	\$ 407,541.66	\$ 51,909.61	\$ -	\$ -	\$ 143,061.75	\$ 602,513.02	
Agricultural & Extension Education	\$ 232.31	\$ -	\$ -	\$ -	\$ -	\$ 232.31	
Animal & Veterinary Science	\$ 330,157.62	\$ 323,777.96	\$ 41,600.18	\$ 177,357.46	\$ 287,198.22	\$ 1,160,091.44	
Biological & Agr Engineering	\$ 854,263.56	\$ 207,860.17	\$ -	\$ 13,636.77	\$ 125,002.45	\$ 1,200,762.95	
Branch Stations-Aberdeen	\$ (4.39)	\$ -	\$ -	\$ -	\$ 296,998.35	\$ 296,993.96	
Branch Stations-Dubois	\$ 36,370.47	\$ -	\$ -	\$ -	\$ 149,515.38	\$ 185,885.85	
Branch Stations-Kimberly	\$ -	\$ -	\$ -	\$ -	\$ 114,421.95	\$ 114,421.95	
Branch Stations-Parma	\$ -	\$ -	\$ -	\$ -	\$ 433,593.30	\$ 433,593.30	
Branch Stations-Tetonia	\$ -	\$ -	\$ -	\$ -	\$ 90,395.51	\$ 90,395.51	
College of Agriculture	\$ 536,068.88	\$ -	\$ -	\$ -	\$ 97,723.75	\$ 633,792.63	
District I	\$ 1,053.55	\$ -	\$ -	\$ -	\$ 319.23	\$ 1,372.78	
District II	\$ -	\$ 2,751.36	\$ -	\$ -	\$ 881.95	\$ 3,633.31	
District III	\$ -	\$ -	\$ -	\$ -	\$ 52,998.35	\$ 52,998.35	
District IV	\$ -	\$ -	\$ -	\$ -	\$ 1,944.70	\$ 1,944.70	
Family & Consumer Sciences	\$ 524,218.05	\$ -	\$ -	\$ -	\$ 39,422.43	\$ 563,640.48	
Food Science	\$ 533,565.00	\$ 149,193.15	\$ 69,613.11	\$ 293.72	\$ 199,965.21	\$ 952,630.19	
MMBB	\$ 67,240.14	\$ -	\$ -	\$ 4,381.34	\$ 23,351.88	\$ 94,973.36	
¶N. Cummings Rsrch Ext Ed Ctr¶	\$ -	\$ -	\$ -	\$ -	\$ 23,880.25	\$ 23,880.25	
Palouse Rsrch Ext Education Ctr	\$ -	\$ -	\$ -	\$ -	\$ 69,267.56	\$ 69,267.56	
Plant, Soil & Entomological Sciences	\$ 4,455,195.58	\$ 1,391,039.61	\$ 253,837.03	\$ 44,186.89	\$ 2,531,993.91	\$ 8,676,253.02	
Special Allocations	\$ -	\$ -	\$ -	\$ -	\$ 322,934.24	\$ 322,934.24	
<b>College of Letters, Arts &amp; Social Science</b>	<b>\$ 344,435.35</b>	<b>\$ 110,757.04</b>	<b>\$ 50,778.35</b>	<b>\$ 10,024.15</b>	<b>\$ 206,943.78</b>	<b>\$ 722,938.67</b>	
Anthropology Lab	\$ 2,484.92	\$ 51,855.43	\$ -	\$ -	\$ 29,734.08	\$ 84,074.43	
College of Letters, Arts & Social Science	\$ 5,875.14	\$ -	\$ -	\$ -	\$ 997.46	\$ 6,872.60	
English	\$ -	\$ -	\$ -	\$ -	\$ 14,464.97	\$ 14,464.97	
Hampton School of Music	\$ -	\$ -	\$ -	\$ -	\$ 15,623.97	\$ 15,623.97	
History	\$ -	\$ -	\$ -	\$ -	\$ 12,525.56	\$ 12,525.56	
Journalism and Mass Media	\$ -	\$ -	\$ -	\$ -	\$ 10,654.40	\$ 10,654.40	
McClure Ctr Public Policy Res	\$ -	\$ 56,428.72	\$ -	\$ -	\$ 5,692.08	\$ 62,120.80	
Philosophy	\$ 63,417.85	\$ -	\$ -	\$ 8,738.03	\$ 2,907.97	\$ 75,063.85	
Political Science	\$ -	\$ -	\$ -	\$ -	\$ 16,635.42	\$ 16,635.42	
Psychology & Communication Studies	\$ 2,427.80	\$ -	\$ 36,937.15	\$ 1,286.12	\$ 847.30	\$ 41,498.37	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Sociology, Anthro & Justice Studies	\$ 270,229.64	\$ 2,472.89	\$ 13,841.20	\$ -	\$ 89,390.57	\$ 375,934.30
Theatre Arts and Film	\$ -	\$ -	\$ -	\$ -	\$ 7,470.00	\$ 7,470.00
<b>College of Art &amp; Architecture</b>	<b>\$ 22,877.64</b>	<b>\$ -</b>	<b>\$ 576,746.57</b>	<b>\$ 39,902.67</b>	<b>\$ 8,242.58</b>	<b>\$ 647,769.46</b>
Architecture	\$ 22,877.64	\$ -	\$ 576,746.57	\$ 39,902.67	\$ 8,242.58	\$ 647,769.46
<b>College of Business &amp; Economics</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 137.72</b>	<b>\$ (137.72)</b>	<b>\$ -</b>
Business	\$ -	\$ -	\$ -	\$ 137.72	\$ (137.72)	\$ -
<b>College of Education</b>	<b>\$ 8,889.50</b>	<b>\$ 3,105.02</b>	<b>\$ -</b>	<b>\$ 4,677.47</b>	<b>\$ 93,405.07</b>	<b>\$ 110,077.06</b>
College of Education	\$ -	\$ 3,105.02	\$ -	\$ 1,986.27	\$ 10,161.00	\$ 15,252.29
College of Education-Project Fds	\$ -	\$ -	\$ -	\$ -	\$ 80,634.28	\$ 80,634.28
Dept of Curriculum & Instruction	\$ -	\$ -	\$ -	\$ -	\$ 620.23	\$ 620.23
Div Health/PE/Recreation/Dance	\$ 8,889.50	\$ -	\$ -	\$ -	\$ 395.79	\$ 9,285.29
Leadership and Counseling	\$ -	\$ -	\$ -	\$ 2,691.20	\$ 1,167.98	\$ 3,859.18
TRIO Pre-College Projects	\$ -	\$ -	\$ -	\$ -	\$ 425.79	\$ 425.79
<b>College of Engineering</b>	<b>\$ 7,607,913.52</b>	<b>\$ 1,861,342.15</b>	<b>\$ 473,357.37</b>	<b>\$ 123,009.38</b>	<b>\$ 2,080,681.83</b>	<b>\$ 12,146,304.25</b>
Chemical Engineering	\$ 511,410.48	\$ -	\$ -	\$ -	\$ 156,942.30	\$ 668,352.78
Civil Engineering	\$ 161,203.85	\$ 54,397.03	\$ -	\$ -	\$ 48,844.77	\$ 264,445.65
College of Engineering	\$ 48,376.82	\$ -	\$ -	\$ -	\$ 7,618.52	\$ 55,995.34
Computer Science	\$ 223,327.93	\$ -	\$ 31,544.84	\$ -	\$ 42,088.31	\$ 296,961.08
Ctr for Ecohydraulics Research	\$ 487,974.77	\$ 401,390.50	\$ -	\$ 1.02	\$ 334,930.46	\$ 1,224,296.75
Electrical & Computer Engineering	\$ -	\$ -	\$ 12,136.44	\$ 66,480.03	\$ 146,146.40	\$ 224,762.87
Engineering Experiment Station	\$ -	\$ 1,299,209.79	\$ -	\$ -	\$ 228,169.34	\$ 1,527,379.13
Engineering in Boise	\$ 6,724.81	\$ -	\$ -	\$ -	\$ 5,569.19	\$ 12,294.00
Idaho Space Grant	\$ 1,385,053.51	\$ -	\$ -	\$ -	\$ 260,372.72	\$ 1,645,426.23
Materials Science & Engr	\$ 318,625.80	\$ -	\$ -	\$ 56,528.33	\$ 19,985.92	\$ 395,140.05
Mechanical Engineering	\$ 429,520.77	\$ -	\$ 4,097.64	\$ -	\$ 35,976.14	\$ 469,594.55
MRCI	\$ 2,778,790.02	\$ 29,453.80	\$ 415,785.49	\$ -	\$ 259,180.19	\$ 3,483,209.50
NIATT	\$ 1,256,904.76	\$ 76,891.03	\$ 9,792.96	\$ -	\$ 534,857.57	\$ 1,878,446.32
<b>College of Graduate Studies</b>	<b>\$ 938,879.51</b>	<b>\$ -</b>	<b>\$ 4,813.02</b>	<b>\$ -</b>	<b>\$ 100,908.70</b>	<b>\$ 1,044,601.23</b>
College of Graduate Studies	\$ 514,943.57	\$ -	\$ 4,816.17	\$ -	\$ 24,523.12	\$ 544,282.86
COGS - INRA	\$ 2,294.48	\$ -	\$ -	\$ -	\$ 696.71	\$ 2,991.19
Environmental Science	\$ 421,641.46	\$ -	\$ (3.15)	\$ -	\$ 68,261.00	\$ 489,899.31
UI Sustainability Center	\$ -	\$ -	\$ -	\$ -	\$ 7,427.87	\$ 7,427.87
<b>College of Natural Resources</b>	<b>\$ 9,011,585.14</b>	<b>\$ 2,893,834.99</b>	<b>\$ 326,387.11</b>	<b>\$ 208,592.55</b>	<b>\$ 3,178,076.78</b>	<b>\$ 15,618,476.57</b>
College of Natural Resources	\$ 334,400.14	\$ -	\$ -	\$ -	\$ 70,625.77	\$ 405,025.91
Conserv Social Sci-Park Studies	\$ 1,207,309.00	\$ -	\$ -	\$ -	\$ 234,954.86	\$ 1,442,263.86
Conservation Social Sciences	\$ 183,027.93	\$ -	\$ 20,606.06	\$ -	\$ 65,310.23	\$ 268,944.22
F&W-Coop Unit	\$ 617,915.14	\$ -	\$ -	\$ -	\$ 121,376.01	\$ 739,291.15
Fish & Wildlife Resources	\$ 717,891.39	\$ 278,876.38	\$ 25,315.06	\$ 65,136.44	\$ 163,287.94	\$ 1,250,507.21
Fisheries Unit	\$ 1,422,786.21	\$ 21,514.99	\$ -	\$ -	\$ 107,104.77	\$ 1,551,405.97
Forest Products	\$ 549,163.10	\$ -	\$ -	\$ -	\$ 141,246.29	\$ 690,409.39
Forest Resources	\$ 1,516,853.27	\$ 40,495.90	\$ 280,231.29	\$ 105,754.67	\$ 1,049,779.78	\$ 2,993,114.91
General Forestry	\$ 245,157.87	\$ -	\$ -	\$ 27,324.58	\$ 119,555.30	\$ 392,037.75
Natural Resources Expt Station	\$ 37,792.85	\$ 2,529,402.56	\$ -	\$ -	\$ 776,588.19	\$ 3,343,783.60
Range Resources	\$ 397,729.61	\$ 17,695.62	\$ 234.70	\$ -	\$ 96,645.34	\$ 512,305.27
Wildlife Resources	\$ 1,781,558.63	\$ 5,849.54	\$ -	\$ 10,376.86	\$ 231,602.30	\$ 2,029,387.33
<b>College of Science</b>	<b>\$ 10,802,416.78</b>	<b>\$ 72,907.53</b>	<b>\$ 204,834.83</b>	<b>\$ 233,783.53</b>	<b>\$ 2,093,980.72</b>	<b>\$ 13,407,923.39</b>
Biological Sciences	\$ 2,873,269.85	\$ 25,976.49	\$ -	\$ 205,876.54	\$ 857,941.79	\$ 3,963,064.67
Chemistry	\$ 1,392,058.99	\$ 9,598.37	\$ -	\$ -	\$ 540,208.29	\$ 1,941,865.65
College of Science	\$ -	\$ -	\$ -	\$ -	\$ 93,228.16	\$ 93,228.16
Department of Statistics	\$ 152,466.16	\$ -	\$ -	\$ -	\$ 18,771.92	\$ 171,238.08
Geography	\$ 967,382.81	\$ 34,965.60	\$ -	\$ -	\$ 213,433.48	\$ 1,215,781.89
Geological Sciences	\$ 310,629.88	\$ -	\$ (57.50)	\$ 8,255.14	\$ 20,894.97	\$ 339,722.49
Initiative for Bioinfo & Evol Study	\$ 3,998,249.82	\$ -	\$ 204,394.63	\$ 19,576.85	\$ 174,377.91	\$ 4,396,599.21
Mathematics	\$ 87,944.53	\$ -	\$ 497.70	\$ -	\$ 52,402.33	\$ 140,844.56
Physics	\$ 1,020,414.74	\$ 2,367.07	\$ -	\$ 75.00	\$ 122,721.87	\$ 1,145,578.68

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

<b>General Library</b>	\$ -	\$ -	\$ -	\$ -	\$ 962.72	\$ 962.72
General Library	\$ -	\$ -	\$ -	\$ -	\$ 962.72	\$ 962.72
<b>Student Affairs</b>	\$ 3,600.00	\$ -	\$ -	\$ -	\$ (390.60)	\$ 3,209.40
Native American Center	\$ 3,600.00	\$ -	\$ -	\$ -	\$ (390.60)	\$ 3,209.40
<b>University Outreach - Idaho Falls</b>	\$ 2,375,510.04	\$ -	\$ -	\$ -	\$ 82,319.71	\$ 2,457,829.75
Center for Advanced Energy Studies	\$ 1,002,916.88	\$ -	\$ -	\$ -	\$ 578.88	\$ 1,003,495.76
Idaho Falls Center	\$ 1,372,593.16	\$ -	\$ -	\$ -	\$ 81,740.83	\$ 1,454,333.99
<b>University Outreach-Northern Idaho</b>	\$ -	\$ -	\$ -	\$ 8,247.69	\$ 9,073.89	\$ 17,321.58
Coeur d'Alene Center	\$ -	\$ -	\$ -	\$ 8,247.69	\$ 9,073.89	\$ 17,321.58
<b>University Research</b>	\$ 9,371,452.19	\$ 484,948.72	\$ 142,190.87	\$ 538,305.07	\$ 2,375,760.23	\$ 12,912,657.08
Aquaculture	\$ 1,977,724.46	\$ -	\$ 142,190.87	\$ 148,474.09	\$ 385,536.08	\$ 2,653,925.50
Ctr Adv Microelect & Bio-molecular	\$ 1,428,636.68	\$ -	\$ -	\$ -	\$ 252,505.01	\$ 1,681,141.69
EBI	\$ 101,091.46	\$ -	\$ -	\$ -	\$ 11,837.15	\$ 112,928.61
Idaho Geological Survey	\$ 417,731.60	\$ 67,514.08	\$ -	\$ -	\$ 94,303.29	\$ 579,548.97
Research Financial Support Services	\$ 463,053.44	\$ -	\$ -	\$ 247,280.32	\$ 104,046.94	\$ 814,380.70
University Research	\$ 543,308.57	\$ -	\$ -	\$ -	\$ 46,271.39	\$ 589,579.96
University Research - EPSCoR	\$ 4,055,524.33	\$ 258,151.56	\$ -	\$ 6,462.02	\$ 1,216,884.22	\$ 5,537,022.13
Water/Energy Resources Res Inst	\$ 384,381.65	\$ 159,283.08	\$ -	\$ 136,088.64	\$ 264,376.15	\$ 944,129.52
<b>WI-Regional Program in Vet Med</b>	\$ 46,615.14	\$ 105,171.32	\$ -	\$ 15,925.38	\$ 70,104.82	\$ 237,816.66
Caine Center Administration	\$ 46,615.14	\$ 76,675.81	\$ -	\$ -	\$ 37,722.06	\$ 161,013.01
Caine Center Clinics	\$ -	\$ 28,495.51	\$ -	\$ 15,925.38	\$ 32,382.76	\$ 76,803.65
<b>WWAMI Medical Education Program</b>	\$ 4,284,677.06	\$ -	\$ -	\$ -	\$ 354,816.23	\$ 4,639,493.29
INBRE	\$ 4,284,677.06	\$ -	\$ -	\$ -	\$ 310,881.93	\$ 4,595,558.99
Medical Education Program	\$ -	\$ -	\$ -	\$ -	\$ 43,934.30	\$ 43,934.30

<b>Subtotal Sponsored/ARRA/Other Research Expense</b>	\$ 52,564,754.30	\$ 7,658,598.63	\$ 2,144,158.44	\$ 1,422,461.79	\$ 15,671,189.11	\$ 79,461,162.27	58.87%
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	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
<b>Federal Land Grant Appropriated Research Total</b>	\$ 1,678,273.24	\$ -	\$ -	\$ -	\$ -	\$ 1,678,273.24	1.24%
<b>State Research Appropriation Total</b>	\$ -	\$ 10,012,664.19	\$ -	\$ -	\$ -	\$ 10,012,664.19	7.42%
<b>College of Agricultural &amp; Life Sciences</b>	\$ 1,678,273.24	\$ 13,781,739.25	\$ -	\$ -	\$ -	\$ 15,460,012.49	
Ag & Extension Distance Education Appropriation	\$ -	\$ 1,249.93	\$ -	\$ -	\$ -	\$ 1,249.93	
Agr Economics & Rural Sociology Appropriations	\$ 147,566.33	\$ 841,827.58	\$ -	\$ -	\$ -	\$ 989,393.91	
Agricultural & Extension Education Appropriations	\$ 4,167.25	\$ 202,576.87	\$ -	\$ -	\$ -	\$ 206,744.12	
Animal & Veterinary Science Appropriations	\$ 67,149.89	\$ 825,677.05	\$ -	\$ -	\$ -	\$ 892,826.94	
Biological & Agr Engineering Appropriations	\$ 105,428.44	\$ 603,303.01	\$ -	\$ -	\$ -	\$ 708,731.45	
Branch Stations-Aberdeen Appropriations	\$ -	\$ 613,706.30	\$ -	\$ -	\$ -	\$ 613,706.30	
Branch Stations-Caldwell Appropriations	\$ -	\$ 1,383.64	\$ -	\$ -	\$ -	\$ 1,383.64	
Branch Stations-Hagerman Appropriations	\$ -	\$ 123,249.37	\$ -	\$ -	\$ -	\$ 123,249.37	
Branch Stations-Kimberly Appropriations	\$ -	\$ 285,508.38	\$ -	\$ -	\$ -	\$ 285,508.38	
Branch Stations-Parma Appropriations	\$ -	\$ 65,432.69	\$ -	\$ -	\$ -	\$ 65,432.69	
CALS Educational Communications Appropriations	\$ -	\$ 233,750.77	\$ -	\$ -	\$ -	\$ 233,750.77	
College of Agriculture Appropriations	\$ 468,352.31	\$ 4,562,327.66	\$ -	\$ -	\$ -	\$ 5,030,679.97	
District I Appropriations	\$ -	\$ 7,261.68	\$ -	\$ -	\$ -	\$ 7,261.68	
District II Appropriations	\$ 6,758.32	\$ 32,303.39	\$ -	\$ -	\$ -	\$ 39,061.71	
District III Appropriations	\$ 8,810.81	\$ 87,601.74	\$ -	\$ -	\$ -	\$ 96,412.55	
Family & Consumer Sciences Appropriations	\$ 20,861.53	\$ 230,862.22	\$ -	\$ -	\$ -	\$ 251,723.75	
Food Science Appropriations	\$ 115,208.13	\$ 532,700.40	\$ -	\$ -	\$ -	\$ 647,908.53	
International Programs Appropriations	\$ -	\$ 70,740.23	\$ -	\$ -	\$ -	\$ 70,740.23	
MMBB Appropriations	\$ 68,169.70	\$ 411,235.19	\$ -	\$ -	\$ -	\$ 479,404.89	
W.N. Cummings Rsrch Ext Ed Ctr Appropriations	\$ -	\$ 301,922.30	\$ -	\$ -	\$ -	\$ 301,922.30	
Palouse Rsrch Ext Education Ctr Appropriations	\$ -	\$ 488,468.81	\$ -	\$ -	\$ -	\$ 488,468.81	
Plant, Soil & Entomological Sciences Appropriations	\$ 665,800.53	\$ 3,211,317.58	\$ -	\$ -	\$ -	\$ 3,877,118.11	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Special Allocations Appropriations	\$	-	\$ 47,332.46	\$	-	\$	-	\$ 47,332.46
<b>Forest Utilization Research</b>	\$	-	\$ <b>549,884.87</b>	\$	-	\$	-	\$ <b>549,884.87</b>
Forest Utilization Research Appropriation	\$	-	\$ 549,884.87	\$	-	\$	-	\$ 549,884.87
<b>University Research</b>	\$	-	\$ <b>757,771.02</b>	\$	-	\$	-	\$ <b>757,771.02</b>
Idaho Geological Survey State Appropriation	\$	-	\$ 757,771.02	\$	-	\$	-	\$ 757,771.02

<b>Subtotal Appropriated Research</b>	\$	<b>1,678,273.24</b>	\$ <b>15,089,395.14</b>	\$	<b>-</b>	\$	<b>-</b>	\$ <b>16,767,668.38</b>	<b>12.42%</b>
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<b>Subtotal Research</b>	\$	<b>54,243,027.54</b>	\$ <b>22,747,993.77</b>	\$ <b>2,144,158.44</b>	\$ <b>1,422,461.79</b>	\$ <b>15,671,189.11</b>	\$ <b>96,228,830.65</b>	<b>71.30%</b>
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	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
<b>Public Service:</b>							
<b>Sponsored Programs Total</b>	\$ <b>15,427,161.21</b>	\$ <b>582,565.01</b>	\$ <b>28,563.59</b>	\$ <b>681,842.48</b>	\$ <b>1,617,384.38</b>	\$ <b>18,337,516.67</b>	<b>13.59%</b>
<b>Sponsored ARRA Stimulus Total</b>	\$ <b>1,766,893.44</b>	\$ -	\$ -	\$ -	\$ -	\$ <b>1,766,893.44</b>	<b>1.31%</b>
<b>Other Sources</b>	\$ -	\$ -	\$ -	\$ <b>(52,631.80)</b>	\$ <b>57,289.71</b>	\$ <b>4,657.91</b>	<b>0.00%</b>
<b>Administrative Operations</b>	\$ <b>257,515.14</b>	\$ -	\$ -	\$ -	\$ <b>0.28</b>	\$ <b>257,515.42</b>	
Risk Management	\$ 257,515.14	\$ -	\$ -	\$ -	\$ 0.28	\$ 257,515.42	
<b>College of Agricultural &amp; Life Sciences</b>	\$ <b>2,390,898.63</b>	\$ <b>440,812.91</b>	\$ <b>614.35</b>	\$ <b>220,342.63</b>	\$ <b>460,686.67</b>	\$ <b>3,513,355.19</b>	
Ag & Extension Distance Education	\$ -	\$ -	\$ -	\$ 250.76	\$ -	\$ 250.76	
Agr Economics & Rural Sociology	\$ 11,573.37	\$ 6,375.00	\$ 614.35	\$ 282,685.75	\$ 58,179.25	\$ 359,427.72	
Animal & Veterinary Science	\$ 9,512.58	\$ 54,479.21	\$ -	\$ 13,546.14	\$ 11,440.69	\$ 88,978.62	
Biological & Agr Engineering	\$ 224,402.00	\$ 786.84	\$ -	\$ 21,771.62	\$ 2,073.62	\$ 249,034.08	
Branch Stations-Caldwell	\$ -	\$ -	\$ -	\$ 10,674.51	\$ -	\$ 10,674.51	
College of Agriculture	\$ 5,566.00	\$ -	\$ -	\$ (550,852.78)	\$ 1,168.86	\$ (544,117.92)	
District I	\$ 440,269.75	\$ 2,656.33	\$ -	\$ 23,670.73	\$ 56,127.03	\$ 522,723.84	
District II	\$ 484,058.94	\$ 375,465.48	\$ -	\$ 74,624.08	\$ 143,206.47	\$ 1,077,354.97	
District III	\$ 118,461.04	\$ -	\$ -	\$ 83,863.47	\$ 2,391.81	\$ 204,716.32	
District IV	\$ 448,945.41	\$ 1,317.65	\$ -	\$ 103,465.21	\$ 62,573.03	\$ 616,301.30	
Extension Forestry	\$ 53,442.85	\$ -	\$ -	\$ 7,369.33	\$ 11,223.00	\$ 72,035.18	
Family & Consumer Sciences	\$ 60,934.23	\$ -	\$ -	\$ 33,950.30	\$ (0.15)	\$ 94,884.38	
Food Science	\$ -	\$ -	\$ -	\$ 6,471.50	\$ -	\$ 6,471.50	
Palouse Rsrch Ext Education Ctr	\$ -	\$ -	\$ -	\$ 232.53	\$ -	\$ 232.53	
Plant, Soil & Entomological Sciences	\$ 99,959.21	\$ 93.40	\$ -	\$ 43,606.08	\$ 23,903.08	\$ 167,561.77	
4-H Programs	\$ 433,773.25	\$ (361.00)	\$ -	\$ 65,013.40	\$ 88,399.98	\$ 586,825.63	
<b>College of Letters, Arts &amp; Social Science</b>	\$ <b>73,726.58</b>	\$ <b>6,455.00</b>	\$ -	\$ <b>14,313.67</b>	\$ <b>23,892.17</b>	\$ <b>118,387.42</b>	
Anthropology Lab	\$ 30,367.80	\$ -	\$ -	\$ -	\$ (2.14)	\$ 30,365.66	
Col of Letters, Arts & Soc Sci	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 12,100.00	\$ 22,100.00	
English	\$ 718.53	\$ -	\$ -	\$ -	\$ 129.68	\$ 848.21	
Hampton School of Music	\$ 4,253.85	\$ 6,455.00	\$ -	\$ 6,000.00	\$ 3,504.20	\$ 20,213.05	
History	\$ 453.49	\$ -	\$ -	\$ -	\$ 1,538.82	\$ 1,992.31	
Jazz Festival	\$ (936.00)	\$ -	\$ -	\$ -	\$ (196.56)	\$ (1,132.56)	
Journalism and Mass Media	\$ 4,444.63	\$ -	\$ -	\$ -	\$ 3,194.84	\$ 7,639.47	
McClure Ctr Public Policy Res	\$ 24,424.34	\$ -	\$ -	\$ 4,499.54	\$ 3,011.30	\$ 31,935.18	
Modern Languages and Cultures	\$ -	\$ -	\$ -	\$ 1,800.00	\$ 189.00	\$ 1,989.00	
Philosophy	\$ (0.06)	\$ -	\$ -	\$ -	\$ 0.06	\$ -	
Psychology & Communication Studies	\$ -	\$ -	\$ -	\$ 2,014.13	\$ 422.97	\$ 2,437.10	
<b>College of Art &amp; Architecture</b>	\$ <b>60,266.93</b>	\$ <b>15,782.03</b>	\$ <b>28,490.35</b>	\$ <b>144,860.57</b>	\$ <b>95,950.74</b>	\$ <b>345,350.62</b>	
Architecture	\$ 17,582.82	\$ -	\$ 28,490.35	\$ 126,114.13	\$ 2,465.85	\$ 174,653.15	
Art & Architecture Admin	\$ 15,000.56	\$ 7,345.11	\$ -	\$ -	\$ 38,584.45	\$ 60,930.12	
Landscape Architecture	\$ 27,683.55	\$ 8,436.92	\$ -	\$ 18,746.44	\$ 54,900.44	\$ 109,767.35	
<b>College of Business &amp; Economics</b>	\$ -	\$ <b>38,522.56</b>	\$ -	\$ -	\$ <b>8,089.74</b>	\$ <b>46,612.30</b>	
Accounting	\$ -	\$ 38,522.56	\$ -	\$ -	\$ 8,089.74	\$ 46,612.30	
<b>College of Education</b>	\$ <b>10,231,886.92</b>	\$ <b>58,576.86</b>	\$ -	\$ <b>59,795.55</b>	\$ <b>457,147.97</b>	\$ <b>10,807,407.30</b>	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Adult, Career, & Tech Education	\$ 2,113.88	\$ 975.00	\$ -	\$ -	\$ 648.66	\$ 3,737.54	
College of Education	\$ 944,379.76	\$ -	\$ -	\$ -	\$ 7,363.24	\$ 951,743.00	
College of Education-Off Campus	\$ 54,651.56	\$ 54,651.57	\$ -	\$ -	\$ (0.15)	\$ 109,302.98	
Ctr on Disabilities & Human Dev	\$ 6,837,805.76	\$ 2,950.29	\$ -	\$ 20,476.43	\$ 132,137.70	\$ 6,993,370.18	
Dept of Curriculum & Instruction	\$ 158,027.98	\$ -	\$ -	\$ 28,818.84	\$ 37,158.63	\$ 224,005.45	
Div Health/PE/Recreation/Dance	\$ 27,288.41	\$ -	\$ -	\$ -	\$ 15,404.39	\$ 42,692.80	
Leadership and Counseling	\$ 339,250.99	\$ -	\$ -	\$ 1,000.00	\$ 42,048.38	\$ 382,299.37	
TRIO Pre-College Projects	\$ 1,868,368.58	\$ -	\$ -	\$ 9,500.28	\$ 222,387.12	\$ 2,100,255.98	
College of Engineering	\$ 1,076,464.89	\$ 246.19	\$ (541.11)	\$ 140,464.28	\$ 116,408.32	\$ 1,333,042.57	
Civil Engineering	\$ 42,234.52	\$ -	\$ -	\$ -	\$ 10,358.99	\$ 52,593.51	
Ctr for Ecohydraulics Research	\$ -	\$ -	\$ (541.11)	\$ -	\$ 37.85	\$ (503.26)	
Engineering in Boise	\$ 265,146.66	\$ 246.19	\$ -	\$ 140,464.28	\$ 84,548.47	\$ 490,405.60	
Idaho Space Grant	\$ 416,701.91	\$ -	\$ -	\$ -	\$ -	\$ 416,701.91	
NIATT	\$ 352,381.80	\$ -	\$ -	\$ -	\$ 21,463.01	\$ 373,844.81	
College of Graduate Studies	\$ 291,132.97	\$ -	\$ -	\$ 506.17	\$ 66,830.97	\$ 358,470.11	
Environmental Science	\$ 59,238.82	\$ -	\$ -	\$ -	\$ 43,709.99	\$ 102,948.81	
The McNair Program	\$ 231,894.15	\$ -	\$ -	\$ 506.17	\$ 23,120.98	\$ 255,521.30	
College of Law	\$ 444,692.51	\$ -	\$ -	\$ 1,215.03	\$ 117,169.93	\$ 563,077.47	
College of Law	\$ 444,692.51	\$ -	\$ -	\$ 1,215.03	\$ 117,169.93	\$ 563,077.47	
College of Natural Resources	\$ 1,809,338.13	\$ -	\$ -	\$ 5,940.19	\$ 203,128.53	\$ 2,018,406.85	
Conservation Social Sciences	\$ -	\$ -	\$ -	\$ 2,426.98	\$ 509.67	\$ 2,936.65	
Forest Resources	\$ 1,575,307.37	\$ -	\$ -	\$ 3,513.21	\$ 173,503.59	\$ 1,752,324.17	
Forestry Summer Camp	\$ 147,761.11	\$ -	\$ -	\$ -	\$ 22,090.50	\$ 169,851.61	
Range Resources	\$ 86,269.65	\$ -	\$ -	\$ -	\$ 7,024.77	\$ 93,294.42	
College of Science	\$ 70,259.72	\$ -	\$ -	\$ -	\$ 2,304.05	\$ 72,563.77	
Biological Sciences	\$ 41,063.57	\$ -	\$ -	\$ -	\$ 2,142.38	\$ 43,205.95	
Mathematics	\$ 19,396.15	\$ -	\$ -	\$ -	\$ 161.67	\$ 19,557.82	
Physics	\$ 9,800.00	\$ -	\$ -	\$ -	\$ -	\$ 9,800.00	
General Library	\$ 29,476.99	\$ -	\$ -	\$ -	\$ 221.39	\$ 29,698.38	
General Library	\$ 29,476.99	\$ -	\$ -	\$ -	\$ 221.39	\$ 29,698.38	
Human Rights, Access & Inclusion	\$ -	\$ -	\$ -	\$ 15,670.59	\$ 1,624.80	\$ 17,295.39	
Human Rights, Access & Inclusion	\$ -	\$ -	\$ -	\$ 15,670.59	\$ 1,624.80	\$ 17,295.39	
Student Affairs	\$ 313,566.26	\$ 13.50	\$ -	\$ -	\$ 107,993.22	\$ 421,572.98	
Academic Asst Pgrm/SSS	\$ 242,643.60	\$ -	\$ -	\$ -	\$ 86,722.03	\$ 329,365.63	
CAMP	\$ -	\$ -	\$ -	\$ -	\$ 8,558.43	\$ 8,558.43	
Counseling & Testing Center	\$ 21,752.58	\$ -	\$ -	\$ -	\$ 3,314.66	\$ 25,067.24	
Dean of Students	\$ 49,170.08	\$ 13.50	\$ -	\$ -	\$ 9,398.10	\$ 58,581.68	
University Outreach - Idaho Falls	\$ 19,683.00	\$ -	\$ -	\$ -	\$ 0.04	\$ 19,683.04	
Center for Advanced Energy Studies	\$ 19,683.00	\$ -	\$ -	\$ -	\$ 0.04	\$ 19,683.04	
University Research	\$ 72,111.32	\$ 20,740.13	\$ -	\$ 3,814.67	\$ 1,226.48	\$ 97,892.60	
Idaho Geological Survey	\$ 64,222.46	\$ -	\$ -	\$ -	\$ (0.19)	\$ 64,222.27	
Water/Energy Resources Res Inst	\$ 7,888.86	\$ 20,740.13	\$ -	\$ 3,814.67	\$ 1,226.67	\$ 33,670.33	
Vice Prov for Academic Affairs	\$ 51,859.38	\$ 1,415.83	\$ -	\$ 22,287.33	\$ 11,751.98	\$ 87,314.52	
International Programs	\$ 51,859.38	\$ 1,415.83	\$ -	\$ 630.16	\$ 7,203.97	\$ 61,109.34	
Vice Provost for Academic Aff	\$ -	\$ -	\$ -	\$ 21,657.17	\$ 4,548.01	\$ 26,205.18	
WWAMI Medical Education Program	\$ 1,175.28	\$ -	\$ -	\$ -	\$ 246.81	\$ 1,422.09	
Medical Education Program	\$ 1,175.28	\$ -	\$ -	\$ -	\$ 246.81	\$ 1,422.09	
Subtotal Sponsored/ARRA/Other Public Service Exp	\$ 17,194,054.65	\$ 582,565.01	\$ 28,563.59	\$ 629,210.68	\$ 1,674,674.09	\$ 20,109,068.02	14.90%
	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Federal Land Grant Appropriated Public Service Total	\$ 2,280,230.49	\$ -	\$ -	\$ -	\$ -	\$ 2,280,230.49	1.69%
State Extension Appropriation Total	\$ -	\$ 10,012,664.19	\$ -	\$ -	\$ -	\$ 10,012,664.19	7.42%

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

<b>College of Agricultural &amp; Life Sciences</b>	\$	<b>2,280,230.49</b>	\$	<b>10,012,664.19</b>	\$	-	\$	-	\$	-	\$	<b>12,292,894.68</b>
Ag & Extension Distance Education Appropriation	\$	-	\$	86,101.26	\$	-	\$	-	\$	-	\$	86,101.26
Agr Economics & Rural Sociology Appropriations	\$	282,197.07	\$	335,589.03	\$	-	\$	-	\$	-	\$	617,786.10
Agricultural & Extension Education Appropriation	\$	6,883.51									\$	6,883.51
Animal & Veterinary Science Appropriations	\$	179,935.84	\$	250,881.33	\$	-	\$	-	\$	-	\$	430,817.17
Biological & Agr Engineering Appropriations	\$	83,778.81	\$	154,695.92	\$	-	\$	-	\$	-	\$	238,474.73
Branch Stations-Caldwell Appropriations	\$	-	\$	45,681.01	\$	-	\$	-	\$	-	\$	45,681.01
Branch Stations-Kimberly Appropriations	\$	9.68	\$	-	\$	-	\$	-	\$	-	\$	9.68
Branch Stations-Parma Appropriations	\$	1,022.25	\$	41,433.79	\$	-	\$	-	\$	-	\$	42,456.04
CALS Educational Communications Appropriations	\$	182.72	\$	244,779.93	\$	-	\$	-	\$	-	\$	244,962.65
College of Agriculture Appropriations	\$	318,723.93	\$	1,677,487.66	\$	-	\$	-	\$	-	\$	1,996,211.59
District I Appropriations	\$	115,567.18	\$	1,207,483.45	\$	-	\$	-	\$	-	\$	1,323,050.63
District II Appropriations	\$	217,216.21	\$	1,548,193.44	\$	-	\$	-	\$	-	\$	1,765,409.65
District III Appropriations	\$	167.23	\$	1,228,173.30	\$	-	\$	-	\$	-	\$	1,228,340.53
District IV Appropriations	\$	97,595.23	\$	1,467,386.43	\$	-	\$	-	\$	-	\$	1,564,981.66
Extension Forestry Appropriations	\$	75,260.15	\$	71,485.60	\$	-	\$	-	\$	-	\$	146,745.75
Family & Consumer Sciences Appropriations	\$	141,479.68	\$	318,544.31	\$	-	\$	-	\$	-	\$	460,023.99
Food Science Appropriations	\$	9,855.73	\$	63,983.81	\$	-	\$	-	\$	-	\$	73,839.54
Palouse Rsrch Ext Education Ctr Appropriations	\$	-	\$	83,058.46	\$	-	\$	-	\$	-	\$	83,058.46
Plant,Soil & Entomological Sciences Appropriations	\$	556,368.69	\$	688,631.39	\$	-	\$	-	\$	-	\$	1,245,000.08
Special Allocations Appropriations	\$	-	\$	226,424.46	\$	-	\$	-	\$	-	\$	226,424.46
4-H Programs Appropriations	\$	193,986.58	\$	272,649.61	\$	-	\$	-	\$	-	\$	466,636.19

<b>Subtotal Appropriated Public Service</b>	\$	<b>2,280,230.49</b>	\$	<b>10,012,664.19</b>	\$	-	\$	-	\$	-	\$	<b>12,292,894.68</b>	<b>9.11%</b>
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<b>Subtotal Public Service</b>	\$	<b>19,474,285.14</b>	\$	<b>10,595,229.20</b>	\$	<b>28,563.59</b>	\$	<b>629,210.68</b>	\$	<b>1,674,674.09</b>	\$	<b>32,401,962.70</b>	<b>24.01%</b>
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	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
<b>Construction:</b>							
<b>Sponsored Programs</b>	\$ 289,683.16	\$ -	\$ -	\$ -	\$ 5,414.35	\$ 295,097.51	<b>0.22%</b>
Central University	\$ 289,683.16	\$ -	\$ -	\$ -	\$ 5,414.35	\$ 295,097.51	
Central University	\$ 289,683.16	\$ -	\$ -	\$ -	\$ 5,414.35	\$ 295,097.51	
<b>Subtotal Construction</b>	\$ 289,683.16	\$ -	\$ -	\$ -	\$ 5,414.35	\$ 295,097.51	<b>0.22%</b>
<b>Grand Totals</b>	\$ 78,417,069.48	\$ 33,811,702.79	\$ 2,172,722.03	\$ 2,083,482.99	\$ 18,484,180.06	\$ 134,969,157.35	<b>100%</b>



**University of Idaho  
Value and Cost of Research Report  
Cost Share by Sources  
FY2011**

*Cost Share for the Period July 1, 2010 through June 30, 2011*

		State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
<b>Instruction Cost Share:</b>						
	Federal and ARRA Funding	\$ -	\$ 6,947.61	\$ 174,967.68	\$ 181,915.29	13.02%
	State Funding	\$ -	\$ -	\$ 2,159.39	\$ 2,159.39	0.15%
	Industry Funding	\$ -	\$ -	\$ -	\$ -	0.00%
	Other Sources Funding	\$ -	\$ -	\$ -	\$ -	0.00%

<b>Subtotal Instruction Cost Share</b>	<b>\$ -</b>	<b>\$ 6,947.61</b>	<b>\$ 177,127.07</b>	<b>\$ 184,074.68</b>	<b>13.18%</b>
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		State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
<b>Research Cost Share:</b>						
	Federal and ARRA Funding	\$ 107,937.03	\$ 439,456.58	\$ 330,360.49	\$ 877,754.10	62.84%
	State Funding	\$ -	\$ -	\$ -	\$ -	0.00%
	Industry Funding	\$ -	\$ -	\$ -	\$ -	0.00%
	Other Sources Funding	\$ -	\$ -	\$ -	\$ -	0.00%

<b>Subtotal Research Cost Share</b>	<b>\$ 107,937.03</b>	<b>\$ 439,456.58</b>	<b>\$ 330,360.49</b>	<b>\$ 877,754.10</b>	<b>62.84%</b>
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		State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
<b>Public Service Cost Share:</b>						
	Federal and ARRA Funding	\$ -	\$ 95,274.09	\$ 226,497.27	\$ 321,771.36	23.04%
	State Funding	\$ -	\$ -	\$ 6,854.50	\$ 6,854.50	0.49%
	Industry Funding	\$ -	\$ -	\$ -	\$ -	0.00%

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

Other Sources Funding	\$ -	\$ -	\$ 1,000.18	\$ 1,000.18	0.07%
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Subtotal Public Service Cost Share	\$ -	\$ 95,274.09	\$ 234,351.95	\$ 329,626.04	23.60%
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	State	State	Other	Total	% of Grand
	Appropriated	Endowment	Sources		Total
<b>Construction Cost Share:</b>					
Federal and ARRA Funding	\$ -	\$ -	\$ 5,414.36	\$ 5,414.36	0.39%
State Funding	\$ -	\$ -	\$ -	\$ -	0.00%
Industry Funding	\$ -	\$ -	\$ -	\$ -	0.00%
Other Sources Funding	\$ -	\$ -	\$ -	\$ -	0.00%

Subtotal Construction Cost Share	\$ -	\$ -	\$ 5,414.36	\$ 5,414.36	0.39%
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Cost Share Grand Totals	\$ 107,937.03	\$ 541,678.28	\$ 747,253.87	\$ 1,396,869.18	100%
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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Cost of Supporting Research  
FY2011**

			<i>Funding Source</i>				Totals
Item 2.	Number of Staff	Description of Duties	Appropriated Funds	ARRA Funds	VP F&A/Local	External - including Service Centers	
<b>a. Sponsored Programs</b>							
i. Number of staff	23	The Office of Sponsored Programs is responsible for submission of proposals to external funding sources. Provides funding opportunity information, proposal development information, budget development, and proposal submission. Administers all areas of administration for sponsored projects from award to final close.					
ii. Distribution of their salaries			\$ -	\$ -	\$ 1,168,990.57	\$ -	\$ 1,168,990.57
<b>b. Technology transfer</b>							
i. Number of staff	5	Working with faculty to develop patentable ideas, apply for patents, work with industry to develop patents and other technology					
ii. Distribution of salaries			\$ 29,768.49	\$ -	\$ 232,622.03	\$ 174,699.83	\$ 437,090.35
<b>c. Compliance</b>							
i. Number of staff	6	Oversee the research compliance functions and administer the research compliance committees.					
ii. Distribution of their salaries			\$ -	\$ -	\$ 290,345.62	\$ -	\$ 290,345.62
iii. Laboratory Animal Research Facility, Biosafety Laboratory 3							
1. Costs for operation and maintenance including sources of funds			\$ -	\$ -	\$ 24,968.86	\$ 18,088.08	\$ 43,056.94
2. Salaries for staff and sources of funds			\$ 3,176.27		\$ 70,369.90	\$ 41,996.86	\$ 115,543.03

**University of Idaho**  
**Value and Cost of Research Report**  
**Sponsored Cost of Supporting Undergraduate Students**  
**FY2011**

*Expenditures for the Period July 1, 2010 through June 30, 2011*

		Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type		# Student	Total Expenses	# Students	Total Expenses	# Students	Total Expenses	# Students	Total Expenses	# Students	Expenses
	Instruction	164	\$ 459,458.39	6	\$ 13,147.58	-	\$ -	6	\$ 1,423.00	176	\$ 474,028.97
	Research	353	\$ 1,594,752.47	36	\$ 133,837.74	15	\$ 87,701.59	18	\$ 10,893.59	422	\$ 1,827,185.39
	Public Service	178	\$ 566,386.24	2	\$ 35,400.02	-	\$ -	2	\$ 5,322.60	182	\$ 607,108.86
	Construction	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Grand Totals</b>		<b>695</b>	<b>\$ 2,620,597.10</b>	<b>44</b>	<b>\$ 182,385.34</b>	<b>15</b>	<b>\$ 87,701.59</b>	<b>26</b>	<b>\$ 17,639.19</b>	<b>780</b>	<b>\$ 2,908,323.22</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Sponsored Cost of Supporting Graduate Students  
FY2011**

*Expenditures for the Period July 1, 2010 through June 30, 2011*

Activity Type	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
	# Student	Total Expenses	# Students	Total Expenses	# Students	Total Expenses	# Students	Total Expenses	# Students	Expenses
<b>Instruction</b>	<b>63.42</b>	<b>\$ 245,521.77</b>	<b>3.00</b>	<b>\$ 29,588.40</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>66.42</b>	<b>\$ 275,110.17</b>
<b>Masters</b>	<b>39.93</b>	<b>\$ 179,306.94</b>	<b>3.00</b>	<b>\$ 29,588.40</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>42.93</b>	<b>\$ 208,895.34</b>
Adult/Org Learn & Leadership	1.00	\$ 4,487.65	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 4,487.65
Animal Physiology	-	\$ -	1.00	\$ 306.00	-	\$ -	-	\$ -	1.00	\$ 306.00
Animal Science	-	\$ -	1.00	\$ 17,188.00	-	\$ -	-	\$ -	1.00	\$ 17,188.00
Civil Engineering	1.00	\$ 12,564.80	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 12,564.80
Computer Engineering	1.00	\$ 1,224.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 1,224.00
Computer Science	4.00	\$ 14,094.90	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 14,094.90
Electrical Engineering	1.00	\$ 3,713.95	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 3,713.95
Engineering Management	4.25	\$ 19,679.42	-	\$ -	-	\$ -	-	\$ -	4.25	\$ 19,679.42
Environmental Science	5.00	\$ 8,151.20	-	\$ -	-	\$ -	-	\$ -	5.00	\$ 8,151.20
Forest Resources	0.10	\$ 3,633.32	-	\$ -	-	\$ -	-	\$ -	0.10	\$ 3,633.32
Hydrology	1.00	\$ 2,014.95	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 2,014.95
Interdisciplinary Studies	1.00	\$ 3,129.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 3,129.00
Mechanical Engineering	5.58	\$ 39,952.53	-	\$ -	-	\$ -	-	\$ -	5.58	\$ 39,952.53
Music	-	\$ -	1.00	\$ 12,094.40	-	\$ -	-	\$ -	1.00	\$ 12,094.40
Natural Resources	0.64	\$ 16,427.11	-	\$ -	-	\$ -	-	\$ -	0.64	\$ 16,427.11
Nuclear Engineering	7.36	\$ 21,623.36	-	\$ -	-	\$ -	-	\$ -	7.36	\$ 21,623.36
Psychology	1.00	\$ 612.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 612.00
Statistics	1.00	\$ 24,733.80	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 24,733.80
Unclassified	5.00	\$ 3,264.95	-	\$ -	-	\$ -	-	\$ -	5.00	\$ 3,264.95
<b>Ph.D</b>	<b>23.49</b>	<b>\$ 66,214.83</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>23.49</b>	<b>\$ 66,214.83</b>
Chemical Engineering	1.08	\$ 4,604.69	-	\$ -	-	\$ -	-	\$ -	1.08	\$ 4,604.69
Chemistry	3.00	\$ 5,202.00	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 5,202.00
Computer Science	4.00	\$ 7,898.00	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 7,898.00
Education	1.00	\$ 3,460.04	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 3,460.04
Electrical Engineering	1.00	\$ 1,530.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 1,530.00
Environmental Science	0.87	\$ 10,885.01	-	\$ -	-	\$ -	-	\$ -	0.87	\$ 10,885.01
Geology	2.00	\$ 1,224.00	-	\$ -	-	\$ -	-	\$ -	2.00	\$ 1,224.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

Materials Science & Engr	1.00	\$ 1,224.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 1,224.00
Mechanical Engineering	3.39	\$ 16,094.77	-	\$ -	-	\$ -	-	\$ -	3.39	\$ 16,094.77
Nuclear Engineering	5.15	\$ 11,950.32	-	\$ -	-	\$ -	-	\$ -	5.15	\$ 11,950.32
Water Resources-Law,Mgt,Pol Op	1.00	\$ 2,142.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 2,142.00
<b>Research</b>	<b>389.48</b>	<b>\$ 9,125,436.00</b>	<b>29.82</b>	<b>\$ 528,407.66</b>	<b>12.71</b>	<b>\$ 273,292.05</b>	<b>13.16</b>	<b>\$ 282,331.26</b>	<b>445.17</b>	<b>\$ 10,209,466.97</b>
<b>Masters</b>	<b>219.80</b>	<b>\$ 4,139,130.60</b>	<b>23.33</b>	<b>\$ 404,646.74</b>	<b>8.32</b>	<b>\$ 153,512.84</b>	<b>8.02</b>	<b>\$ 144,164.55</b>	<b>259.47</b>	<b>\$ 4,841,454.73</b>
Agricultural Education	1.00	\$ 2,864.73	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 2,864.73
Animal Physiology	-	\$ -	1.00	\$ 14,463.03	-	\$ -	-	\$ -	1.00	\$ 14,463.03
Animal Science	2.13	\$ 29,094.19	5.87	\$ 79,296.70	0.58	\$ 4,048.60	-	\$ -	8.58	\$ 112,439.49
Anthropology	0.93	\$ 30,885.20	-	\$ -	0.07	\$ 2,446.55	-	\$ -	1.00	\$ 33,331.75
Applied Economics	5.00	\$ 73,374.14	-	\$ -	-	\$ -	-	\$ -	5.00	\$ 73,374.14
Applied Economics-Ag Econ Emph	1.00	\$ 11,525.75	2.00	\$ 39,569.78	-	\$ -	-	\$ -	3.00	\$ 51,095.53
Bioinformatics & Comptnl Biol	3.00	\$ 80,098.41	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 80,098.41
Biol & Agric Engineering	3.00	\$ 62,303.14	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 62,303.14
Biology	4.00	\$ 66,830.71	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 66,830.71
Bioregional Plng & Comm Dsgn	4.30	\$ 63,781.45	0.70	\$ 20,045.35	-	\$ -	-	\$ -	5.00	\$ 83,826.80
Chemical Engineering	3.00	\$ 50,460.64	0.37	\$ 11,060.79	1.63	\$ 42,729.62	-	\$ -	5.00	\$ 104,251.05
Chemistry	3.00	\$ 50,165.31	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 50,165.31
Civil Engineering	12.78	\$ 175,625.92	2.21	\$ 39,607.45	-	\$ -	-	\$ -	14.99	\$ 215,233.37
Computer Engineering	1.00	\$ 28,752.68	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 28,752.68
Computer Science	11.68	\$ 258,613.53	-	\$ -	1.32	\$ 3,817.80	-	\$ -	13.00	\$ 262,431.33
Conservation Social Sciences	2.00	\$ 16,175.48	-	\$ -	-	\$ -	-	\$ -	2.00	\$ 16,175.48
Electrical Engineering	16.00	\$ 358,627.47	-	\$ -	-	\$ -	1.00	\$ 19,060.02	17.00	\$ 377,687.49
Engineering Management	0.75	\$ 17,088.57	-	\$ -	-	\$ -	-	\$ -	0.75	\$ 17,088.57
Entomology	5.40	\$ 107,424.28	1.60	\$ 25,715.04	-	\$ -	-	\$ -	7.00	\$ 133,139.32
Environmental Engineering	1.00	\$ 32,555.05	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 32,555.05
Environmental Science	11.76	\$ 264,496.46	0.05	\$ 1,640.84	0.19	\$ 3,546.58	-	\$ -	12.00	\$ 269,683.88
Fishery Resources	6.86	\$ 130,103.22	0.14	\$ 1,402.60	-	\$ -	-	\$ -	7.00	\$ 131,505.82
Forest Products	1.00	\$ 2,703.84	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 2,703.84
Forest Resources	1.66	\$ 37,675.56	0.36	\$ 7,930.40	-	\$ -	-	\$ -	2.02	\$ 45,605.96
Geography	7.37	\$ 153,343.33	0.63	\$ 648.01	-	\$ -	-	\$ -	8.00	\$ 153,991.34
Geology	2.00	\$ 17,835.71	-	\$ -	-	\$ -	-	\$ -	2.00	\$ 17,835.71
Hydrology	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 70,851.68	3.00	\$ 70,851.68
Materials Science & Engr	3.00	\$ 32,058.54	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 32,058.54
Mathematics	1.00	\$ 15,619.15	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 15,619.15
Mechanical Engineering	26.07	\$ 385,208.25	-	\$ -	0.34	\$ 3,538.82	1.00	\$ 19,060.02	27.41	\$ 407,807.09
Microbiol, Molec Biol/Biochem	2.10	\$ 14,856.16	-	\$ -	-	\$ -	1.00	\$ 34,084.22	3.10	\$ 48,940.38
Nat Res & Envr Science	6.93	\$ 116,540.90	-	\$ -	-	\$ -	-	\$ -	6.93	\$ 116,540.90
Natural Resources	32.62	\$ 660,316.73	1.45	\$ 38,866.00	1.36	\$ 34,878.94	-	\$ -	35.43	\$ 734,061.67
Neuroscience	1.00	\$ 42,371.15	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 42,371.15
Nuclear Engineering	8.40	\$ 228,994.64	-	\$ -	-	\$ -	-	\$ -	8.40	\$ 228,994.64

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

Philosophy	1.00	\$ 27,079.20	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 27,079.20
Physics	3.00	\$ 31,710.41	-	\$ -	-	\$ -	-	\$ -	3.00	\$ 31,710.41
Plant Science	2.49	\$ 72,944.49	3.70	\$ 62,208.28	1.81	\$ 51,699.23	-	\$ -	8.00	\$ 186,852.00
Psychology	0.98	\$ 9,019.54	-	\$ -	1.00	\$ 6,227.89	1.02	\$ 802.61	3.00	\$ 16,050.04
Rangeland Ecology & Management	2.98	\$ 74,254.33	-	\$ -	0.02	\$ 578.81	-	\$ -	3.00	\$ 74,833.14
Soil & Land Resources	4.00	\$ 76,714.07	1.00	\$ 22,197.16	-	\$ -	-	\$ -	5.00	\$ 98,911.23
Statistics	2.00	\$ 46,920.40	1.00	\$ 23,622.39	-	\$ -	-	\$ -	3.00	\$ 70,542.79
Water Resources-Engr & Sci Opt	4.00	\$ 56,868.84	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 56,868.84
Water Resources-Law,Mgt,Pol Op	0.54	\$ 4,841.77	-	\$ -	-	\$ -	-	\$ -	0.54	\$ 4,841.77
Water Resources-Sci & Mgmt Opt	4.32	\$ 83,778.47	1.00	\$ 16,112.62	-	\$ -	1.00	\$ 306.00	6.32	\$ 100,197.09
Wildlife Resources	1.75	\$ 36,628.79	0.25	\$ 260.30	-	\$ -	-	\$ -	2.00	\$ 36,889.09
<b>Ph.D</b>	<b>169.68</b>	<b>\$ 4,986,305.40</b>	<b>6.49</b>	<b>\$ 123,760.92</b>	<b>4.39</b>	<b>\$ 119,779.21</b>	<b>5.14</b>	<b>\$ 138,166.71</b>	<b>185.70</b>	<b>\$ 5,368,012.24</b>
Animal Physiology	6.31	\$ 128,871.60	2.00	\$ 1,960.73	-	\$ -	0.69	\$ 27,853.75	9.00	\$ 158,686.08
Bioinformatics & Comptnl Biol	11.00	\$ 254,572.15	-	\$ -	-	\$ -	-	\$ -	11.00	\$ 254,572.15
Biol & Agric Engineering	5.00	\$ 132,733.37	-	\$ -	-	\$ -	-	\$ -	5.00	\$ 132,733.37
Biology	7.00	\$ 192,665.33	-	\$ -	-	\$ -	-	\$ -	7.00	\$ 192,665.33
Chemical Engineering	2.89	\$ 76,398.56	-	\$ -	-	\$ -	-	\$ -	2.89	\$ 76,398.56
Chemistry	14.00	\$ 389,168.00	-	\$ -	1.00	\$ 29,664.75	-	\$ -	15.00	\$ 418,832.75
Civil Engineering	1.89	\$ 58,287.27	1.16	\$ 32,525.30	-	\$ -	-	\$ -	3.05	\$ 90,812.57
Computer Science	9.48	\$ 231,596.72	-	\$ -	1.52	\$ 60,797.19	-	\$ -	11.00	\$ 292,393.91
Education	1.98	\$ 15,198.20	-	\$ -	-	\$ -	-	\$ -	1.98	\$ 15,198.20
Electrical Engineering	6.00	\$ 183,219.28	-	\$ -	-	\$ -	-	\$ -	6.00	\$ 183,219.28
Entomology	6.99	\$ 220,181.37	0.01	\$ 11,899.00	-	\$ -	-	\$ -	7.00	\$ 232,080.37
Environmental Science	12.90	\$ 398,521.39	-	\$ -	0.48	\$ 12,204.85	-	\$ -	13.38	\$ 410,726.24
Food Science	4.00	\$ 103,505.24	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 103,505.24
Geography	1.00	\$ 42,616.08	-	\$ -	-	\$ -	1.00	\$ 22,822.38	2.00	\$ 65,438.46
Geology	4.00	\$ 139,278.85	-	\$ -	-	\$ -	-	\$ -	4.00	\$ 139,278.85
Materials Science & Engr	5.00	\$ 191,837.49	-	\$ -	-	\$ -	-	\$ -	5.00	\$ 191,837.49
Mathematics	1.00	\$ 24,137.55	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 24,137.55
Mechanical Engineering	5.61	\$ 208,007.93	-	\$ -	-	\$ -	-	\$ -	5.61	\$ 208,007.93
Microbiol, Molec Biol/Biochem	9.00	\$ 256,359.02	-	\$ -	-	\$ -	1.00	\$ 26,304.14	10.00	\$ 282,663.16
Natural Resources	25.78	\$ 839,415.64	2.32	\$ 49,812.02	0.91	\$ 16,665.03	1.93	\$ 60,701.45	30.94	\$ 966,594.14
Neuroscience	2.00	\$ 61,330.97	-	\$ -	0.48	\$ 447.39	0.52	\$ 484.99	3.00	\$ 62,263.35
Nuclear Engineering	2.85	\$ 102,032.76	-	\$ -	-	\$ -	-	\$ -	2.85	\$ 102,032.76
Physics	14.00	\$ 386,822.97	-	\$ -	-	\$ -	-	\$ -	14.00	\$ 386,822.97
Plant Science	2.00	\$ 77,737.12	1.00	\$ 27,563.87	-	\$ -	-	\$ -	3.00	\$ 105,300.99
Water Resources-Sci & Mgmt Opt	8.00	\$ 271,810.54	-	\$ -	-	\$ -	-	\$ -	8.00	\$ 271,810.54
<b>Public Service</b>	<b>16.01</b>	<b>\$ 169,315.37</b>	<b>0.02</b>	<b>\$ 121.01</b>	<b>-</b>	<b>\$ -</b>	<b>1.99</b>	<b>\$ 31,579.48</b>	<b>18.02</b>	<b>\$ 201,015.86</b>
<b>Masters</b>	<b>12.20</b>	<b>\$ 104,941.41</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>1.99</b>	<b>\$ 31,579.48</b>	<b>14.19</b>	<b>\$ 136,520.89</b>
Animal Science	0.42	\$ 2,900.32	-	\$ -	-	\$ -	-	\$ -	0.42	\$ 2,900.32
Anthropology	0.01	\$ 88.11	-	\$ -	-	\$ -	0.99	\$ 11,592.41	1.00	\$ 11,680.52



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Biology	1.00	\$ 813.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 813.00
Bioregional Plng & Comm Dsgn	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 19,987.07	1.00	\$ 19,987.07
Civil Engineering	2.00	\$ 21,879.62	-	\$ -	-	\$ -	-	\$ -	2.00	\$ 21,879.62
Conservation Social Sciences	1.00	\$ 6,257.19	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 6,257.19
Curriculum and Instruction	1.00	\$ 14,097.77	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 14,097.77
Family and Consumer Sciences	1.00	\$ 2,464.38	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 2,464.38
Forest Resources	0.09	\$ 4,277.68	-	\$ -	-	\$ -	-	\$ -	0.09	\$ 4,277.68
Geology	1.00	\$ 524.68	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 524.68
Materials Science & Engr	1.00	\$ 813.00	-	\$ -	-	\$ -	-	\$ -	1.00	\$ 813.00
Microbiol, Molec Biol/Biochem	0.90	\$ 5,422.14	-	\$ -	-	\$ -	-	\$ -	0.90	\$ 5,422.14
Nat Res & Envr Science	0.07	\$ 883.37	-	\$ -	-	\$ -	-	\$ -	0.07	\$ 883.37
Natural Resources	1.57	\$ 38,766.49	-	\$ -	-	\$ -	-	\$ -	1.57	\$ 38,766.49
Water Resources-Law,Mgt,Pol Op	0.46	\$ 4,187.25	-	\$ -	-	\$ -	-	\$ -	0.46	\$ 4,187.25
Water Resources-Sci & Mgmt Opt	0.68	\$ 1,566.41	-	\$ -	-	\$ -	-	\$ -	0.68	\$ 1,566.41
<b>Ph.D</b>	<b>3.81</b>	<b>\$ 64,373.96</b>	<b>0.02</b>	<b>\$ 121.01</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>3.83</b>	<b>\$ 64,494.97</b>
Chemical Engineering	0.03	\$ 708.68			-	\$ -	-	\$ -	0.03	\$ 708.68
Civil Engineering	0.96	\$ 34,763.29			-	\$ -	-	\$ -	0.96	\$ 34,763.29
Education	2.02	\$ 23,592.90			-	\$ -	-	\$ -	2.02	\$ 23,592.90
Environmental Science	0.73	\$ 3,914.73	0.02	\$ 121.01	-	\$ -	-	\$ -	0.75	\$ 4,035.74
Natural Resources	0.07	\$ 1,394.36	-	\$ -	-	\$ -	-	\$ -	0.07	\$ 1,394.36
<b>Construction</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>
<b>Subtotal Masters Students</b>	<b>271.93</b>	<b>\$ 4,423,378.95</b>	<b>26.33</b>	<b>\$ 434,235.14</b>	<b>8.32</b>	<b>\$ 153,512.84</b>	<b>10.01</b>	<b>\$ 175,744.03</b>	<b>316.59</b>	<b>\$ 5,186,870.96</b>
<b>Subtotal Ph.D. Students</b>	<b>196.98</b>	<b>\$ 5,116,894.19</b>	<b>6.51</b>	<b>\$ 123,881.93</b>	<b>4.39</b>	<b>\$ 119,779.21</b>	<b>5.14</b>	<b>\$ 138,166.71</b>	<b>213.02</b>	<b>\$ 5,498,722.04</b>
<b>Grand Total Graduate Students</b>	<b>468.91</b>	<b>\$ 9,540,273.14</b>	<b>32.84</b>	<b>\$ 558,117.07</b>	<b>12.71</b>	<b>\$ 273,292.05</b>	<b>15.15</b>	<b>\$ 313,910.74</b>	<b>529.61</b>	<b>\$ 10,685,593.00</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Sponsored Cost of Supporting Post-Doc Employees  
FY2011**

*Expenditures for the Period July 1, 2010 through June 30, 2011*

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	# Post Docs	Total Expenses	# Post Docs	Total Expenses	# Post Docs	Total Expenses	# Post Docs	Total Expenses	# Post Docs	Expenses
Instruction	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
Research	50	\$ 2,270,757.52	1	\$ 50,865.04	1	\$ 8,199.19	1	\$ 13,572.21	53	\$ 2,343,393.96
Public Service	1	\$ 8,848.72	1	\$ 211.78	-	\$ -	1	\$ 6,125.88	3	\$ 15,186.38
Construction	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Grand Totals</b>	<b>51</b>	<b>\$ 2,279,606.24</b>	<b>2</b>	<b>\$ 51,076.82</b>	<b>1</b>	<b>\$ 8,199.19</b>	<b>2</b>	<b>\$ 19,698.09</b>	<b>56</b>	<b>\$ 2,358,580.34</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Sponsored Cost of Supporting Professional Staff Employees  
FY2011**

*Expenditures for the Period July 1, 2010 through June 30, 2011*

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	# of Staff	Total Expenses	# of Staff	Total Expenses	# of Staff	Total Expenses	# of Staff	Total Expenses	# of Staff	Expenses
Instruction	18	\$ 768,211.49	4	\$ 61,778.17	-	\$ -	1	\$ 215.40	23	\$ 830,205.06
Research	155	\$ 5,957,506.58	33	\$ 789,098.28	10	\$ 485,961.49	5	\$ 225,309.17	203	\$ 7,457,875.52
Public Service	107	\$ 4,519,103.29	5	\$ 192,967.84	1	\$ 8,769.81	4	\$ 128,605.24	117	\$ 4,849,446.18
Construction	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Grand Totals</b>	<b>280</b>	<b>\$ 11,244,821.36</b>	<b>42</b>	<b>\$ 1,043,844.29</b>	<b>11</b>	<b>\$ 494,731.30</b>	<b>10</b>	<b>\$ 354,129.81</b>	<b>343</b>	<b>\$ 13,137,526.76</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**University of Idaho  
Value and Cost of Research Report  
Sponsored Cost of Supporting Faculty  
FY2011**

*Expenditures for the Period July 1, 2010 through June 30, 2011*

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	# of Faculty	Total Expenses	# of Faculty	Total Expenses	# of Faculty	Total Expenses	# of Faculty	Total Expenses	# of Faculty	Expenses
Instruction	51	\$ 1,031,563.27	15	\$ 196,165.95	-	\$ -	-	\$ -	66	\$ 1,227,729.22
Research	169	\$ 4,876,813.28	8	\$ 126,875.76	7	\$ 226,835.88	10	\$ 191,868.42	194	\$ 5,422,393.34
Public Service	30	\$ 975,715.28	9	\$ 72,364.56	1	\$ 4,467.34	10	\$ 127,261.21	50	\$ 1,179,808.39
Construction	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -
<b>Grand Totals</b>	<b>250</b>	<b>\$ 6,884,091.83</b>	<b>32</b>	<b>\$ 395,406.27</b>	<b>8</b>	<b>\$ 231,303.22</b>	<b>20</b>	<b>\$ 319,129.63</b>	<b>310</b>	<b>\$ 7,829,930.95</b>

**University of Idaho**  
**Value and Cost of Research Report**  
**Student Involvement in Research**  
**FY2011**

*Data for the Period July 1, 2010 through June 30, 2011*

Student Involvement in Research		# of Students
	For-Credit Research & RCR Training	3,120
	Students on Human Subjects or ACUC	433
	Students listed on Patents/Business Planning	7
Grand Totals		3,560

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 21, 2012

## Boise State University Sponsored Project Activity Report FY2011

*Awards for the Period July 1, 2010 through June 30, 2011*

VCR Item 1ai.-1aiii.

	Federal	State	Industry	Other	Total	% of Grand Total
<b>Item 5.</b>						
<b>Instruction:</b>						
Sponsored Programs	\$ 5,465,135	\$ 1,967,910	\$ -	\$ 1,363,473	\$ 8,796,518	24.45%
<b>Research:</b>						
Sponsored Programs*	\$ 16,828,051	\$ 281,322	\$ 392,496	\$ 272,670	\$ 17,774,539	
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	
State Research Appropriations	\$ -	\$ 49,382	\$ -	\$ -	\$ 49,382	
<b>Subtotal Research</b>	\$ 16,828,051	\$ 330,704	\$ 392,496	\$ 272,670	\$ 17,823,921	49.55%
<b>Other Sponsored Activities:</b>						
Sponsored Programs*	\$ 4,839,823	\$ 921,573	\$ 15,498	\$ 690,366	\$ 6,467,260	
Construction	\$ 2,886,943	\$ -	\$ -	\$ -	\$ 2,886,943	
<b>Subtotal Other Sponsored Activities</b>	\$ 7,726,766	\$ 921,573	\$ 15,498	\$ 690,366	\$ 9,354,203	26.00%
<b>Grand Totals</b>	\$ 30,019,952	\$ 3,220,187	\$ 407,994	\$ 2,326,509	\$ 35,974,642	
<b>Percent of Grand Total</b>	<b>83.45%</b>	<b>8.95%</b>	<b>1.13%</b>	<b>6.47%</b>	<b>100%</b>	<b>100%</b>

*Expenditures for the Period July 1, 2010 through June 30, 2011*

	Federal	State	Industry	Other	Institutional	Totals	% of Grand Total
<b>Activity Type</b>							
<b>Instruction:</b>							
Sponsored Programs	\$ 3,780,008.19	\$ 2,503,986.73	\$ 18,190.21	\$ 494,611.56	\$ 2,160,306.53	\$ 8,957,103.22	20.79%
<b>Research:</b>							
Sponsored Programs	\$ 18,872,951.99	\$ 412,093.46	\$ 388,138.36	\$ 636,583.75	\$ 3,621,000.00	\$ 23,930,767.56	
Construction	\$ 26,901.77					\$ 26,901.77	
State Research Appropriations	\$ -	\$ 451,746.38	\$ -	\$ -		\$ 451,746.38	
<b>Subtotal Research</b>	\$ 18,899,853.76	\$ 863,839.84	\$ 388,138.36	\$ 636,583.75	\$ 3,621,000.00	\$ 24,409,415.71	56.65%
<b>Other Sponsored Activities:</b>							
Sponsored Programs*	\$ 6,415,858.97	\$ 99,885.52	\$ 18,792.45	\$ 538,212.92	\$ 1,803,544.24	\$ 8,876,294.10	
Construction	\$ 842,080.54	\$ -	\$ -	\$ -		\$ 842,080.54	
<b>Subtotal Other Sponsored Activities</b>	\$ 7,257,939.51	\$ 99,885.52	\$ 18,792.45	\$ 538,212.92	\$ 1,803,544.24	\$ 9,718,374.64	22.56%
<b>Grand Totals</b>	\$ 29,937,801.46	\$ 3,467,712.09	\$ 425,121.02	\$ 1,669,408.23	\$ 7,584,850.77	\$ 43,084,893.57	
<b>Percent of Grand Total</b>	<b>69.49%</b>	<b>8.05%</b>	<b>0.99%</b>	<b>3.87%</b>	<b>17.60%</b>	<b>100%</b>	<b>100%</b>

\*Totals do not include construction project activity. Construction project information has been identified separately.

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

### Boise State University Sponsored Project Activity Report by College & Department FY2011

*Awards for the Period July 1, 2010 through June 30, 2011*

VCR Item 1aiv.

Item 5.	Federal	State	Industry	Other	Total	% of Grand Total
<b>Instruction:</b>						
<b>Sponsored Programs Total</b>	<b>\$ 5,465,135</b>	<b>\$ 1,967,910</b>	<b>\$ -</b>	<b>\$ 1,363,473</b>	<b>\$ 8,796,518</b>	<b>24.45%</b>
<b>College of Arts &amp; Sciences Total</b>	<b>\$ 1,089,260</b>	<b>\$ 83,200</b>	<b>\$ -</b>	<b>\$ 35,306</b>	<b>\$ 1,207,766</b>	
Arts and Sciences Administration	\$ -	\$ -	\$ -	\$ -	\$ -	-
Art	\$ -	\$ -	\$ -	\$ -	\$ -	-
Biology	\$ -	\$ 19,800	\$ -	\$ -	\$ 19,800	-
Biomolecular Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	-
Center for Geophysical Investigation of Shallow Subsurface	\$ -	\$ -	\$ -	\$ -	\$ -	-
Chemistry & Biochemistry	\$ -	\$ -	\$ -	\$ -	\$ -	-
English	\$ 56,643	\$ 63,400	\$ -	\$ 35,306	\$ 155,349	-
Geosciences	\$ 1,032,617	\$ -	\$ -	\$ -	\$ 1,032,617	-
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	-
Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	-
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	-
Music	\$ -	\$ -	\$ -	\$ -	\$ -	-
Philosophy	\$ -	\$ -	\$ -	\$ -	\$ -	-
Physics	\$ -	\$ -	\$ -	\$ -	\$ -	-
Raptor Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	-
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>College of Business &amp; Economics Total</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>
Business Administration	\$ -	\$ -	\$ -	\$ -	\$ -	-
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	-
Center for Business and Economic Research	\$ -	\$ -	\$ -	\$ -	\$ -	-
Economics	\$ -	\$ -	\$ -	\$ -	\$ -	-
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	-
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	-
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	-
Idaho Small Business and Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	-
Management	\$ -	\$ -	\$ -	\$ -	\$ -	-
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	-
Tech Help	\$ -	\$ -	\$ -	\$ -	\$ -	-
<b>College of Education Total</b>	<b>\$ 4,349,542</b>	<b>\$ 1,013,042</b>	<b>\$ -</b>	<b>\$ 863,136</b>	<b>\$ 6,225,720</b>	
Bilingual/ESL Education	\$ -	\$ -	\$ -	\$ -	\$ -	-
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ -	\$ -	\$ -	-
Center for Multicultural Educational Opportunities	\$ 1,125,000	\$ -	\$ -	\$ -	\$ 1,125,000	-
Center for School Improvement & Policy Studies	\$ 3,139,170	\$ 1,013,042	\$ -	\$ 863,136	\$ 5,015,348	-
Counselor Education	\$ -	\$ -	\$ -	\$ -	\$ -	-
Curriculum, Instruction, and Foundation Studies	\$ -	\$ -	\$ -	\$ -	\$ -	-
Early Childhood Studies	\$ -	\$ -	\$ -	\$ -	\$ -	-
Educational Technology	\$ -	\$ -	\$ -	\$ -	\$ -	-
Elementary Education & Specialized Studies	\$ -	\$ -	\$ -	\$ -	\$ -	-



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Kinesiology	\$	-	\$	-	\$	-	\$	-
Literacy	\$	-	\$	-	\$	-	\$	-
Special Education	\$	85,372	\$	-	\$	-	\$	85,372
<b>College Engineering Total</b>	<b>\$</b>	<b>8,333</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>8,333</b>
Engineering Administration	\$	-	\$	-	\$	-	\$	-
Center for Environmental Sensing	\$	-	\$	-	\$	-	\$	-
Civil Engineering	\$	-	\$	-	\$	-	\$	-
Computer Science	\$	-	\$	-	\$	-	\$	-
Construction Management	\$	-	\$	-	\$	-	\$	-
Electrical and Computer Engineering	\$	8,333	\$	-	\$	-	\$	8,333
Instructional and Performance Technology	\$	-	\$	-	\$	-	\$	-
Material Science & Engineering	\$	-	\$	-	\$	-	\$	-
Mechanical and Biomedical Engineering	\$	-	\$	-	\$	-	\$	-
<b>College of Health Sciences Total</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>30,000</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>30,000</b>
Health Science Administration	\$	-	\$	-	\$	-	\$	-
Center for Health Policy	\$	-	\$	-	\$	-	\$	-
Center for the Study of Aging	\$	-	\$	-	\$	-	\$	-
Center of Excellence for Environmental Health and Safety	\$	-	\$	30,000	\$	-	\$	30,000
Community & Environmental Health	\$	-	\$	-	\$	-	\$	-
Health Sciences Division of Research	\$	-	\$	-	\$	-	\$	-
Homemaker Services	\$	-	\$	-	\$	-	\$	-
Institute for the Study of Addiction	\$	-	\$	-	\$	-	\$	-
Nursing	\$	-	\$	-	\$	-	\$	-
Radiologic Sciences	\$	-	\$	-	\$	-	\$	-
Respiratory Care	\$	-	\$	-	\$	-	\$	-
<b>Social Sciences and Public Affairs Total</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>202,601</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>465,031</b>
Anthropology	\$	-	\$	-	\$	-	\$	-
Communications	\$	-	\$	-	\$	-	\$	-
Criminal Justice	\$	-	\$	-	\$	-	\$	-
Environmental Finance Center	\$	-	\$	-	\$	-	\$	-
History	\$	-	\$	-	\$	-	\$	465,031
Political Science	\$	-	\$	-	\$	-	\$	-
Psychology	\$	-	\$	38,300	\$	-	\$	38,300
Public Policy and Administration	\$	-	\$	-	\$	-	\$	-
School of Social Work	\$	-	\$	164,301	\$	-	\$	164,301
Social Science Research Center	\$	-	\$	-	\$	-	\$	-
Sociology	\$	-	\$	-	\$	-	\$	-
<b>Other Total</b>	<b>\$</b>	<b>18,000</b>	<b>\$</b>	<b>639,067</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>657,067</b>
Academic Technologies	\$	-	\$	-	\$	-	\$	-
Boise State Radio	\$	-	\$	-	\$	-	\$	-
Campus Planning and Facilities	\$	-	\$	-	\$	-	\$	-
Career Center	\$	-	\$	499,667	\$	-	\$	499,667
Division of Extended Studies	\$	-	\$	-	\$	-	\$	-
Energy Policy Institute	\$	-	\$	-	\$	-	\$	-
Finance and Administration	\$	-	\$	-	\$	-	\$	-
Graduate College	\$	-	\$	-	\$	-	\$	-
Health, Wellness and Counseling	\$	-	\$	-	\$	-	\$	-
Idaho RADAR Network Center	\$	-	\$	-	\$	-	\$	-
International Programs	\$	-	\$	-	\$	-	\$	-
Office of Institutional Assessment	\$	-	\$	-	\$	-	\$	-

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Office of Information Technology	\$ -	\$ 114,700	\$ -	\$ -	\$ 114,700	
Provost and Vice President for Academic Affairs	\$ -	\$ -	\$ -	\$ -	\$ -	
Risk Management and Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Service Learning Program	\$ 18,000	\$ -	\$ -	\$ -	\$ 18,000	
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Housing	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Union	\$ -	\$ -	\$ -	\$ -	\$ -	
University Libraries	\$ -	\$ 24,700	\$ -	\$ -	\$ 24,700	
Vice President for Research	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Subtotal Instruction</b>	<b>\$ 5,465,135</b>	<b>\$ 1,967,910</b>	<b>\$ -</b>	<b>\$ 1,363,473</b>	<b>\$ 8,796,518</b>	<b>24.45%</b>

	Federal	State	Industry	Other	Total	% of Grand Total
<b>Research:</b>						
<b>Sponsored Programs Total*</b>	<b>\$ 16,828,051</b>	<b>\$ 281,322</b>	<b>\$ 392,496</b>	<b>\$ 272,670</b>	<b>\$ 17,774,539</b>	<b>49.41%</b>
<b>College of Arts &amp; Sciences Total</b>	<b>\$ 9,050,735</b>	<b>\$ 9,963</b>	<b>\$ 211,363</b>	<b>\$ 125,257</b>	<b>\$ 9,397,318</b>	
Arts and Sciences Administration	\$ 688,725	\$ -	\$ -	\$ -	\$ 688,725	
Art	\$ -	\$ -	\$ -	\$ -	\$ -	
Biology	\$ 737,353	\$ -	\$ 52,155	\$ -	\$ 789,508	
Biomolecular Research Center	\$ 1,456,453	\$ -	\$ -	\$ -	\$ 1,456,453	
Center for Geophysical Investigation of Shallow Subsurface	\$ 1,530,780	\$ 9,963	\$ 31,360	\$ 51,757	\$ 1,623,860	
Chemistry & Biochemistry	\$ 516,804	\$ -	\$ 77,816	\$ 7,500	\$ 602,120	
English	\$ -	\$ -	\$ -	\$ -	\$ -	
Geosciences	\$ 3,017,833	\$ -	\$ -	\$ -	\$ 3,017,833	
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Mathematics	\$ 451,996	\$ -	\$ -	\$ -	\$ 451,996	
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	
Music	\$ -	\$ -	\$ -	\$ -	\$ -	
Philosophy	\$ -	\$ -	\$ -	\$ -	\$ -	
Physics	\$ 376,958	\$ -	\$ -	\$ 35,000	\$ 411,958	
Raptor Research Center	\$ 273,833	\$ -	\$ 50,032	\$ 31,000	\$ 354,865	
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Business &amp; Economics Total</b>	<b>\$ 992,042</b>	<b>\$ 155,018</b>	<b>\$ 24,000</b>	<b>\$ -</b>	<b>\$ 1,171,060</b>	
Business Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Business and Economic Research	\$ -	\$ -	\$ 24,000	\$ -	\$ 24,000	
Economics	\$ 992,042	\$ 155,018	\$ -	\$ -	\$ 1,147,060	
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Small Business and Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	
Tech Help	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Education Total</b>	<b>\$ 31,214</b>	<b>\$ -</b>	<b>\$ 6,507</b>	<b>\$ 10,000</b>	<b>\$ 47,721</b>	
Bilingual/ESL Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Multicultural Educational Opportunities	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Center for School Improvement & Policy Studies	\$	-	\$	-	\$	-	\$	-
Counselor Education	\$	-	\$	-	\$	-	\$	-
Curriculum, Instruction, and Foundation Studies	\$	-	\$	-	\$	-	\$	-
Early Childhood Studies	\$	-	\$	-	\$	-	\$	-
Educational Technology	\$	-	\$	-	\$	-	\$	-
Elementary Education & Specialized Studies	\$	-	\$	-	\$	-	\$	-
Kinesiology	\$	11,910	\$	-	\$	6,507	\$	10,000
Literacy	\$	-	\$	-	\$	-	\$	-
Special Education	\$	19,304	\$	-	\$	-	\$	19,304
<b>College Engineering Total</b>	<b>\$</b>	<b>5,704,060</b>	<b>\$</b>	<b>34,884</b>	<b>\$</b>	<b>150,626</b>	<b>\$</b>	<b>5,889,570</b>
Engineering Administration	\$	-	\$	-	\$	-	\$	-
Center for Environmental Sensing	\$	-	\$	-	\$	-	\$	-
Civil I Engineering	\$	95,325	\$	34,884	\$	-	\$	130,209
Computer Science	\$	9,348	\$	-	\$	-	\$	9,348
Construction Management	\$	144,002	\$	-	\$	-	\$	144,002
Electrical and Computer Engineering	\$	1,658,066	\$	-	\$	47,586	\$	1,705,652
Instructional and Performance Technology	\$	-	\$	-	\$	-	\$	-
Material Science & Engineering	\$	3,026,984	\$	-	\$	73,040	\$	3,100,024
Mechanical and Biomedical Engineering	\$	770,335	\$	-	\$	30,000	\$	800,335
<b>College of Health Sciences Total</b>	<b>\$</b>	<b>190,973</b>	<b>\$</b>	<b>81,457</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>92,247</b>
Health Science Administration	\$	155,931	\$	-	\$	-	\$	155,931
Center for Health Policy	\$	35,042	\$	35,057	\$	-	\$	69,247
Center for the Study of Aging	\$	-	\$	-	\$	-	\$	-
Center of Excellence for Environmental Health and Safety	\$	-	\$	-	\$	-	\$	-
Community & Environmental Health	\$	-	\$	-	\$	-	\$	-
Health Sciences Division of Research	\$	-	\$	-	\$	-	\$	-
Homemaker Services	\$	-	\$	-	\$	-	\$	-
Institute for the Study of Addiction	\$	-	\$	-	\$	-	\$	-
Nursing	\$	-	\$	46,400	\$	-	\$	23,000
Radiologic Sciences	\$	-	\$	-	\$	-	\$	-
Respiratory Care	\$	-	\$	-	\$	-	\$	-
<b>Social Sciences and Public Affairs Total</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>33,832</b>
Anthropology	\$	-	\$	-	\$	-	\$	-
Communications	\$	-	\$	-	\$	-	\$	-
Criminal Justice	\$	-	\$	-	\$	-	\$	-
Environmental Finance Center	\$	-	\$	-	\$	-	\$	-
History	\$	-	\$	-	\$	-	\$	-
Political Science	\$	-	\$	-	\$	-	\$	-
Psychology	\$	-	\$	-	\$	-	\$	-
Public Policy and Administration	\$	-	\$	-	\$	-	\$	-
School of Social Work	\$	-	\$	-	\$	-	\$	-
Social Science Research Center	\$	-	\$	-	\$	-	\$	33,832
Sociology	\$	-	\$	-	\$	-	\$	-
<b>Other Total</b>	<b>\$</b>	<b>859,027</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>11,334</b>
Academic Technologies	\$	-	\$	-	\$	-	\$	-
Boise State Radio	\$	-	\$	-	\$	-	\$	-
Campus Planning and Facilities	\$	-	\$	-	\$	-	\$	-
Career Center	\$	-	\$	-	\$	-	\$	-
Division of Extended Studies	\$	-	\$	-	\$	-	\$	-
Energy Policy Institute	\$	12,250	\$	-	\$	-	\$	11,334

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Finance and Administration	\$	-	\$	-	\$	-	\$	-	
Graduate College	\$	-	\$	-	\$	-	\$	-	
Health, Wellness and Counseling	\$	-	\$	-	\$	-	\$	-	
Idaho RADAR Network Center	\$	-	\$	-	\$	-	\$	-	
International Programs	\$	-	\$	-	\$	-	\$	-	
Office of Institutional Assessment	\$	-	\$	-	\$	-	\$	-	
Office of Information Technology	\$	-	\$	-	\$	-	\$	-	
Provost and Vice President for Academic Affairs	\$	826,782	\$	-	\$	-	\$	826,782	
Risk Management and Audit Services	\$	-	\$	-	\$	-	\$	-	
Service Learning Program	\$	-	\$	-	\$	-	\$	-	
Sponsored Programs	\$	-	\$	-	\$	-	\$	-	
Student Housing	\$	-	\$	-	\$	-	\$	-	
Student Union	\$	-	\$	-	\$	-	\$	-	
University Libraries	\$	-	\$	-	\$	-	\$	-	
Vice President for Research	\$	19,995	\$	-	\$	-	\$	19,995	
<b>Construction</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	
<b>State Research Appropriations</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>49,382</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>49,382</b>	
<b>Subtotal Research</b>	<b>\$</b>	<b>16,828,051</b>	<b>\$</b>	<b>330,704</b>	<b>\$</b>	<b>392,496</b>	<b>\$</b>	<b>272,670</b>	<b>49.55%</b>

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

	Federal	State	Industry	Other	Total	% of Grand Total
<b>Other Sponsored Activities:</b>						
<b>Sponsored Programs Total*</b>	\$ 4,839,823	\$ 921,573	\$ 15,498	\$ 690,366	\$ 6,467,260	17.98%
<b>College of Arts &amp; Sciences Total</b>	\$ 13,000	\$ -	\$ -	\$ 25,887	\$ 38,887	
Arts and Sciences Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Art	\$ -	\$ -	\$ -	\$ -	\$ -	
Biology	\$ 11,000	\$ -	\$ -	\$ -	\$ 11,000	
Biomolecular Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Geophysical Investigation of Shallow Subsurface	\$ -	\$ -	\$ -	\$ -	\$ -	
Chemistry & Biochemistry	\$ -	\$ -	\$ -	\$ -	\$ -	
English	\$ -	\$ -	\$ -	\$ 9,387	\$ 9,387	
Geosciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	
Music	\$ -	\$ -	\$ -	\$ -	\$ -	
Philosophy	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	
Physics	\$ -	\$ -	\$ -	\$ -	\$ -	
Raptor Research Center	\$ -	\$ -	\$ -	\$ 16,500	\$ 16,500	
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Business &amp; Economics Total</b>	\$ 1,986,977	\$ 33,000	\$ -	\$ -	\$ 2,019,977	
Business Administration	\$ 8,800	\$ -	\$ -	\$ -	\$ 8,800	
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Business and Economic Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Economics	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Small Business and Development Center	\$ 1,122,376	\$ 33,000	\$ -	\$ -	\$ 1,155,376	
Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	
Tech Help	\$ 855,801	\$ -	\$ -	\$ -	\$ 855,801	
<b>College of Education Total</b>	\$ 1,059,294	\$ -	\$ 3,000	\$ -	\$ 1,062,294	
Bilingual/ESL Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Multicultural Educational Opportunities	\$ 1,059,294	\$ -	\$ 3,000	\$ -	\$ 1,062,294	
Center for School Improvement & Policy Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Counselor Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Curriculum, Instruction, and Foundation Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Early Childhood Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Elementary Education & Specialized Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Kinesiology	\$ -	\$ -	\$ -	\$ -	\$ -	
Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College Engineering Total</b>	\$ 679,023	\$ -	\$ -	\$ 5,000	\$ 684,023	
Engineering Administration	\$ 9,023	\$ -	\$ -	\$ -	\$ 9,023	
Center for Environmental Sensing	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Civil Engineering	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	
Computer Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Construction Management	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	
Electrical and Computer Engineering	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	
Instructional and Performance Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Material Science & Engineering	\$ 620,000	\$ -	\$ -	\$ -	\$ 620,000	
Mechanical and Biomedical Engineering	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	
<b>College of Health Sciences Total</b>	<b>\$ 500,000</b>	<b>\$ 853,573</b>	<b>\$ 5,998</b>	<b>\$ 220,177</b>	<b>\$ 1,579,748</b>	
Health Science Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Health Policy	\$ -	\$ 800,000	\$ -	\$ 218,427	\$ 1,018,427	
Center for the Study of Aging	\$ 10,000	\$ 25,000	\$ -	\$ 1,750	\$ 36,750	
Center of Excellence for Environmental Health and Safety	\$ 490,000	\$ -	\$ 5,998	\$ -	\$ 495,998	
Community & Environmental Health	\$ -	\$ 28,573	\$ -	\$ -	\$ 28,573	
Health Sciences Division of Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Homemaker Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Institute for the Study of Addiction	\$ -	\$ -	\$ -	\$ -	\$ -	
Nursing	\$ -	\$ -	\$ -	\$ -	\$ -	
Radiologic Sciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Respiratory Care	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Social Sciences and Public Affairs Total</b>	<b>\$ 67,559</b>	<b>\$ 35,000</b>	<b>\$ 6,500</b>	<b>\$ 11,190</b>	<b>\$ 120,249</b>	
Anthropology	\$ 67,559	\$ 35,000	\$ 6,500	\$ -	\$ 109,059	
Communications	\$ -	\$ -	\$ -	\$ -	\$ -	
Criminal Justice	\$ -	\$ -	\$ -	\$ -	\$ -	
Environmental Finance Center	\$ -	\$ -	\$ -	\$ 11,190	\$ 11,190	
History	\$ -	\$ -	\$ -	\$ -	\$ -	
Political Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Psychology	\$ -	\$ -	\$ -	\$ -	\$ -	
Public Policy and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
School of Social Work	\$ -	\$ -	\$ -	\$ -	\$ -	
Social Science Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Sociology	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Total</b>	<b>\$ 533,970</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 428,112</b>	<b>\$ 962,082</b>	
Academic Technologies	\$ -	\$ -	\$ -	\$ -	\$ -	
Boise State Radio	\$ -	\$ -	\$ -	\$ 428,112	\$ 428,112	
Campus Planning and Facilities	\$ 103,970	\$ -	\$ -	\$ -	\$ 103,970	
Career Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Division of Extended Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Energy Policy Institute	\$ -	\$ -	\$ -	\$ -	\$ -	
Finance and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Graduate College	\$ -	\$ -	\$ -	\$ -	\$ -	
Health, Wellness and Counseling	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho RADAR Network Center	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	
International Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Institutional Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	
Provost and Vice President for Academic Affairs	\$ -	\$ -	\$ -	\$ -	\$ -	
Risk Management and Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Service Learning Program	\$ -	\$ -	\$ -	\$ -	\$ -	
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Housing	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Union	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

University Libraries	\$ -	\$ -	\$ -	\$ -	\$ -	
Vice President for Research	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000	
<b>Construction Total</b>	<b>\$ 2,886,943</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,886,943</b>	<b>8.02%</b>
<b>College of Business &amp; Economics Total</b>	<b>\$ 1,000,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,000,000</b>	
Idaho Small Business and Development Center	\$ 1,000,000	\$ -	\$ -	\$ -	\$ 1,000,000	
<b>Other Total</b>	<b>\$ 1,886,943</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 16,600</b>	
Campus Planning and Facilities	\$ 16,600	\$ -	\$ -	\$ -	\$ 16,600	
Vice President for Research	\$ 1,870,343	\$ -	\$ -	\$ -	\$ 1,870,343	
<b>Subtotal Other Sponsored Activities</b>	<b>\$ 7,726,766</b>	<b>\$ 921,573</b>	<b>\$ 15,498</b>	<b>\$ 690,366</b>	<b>\$ 9,354,203</b>	<b>26.00%</b>
<b>Grand Totals</b>	<b>\$ 30,019,952</b>	<b>\$ 3,220,187</b>	<b>\$ 407,994</b>	<b>\$ 2,326,509</b>	<b>\$ 35,974,642</b>	
<b>Percent of Grand Total</b>	<b>83.45%</b>	<b>8.95%</b>	<b>1.13%</b>	<b>6.47%</b>	<b>100%</b>	<b>100%</b>



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 21, 2012

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Totals	% of Grand Total
<b>Instruction:</b>						
<b>Sponsored Programs Total</b>	\$ 3,780,008.19	\$ 2,503,986.73	\$ 18,190.21	\$ 494,611.56	\$ 6,796,796.69	19.15%
<b>College of Arts &amp; Sciences Total</b>	\$ 506,463.17	\$ -	\$ -	\$ 26,788.84	\$ 533,252.01	
Arts and Sciences Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Art	\$ -	\$ -	\$ -	\$ -	\$ -	
Biology	\$ -	\$ -	\$ -	\$ -	\$ -	
Biomolecular Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Geophysical Investigation of Shallow Subsurface	\$ -	\$ -	\$ -	\$ -	\$ -	
Chemistry & Biochemistry	\$ -	\$ -	\$ -	\$ -	\$ -	
English	\$ 48,537.33	\$ -	\$ -	\$ 26,788.84	\$ 75,326.17	
Geosciences	\$ 457,925.84	\$ -	\$ -	\$ -	\$ 457,925.84	
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	
Music	\$ -	\$ -	\$ -	\$ -	\$ -	
Philosophy	\$ -	\$ -	\$ -	\$ -	\$ -	
Physics	\$ -	\$ -	\$ -	\$ -	\$ -	
Raptor Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Business &amp; Economics Total</b>	\$ -	\$ -	\$ -	\$ -	\$ -	
Business Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Business and Economic Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Economics	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Small Business and Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	
Tech Help	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Education Total</b>	\$ 2,967,148.39	\$ 2,106,599.63	\$ -	\$ 400,902.23	\$ 5,474,650.25	
Education Administration	\$ 43,296.81	\$ 1,213,124.47	\$ -	\$ 102,983.64	\$ 1,359,404.92	
Bilingual/ESL Education	\$ 16,838.11	\$ -	\$ -	\$ -	\$ 16,838.11	
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Multicultural Educational Opportunities	\$ 1,103,279.84	\$ -	\$ -	\$ -	\$ 1,103,279.84	
Center for School Improvement & Policy Studies	\$ 1,717,371.53	\$ 893,475.16	\$ -	\$ 297,918.59	\$ 2,908,765.28	
Counselor Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Curriculum, Instruction, and Foundation Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Early Childhood Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Elementary Education & Specialized Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Kinesiology	\$ -	\$ -	\$ -	\$ -	\$ -	
Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education	\$ 86,362.10	\$ -	\$ -	\$ -	\$ 86,362.10	
<b>College Engineering Total</b>	\$ 2,388.36	\$ -	\$ 18,190.21	\$ -	\$ 20,578.57	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Engineering Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Environmental Sensing	\$ -	\$ -	\$ -	\$ -	\$ -	
Civil Engineering	\$ -	\$ -	\$ -	\$ -	\$ -	
Computer Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Construction Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Electrical and Computer Engineering	\$ 2,388.36	\$ -	\$ -	\$ -	\$ 2,388.36	
Instructional and Performance Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Material Science & Engineering	\$ -	\$ -	\$ -	\$ -	\$ -	
Mechanical and Biomedical Engineering	\$ -	\$ -	\$ 18,190.21	\$ -	\$ 18,190.21	
<b>College of Health Sciences Total</b>	<b>\$ -</b>	<b>\$ 37,444.25</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 37,444.25</b>	
Health Science Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Health Policy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for the Study of Aging	\$ -	\$ -	\$ -	\$ -	\$ -	
Center of Excellence for Environmental Health and Safety	\$ -	\$ -	\$ -	\$ -	\$ -	
Community & Environmental Health	\$ -	\$ 37,444.25	\$ -	\$ -	\$ 37,444.25	
Health Sciences Division of Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Homemaker Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Institute for the Study of Addiction	\$ -	\$ -	\$ -	\$ -	\$ -	
Nursing	\$ -	\$ -	\$ -	\$ -	\$ -	
Radiologic Sciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Respiratory Care	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Social Sciences and Public Affairs Total</b>	<b>\$ 219,256.16</b>	<b>\$ 154,763.52</b>	<b>\$ -</b>	<b>\$ 66,920.49</b>	<b>\$ 440,940.17</b>	
Anthropology	\$ -	\$ -	\$ -	\$ -	\$ -	
Communications	\$ -	\$ -	\$ -	\$ -	\$ -	
Criminal Justice	\$ -	\$ -	\$ -	\$ -	\$ -	
Environmental Finance Center	\$ -	\$ -	\$ -	\$ -	\$ -	
History	\$ 190,522.58	\$ -	\$ -	\$ 66,920.49	\$ 257,443.07	
Political Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Psychology	\$ -	\$ -	\$ -	\$ -	\$ -	
Public Policy and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
School of Social Work	\$ 28,733.58	\$ 154,763.52	\$ -	\$ -	\$ 183,497.10	
Social Science Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Sociology	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Total</b>	<b>\$ 84,752.11</b>	<b>\$ 205,179.33</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 289,931.44</b>	
Academic Technologies	\$ -	\$ -	\$ -	\$ -	\$ -	
Boise State Radio	\$ -	\$ -	\$ -	\$ -	\$ -	
Campus Planning and Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	
Career Center	\$ -	\$ 205,179.33	\$ -	\$ -	\$ 205,179.33	
Division of Extended Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Energy Policy Institute	\$ -	\$ -	\$ -	\$ -	\$ -	
Finance and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Graduate College	\$ 69,612.69	\$ -	\$ -	\$ -	\$ 69,612.69	
Health, Wellness and Counseling	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho RADAR Network Center	\$ -	\$ -	\$ -	\$ -	\$ -	
International Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Institutional Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	
Provost and Vice President for Academic Affairs	\$ -	\$ -	\$ -	\$ -	\$ -	
Risk Management and Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Service Learning Program	\$ 15,139.42	\$ -	\$ -	\$ -	\$ 15,139.42	
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Student Housing	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Union	\$ -	\$ -	\$ -	\$ -	\$ -	
University Libraries	\$ -	\$ -	\$ -	\$ -	\$ -	
Vice President for Research	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Subtotal Instruction</b>	<b>\$ 3,780,008.19</b>	<b>\$ 2,503,986.73</b>	<b>\$ 18,190.21</b>	<b>\$ 494,611.56</b>	<b>\$ 6,796,796.69</b>	<b>19.15%</b>

	Federal	State	Industry	Other	Totals	% of Grand Total
<b>Research:</b>						
<b>Sponsored Programs*</b>	<b>\$ 18,872,951.99</b>	<b>\$ 412,093.46</b>	<b>\$ 388,138.36</b>	<b>\$ 636,583.75</b>	<b>\$ 20,309,767.56</b>	<b>57.21%</b>
<b>College of Arts &amp; Sciences Total</b>	<b>\$ 9,367,809.28</b>	<b>\$ 72,682.99</b>	<b>\$ 302,466.52</b>	<b>\$ 513,640.05</b>	<b>\$ 10,256,598.84</b>	
Arts and Sciences Administration	\$ 179,789.69	\$ -	\$ -	\$ -	\$ 179,789.69	
Art	\$ -	\$ -	\$ -	\$ -	\$ -	
Biology	\$ 2,099,471.52	\$ -	\$ 56,535.08	\$ 328,628.64	\$ 2,484,635.24	
Biomolecular Research Center	\$ 1,188,482.33	\$ -	\$ -	\$ -	\$ 1,188,482.33	
Center for Geophysical Investigation of Shallow Subsurface	\$ 994,455.78	\$ 70,685.86	\$ 176,544.20	\$ 67,126.79	\$ 1,308,812.63	
Chemistry & Biochemistry	\$ 1,240,996.11	\$ -	\$ 23,703.51	\$ 41,208.11	\$ 1,305,907.73	
English	\$ -	\$ -	\$ -	\$ -	\$ -	
Geosciences	\$ 2,764,930.55	\$ 1,997.13	\$ -	\$ 51,974.59	\$ 2,818,902.27	
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Mathematics	\$ 236,849.41	\$ -	\$ -	\$ -	\$ 236,849.41	
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	
Music	\$ -	\$ -	\$ -	\$ -	\$ -	
Philosophy	\$ 11,019.69	\$ -	\$ -	\$ -	\$ 11,019.69	
Physics	\$ 575,456.42	\$ -	\$ -	\$ 8,210.42	\$ 583,666.84	
Raptor Research Center	\$ 76,357.78	\$ -	\$ 45,683.73	\$ 16,491.50	\$ 138,533.01	
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Business &amp; Economics Total</b>	<b>\$ 797,268.17</b>	<b>\$ 134,055.12</b>	<b>\$ 18,885.71</b>	<b>\$ -</b>	<b>\$ 950,209.00</b>	
Business Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Business and Economic Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Economics	\$ 797,268.17	\$ 134,055.12	\$ 18,885.71	\$ -	\$ 950,209.00	
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Small Business and Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	
Tech Help	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Education Total</b>	<b>\$ 524,331.99</b>	<b>\$ 20,441.87</b>	<b>\$ 8,126.82</b>	<b>\$ 11,256.99</b>	<b>\$ 564,157.67</b>	
Education Administration	\$ 283,400.25	\$ -	\$ -	\$ -	\$ 283,400.25	
Bilingual/ESL Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ 5,334.18	\$ -	\$ 5,334.18	
Center for Multicultural Educational Opportunities	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for School Improvement & Policy Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Counselor Education	\$ -	\$ -	\$ -	\$ 4,948.77	\$ 4,948.77	
Curriculum, Instruction, and Foundation Studies	\$ 25,851.54	\$ -	\$ -	\$ -	\$ 25,851.54	
Early Childhood Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Elementary Education & Specialized Studies	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Kinesiology	\$ 118,561.27	\$ -	\$ 2,792.64	\$ 6,308.22	\$ 127,662.13	
Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education	\$ 96,518.93	\$ 20,441.87	\$ -	\$ -	\$ 116,960.80	
<b>College Engineering Total</b>	<b>\$ 7,432,631.21</b>	<b>\$ 67,070.90</b>	<b>\$ 58,659.31</b>	<b>\$ -</b>	<b>\$ 7,558,361.42</b>	
Engineering Administration	\$ 554,390.37	\$ -	\$ -	\$ -	\$ 554,390.37	
Center for Environmental Sensing	\$ 4,115.90	\$ -	\$ -	\$ -	\$ 4,115.90	
Civil Engineering	\$ 190,634.57	\$ 67,070.90	\$ -	\$ -	\$ 257,705.47	
Computer Science	\$ 105,660.77	\$ -	\$ -	\$ -	\$ 105,660.77	
Construction Management	\$ 15,674.11	\$ -	\$ -	\$ -	\$ 15,674.11	
Electrical and Computer Engineering	\$ 2,685,132.71	\$ -	\$ 32,734.34	\$ -	\$ 2,717,867.05	
Instructional and Performance Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Material Science & Engineering	\$ 3,488,213.08	\$ -	\$ -	\$ -	\$ 3,488,213.08	
Mechanical and Biomedical Engineering	\$ 388,809.70	\$ -	\$ 25,924.97	\$ -	\$ 414,734.67	
<b>College of Health Sciences Total</b>	<b>\$ 218,092.19</b>	<b>\$ 112,834.84</b>	<b>\$ -</b>	<b>\$ 55,931.18</b>	<b>\$ 386,858.21</b>	
Health Science Administration	\$ 148,053.08	\$ -	\$ -	\$ -	\$ 148,053.08	
Center for Health Policy	\$ 40,657.84	\$ 58,075.18	\$ -	\$ 30,935.77	\$ 129,668.79	
Center for the Study of Aging	\$ 6,617.18	\$ 49,841.15	\$ -	\$ -	\$ 56,458.33	
Center of Excellence for Environmental Health and Safety	\$ -	\$ -	\$ -	\$ -	\$ -	
Community & Environmental Health	\$ -	\$ -	\$ -	\$ -	\$ -	
Health Sciences Division of Research	\$ 10,558.41	\$ -	\$ -	\$ -	\$ 10,558.41	
Homemaker Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Institute for the Study of Addiction	\$ -	\$ -	\$ -	\$ -	\$ -	
Nursing	\$ 12,205.68	\$ 4,918.51	\$ -	\$ 24,995.41	\$ 42,119.60	
Radiologic Sciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Respiratory Care	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Social Sciences and Public Affairs Total</b>	<b>\$ 70,724.73</b>	<b>\$ 5,007.74</b>	<b>\$ -</b>	<b>\$ 28,452.59</b>	<b>\$ 104,185.06</b>	
Anthropology	\$ 70,724.73	\$ -	\$ -	\$ -	\$ 70,724.73	
Communications	\$ -	\$ -	\$ -	\$ -	\$ -	
Criminal Justice	\$ -	\$ -	\$ -	\$ -	\$ -	
Environmental Finance Center	\$ -	\$ -	\$ -	\$ -	\$ -	
History	\$ -	\$ -	\$ -	\$ -	\$ -	
Political Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Psychology	\$ -	\$ -	\$ -	\$ -	\$ -	
Public Policy and Administration	\$ -	\$ 5,007.74	\$ -	\$ 2,236.36	\$ 7,244.10	
School of Social Work	\$ -	\$ -	\$ -	\$ -	\$ -	
Social Science Research Center	\$ -	\$ -	\$ -	\$ 26,216.23	\$ 26,216.23	
Sociology	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Total</b>	<b>\$ 462,094.42</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 27,302.94</b>	<b>\$ 489,397.36</b>	
Academic Technologies	\$ -	\$ -	\$ -	\$ -	\$ -	
Boise State Radio	\$ -	\$ -	\$ -	\$ -	\$ -	
Campus Planning and Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	
Career Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Division of Extended Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Energy Policy Institute	\$ -	\$ -	\$ -	\$ -	\$ -	
Finance and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Graduate College	\$ -	\$ -	\$ -	\$ -	\$ -	
Health, Wellness and Counseling	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho RADAR Network Center	\$ -	\$ -	\$ -	\$ -	\$ -	
International Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Office of Institutional Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	
Provost and Vice President for Academic Affairs	\$ 197,638.51	\$ -	\$ -	\$ -	\$ 197,638.51	
Risk Management and Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Service Learning Program	\$ -	\$ -	\$ -	\$ -	\$ -	
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Housing	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Union	\$ -	\$ -	\$ -	\$ -	\$ -	
University Libraries	\$ -	\$ -	\$ -	\$ -	\$ -	
Vice President for Research	\$ 264,455.91	\$ -	\$ -	\$ 27,302.94	\$ 291,758.85	
<b>Construction</b>	<b>\$ 26,901.77</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,901.77</b>	
<b>Other</b>	<b>\$ 26,901.77</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 26,901.77</b>	
Vice President for Research	\$ 26,901.77	\$ -	\$ -	\$ -	\$ 26,901.77	
<b>State Research Appropriations Total</b>	<b>\$ -</b>	<b>\$ 451,746.38</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 451,746.38</b>	
<b>Other</b>	<b>\$ -</b>	<b>\$ 451,746.38</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 451,746.38</b>	
HERC ACCOUNTS-Multiple Depts.	\$ -	\$ 451,746.38	\$ -	\$ -	\$ 451,746.38	
<b>Subtotal Research</b>	<b>\$ 18,899,853.76</b>	<b>\$ 863,839.84</b>	<b>\$ 388,138.36</b>	<b>\$ 636,583.75</b>	<b>\$ 20,788,415.71</b>	<b>58.56%</b>

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

	Federal	State	Industry	Other	Totals	% of Grand Total
<b>Other Sponsored Activities:</b>						
<b>Sponsored Programs Total*</b>	\$ 6,415,858.97	\$ 99,885.52	\$ 18,792.45	\$ 538,212.92	\$ 7,072,749.86	19.92%
<b>College of Arts &amp; Sciences Total</b>	\$ 104,072.54	\$ -	\$ -	\$ 12,064.84	\$ 116,137.38	
Arts and Sciences Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Art	\$ -	\$ -	\$ -	\$ -	\$ -	
Biology	\$ 102,547.42	\$ -	\$ -	\$ -	\$ 102,547.42	
Biomolecular Research Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Geophysical Investigation of Shallow Subsurface	\$ -	\$ -	\$ -	\$ -	\$ -	
Chemistry & Biochemistry	\$ -	\$ -	\$ -	\$ -	\$ -	
English	\$ -	\$ -	\$ -	\$ 8,627.01	\$ 8,627.01	
Geosciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Interdisciplinary Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	
Modern Languages and Literatures	\$ -	\$ -	\$ -	\$ -	\$ -	
Music	\$ -	\$ -	\$ -	\$ -	\$ -	
Philosophy	\$ 2,000.00	\$ -	\$ -	\$ -	\$ 2,000.00	
Physics	\$ -	\$ -	\$ -	\$ -	\$ -	
Raptor Research Center	\$ (474.88)	\$ -	\$ -	\$ 3,437.83	\$ 2,962.95	
Theatre Arts	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>College of Business &amp; Economics Total</b>	\$ 1,676,755.12	\$ 64,728.27	\$ -	\$ 2,028.29	\$ 1,743,511.68	
Business Administration	\$ -	\$ -	\$ -	\$ 2,028.29	\$ 2,028.29	
Accountancy	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Business and Economic Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Economics	\$ 41,055.93	\$ -	\$ -	\$ -	\$ 41,055.93	
Idaho Business and Economic Development Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology & Supply Chain Management	\$ -	\$ -	\$ -	\$ -	\$ -	
International Business	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho Small Business and Development Center	\$ 898,293.08	\$ 64,728.27	\$ -	\$ -	\$ 963,021.35	
Management	\$ -	\$ -	\$ -	\$ -	\$ -	
Marketing & Finance	\$ -	\$ -	\$ -	\$ -	\$ -	
Tech Help	\$ 737,406.11	\$ -	\$ -	\$ -	\$ 737,406.11	
<b>College of Education Total</b>	\$ 2,589,545.92	\$ -	\$ 580.60	\$ 10,000.00	\$ 2,600,126.52	
Education Administration	\$ 119,782.39	\$ -	\$ -	\$ -	\$ 119,782.39	
Bilingual/ESL Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Orthopaedic & Biomechanics Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Multicultural Educational Opportunities	\$ 2,472,117.60	\$ -	\$ 580.60	\$ 10,000.00	\$ 2,482,698.20	
Center for School Improvement & Policy Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Counselor Education	\$ -	\$ -	\$ -	\$ -	\$ -	
Curriculum, Instruction, and Foundation Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Early Childhood Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Educational Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Elementary Education & Specialized Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Kinesiology	\$ -	\$ -	\$ -	\$ -	\$ -	
Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education	\$ (2,354.07)	\$ -	\$ -	\$ -	\$ (2,354.07)	
<b>College Engineering Total</b>	\$ 75,432.90	\$ -	\$ 5,461.94	\$ 5,658.77	\$ 86,553.61	
Engineering Administration	\$ 5,592.89	\$ -	\$ -	\$ 1,322.27	\$ 6,915.16	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Center for Environmental Sensing	\$ -	\$ -	\$ -	\$ -	\$ -	
Civil Engineering	\$ -	\$ -	\$ -	\$ 4,336.50	\$ 4,336.50	
Computer Science	\$ -	\$ -	\$ -	\$ -	\$ -	
Construction Management	\$ 128.35	\$ -	\$ -	\$ -	\$ 128.35	
Electrical and Computer Engineering	\$ 18,078.87	\$ -	\$ -	\$ -	\$ 18,078.87	
Instructional and Performance Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Material Science & Engineering	\$ 10,000.00	\$ -	\$ -	\$ -	\$ 10,000.00	
Mechanical and Biomedical Engineering	\$ 41,632.79	\$ -	\$ 5,461.94	\$ -	\$ 47,094.73	
<b>College of Health Sciences Total</b>	<b>\$ 678,290.46</b>	<b>\$ 24,441.08</b>	<b>\$ 4,591.21</b>	<b>\$ 21,203.33</b>	<b>\$ 728,526.08</b>	
Health Science Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Center for Health Policy	\$ -	\$ 23,007.56	\$ -	\$ 10,839.91	\$ 33,847.47	
Center for the Study of Aging	\$ 30,123.88	\$ -	\$ -	\$ -	\$ 30,123.88	
Center of Excellence for Environmental Health and Safety	\$ 460,048.53	\$ -	\$ 4,591.21	\$ -	\$ 464,639.74	
Community & Environmental Health	\$ 388.19	\$ 961.60	\$ -	\$ 4,118.80	\$ 5,468.59	
Health Sciences Division of Research	\$ -	\$ -	\$ -	\$ -	\$ -	
Homemaker Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Institute for the Study of Addiction	\$ 187,729.86	\$ 471.92	\$ -	\$ -	\$ 188,201.78	
Nursing	\$ -	\$ -	\$ -	\$ 6,244.62	\$ 6,244.62	
Radiologic Sciences	\$ -	\$ -	\$ -	\$ -	\$ -	
Respiratory Care	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Social Sciences and Public Affairs Total</b>	<b>\$ 356,166.01</b>	<b>\$ 10,716.17</b>	<b>\$ 8,158.70</b>	<b>\$ 5,970.87</b>	<b>\$ 381,011.75</b>	
Anthropology	\$ 63,615.16	\$ 8,243.41	\$ 6,473.70	\$ -	\$ 78,332.27	
Communications	\$ -	\$ -	\$ -	\$ -	\$ -	
Criminal Justice	\$ -	\$ -	\$ -	\$ -	\$ -	
Environmental Finance Center	\$ -	\$ -	\$ -	\$ -	\$ -	
History	\$ 3,682.00	\$ -	\$ -	\$ -	\$ 3,682.00	
Political Science	\$ -	\$ -	\$ -	\$ 2,592.50	\$ 2,592.50	
Psychology	\$ -	\$ -	\$ -	\$ -	\$ -	
Public Policy and Administration	\$ 288,868.85	\$ (1,890.77)	\$ 1,685.00	\$ 3,378.37	\$ 292,041.45	
School of Social Work	\$ -	\$ -	\$ -	\$ -	\$ -	
Social Science Research Center	\$ -	\$ 4,363.53	\$ -	\$ -	\$ 4,363.53	
Sociology	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Other Total</b>	<b>\$ 935,596.02</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 481,286.82</b>	<b>\$ 1,416,882.84</b>	
Academic Technologies	\$ -	\$ -	\$ -	\$ -	\$ -	
Boise State Radio	\$ -	\$ -	\$ -	\$ 395,476.37	\$ 395,476.37	
Campus Planning and Facilities	\$ 905,757.82	\$ -	\$ -	\$ -	\$ 905,757.82	
Career Center	\$ -	\$ -	\$ -	\$ -	\$ -	
Division of Extended Studies	\$ -	\$ -	\$ -	\$ -	\$ -	
Energy Policy Institute	\$ -	\$ -	\$ -	\$ -	\$ -	
Finance and Administration	\$ -	\$ -	\$ -	\$ -	\$ -	
Graduate College	\$ -	\$ -	\$ -	\$ -	\$ -	
Health, Wellness and Counseling	\$ -	\$ -	\$ -	\$ -	\$ -	
Idaho RADAR Network Center	\$ -	\$ -	\$ -	\$ -	\$ -	
International Programs	\$ 8,770.00	\$ -	\$ -	\$ 27,500.00	\$ 36,270.00	
Office of Information Technology	\$ -	\$ -	\$ -	\$ -	\$ -	
Office of Institutional Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	
Provost and Vice President for Academic Affairs	\$ -	\$ -	\$ -	\$ 58,310.45	\$ 58,310.45	
Risk Management and Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	
Service Learning Program	\$ -	\$ -	\$ -	\$ -	\$ -	
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Housing	\$ -	\$ -	\$ -	\$ -	\$ -	

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Student Union	\$ -	\$ -	\$ -	\$ -	\$ -	
University Libraries	\$ -	\$ -	\$ -	\$ -	\$ -	
Vice President for Research	\$ 21,068.20	\$ -	\$ -	\$ -	\$ 21,068.20	
<b>Construction Total</b>	<b>\$ 842,080.54</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 842,080.54</b>	<b>2.37%</b>
<b>Other Total</b>	<b>\$ 842,080.54</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Campus Planning and Facilities	\$ 842,080.54					
<b>Subtotal Other Sponsored Activities</b>	<b>\$ 7,257,939.51</b>	<b>\$ 99,885.52</b>	<b>\$ 18,792.45</b>	<b>\$ 538,212.92</b>	<b>\$ 7,914,830.40</b>	<b>22.30%</b>
<b>Grand Totals</b>	<b>\$ 29,937,801.46</b>	<b>\$ 3,467,712.09</b>	<b>\$ 425,121.02</b>	<b>\$ 1,669,408.23</b>	<b>\$ 35,500,042.80</b>	
<b>Percent of Grand Total</b>	<b>84.33%</b>	<b>9.77%</b>	<b>1.20%</b>	<b>4.70%</b>	<b>100%</b>	<b>100%</b>

\*Totals do not include construction project activity. Construction project information has been identified separately.

**Notes:**

1. The expenditure totals presented are on a cash basis.
2. The expenditure totals do not include cost share or program income expenditures.
3. The funding and expenditure totals include F&A recovery costs.
4. Environmental Finance Center expenditures are included in the Public Policy and Administration (Prefix 042) totals.
5. Energy Policy Institute expenditures are included in the Division of Research (Prefix 676) totals.
6. Idaho RADAR Network Center expenditures are included in the Institute for the Study of Addiction (Prefix 694) Totals.
7. Musculoskeletal Research Institute expenditures, funding and award totals are included in the Biology (Prefix 006) Totals.
8. Idaho State Board of Education (SBOE) funding for non-research projects are included in the award numbers by the individual department/unit totals, but are not included in the expenditure totals.
9. Center for Business and Economic Research expenditures are included in the Economics (Prefix 080) totals.
10. Social Science Research Center expenditures are included in either the Social Science & Public Affairs (Prefix 041) totals or Public Policy & Administration (Prefix 042).



# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 21, 2012

## Student Involvement in Research FY2011

*Cost share expenditures for the Period July 1, 2010 through June 30, 2011*

VCR Item 1bi.-1bii.

Item 5.	Activity Type		Funding Source		Totals
			Appropriated & Local Funds	Other Funds	
	Instruction:		\$263,979.04	\$1,896,327.49	\$2,160,306.53
	Research:		\$921,863.75	\$1,247,202.89	\$2,169,066.63
	Other Sponsored Activities:		\$1,049,269.38	\$754,274.86	\$1,803,544.24
	<b>Total</b>		<b>\$2,235,112.17</b>	<b>\$3,897,805.23</b>	<b>\$6,132,917.40</b>

## Boise State University Cost of Supporting Research FY2011

VCR Item 2a-2c.

Item 2.			Distribution of Salaries		Totals
			Appropriated Funds	Other Funds	
a. Sponsored Programs	15	The Office of Sponsored Programs oversees all aspects of sponsored project activities. Staff provide assistance with proposal submission through award management and close-out ensuring compliance with federal, state, agency and University policies.	\$ 791,673.86	\$ 293,544.41	\$ 1,085,218.27
b. Technology Transfer	2	Office of University and Industry Ventures facilitates the identification, protection and commercialization of intellectual properties generated by faculty, students and staff. Intellectual property includes creative, scientific and technical research findings.	\$ 127,946.51	\$ 32,015.90	\$ 159,962.41
c. Compliance	3	The Office of Research Compliance is responsible for the oversight and monitoring of campus activities involving Human Subjects, Animal Care and Use, Biosafety, and ensures responsible conduct of research practices are followed.	\$ 260,922.18	\$ -	\$ 260,922.18
iii. Laboratory Animal Research Facility, Biosafety Laboratory 3			\$ -	\$ -	\$ -
1. Costs for operation and maintenance including sources of funds			\$ -	\$ -	\$ 4,000.00
2. Salaries for staff and sources of funds	included in item C.		\$ -	\$ -	\$ -

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 21, 2012

## Boise State University Sponsored Project Support of Undergraduate Students FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 3a.-3c.

Item 5.	Federal # of Student	Federal Total Expenses	State # of Students	State Total Expenses	Industry # of Students	Industry Total Expenses	Other # of Students	Other Total Expenses	Totals
Instruction:	73	\$ 82,329.97	17	\$ 132,561.60	0	\$ -	4	\$ 692.90	\$ 215,584.47
Research:	234	\$ 698,770.25	5	\$ 7,278.70	4	\$ 6,174.15	25	\$ 49,046.83	\$ 761,269.93
Other Sponsored Activities:	107	\$ 121,786.72	4	\$ 4,797.00	1	\$ 4,000.00	8	\$ 23,763.50	\$ 154,347.22
Grand Totals	414	\$902,886.94	26	\$144,637.30	5	\$10,174.15	37	\$73,503.23	\$1,131,201.62
Percent of Grand Total		79.82%		12.79%		0.90%		6.50%	100%

Note: Total number of students may include duplicate values if a student was paid from multiple funding sources and/or activity types.

## Sponsored Project Support of Graduate Students FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

Activity Type	Federal # of Student	Federal Total Expenses	State # of Students	State Total Expenses	Industry # of Students	Industry Total Expenses	Other # of Students	Other Total Expenses	Totals
Instruction:	20	\$393,682.38	18	\$129,807.99	0	\$ -	1	\$12,471.19	\$ 535,961.56
Biology MS	5	\$ 80,336.75	0	\$ -	0	\$ -	0	\$ -	\$ 80,336.75
Civil Engineering MEngr	0	\$ -	1	\$ 11,497.75	0	\$ -	0	\$ -	\$ 11,497.75
Computer Science	0	\$ -	2	\$ 11,605.00	0	\$ -	0	\$ -	\$ 11,605.00
Curriculum & Instruction	0	\$ -	3	\$ 18,691.49	0	\$ -	1	\$ 12,471.19	\$ 31,162.68
English Rhetoric & Composition	1	\$ 276.30	0	\$ -	0	\$ -	0	\$ -	\$ 276.30
Exer & Sprt Stud, Behavioral	1	\$ 17,092.00	0	\$ -	0	\$ -	0	\$ -	\$ 17,092.00
Geology	1	\$ 1,153.75	0	\$ -	0	\$ -	0	\$ -	\$ 1,153.75
Geophysics	2	\$ 74,394.07	0	\$ -	0	\$ -	0	\$ -	\$ 74,394.07
Graduate Std-NonEd-Undeclared	1	\$ 110.00	1	\$ 13,829.75	0	\$ -	0	\$ -	\$ 13,939.75
Hydrologic Sciences	3	\$ 76,741.75	0	\$ -	0	\$ -	0	\$ -	\$ 76,741.75
Materials Science & Engr MS	3	\$ 66,040.76	0	\$ -	0	\$ -	0	\$ -	\$ 66,040.76
Mathematics MS	1	\$ 37,774.00	0	\$ -	0	\$ -	0	\$ -	\$ 37,774.00
Raptor Biology	1	\$ 37,774.00	0	\$ -	0	\$ -	0	\$ -	\$ 37,774.00
Secondary/K-12 Teaching	1	\$ 1,989.00	0	\$ -	0	\$ -	0	\$ -	\$ 1,989.00
Social Work	0	\$ -	9	\$ 60,696.00	0	\$ -	0	\$ -	\$ 60,696.00
Social Work, Advanced Standing	0	\$ -	2	\$ 13,488.00	0	\$ -	0	\$ -	\$ 13,488.00
Research:	195	\$ 1,771,778.62	3	\$ 5,764.50	6	\$ 56,867.48	21	\$ 18,219.39	\$ 1,852,629.99
Addiction Studies	0	\$ -	0	\$ -	0	\$ -	2	\$ 240.00	\$ 240.00
Biology MS	22	\$ 194,597.87	0	\$ -	0	\$ -	2	\$ 2,507.14	\$ 197,105.01
Biology, Secondary Education	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Business Administration	1	\$ 17,250.00	0	\$ -	0	\$ -	1	\$ 570.00	\$ 17,820.00
Chemistry	2	\$ 13,803.50	0	\$ -	1	\$ 6,900.00	0	\$ -	\$ 20,703.50
Civil Engineering MEngr	1	\$ 8,840.00	0	\$ -	0	\$ -	0	\$ -	\$ 8,840.00
Civil Engineering MS	7	\$ 120,044.66	0	\$ -	0	\$ -	0	\$ -	\$ 120,044.66
Computer Engineering MS	3	\$ 51,951.61	0	\$ -	0	\$ -	0	\$ -	\$ 51,951.61
Computer Science	5	\$ 75,948.38	0	\$ -	0	\$ -	0	\$ -	\$ 75,948.38
Consulting Teacher Endorsement	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Counseling	0	\$ -	0	\$ -	0	\$ -	7	\$ 1,975.00	\$ 1,975.00
Curriculum & Instruction	2	\$ 28,402.00	0	\$ -	0	\$ -	0	\$ -	\$ 28,402.00
Early Childhood Studies	1	\$ 50.00	0	\$ -	0	\$ -	0	\$ -	\$ 50.00
Educ, Curriculum & Instruction	2	\$ 3,620.00	0	\$ -	0	\$ -	0	\$ -	\$ 3,620.00

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Education Workshops-Graduate	1	\$ 50.00	0	\$ -	0	\$ -	0	\$ -	\$ 50.00
Education, Literacy	1	\$ 50.00	0	\$ -	0	\$ -	0	\$ -	\$ 50.00
Educational Leadership	1	\$ 50.00	0	\$ -	0	\$ -	0	\$ -	\$ 50.00
Elect & Computer Engineering	6	\$ 99,975.82	0	\$ -	1	\$ 2,250.00	0	\$ -	\$ 102,225.82
Electrical Engineering MEngr	2	\$ 6,791.77	0	\$ -	0	\$ -	1	\$ 330.77	\$ 7,122.54
Electrical Engineering MS	10	\$ 180,486.16	0	\$ -	1	\$ 25,084.68	1	\$ 1,809.48	\$ 207,380.32
English Rhetoric & Composition	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Exer & Sprt Stud, Behavioral	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Exer & Sprt Stud, Biophysical	1	\$ 872.86	0	\$ -	1	\$ 500.00	2	\$ 820.00	\$ 2,192.86
Geographic Info Analysis	1	\$ 15,306.12	0	\$ -	0	\$ -	0	\$ -	\$ 15,306.12
Geology	5	\$ 91,405.94	0	\$ -	0	\$ -	0	\$ -	\$ 91,405.94
Geophysics	10	\$ 117,273.32	0	\$ -	1	\$ 18,771.84	0	\$ -	\$ 136,045.16
Geosciences	4	\$ 61,973.87	0	\$ -	0	\$ -	0	\$ -	\$ 61,973.87
Graduate Std-NonEd-Undeclared	1	\$ 50.00	0	\$ -	0	\$ -	0	\$ -	\$ 50.00
Graduate Study-Educ-Undeclared	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Health Science	0	\$ -	1	\$ 873	0	\$ -	0	\$ -	\$ 873.00
Health Science, Health Policy	1	\$ 600.00	1	\$ 3000	0	\$ -	0	\$ -	\$ 3,600.00
Health Science, Health Prom	0	\$ -	1	\$ 1891.5	0	\$ -	1	\$ 3,225.00	\$ 5,116.50
Health Services Leadership	1	\$ 435.00	0	\$ -	0	\$ -	0	\$ -	\$ 435.00
Hydrologic Sciences	11	\$ 132,658.15	0	\$ -	0	\$ -	0	\$ -	\$ 132,658.15
Inservice Workshops	61	\$ 3,050.00	0	\$ -	0	\$ -	1	\$ 180.00	\$ 3,230.00
Instructional & Performanc Tch	1	\$ 987.64	0	\$ -	0	\$ -	0	\$ -	\$ 987.64
Interdisciplinary Studies MS	1	\$ 24,017.22	0	\$ -	0	\$ -	0	\$ -	\$ 24,017.22
M.Ed. in Bilingual Education	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
M.Ed. in Special Education	1	\$ 20,226.00	0	\$ -	0	\$ -	0	\$ -	\$ 20,226.00
Master of Appl Hist Research	0	\$ -	0	\$ -	0	\$ -	1	\$ 4,478.50	\$ 4,478.50
Master of Earth Science	2	\$ 23,067.45	0	\$ -	0	\$ -	0	\$ -	\$ 23,067.45
Materials Science & Engr MS	14	\$ 327,067.16	0	\$ -	0	\$ -	1	\$ 1,943.50	\$ 329,010.66
Mathematics Education MS	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Mathematics MS	5	\$ 55,355.06	0	\$ -	0	\$ -	0	\$ -	\$ 55,355.06
Mechanical Engineering MS	5	\$ 87,776.06	0	\$ -	0	\$ -	0	\$ -	\$ 87,776.06
Raptor Biology	3	\$ 7,745.00	0	\$ -	1	\$ 3,360.96	0	\$ -	\$ 11,105.96
School Technology Coordination	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Secondary/K-12 Teaching	0	\$ -	0	\$ -	0	\$ -	1	\$ 140.00	\$ 140.00
Social Work	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Social Work, Advanced Standing	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Teaching English Language Arts	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
<b>Other Sponsored Activities:</b>	<b>9</b>	<b>\$ 5,562.00</b>	<b>2</b>	<b>\$ 6,682.00</b>	<b>0</b>	<b>\$ -</b>	<b>2</b>	<b>\$ 8,700.00</b>	<b>\$ 20,944.00</b>
Addiction Studies	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Biology MS	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Biology, Secondary Education	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Business Administration	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Chemistry	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Civil Engineering MEngr	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Civil Engineering MS	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Computer Engineering MS	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Computer Science	2	\$ 765.00	0	\$ -	0	\$ -	0	\$ -	\$ 765.00
Consulting Teacher Endorsement	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Counseling	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Curriculum & Instruction	1	\$ 500.00	0	\$ -	0	\$ -	0	\$ -	\$ 500.00
Early Childhood Studies	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

## JUNE 21, 2012

Educ, Curriculum & Instruction	1	\$ 885.50	0	\$ -	0	\$ -	0	\$ -	\$ 885.50
Education Workshops-Graduate		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Education, Literacy		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Educational Leadership		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Elect & Computer Engineering		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Electrical Engineering MEngr	1	\$ 1,270.50	0	\$ -	0	\$ -	0	\$ -	\$ 1,270.50
Electrical Engineering MS	1	\$ 682.50	0	\$ -	0	\$ -	0	\$ -	\$ 682.50
English Rhetoric & Composition		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Exer & Sprt Stud, Behavioral		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Exer & Sprt Stud, Biophysical		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Geographic Info Analysis		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Geology		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Geophysics		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Geosciences		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Graduate Std-NonEd-Undeclared		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Graduate Study-Educ-Undeclared		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Health Science		0	\$ -	1	\$ 1,950.00	0	\$ -	0	\$ 1,950.00
Health Science, Health Policy	1	\$ 258.50	0	\$ -	0	\$ -	0	\$ -	\$ 258.50
Health Science, Health Prom		0	\$ -	1	\$ 4,732.00	0	\$ -	0	\$ 4,732.00
Health Services Leadership		0	\$ -	0	\$ -	0	\$ -	1	\$ 120.00
Hydrologic Sciences		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Inservice Workshops		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Instructional & Performanc Tch		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Interdisciplinary Studies MS		0	\$ -	0	\$ -	0	\$ -	0	\$ -
M.Ed. in Bilingual Education		0	\$ -	0	\$ -	0	\$ -	0	\$ -
M.Ed. in Special Education		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Master of Appl Hist Research		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Master of Earth Science		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Materials Science & Engr MS		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Mathematics Education MS		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Mathematics MS		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Mechanical Engineering MS	1	\$ 650.00	0	\$ -	0	\$ -	1	\$ 8,580.00	\$ 9,230.00
Raptor Biology		0	\$ -	0	\$ -	0	\$ -	0	\$ -
School Technology Coordination		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Secondary/K-12 Teaching		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Social Work		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Social Work, Advanced Standing		0	\$ -	0	\$ -	0	\$ -	0	\$ -
Teaching English Language Arts	1	\$ 550.00	0	\$ -	0	\$ -	0	\$ -	\$ 550.00
<b>Grand Totals</b>	224	\$ 2,171,023.00	23	\$ 142,254.49	6	\$ 56,867.48	\$ 24.00	\$ 39,390.58	\$ 2,409,535.55
<b>Percent of Grand Total</b>		<b>90.10%</b>		<b>5.90%</b>		<b>2.36%</b>		<b>1.63%</b>	<b>100%</b>

Note: Total number of students may include duplicate values if a student was paid from multiple funding sources and/or activity types.

## Boise State University Sponsored Project Support of Students FY2011

*Expenditures for the Period July 1, 2010 through June 30, 2011*

Activity Type	Federal	State	Industry	Other	Totals	% of Grand Total
	Total Expenses	Total Expenses	Total Expenses	Total Expenses		
Instruction:	\$ 190,155.72	\$ 1,512.50	\$ -	\$ 21,743.23	\$ 213,411.45	31.85%
Research:	\$ (20,970.49)	\$ 12,368.87	\$ -	\$ -	\$ (8,601.62)	-1.28%
Other Sponsored Activities:	\$ 422,643.03	\$ 5,356.00	\$ -	\$ 37,317.00	\$ 465,316.03	69.44%
<b>Grand Totals</b>	\$591,828.26	\$19,237.37	\$ -	\$59,060.23	\$ 670,125.86	
<b>Percent of Grand Total</b>	<b>88.32%</b>	<b>2.87%</b>	<b>0.00%</b>	<b>8.81%</b>	<b>100.00%</b>	<b>100.00%</b>

The above totals represent student costs that were expended from sponsored projects but can not be associated with an individual student.

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

JUNE 21, 2012

## Sponsored Project Support of Post-Doctoral Employees FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4a.

	Federal	Federal	State	State	Industry	Industry	Other	Other	Totals
Item 5.	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	
Instruction:	0	\$ -	0	\$ -	0	\$ -	0	\$ -	\$ -
Research:	13	\$ 655,138.90	2	\$ 27,107.02	0	\$ -	3	\$ 91,003.73	\$ 773,249.65
Other Sponsored Activities:	1	\$ 273.71	0	\$ -	0	\$ -	0	\$ -	\$ 273.71
Grand Totals	14	\$ 655,412.61	2	\$ 27,107.02	0	\$ -	3	\$ 91,003.73	\$ 773,523.36
Percent of Grand Total		84.73%		3.50%		0.00%		11.76%	100%

## Sponsored Project Support of Professional Employees FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4b.

	Federal	Federal	State	State	Industry	Industry	Other	Other	Totals
Activity Type	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	
Instruction:	59	\$ 1,335,978.30	20	\$ 780,052.70	0	\$ -	12	\$ 120,842.26	\$ 2,236,873.26
Research:	206	\$ 3,293,630.06	7	\$ 58,010.41	9	\$ 54,097.87	26	\$ 160,620.32	\$ 3,566,358.66
Other Sponsored Activities:	120	\$ 2,454,708.39	6	\$ 35,010.93	2	\$ 7,530.70	19	\$ 232,839.39	\$ 2,730,089.41
Grand Totals	385	\$ 7,084,316.75	33	\$ 873,074.04	11	\$ 61,628.57	57	\$ 514,301.97	\$ 8,533,321.33
Percent of Grand Total		83.02%		10.23%		0.72%		6.03%	100%

## Sponsored Project Support of Tenure and Tenure-Track Faculty FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4c.

	Federal	Federal	State	State	Industry	Industry	Other	Other	Totals
Activity Type	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	# of Employees	Total Expenses	
Instruction:	30	\$ 232,988.38	6	\$ 129,544.88	0	\$ -	6	\$ 57,411.84	\$ 419,945.10
Research:	96	\$ 1,908,896.67	13	\$ 157,893.02	8	\$ 81,078.81	12	\$ 91,517.07	\$ 2,239,385.57
Other Sponsored Activities:	11	\$ 72,483.47	1	\$ 7,682.97	1	\$ 4,591.21	9	\$ 23,119.47	\$ 107,877.12
Grand Totals	137	\$ 2,214,368.52	20	\$ 295,120.87	9	\$ 85,670.02	27	\$ 172,048.38	\$ 2,767,207.79
Percent of Grand Total		80.02%		10.66%		3.10%		6.22%	100%

Note: Total number of employee may include duplicate values if an employee was paid from multiple funding sources and/or activity types.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**  
**Student Involvement in Research**  
**FY2011**

VCR Item 5a.-5c.

Item 5.		Number of Students
	a. Students enrolled in for-credit research methods courses	911
	b. Students enrolled in for-credit RCR training courses	162
	c. Students individually named on human subjects, and animal care and use protocols	
	Human Subjects	253
	Animal Care & Use	111
	d. Students listed on patent applications and/or involved in business planning projects related to technology transfer activities	0

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

**COST OF RESEARCH AT ISU**

1. **Sponsored program data**—some of this is already supplied to SBOE but requires further explanation and division
  - a. Research award and expenditure data
    - i. Total figures (Total sponsored project expenditures and institutional support as defined by the NSF survey)
    - ii. Divided by activity (instruction, research, etc) and then further segregated by construction and state research appropriations
    - iii. Divided by source of funds (Federal, state, private and other)
    - iv. Divided by colleges and departments

Idaho State University Sponsored Programs Awards Report July 1, 2010 through June 30, 2011					
	Federal	State	Industry	Other	Total
Instruction	\$7,448,558	\$1,075,845	\$1,122,384	\$1,465,455	\$11,112,242
Research	18,216,005	985,796	1,121,088	660,226	20,983,115
Other Sponsored Activity/Public Service	357,861	3,315,113	85,436	297,695	4,056,105
Construction	0	0	0	0	0
% of Total Sponsored Programs	72%	15%	6%	7%	100%
Grand Total of all Funding Per Category	\$26,022,424	\$5,376,754	\$2,328,908	\$2,423,376	\$36,151,462

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Totals	
Training and Instruction	\$7,911,120	\$711,471	\$621,346	\$253,031	\$9,496,968	31%
Research	\$17,149,763	\$124,484	\$519,110	\$402,075	\$18,195,432	59%
Other/Public Service	\$2,883,672	\$103,916	\$127,284	\$20,571	\$3,135,443	10%
Totals	\$27,944,555	\$939,871	\$1,267,740	\$675,677	\$30,827,844	
Percent of Total	91%	3%	4%	2%	100%	100%

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**Awards by College/Department**

<b>Report Period - Fiscal 2011</b>	<b>2011</b>	
<b>College/Department</b>	<b>Awards Received</b>	<b>Amount Received</b>
<b>Administration</b>		
Academic Affairs - Boise Center	4	128,000
Academic Affairs - Idaho Falls	1	864,000
Academic Affairs, Vice President	1	28,479
Athletics	0	0
Educational Technology Services	0	0
Graduate School	1	140,897
Idaho Museum of Natural History	3	6,649
Institute of Emergency Management	2	218,921
Institutional Research	0	0
Instructional Technology Resource Center	0	0
Library	0	0
Recruitment Services	0	0
University Advancement	0	0
<b>Total</b>	<b>12</b>	<b>\$ 1,386,946</b>
<b>Arts &amp; Letters</b>		
American Studies	0	0
Anthropology	2	136,234
Art & Pre-Architecture	0	0
Communication & Rhetorical Studies	0	0
Dean's Office	0	0
Economics	0	0
English & Philosophy	0	0
Languages & Literature	0	0
History	1	2,000
International Studies	0	0
Mass Communications	0	0



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Military Science (ROTC)	0	0
Music, Theatre, and Dance	1	1,245
Political Science	0	0
Psychology	7	563,192
Sociology, Social Work & Criminal Justice	3	747,900
Women's Studies	0	0
<b>Total</b>	<b>14</b>	<b>\$ 1,450,571</b>
<b>Business</b>		
Accounting	0	0
Business	1	11,856
Business Management	0	0
Center for Business Services	3	45,584
Computer Information Systems	1	106,076
Dean's Office	0	0
Finance	0	0
Idaho Small Business Development Center - Idaho Falls	1	39,325
Idaho Small Business Development Center - Pocatello	1	35,750
Informatics Research Institute	0	0
Information Technology Services	0	0
Management	0	0
Marketing	0	0
MBA Program	0	0
<b>Total</b>	<b>7</b>	<b>\$ 238,591</b>
<b>Division of Health Sciences</b>		
Clinical Lab Sciences	0	0
Comm Sci & Disorders/Education of the Deaf	1	107,476
Counseling	0	0
Dean's Office	3	3,319,868
Dental Hygiene	2	11,896
Dietetics	0	0
Family Medicine	7	2,750,908
Family Practice Residency Program	0	0

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Health and Nutrition Sciences	3	92,795
Idaho Dental Education Program	0	0
Institute of Rural Health	5	648,600
Nursing	1	6,000
Physician Assistant Studies	1	7,000
<b>Total</b>	<b>23</b>	<b>\$ 6,944,543</b>
<b>Education</b>		
Center for Economic Education	0	0
Continuing Education	0	0
Dean's Office	0	0
Education	0	0
Educational Foundations	1	95,744
Educational Leadership and Instructional Design	0	0
Educational Learning and Development	0	0
Instructional Methods and Technology	0	0
Intermountain Center for Education Effectiveness	2	983,451
Regional Special Education	1	449,188
School Psychology, Literacy and Special Education	0	0
Special Education	0	0
Sport Science and Physical Education	1	30,000
Teacher Education	0	0
<b>Total</b>	<b>5</b>	<b>\$ 1,558,383</b>
<b>Facilities Services</b>		
Facilities Services Administration	0	0
Public Safety	0	0
<b>Total</b>	<b>0</b>	<b>0</b>
<b>Finance and Administration</b>		
Human Resources	1	5,000
Janet C. Anderson Gender Resource Center	4	19,465
<b>Total</b>	<b>5</b>	<b>\$ 24,465</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

<b>Office of Research</b>		
Animal Care Facility	0	0
Biomedical Research Institute	0	0
CAMAS	1	1,029,232
Center for Ecological Research & Education	0	0
Geographic Information Systems Center	5	99,636
Idaho Accelerator Center	21	5,491,385
Institute of Nuclear Science & Engineering	4	146,179
Molecular Research Core Facility	1	72,671
Office of Research	1	10,000
Research, Vice President	8	716,143
<b>Total</b>	<b>41</b>	<b>\$ 7,565,246</b>
<b>Pharmacy</b>		
Biomedical & Pharmaceutical Sciences	4	371,510
Dean's Office	0	0
Pharmacy Practice & Admin. Sciences	4	378,969
<b>Total</b>	<b>8</b>	<b>750,479</b>
<b>Physical Plant</b>		
Physical Plant Administration	0	0
<b>Total</b>	<b>0</b>	<b>0</b>
<b>Science and Engineering</b>		
Biological Sciences	29	1,841,226
Center for Ecological Research & Education	0	0
Chemistry	5	600,696
Civil & Environmental Engineering	2	198,577
Computer Science	0	0
Dean's Office	7	447,671
Economics	0	0
Electrical Engineering/Computer Science	2	226,320
Foreign Languages	0	0
Geosciences	27	1,690,407
Mathematics	0	0

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Mechanical Engineering	3	1,206,862
Nuclear Engineering	13	3,492,740
Physics	12	1,149,644
<b>Total</b>	<b>100</b>	<b>10,854,143</b>
<b>Student Affairs</b>		
Career Development Center	0	0
Counseling & Testing Center	1	50,000
Craft Shop	0	0
CW HOG	0	0
Early Learning Center	0	0
Involvement Center	0	0
Janet C. Anderson Gender Resource Center	0	0
KISU Radio	2	90,350
Student Affairs, Vice President	0	0
Student Union	0	0
Trio Student Services	2	643,842
University Housing	0	0
<b>Total</b>	<b>5</b>	<b>\$ 784,192</b>
<b>Technology</b>		
Adult Basic Education	0	0
Business & Service	0	0
Center for New Directions	4	208,625
Continuing Education/Special Programs	0	0
Dean's Office	1	632,632
Diesel Mechanics	1	134,000
Electronics	2	1,608,196
Energy System Technology & Ed. Center	2	206,000
General Education	1	1,210,000
Health Occupations	0	0
Human Resource Training & Development	3	221,750
Teacher Education	0	0
Tech Prep	1	70,000

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

Technical Department	0	0
Women's Studies	0	0
Workforce Training	3	302,700
<b>Total</b>	<b>18</b>	<b>\$ 4,593,903</b>
<b>Grand Total</b>	<b>238</b>	<b>\$36,151,462</b>

**b. Cost share (Federal definition)**

- i. Total expenditures
- ii. Source of cost share funds (state appropriated vs. other sources)

<b>b. Cost share</b>	<b>Total</b>	<b>Federal</b>	<b>State</b>	<b>Industry</b>	<b>Other</b>
Cost share expenditures	607184	587984		19200	

**2. Cost of supporting research**

- a. Sponsored program administration supported centrally. This will not include sponsored program administration at the college or department level since these activities are usually a portion of an FTE. Duties will be listed by unit level.
  - i. Number of research office staff supporting research administration and their duties
  - ii. Distribution of their salaries between state appropriated funds and other sources of funding such as overhead return
- b. Technology transfer
  - i. Number of research office staff and their duties
  - ii. Distribution of salaries between state appropriated funds and other sources of funding such as licensing income and overhead
- c. Research compliance—biosafety, select agent, animal care and use, human subjects
  - i. Number of research office staff and their duties
  - ii. Distribution of salaries between state appropriated funds and other funding sources
  - iii. Laboratory Animal Research Facility, Biosafety Laboratory 3
    - 1) Costs for operation and maintenance including sources of funds
    - 2) Salaries for staff and sources of funds

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

<b>2. Cost of supporting research</b>						
	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
<b>a. Sponsored program administration supported centrally.</b>						
	Director	81,245	81,245			
	Assistant Director	57,034	57,034			
	Grant/Sponsored Programs Specialist	38,000	16,340	21,660		
	Administrative Asst.	28,246	28,246			
<b>Costs for operation and maintenance</b>			17,900			
<b>Duties</b>	The Sponsored Programs Office is responsible for submission of proposals to external funding sources. Funding opportunity information, proposal development information, budget development, proposal submission, non-financial post award issues.					
<b>b. Technology transfer</b>						
	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
	Technology Transfer Officer	160,014	126,832		33,282	
<b>Costs for operation and maintenance</b>						
<b>Duties</b>	Working with faculty to develop patentable ideas, apply for patents, work with industry to develop patents and other technology					
<b>c. Research compliance and other Research Administration staff</b>						
	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
	Director of Research Development & Compliance	72,925	54,476	15,023	3,425	
	Grant Writer	46,820	46,820			
	Technical Records I	24,440	24,440			

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

	Office Specialist II	20,321	3,556	16,765		
	Statistician	22,838	22,838			
	Financial Technician	29,972		29,972		
	Management Asst.	30,805	30,805			
	Vice President of Research	14,004	105,003	35,001		
	Human Subjects Chair	46,342	16,681	29,661		
	Director of Contracts	70,012		70,012		
	IACUC Chair	15,092		15,092		
<b>Costs for operation and maintenance</b>			31,582	109,098		
<b>Duties</b>	Oversee the research compliance functions, run the research compliance committees, assist faculty with research project development, idea development, administer projects, keep the research enterprise at ISU alive and productive					
<b>d. Specialized facility costs— Laboratory Animal Research Facility, Biosafety Laboratory-Levels 2 and 3, etc.</b>	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
<b>Animal facilities</b>						
	Manager	37,419	37,419			
	Animal Lab Tech	27,706	27,706			
	Animal Lab Tech	18,720		18,720		
	Weekend Tech	5,353	5,353			
<b>Costs for operation and maintenance</b>			4,250	68,345		
<b>Duties</b>	Manage and operate the animal research facility at ISU					
<b>Technical Safety Office</b>	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

	Director	101,545	101,545			
	Safety Officer	50,4812		15,144		
	Administrative Asst.	6,796	6,796			
<b>Costs for operation and maintenance</b>			97,468			
<b>Duties</b>	Oversee technical safety at ISU, research and non-research activities, disposal of radioactive material, biohazards, ensure electrical safety, radiation safety, biosafety. The goal is the protection of human health and the environment by sound management of radiation/radioactivity and hazardous/infectious waste on the ISU campus in compliance with all Local, State, and Federal Laws and Regulations.					
<b>GIS Center</b>	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
	Director	74,131	56,896	17,235		
	Research Associate	34,861			34,861	
<b>Costs for operation and maintenance</b>			557	55,891		
<b>Duties</b>	The GIS Center uses such smart maps in all our analysis and teaches others how to do it as well. Recognized in 1998 by the SBOE, the GIS TRC focusses upon land cover change across the semiarid rangelands of Idaho.					
<b>Bio-analytical Facility</b>	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>
	Research Scientist	50,003	45,128	4,875		
<b>Costs for operation and maintenance</b>			0			
<b>Duties</b>						
<b>Molecular Research Core Facility</b>	<b>Position Title</b>	<b>Salary total</b>	<b>Funding source state appropriated</b>	<b>Funding source local</b>	<b>Funding source grant</b>	<b>Funding source other</b>



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

	Manager	40,976	40,976			
	Lab Tech	24,565	20,819	3,746		
<b>Costs for operation and maintenance</b>				34,238		
<b>Duties</b>	Routine activities in the MRCF include automated DNA sequencing and microsatellite analysis (Genotyping), PCR, electrophoresis, and gel documentation and analysis. The MRCF also maintains two advanced, digital imaging microscopy systems; a Leica DMRB fluorescence microscope and a Leica DMRA deconvolution and three-dimensional processing scope.					

**3. Sponsored Project support of students**

- a. Number of undergraduate students supported by sponsored projects categorized by research, instruction, and public service or other sponsored activities.
- b. Number of graduate students supported by sponsored project categorized by research, instruction, and public service or other sponsored activities presented by degree.
- c. Amount of sponsored project salary and tuition support to undergraduate students categorized by research, instruction, and public service or other sponsored activities.
- d. Amount of sponsored project salary and tuition support to graduate students categorized by research, instruction, and public service or other sponsored activities presented by degree.

<b>3. Research support of students</b>	<b>Number or dollar amount</b>
Number of students enrolled in research methods and related courses	600
Number of students on human subjects, and animal use protocols	211
Number of students involved in technology transfer activities	~25
Number of peer-reviewed publications (students).	Not available
Number of theses and dissertations.	43 dissertations, 92 theses

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

**3. Sponsored project support of students**

- a. Number of undergraduate students supported by sponsored projects categorized by research, instruction, and public service or other sponsored activities

Unduplicated headcount	192
Public Service	7
Research	130
Training/Instruction	55

- b. Number of graduate students supported by sponsored project categorized by research, instruction, and public service or other sponsored activities presented by degree

Unduplicated headcount	233
Public Service	5
Research	178
Training/Instruction	50

By degree:

	Degree			
Grant Type	Undeclared	Master	Doctorate	Grand Total
Public Service		5		5
Research	5	98	75	178
Training/Instruction	2	16	32	50
<b>Grand Total</b>	<b>7</b>	<b>119</b>	<b>107</b>	<b>233</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

- c. Amount of sponsored project salary and tuition support to undergraduate students categorized by research, instruction, and public service or other sponsored activities.

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	\$ 6,489	0.00411	\$ 26.67	\$ 6,515.52
Research	\$ 412,617	0.00411	\$ 1,695.85	\$ 414,312.47
Training/Instruction	\$ 149,295	0.00411	\$ 613.60	\$ 149,908.59
<b>Total</b>	<b>\$ 568,400</b>	<b>0.00411</b>	<b>\$ 2,336.13</b>	<b>\$ 570,736.59</b>

- d. Amount of sponsored project salary and tuition support to graduate students categorized by research, instruction, and public service or other sponsored activities by degree

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	\$ 986	0.00411	\$ 4.05	\$ 990.06
Research	\$ 2,072,052	0.00411	\$ 8,516.13	\$ 2,080,567.91
Training/Instruction	\$ 213,620	0.00411	\$ 877.98	\$ 214,498.13
<b>Total</b>	<b>\$ 2,286,658</b>	<b>0.00411</b>	<b>\$ 9,398.16</b>	<b>\$ 2,296,056.10</b>

By degree:

Degree	Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Undeclared	Research	\$ 13,808	0.00411	\$ 56.75	\$ 13,865.01
	Training/Instruction	\$ 4,717	0.00411	\$ 19.39	\$ 4,736.19
<b>Undeclared Total</b>		<b>\$ 18,525</b>	<b>0.00411</b>	<b>\$ 76.14</b>	<b>\$ 18,601.20</b>
Master	Public Service	\$ 986	0.00411	\$ 4.05	\$ 990.06
	Research	\$ 981,611	0.00411	\$ 4,034.42	\$ 985,645.46
	Training/Instruction	\$ 71,886	0.00411	\$ 295.45	\$ 72,181.14
<b>Master Total</b>		<b>\$ 1,054,483</b>	<b>0.00411</b>	<b>\$ 4,333.92</b>	<b>\$ 1,058,816.66</b>
Doctorate	Research	\$ 1,076,632	0.00411	\$ 4,424.96	\$ 1,081,057.44
	Training/Instruction	\$ 137,018	0.00411	\$ 563.14	\$ 137,581.16
<b>Doctorate Total</b>		<b>\$ 1,213,651</b>	<b>0.00411</b>	<b>\$ 4,988.10</b>	<b>\$ 1,218,638.60</b>
<b>Grand Total</b>		<b>\$ 2,286,658</b>	<b>0.00411</b>	<b>\$ 9,398.17</b>	<b>\$ 2,296,056.47</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**JUNE 21, 2012**

**4. Sponsored project of support of faculty and staff**

- a. Number of post-doctoral employees, and amount of salary, presented by source of support and categorized by research, instruction, and public service or other sponsored activities.

Unduplicated headcount	14
Research	14
Training/Instruction	1
Total	15

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	\$ -	0.20801	\$ -	\$ -
Research	\$ 564,212	0.20801	\$ 117,361.67	\$ 681,573.33
Training/Instruction	\$ 4,133	0.20801	\$ 859.76	\$ 4,993.00
<b>Total</b>	<b>\$ 568,345</b>	<b>0.20801</b>	<b>\$ 118,221.42</b>	<b>\$ 686,566.32</b>

- b. Number of all other professional staff employees, and amount of salary presented by source of support and categorized by research, instruction, and public service or other sponsored activities.

Unduplicated headcount	141
Public Service	45
Research	60
Training/Instruction	63
Total	168

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	\$ 1,088,280	0.20801	\$ 226,373.10	\$ 1,314,653.00
Research	\$ 2,657,679	0.20801	\$ 552,823.81	\$ 3,210,502.80
Training/Instruction	\$ 1,111,799	0.20801	\$ 231,265.28	\$ 1,343,064.14
<b>Total</b>	<b>\$ 4,857,758</b>	<b>0.20801</b>	<b>\$ 1,010,462.19</b>	<b>\$ 5,868,219.94</b>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 21, 2012**

- c. Number of tenured and tenure-track faculty partially supported on sponsored projects and total salary and categorized by research, instruction, and public service or other sponsored activities

Unduplicated headcount	70
Public Service	7
Research	42
Training/Instruction	38
Total	87

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	\$ 49,807	0.20801	\$ 10,360.32	\$ 60,167.18
Research	\$ 1,393,378	0.20801	\$ 289,836.56	\$ 1,683,214.55
Training/Instruction	\$ 940,791	0.20801	\$ 195,694.00	\$ 1,136,485.32
<b>Total</b>	<b>\$ 2,383,976</b>	<b>0.20801</b>	<b>\$ 495,890.88</b>	<b>\$ 2,879,867.05</b>

**AUDIT**  
**JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	EXTENSION OF EXTERNAL AUDIT CONTRACT	Motion to approve

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**AUDIT**  
**JUNE 21, 2012**

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**SUBJECT**

Extension of External Audit Contract

**REFERENCE**

December 2004      Board ratified the Audit Committee's selection of Moss Adams for the contractor for auditing services

October 2009      Board ratified the Audit Committee's extension to the contract with Moss Adams for three years

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education, Policies and Procedures, Section V.H.

**BACKGROUND/DISCUSSION**

According to the independent audit firm contract RFP, Section J Contract Term, the Board has the option to approve the extension of the contract term for an additional three (3) years and this option may be exercised twice for a total of six (6) extension years. In December 2004, the Board ratified the Audit Committee's selection of Moss Adams as the contractor for auditing services beginning with audit year 2005. In October 2009, the Board ratified the Audit Committee's first extension through the audit year ending December 31, 2012.

The Audit Committee has reviewed the work of the external auditor with institution management and determined to exercise the second and final option to extend the contract for three years.

The Audit Committee and the external auditor, Moss Adams, have agreed to a three-year contract extension and to specific fee adjustments for audit years 2012 through 2015. The Committee approved the 5th Amendment for auditing services and is submitting the contract extension to the Board for ratification.

The Audit Committee and the external auditor have also agreed to reduce the audit fees for Eastern Idaho Technical College (EITC) to \$50,000 for the audit year ending December 31, 2012.

**IMPACT**

The contract extension will cover audit years 2013, 2014 and 2015. Negotiated audit fees increases are as follows:

2012	1% (currently 3%)
2013	1%
2014	1%
2015	1%

**ATTACHMENTS**

Attachment 1 – 5<sup>th</sup> Amendment for Audit Services

Page 3



**AUDIT**  
**JUNE 21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends ratification of the Audit Committee's action approving extension of the contract for external audit services and the fifth amendment thereto.

**BOARD ACTION**

I move to ratify the Audit Committee's approved contract extension with Moss Adams for three (3) years through execution of the Fifth Amendment to Agreement for Audit Services, as submitted.

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

**FIFTH AMENDMENT TO  
AGREEMENT FOR AUDIT SERVICES**

THIS FIFTH AMENDMENT TO AGREEMENT FOR AUDIT SERVICES ("Fifth Amendment") is made and entered as of the \_\_\_\_\_, by and between **THE STATE OF IDAHO**, by and through the Department of Administration on behalf of the State Board of Education generally and in its capacity as the Regents of the University of Idaho, the Trustees of the Lewis-Clark State College, the Trustees of Boise State University, the Trustees of Idaho State University and the State Board for Professional -Technical Education, and **MOSS ADAMS LLP**, a Washington limited liability partnership.

***RECITALS***

- A. The Department of Administration, Division of Purchasing issued a Request for Proposal for Auditing Services Contract on July 21, 2004 as Request for Proposal number 01522 (the "RFP");
- B. Moss Adams LLP (the "Contractor") submitted the successful proposal in response to the RFP;
- C. The parties entered into an Agreement for Audit Services, which was issued under cover of Contract Purchase Order CPO01850 dated as of March 25, 2005 (collectively, the Contract Purchase Order and the Agreement for Audit Services are hereinafter called the "Agreement");
- D. The parties amended the Agreement on October 21, 2005, which was issued under cover of Contract Purchase Order CPO01850-01, again on August 4, 2006, which was issued under cover of Contract Purchase Order CP01850-02, again on May 26, 2008, which was issued under cover of Contract Purchase Order CP01850-03; and again on October 29, 2009, which was issued under cover of Contract Purchase Order CPO-1850-04;
- E. The parties desire to further amend the Agreement under the Conditions more particularly set forth in this Fifth Amendment.

NOW THEREFORE, in consideration of the foregoing recitals, which are incorporated herein by this reference and the mutual covenants contained herein, the parties agree as follows:

- 1. *Definitions.* Except as modified herein or where the context clearly requires otherwise, the definitions set forth in the Agreement, as amended, shall apply to the terms used in this Fifth Amendment.
- 2. *Term.* Pursuant to section III.J. of the RFP, the parties agree to renew and to extend the term of the Agreement for one (1) additional three (3) year period, with a performance period ending December 31, 2015 for the fiscal year ending June 30, 2015.
- 3. *Inflation Fee Adjustment.* In the Third Amendment the parties agreed to modify Exhibit B, section B.i., to provide that the Contractor may request an inflationary fee increase not to exceed Fifty Percent (50%) of the published December to December Consumer Price Index, as published by the U.S. Department of Labor, Bureau of Labor Statistics ("Bureau"). The parties have agreed to a negotiated inflation fee increase for fiscal year 2012 and for each fiscal year during the extension period, as follows:

FY12	1.00%
FY13	1.00%
FY14	1.00%
FY15	1.00%

4. *State Board for Professional -Technical Education.* The parties have agreed to reduce the fee for Eastern Idaho Technical College to \$50,000 starting with the performance period ending December 31, 2012.
5. *Agreement Remains in Effect.* Except as modified herein, the terms of the Agreement, as previously amended, remain enforceable and effective. The Agreement as modified by this Fifth Amendment supercedes all prior negotiations, understandings, and agreements between the parties, whether oral or written, and all such negotiations, understandings, and agreements are evidenced by the terms of the Agreement, as amended. The Agreement may not be further amended in any manner except by a writing signed by the parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the first day set forth above.

Reviewed and Approved

State of Idaho, State Board of Education

By: \_\_\_\_\_

Its \_\_\_\_\_

Moss Adams LLP

By: \_\_\_\_\_

Its \_\_\_\_\_

State of Idaho, Department of Administration

Division of Purchasing

By: \_\_\_\_\_

Mark Little, CPPO, State Purchasing

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BOISE STATE UNIVERSITY</b> Multi-Year Employment Agreement – Head Women’s Volleyball Coach	Motion to approve
<b>2</b>	<b>CHIEF EXECUTIVE OFFICERS CONTRACTS</b>	Motions to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE**  
**JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Boise State University requests approval of a two and one half year contract for Shawn Garus, Head Women's Volleyball Coach

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Boise State University is requesting approval of a multi-year contract for its Head Women's Volleyball Coach. The contract will be for two and one-half years (due to the timing of the end of the volleyball competitive season). The salary is \$86,700 per year with incentives as follows:

Athletic Incentive Pay may be earned as follows:

- |  |            |
|--|------------|
| – Conference Championships                 | \$5,000    |
| – or –                                     | (Only One) |
| – Qualify Team for NCAA Tournament         | \$3,000    |
| – Top 25 National Ranking at End of Season | \$2,500    |
| – NCAA Regional Coach of the Year          | \$3,000    |
| – NCAA National Coach of the Year          | \$5,000    |
| – Conference Coach of the Year             | \$3,000    |
| – Winning Record                           | \$1,500    |

Academic Incentive Pay may be earned as follows:

National Score Within Sport		
970 – 974	=	\$1,500
975 – 979	=	\$1,750
980 – 984	=	\$2,000
985 and above	=	\$5,000

In the event Shawn Garus terminates the Agreement for convenience, the following liquidated damages shall be due:

- If Agreement is terminated on or before January 31, 2013, the sum of \$20,000.
- If the Agreement is terminated between February 1, 2013 and January 31, 2014, the sum of \$10,000.

**BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE**  
**JUNE 21, 2012**

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**IMPACT**

Source of funds for base salary and incentives will be local funds (program revenue).

**ATTACHMENTS**

Attachment 1 – Proposed Contract	Page 3
Attachment 2 – Proposed Addendum #1	Page 15
Attachment 3 – Redline from the SBOE Model	Page 19
Attachment 4 – Matrix	Page 35

**STAFF COMMENTS AND RECOMMENDATIONS**

This is a BSU head women's volleyball coach contract for a term of 30 months commencing July 1, 2012. The agreement follows the Board-approved model contract with the exception of the University's use of an addendum which contains the principal compensation amounts and terms.

Based on the proposed contract, the maximum potential annual compensation (including incentive pay) to the coach would be \$111,700.

The Board has informally requested that the institutions make academic pay incentives meaningful in relation to athletic pay incentives. This contract would provide a maximum academic pay incentive equal in amount to a conference championship.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to enter into a multi-year employment agreement with, Shawn Garus, Head Women's Volleyball Coach for a term commencing July 1, 2012 and terminating January 31, 2015, in substantial conformance with the agreement submitted to the Board as Attachment 1.

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

**EMPLOYMENT AGREEMENT**

This Employment Agreement (the "Agreement") is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2012 ("Effective Date") by and between Boise State University ("University") and Shawn Garus ("Coach").

**ARTICLE 1**

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women's volleyball (the "Position"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (the "Director") or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (the "President").

1.3. Duties. Coach shall manage and supervise the University's intercollegiate women's volleyball team (the "Team") and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement and any addenda hereto. Coach shall, to the best of Coach's ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

**ARTICLE 2**

2.1. Term. This Agreement is for a fixed-term appointment, commencing on July 1, 2012 and terminating, without further notice to Coach, on January 31, 2015 (the "Term"), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.



ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) A salary in the amount set forth in the attached Addendum, payable in biweekly installments in accordance with normal University procedures (except as provided in the Addendum), and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. University may provide supplemental compensation, as set forth in the attached Addendum.

3.2.1 Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation and such justification shall be separately reported to the Board of Trustees as a document available to the public under the Idaho Public Records Act.

3.2.2 The Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs"). Agreements requiring the Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news

segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.3 Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach supplemental compensation.

3.2.4 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with National Collegiate Athletic Association (the "NCAA") rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

#### ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the University's Executive Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association,

University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein without first giving ten (10) days prior written notice to the Director.

## ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, or policies.

5.1.1 In addition to the definitions contained in applicable rules and policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's governing board, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or National Association of Intercollegiate Athletics ("NAIA") member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team;  
or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the Conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

## 5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the "base salary" set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten (10) business days of obtaining other employment and to advise University of all relevant terms of such employment, including

without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach's services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid by University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

### 5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2 The Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience Coach shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before January 31, 2013, the sum of \$20,000.00; (b) if the Agreement is terminated between February 1, 2013 and

January 31, 2014 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments.

#### 5.4 Termination Due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.



5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and the University Policies or Faculty-Staff Handbook.

## ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of

any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:                      Boise State University  
    Director of Athletics  
    1910 University Drive  
    Boise, Idaho 83725-1020

with a copy to:                      Boise State University  
    Office of the President  
    1910 University Drive  
    Boise, Idaho 83725-1000

the Coach:                              Shawn Garus

1910 University Drive  
Boise, Idaho 83725-1025

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whoever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement, and the attached Addendum, constitute the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY

COACH

\_\_\_\_\_  
Mark Coyle, Director of Athletics

\_\_\_\_\_  
Shawn Garus

\_\_\_\_\_  
Dr. Robert Kustra, President

Approved by the Board on the \_\_\_\_ day of \_\_\_\_\_, 2012.

**Addendum to Employment Agreement between  
Boise State University and Shawn Garus**

This Addendum (the “Addendum”) to the Employment Agreement (the “Agreement”) dated \_\_\_\_\_, 2012, by and between Boise State University (the “University”) and Shawn Garus (“Coach”), is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2012 (“Effective Date”).

NOW THEREFORE, in consideration of the foregoing, and for good and valuable consideration, the parties make the following additions to the Agreement.

1. NCAA Compliance. Coach shall have a strong working knowledge and understanding of all National Collegiate Athletic Association (the “NCAA”) Rules and Regulations (“NCAA Rules”) regarding compliance issues. Per NCAA policy, Coach must annually pass the NCAA Coaches Certification Test before contacting any prospects off-campus.
2. NCAA Violations. In the event Coach or Coach’s Team (as that term is defined in Section 1.3 of the Agreement) is found in violation of NCAA Rules, Coach shall be subject to disciplinary or corrective action up to and including as provided for in Section 5.1 of the Agreement.
3. University Name/Logo. Coach shall not use, directly or by implication, the University name or logo in the endorsement of commercial products or services for personal gain without obtaining prior written approval from the Director of Athletics (the “Director”) and University President (the “President”).
4. Additional Rules and Regulations. Coach shall be subject to the State Board of Education Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, University policies, the rules of the conference of which the University is a member, and the NCAA Rules as they now exist, and as they may be amended from time-to-time during the term of Coach’s employment. Material violation of any of the above rules shall constitute cause for which the University may in its discretion institute discipline up to and including termination of employment as provided in Section 5.1 of the Agreement.
5. Specific Duties of Coach. In addition to the duties outlined in the Agreement, Coach is expected to devote full-time to recruitment and coaching duties as appropriate. Coach will attend all staff meetings, public relations functions, dinners, awards banquets, and will make appearances as directed by the Director.
6. Compensation. University shall provide to Coach an annual salary of \$86,700 per year.

7. Athletic Incentive Pay. Coach may qualify for Athletic Incentive Pay as follows:

Conference Championship:	\$5,000
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OR

Qualify team for NCAA Tournament:	\$3,000
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Top 25 National Ranking at End of Season:	\$2,500
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NCAA Regional Coach of the Year:	\$3,000
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NCAA National Coach of the Year:	\$5,000
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Conference Coach of the Year:	\$3,000
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Winning Record:	\$1,500
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Supplemental pay earned pursuant to this paragraph shall be paid on or before February 1<sup>st</sup> following the season in which it is earned, if Coach is still employed by the University on that date.

8. Academic Incentive Pay. Coach shall qualify for Academic Incentive Pay if the single year team Academic Progress Rate (“APR”) for the Team meets the following levels in the National Ranking within Women’s Volleyball:

*National Score within Sport*

970-974	=	\$1,500
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975-979	=	\$1,750
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980-984	=	\$2,000
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985 and above	=	\$5,000
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If Coach qualifies for Academic Incentive Pay, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.

9. Effect on Agreement. No other terms or conditions of the Agreement shall be negated or changed as a result of this Addendum.
10. Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.



IN WITNESS WHEREOF, the parties hereto agree to the terms and conditions of this Addendum and have executed this Addendum freely and agree to be bound hereby as of the Effective Date.

Signed:

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Dr. Robert Kustra  
President

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Mark Coyle, Athletic Director

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Shawn Garus  
Head Coach - Women's Volleyball

Approved by the Board on the \_\_\_\_ day of \_\_\_\_\_, 2012.

## EMPLOYMENT AGREEMENT

This Employment Agreement (the “Agreement”) is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2012 (“Effective Date”) by and between Boise State University (“University”) and Shawn Garus (“Coach”).

### ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate women’s volleyball (the “Position”). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University’s Director of Athletics (the “Director”) or the Director’s designee. Coach shall abide by the reasonable instructions of Director or the Director’s designee and shall confer with the Director or the Director’s designee on all administrative and technical matters. Coach shall also be under the general supervision of the University’s President (the “President”).

1.3. Duties. Coach shall manage and supervise the University’s intercollegiate women’s volleyball team (the “Team”) and shall perform such other duties in the University’s athletic program as the Director may assign and as may be described elsewhere in this Agreement and any addenda hereto. Coach shall, to the best of Coach’s ability, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position.

### ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment ~~of ) years,~~ commencing on July 1, 2012 and terminating, without further notice to Coach, on January 31, 2015 (the “Term”), unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University’s Board of Trustees. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach’s service pursuant to this Agreement count in any way toward tenure at the University.



## ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) A salary in the amount set forth in the attached Addendum, payable in biweekly installments in accordance with normal University procedures (except as provided in the Addendum), and such salary increases as may be determined appropriate by the Director and President and approved by the University's Board of Trustees;
- b) The opportunity to receive such employee benefits calculated on the "base salary" as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (the "Department") provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

3.2 Supplemental Compensation. University may provide supplemental compensation, as set forth in the attached Addendum.

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post season tournament or post season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2. Each year the Team is ranked in the top 25 in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees). The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere.1~~ Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation ~~based on the factors listed above~~ and such justification shall be separately reported to the Board of ~~(Regents or Trustees)~~ as a document available to the public under the Idaho Public Records Act.

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director and approved by the University (College)'s Board of (Regents or Trustees).~~

~~3.2.5 The Coach shall receive the sum of (amount or computation)~~ 3.2.2 The Coach may receive the compensation hereunder from the University or the University's designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (collectively, "Programs). ~~Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment).~~". Agreements requiring the Coach to participate in Programs related to ~~his~~ Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and appear on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coach shall appear without the prior written approval of the Director on any radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any

commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

~~3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE))~~ 3 Coach agrees that the University has the exclusive right to operate athletic camps ("Camps") on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the Camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the Camps, the University shall pay Coach ~~—(amount)—per year as supplemental compensation during each year of his employment as head (Sport) coach at the University (College). This amount shall be paid —(terms of payment)—~~

~~(SUMMER CAMP OPERATED BY COACH)~~ 3.2.4 Coach may operate a summer youth ~~(Sport)~~ camp at the University (College) under the following conditions:

- ~~a) — The summer youth camp operation reflects positively on the University (College) and the Department;~~
- ~~b) — The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~
- ~~c) — Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~
- ~~d) — The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~
- ~~e) — The Coach or the private enterprise enters into a contract with University (College) and \_\_\_\_\_ (campus concessionaire) for all campus goods and services required by the camp.~~
- ~~f) — The Coach or private enterprise pays for use of University (College) facilities including the \_\_\_\_\_.~~

- ~~g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~
- ~~h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff \$1 million; (2) catastrophic coverage: camper and staff \$1 million maximum coverage with \$100 deductible;~~
- ~~i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~
- ~~j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

~~3.2.7 Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design~~

~~or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach. In order to avoid entering into an agreement with a competitor of (Company Name), Coach shall submit all outside consulting agreements to the University (College). In order to avoid entering into an agreement with a competitor of any University selected vendors, Coach shall submit all outside consulting agreements to the University~~ for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with National Collegiate Athletic Association (the "NCAA") rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel, or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to section 3.1.1 and paid from the University to Coach, except to the extent required by the terms and conditions of a specific fringe benefit program.

#### ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference of which the University is a member (the "Conference"), and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other

employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the University's Executive Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include the following, as they may be amended from time-to-time: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Conference.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the President.

4.3 ~~NCAA (or NAIA) Rules.~~Outside Income. In accordance with NCAA rules, Coach shall obtain prior written approval from the President and Director for all athletically-related income and benefits from sources outside the University. Coach shall report the source and amount of all such income and benefits to the President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University. the University's governing board, the Conference, or the NCAA. Sources of such income shall include, but are not limited to, the following: (a) income from annuities; (b) sports camps, clinics, speaking engagements, consultations, directorships, or related activities; (c) housing benefits (including preferential housing arrangements); (d) country club membership(s); (e) complimentary tickets (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.76 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties set forth herein prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. Coach shall not negotiate for or accept employment, under any circumstances, as a coach at any other institution of higher education or with any professional sports team requiring the performance of the duties set forth herein without first giving ten (10) days prior written notice to the Director.

## ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules, regulations, or policies.

5.1.1 In addition to the definitions contained in applicable rules and policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Coach's duties under this agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;
- b) The failure of Coach to remedy any violation of any of the terms of this Agreement within thirty (30) days after written notice from the University;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations of the University, the University's governing board, the Conference, or the NCAA, including but not limited to any such violation which may have occurred during the



employment of Coach at another NCAA or National Association of Intercollegiate Athletics (“NAIA”) member institution;

- d) Ten (10) working days’ absence of Coach from duty without the University’s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University’s judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University’s governing board, the Conference, or the NCAA;
- h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the University’s governing board, the Conference, or the NCAA, by one of Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University’s governing board, the Conference, or the NCAA, by one of Coach’s assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known by ordinary supervision of the violation and could have prevented it by such ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or Director’s designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University’s obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other



benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Coach was employed.

## 5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay to Coach, as liquidated damages and not a penalty, the “base salary” set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of the University until the Term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first, provided however, in the event Coach obtains other employment ~~of any kind or nature~~ after such termination, then the amount of compensation University pays will be adjusted and reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in section 3.1.1(a) (before deductions required by law) by the gross compensation paid to the Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue the health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten (10) business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation, the nature and location of the employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University’s obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair market value of Coach’s services, as determined by all circumstances existing at the time of employment. Coach further agrees to repay to University all compensation paid by University after the date Coach obtains other employment, to which Coach is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and

agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to Coach's employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.2.4 In the event of non-renewal or termination of Coach's employment, Coach will use all accumulated annual leave prior to the end of the contract period.

### 5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate Coach's employment with the University before the end of the contract Term.

5.3.2 The Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after such written notice is given to the University. Such termination must occur at a time outside the Team's season (including NCAA post-season competition) so as to minimize the impact on the program.

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience Coach shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before January 31, 2013, the sum of ~~\$3020~~ \$20,000.00; (b) if the Agreement is terminated between February 1, 2013 and ~~\_\_\_\_\_ inclusive, the sum of \$20,000.00;~~ (c) ~~if the Agreement is terminated between \_\_\_\_\_ and \_\_\_\_\_~~ January 31, 2014 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

~~5.3.4~~ The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The

parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law Coach's right to receive all supplemental compensation and other payments.

5.4 Termination Due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that the Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Coach's estate or beneficiaries hereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that the Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of suspension, reassignment or termination, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University

suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Rules (ID. ADMIN. CODE r. 08.01.01 et seq.) and Governing Policies and Procedures Manual, and the University Policies or Faculty-Staff Handbook.

## ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to: the approval of the University's Board of Trustees, the President, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules or policies regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the Term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in state district court in Ada County, Boise, Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Non-Confidentiality. The Coach hereby consents and agrees that this document may be released and made available to the public after it is signed by the Coach. The Coach further agrees that all documents and reports Coach is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:                      Boise State University  
    Director of Athletics  
    1910 University Drive  
    Boise, Idaho 83725-1020

with a copy to:                      Boise State University  
    Office of the President  
    1910 University Drive  
    Boise, Idaho 83725-1000

the Coach:                              Shawn Garus  
    1910 University Drive  
    Boise, Idaho 83725-1025

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whoever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of Coach's official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement, and the attached Addendum, constitute the entire agreement between the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. The Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Agreement and the incorporated documents attached hereto and have executed this Agreement freely and agree to be bound hereby as of the Effective Date.

UNIVERSITY

COACH

\_\_\_\_\_  
Mark Coyle, Director of Athletics

\_\_\_\_\_  
Shawn Garus

\_\_\_\_\_  
Dr. Robert Kustra, President

Approved by the Board on the \_\_\_\_ day of \_\_\_\_\_, 2012.

## Shawn Garus, Boise State University, Head Volleyball Coach – 2012 – Multi-Year Contract

	<b>Model Contract Section</b>	<b>Contract Section</b>	<b>Justification for Modification</b>
3.2	Supplemental Compensation	3.2.1 Supplemental Compensation; language added	Language provides specific supplemental compensation information to be provided in the attached Addenda
3.2.1, 3.2.2, 3.2.3, 3.2.4	Supplemental Compensation	3.2 Supplemental Compensation; language deleted	Language deleted, as specific supplemental compensation information is provided in attached Addenda.
3.2.5	Supplemental Compensation	3.2.2 Supplemental Compensation; language deleted	Deleted language specific to Coach's right to receive payments for participation in media programs and public appearances.
3.2.4	Supplemental Compensation; Summer Camp Operated by University	3.2.4 Supplemental Compensation; summer camp; language deleted	Deleted language regarding summer camp operated by coach.
3.2.7	Supplemental Compensation	3.2.4 Supplemental Compensation; language deleted	Deleted unnecessary language regarding athletic footwear, apparel and equipment contracts.
4.3	Outside Income	4.3 Outside Income; added language	Added a list of sources of outside income that must receive prior approval by the President and the Athletic Director.
4.7	Other Coaching Opportunities	4.6 Other Coaching Opportunities; added language	Added language providing that Coach cannot pursue other employment without prior notice.
5.2	Termination of Coach for Convenience of University	5.2.4 Termination of Coach for Convenience of University; added language	Added language requiring Coach to use all accumulated annual leave



## Shawn Garus, Boise State University, Head Volleyball Coach – 2012 – Multi-Year Contract

			prior to the end of the contract year, if the Coach's contract is non-renewed or terminated.
5.3	Termination by Coach for Convenience	5.3.2 Termination by Coach for Convenience; added language	Added language requiring any termination of convenience by Coach to occur outside the team's season and post-season competition.
6.15	Entire Agreement; Amendments	6.15 Entire Agreement; Amendments; added language	Added language clarifying that the attached Addendum is also a part of the entire agreement between the parties.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

---

**SUBJECT**

Chief Executive Officers Contracts/Terms

**REFERENCE**

June 2009	Board approved annual compensation for its chief executive officers and directed staff to prepare employment agreements containing terms and conditions for further Board consideration.
August 2009	Board approved chief executive officers Employment Agreements
June 2010	Board approved annual compensation for its chief executive officers and directed staff to prepare employment agreements containing terms and conditions for further Board consideration.
August 2010	Board approved chief executive officer employment agreements.
June 2011	Board approved salaries and contract terms for BSU, ISU, UI, and OSBE Chief Executive Officers.
May 2012	Board approved salaries for BSU, ISU, UI and LCSC Chief Executive Officers.

**BACKGROUND/DISCUSSION**

The Board approved three year contracts for the four year institution presidents at the August 2010 Board meeting, and extended those terms for one additional year for FY11. In May of 2012 the Board completed performance evaluations for the chief executive officers of the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College and the Office of the State Board of Education. Following those evaluations the Board approved 2% salary increases for each of the Presidents. Presidential employment agreements run on the state fiscal calendar for payroll.

**BOARD ACTION**

A motion to approve the amended employment agreement for Dr. Nellis as President of the University of Idaho, incorporating the salary approved at the May 2012 Special Board meeting and extending the current contract term for one (1) additional year, as submitted.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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A motion to approve the amended employment agreement for Dr. Kustra as President of Boise State University, incorporating the salary approved at the May 2012 Special Board meeting and extending the current contract term for one (1) additional year, as submitted.

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

A motion to approve the amended employment agreement for Dr. Vailas as President of Idaho State University, incorporating the salary approved at the May 2012 Special Board meeting and extending the current contract term for one (1) additional year, as submitted.

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

A motion to approve the amended employment agreement for Dr. Fernandez as President of Lewis-Clark State College, for a term of three years and incorporating the salary approved at the May 2012 Special Board meeting.

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

A motion to approve the amended employment terms for Dr. Rush as Executive Director of the Idaho State Board of Education.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
JUNE 21, 2012**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2013 LINE ITEMS</b>	Motion to approve
<b>2</b>	<b>ATHLETICS – ACTUALS, FORECAST AND BUDGET REPORTS</b>	Information item
<b>3</b>	<b>AMENDMENT TO BOARD POLICY</b> Section III.T. Intercollegiate Athletics – First Reading	Motion to approve
<b>4</b>	<b>UNIVERSITIES' INTELLECTUAL PROPERTY POLICIES</b>	Motion to approve
<b>5</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.R.3.a.iv. – Professional Fees – Second Reading	Motion to approve
<b>6</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.R.3.a.v. – Self-Support Certificate and Program Fees – Second Reading	Motion to approve
<b>7</b>	<b>BOISE STATE UNIVERSITY</b> Charter Agreement – Frontier Airlines	Motion to approve
<b>8</b>	<b>BOISE STATE UNIVERSITY</b> Self Support Funding for Twin Falls Baccalaureate Programs	Motion to approve
<b>9</b>	<b>BOISE STATE UNIVERSITY</b> Six Year Capital Improvement Plan Amendment	Motion to approve
<b>10</b>	<b>IDAHO STATE UNIVERSITY</b> Issuance of General Revenue Refunding Bonds	Motion to approve
<b>11</b>	<b>IDAHO STATE UNIVERSITY</b> Athletic Outdoor Practice Field Renovation Project	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>12</b>	<b>UNIVERSITY of IDAHO</b> College Street Property Improvement Project	Motion to approve
<b>13</b>	<b>UNIVERSITY of IDAHO</b> Dependent Tuition/Fee Reduction	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**AGENCIES AND INSTITUTIONS OF THE STATE BOARD**

**SUBJECT**

FY 2014 Line Item Budget Requests

**REFERENCE**

April 2012

Board approved guidance to the college and universities regarding submission of line item budget requests

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.  
Title 67, Chapter 35, Idaho Code

**BACKGROUND/ DISCUSSION**

As discussed at its April 2012 meeting, the Board will accept the line item requests and provide guidance at the June 2012 meeting. Subsequently, the Board will approve the final budget request at the August 2012 meeting. Following Board approval in August, the budget requests will be submitted to Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 4, 2012.

The line items represent the unique needs of the institutions and agencies and statewide needs. The line items are prioritized by the Board for the institutions, following review.

The following line item guidelines were provided for the college and universities in no order of priority:

- Complete College Idaho (CCI) initiatives
- Research Initiatives
- Occupancy Costs
- Unfunded EWA

The information included in the final budget request must include supporting documentation sufficient enough to enable the Board, LSO and DFM to make an informed decision.

The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**IMPACT**

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources Committee, DFM and the agencies/institutions to prepare line items to be approved at the August meeting.

**ATTACHMENTS**

Line Items Summary: College & Universities.....	Page 3
Line Items Summary: Community Colleges and Agencies .....	Page 4-5
Occupancy Costs .....	Page 6
Unfunded EWA – College & Universities .....	Page 7
Unfunded EWA – Community Colleges.....	Page 8
Individual Line Items.....	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board's guidance in reviewing and approving the line items will enable the institutions and agencies to prepare their FY 2014 budgets requests with the proper amount of analysis and oversight.

The college and universities have identified their priority order for each of the line item categories as follows:

	Complete College <u>Idaho</u>	Research <u>Initiatives</u>	Occupancy <u>Costs</u>	Unfunded <u>EWA</u>
BSU	1&2	3	4	1&2
ISU	No priority order pending Board guidance			
UI	3		1	2
LCSC	1			2

**BOARD ACTION**

I move to approve the FY 2014 line items as listed on the Line Items Summary at Tab 1 pages 3-5, and to create a blank for each line item.

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

**STATE BOARD OF EDUCATION**  
FY 2014 Line Items - College and Universities

By Institution/Agency	FY 2013 Appropriation	Page	Priority						Total	vs. 2013 Approp	One-Time	Ongoing vs. 2013 Approp
				Occupancy Costs	Unfunded EWA	Complete College Idaho	Research Initiatives					
1 System-wide Needs	4,518,100									0.0%		0.0%
Performance Based Funding	placeholder								0			
2 Boise State University	74,104,600								12,370,800	16.7%	0	16.7%
Complete College Idaho: Note A		7 & 9	1 & 2		10,311,100				10,311,100			
VA Biomed Collaboration		13	3				1,197,200		1,197,200			
Occupancy Costs		6	4	862,500					862,500			
Funding Equity Initiative	placeholder								0			
3 Idaho State University	61,799,700								7,468,400	12.1%	508,100	11.3%
Occupancy Costs		6	1	560,000					560,000			
Unfunded EWA		7	2		4,991,100				4,991,100			
Bridge Programs		17	3			420,300			420,300		3,000	
Center for Prof. Development		21	----			140,000			140,000		4,100	
Educational/Foundations Outreach		25	No			388,900			388,900		220,000	
Retention Coaches		29	Priority			125,100			125,100		6,000	
VA Biomed Collaboration		33	----				843,000		843,000		275,000	
Funding Equity Initiative	placeholder								0			
4 University of Idaho	74,736,200								4,950,800	6.6%	0	6.6%
Occupancy Costs		6	1	735,300					735,300			
Unfunded EWA		7	2		815,300				815,300			
College of Law, Boise 2nd yr		37	3			400,000			400,000			
CEC increase for faculty and staff		41	4			3,000,200			3,000,200			
Funding Equity Initiative	placeholder								0			
5 Lewis-Clark State College	12,791,900								2,029,700	15.9%	48,000	15.5%
Complete College Idaho		45	1			1,086,000			1,086,000		48,000	
Unfunded EWA		7	2		943,700				943,700			
Funding Equity Initiative	placeholder								0			
6 Total College and Universities	\$ 227,950,500			\$ 2,157,800	\$ 17,061,200	\$ 5,560,500	\$ 2,040,200	\$ 26,819,700		11.8%	\$ 1,112,200	11.3%
7 Percentage of FY 2013 Appropriation				0.9%	7.5%	2.4%	0.9%	11.8%				

Note A: BSU using calculated unfunded EWA funding and applying 100% to Complete College Idaho Initiative



**STATE BOARD OF EDUCATION**  
FY 2014 Line Items - Community Colleges and Agencies

Prio	By Institution/Agency	FY 2013 Appropriation	Page	Priority	FY 2014 Request	vs. 2013 Approp	One-Time	Ongoing vs. 2013 Approp	Comments
1	Professional-Technical Education	48,259,600			1,423,000	2.9%	0	2.9%	
	State Leadership & Technical Asst.	1,892,000				0.0%		0.0%	
	General Programs	10,490,200				0.0%		0.0%	
	Post-secondary Programs	34,906,800	51	1	1,423,000	4.1%		4.1%	Initiatives to Support CCI/60% Goal
	Related Services	970,600				0.0%		0.0%	
2	Community Colleges	27,749,900			11,330,700	40.8%	19,900	40.8%	
	College of Southern Idaho	11,544,300			2,125,800	18.4%	0	18.4%	
	Occupancy Costs		6	1	232,800	2.0%		2.0%	
	Unfunded EWA		8	2	1,607,700	13.9%		13.9%	
	CSI STEM Initiative		55	3	178,100	1.5%		1.5%	
	Graduation Rate Improvement		61	4	107,200	0.9%		0.9%	
	North Idaho College	9,677,200			789,300	8.2%	19,900	8.0%	
	Unfunded EWA		8	1	302,300	3.1%		3.1%	
	Dual Credit Partnerships		67	2	352,200	3.6%		3.6%	
	Occupancy Costs		6	3	38,000	0.4%		0.4%	
	Veterans Center		73	4	96,800	1.0%	19,900	0.8%	
	College of Western Idaho	6,528,400			8,415,600	128.9%	0	128.9%	
	Unfunded EWA		8	1	6,961,100	106.6%		106.6%	
	Occupancy Costs		6	2	874,000	13.4%		13.4%	
	Nursing Program		77	3	580,500	8.9%		8.9%	
3	Agricultural Research/Extension	23,604,100			1,625,800	6.9%		6.9%	
	Operating Expenses		81	1	1,000,000	4.2%		4.2%	
	CEC increase for faculty & staff		83	2	572,300	2.4%		2.4%	
	Occupancy Costs		6	3	53,500	0.2%		0.2%	
4	Health Education Programs	10,119,300			535,500	5.3%	0	5.3%	
	WI Veterinary Education	1,782,300	87	1	14,000	0.8%		0.8%	CEC Increase for Faculty and Staff
	WWAMI Medical Education	3,465,200			134,700	3.9%	0	3.9%	
	Trust Program		91	1	112,600	3.2%		3.2%	
	CEC increase for faculty & staff		95	2	22,100	0.6%		0.6%	
	IDEP Dental Education	1,407,600				0.0%		0.0%	
	Univ. of Utah Med. Ed.	1,257,200				0.0%		0.0%	
	Family Medicine Residencies	1,953,900		1	136,800	7.0%		7.0%	Placeholder
	WICHE	141,700				0.0%		0.0%	
	Psychiatry Residency	111,400		1	10,000	9.0%		9.0%	Placeholder
	Internal Medicine Residency	0	99	1	240,000	0.0%		0.0%	

**STATE BOARD OF EDUCATION**  
FY 2014 Line Items - Community Colleges and Agencies

Prio	By Institution/Agency	FY 2013 Appropriation	Page	Priority	FY 2014 Request	vs. 2013 Approp	One-Time	Ongoing vs. 2013 Approp	Comments
5	Special Programs	8,712,500			676,500	7.8%	6,000	7.7%	
	Forest Utilization Research	504,100			208,600	41.4%	3,000	40.8%	
	Rangeland Center		103	1	196,000	38.9%	3,000	38.3%	
	CEC increase for faculty & staff		107	2	12,600	2.5%		2.5%	
	Geological Survey	701,200	109	1	18,600	2.7%		2.7%	CEC Increase for Faculty and Staff
	Scholarships and Grants	6,663,300			449,300	6.7%	0	6.7%	
	Opportunity Scholarships		111	1	449,300	6.7%		6.7%	
	Scholarships Program Manager	Placeholder		2		0.0%		0.0%	
	Museum of Natural History	452,500				0.0%		0.0%	
	Small Bus. Development Centers	247,500				0.0%		0.0%	
	TechHelp	143,900				0.0%		0.0%	
6	State Board of Education	2,160,500				0.0%		0.0%	Placeholder for new FTP
7	Idaho Public Television	1,587,000	113	1	116,500	7.3%	5,700	7.0%	Idaho Legislature Live/Multimedia Personnel
8	Vocational Rehabilitation	7,503,000			0	0.0%		0.0%	
	Renal Disease	422,700				0.0%		0.0%	
	Vocational Rehabilitation	3,200,000				0.0%		0.0%	
	Community Supported Employment	3,705,600				0.0%		0.0%	
	Council for the Deaf/Hard of Hearing	174,700				0.0%		0.0%	
9	Total	\$ 129,695,900			\$ 15,708,000	12.1%	\$ 31,600	12.1%	

# STATE BOARD OF EDUCATION

## FY 2014 Budget Request

### Colleges & Universities

#### Calculation of Occupancy Costs

Review for Policy Qualification																	
		% of				(1)		(2)		(3)		(4)		(5)			
Institution/Project		Projected Date of Occupancy	Non-Aux. Education	Gross Sq Footage	Non-Aux. Sq Footage	FTE	Sal & Ben	Supplies	Total	Utility Estimate	Maintenance Costs			Total Occ Cost	% qtrs used in FY14	Revised FY14	
											Repl Value	Cost@1.5%	Other				
BOISE STATE UNIVERSITY																	
Micron Business and Economics Bldg.		July-12	100%	71,324	71,324	2.74	91,100	7,100	98,200	124,800	37,000,000	555,000	84,500	862,500	100%	862,500	
* Yanke Center Space utilization is pending.						2.74	91,100	7,100	98,200	124,800		555,000	84,500	862,500		862,500	
IDAHO STATE UNIVERSITY																	
Meridian Building		July-09	100%	107,378	107,378	4.13	136,600	10,700	147,300	187,200	16,000,000	240,000	95,500	670,000	100%	670,000	
Meridian Building - FY 2013 funding							-63,100	-10,700	-73,800	-36,200						(110,000)	
						4.13	73,500	0	73,500	151,000		240,000	95,500	670,000		560,000	
UNIVERSITY OF IDAHO																	
Idaho Water Center*		Phased Aug 04 to Aug 10	32%	225,227	72,500	2.79	92,500	7,300	99,800	126,900	61,333,093	296,100	104,900	627,700	100%	627,700	
Idaho Water Center* (PYs Appr.)						-1.76	-58,600	-4,600	-63,200	-80,000		-166,900	(64,900)	-375,000	100%	(375,000)	
Collaborative Center for Applied Fish Stuc		September-06	100%	13,493	13,493	0.52	17,200	1,300	18,500	23,600	3,650,021	54,800	13,300	110,200	100%	110,200	
Wood Chip Storage Facility		May-09	100%	24,000	24,000	0.92	30,500	2,400	32,900	42,000	5,327,868	79,900	22,700	177,500	100%	177,500	
South chiller plant and storage tank		May-10	100%	4,517	4,517	0.17	5,600	500	6,100	7,900	7,158,500	107,400	9,200	130,600	100%	130,600	
Janssen Engineering Bldg		March-09	100%	3,079	3,079	0.12	4,000	300	4,300	5,400	2,066,988	31,000	4,000	44,700	100%	44,700	
Combustion Research Lab		October-12	100%	864	864	0.03	1,000	100	1,100	1,500	227,000	3,400	800	6,800	100%	6,800	
Pitkin Office & Classroom Bldg		October-13	100%	2,150	2,150	0.08	2,700	200	2,900	3,800	548,000	8,200	2,100	17,000	75%	12,800	
						2.87	94,900	7,500	102,400	131,100		413,900	92,100	739,500		735,300	
UNIVERSITY OF IDAHO																	
Agricultural Research & Extension Service																	
Caldwell Office/Conference Facility		September-06	100%	3,662	3,662	0.14	4,600	400	5,000	6,400	595,391	8,900	3,300	23,600	100%	23,600	
Kimberly Lab/Storage Building		March-13	100%	2,880	2,880	0.11	3,600	300	3,900	5,000	150,000	2,300	2,300	13,500	100%	13,500	
Kimberly Lab/Office Building		April-11	100%	3,192	3,192	0.12	4,000	300	4,300	5,600	256,250	3,800	2,700	16,400	100%	16,400	
						0.37	12,200	1,000	13,200	17,000	1,001,641	15,000	8,300	53,500		53,500	
College of Southern Idaho																	
Advanced Technology and Innovation		September-13	100%	41,630	41,630	1.60	51,300	4,200	55,500	72,900	7,524,800	112,900	38,100	279,400	83%	232,800	
North Idaho College																	
Facilities Shop		December-10	100%	7,590	7,590	0.29	9,300	800	10,100	13,300	550,000	8,300	6,300	38,000	100%	38,000	
						0.29	9,300	800	10,100	13,300		8,300	6,300	38,000		38,000	
College of Western Idaho																	
Micron Center for Prof-Tech Ed. **		August-12	98%	175,000	170,750	6.57	210,500	17,100	227,600	298,800	14,000,000	204,900	142,700	874,000	100%	874,000	
						6.57	210,500	17,100	227,600	298,800		204,900	142,700	874,000		874,000	
(1) This building was formerly known as the Alumni Residence Center, a name indicating its historical use; it has since been vacated by University Residences and is now maintained as general education space																	
(2) The Vandal Athletic Center includes a general education classroom and training room, computer labs, and associated support space																	
(3) The Living Learning Center includes general education classrooms and program space eligible for occupancy costs																	
(1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.										(3) Annual utility costs will be projected at \$1.75 per sq ft							
(2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.										(4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.							
Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category																	
Salary		CU:	\$19,635.00	CC:		\$18,700.00											
Benefits																	
FICA																	
SSDI salary to \$92,150		6.2000% x salary															
SSHI		1.4500% x salary															
Unemployment Insurance		0.5000% x salary															
Life Insurance		0.8500% x salary															
Retirement: PERSI		11.3200% x salary		BSU	ISU	UI	LCSC	CSI	NIC	CWI	Too High - Used 1/3						
Workmans Comp		x salary		4.50%	3.64%	4.29%	4.51%	4.35%	4.35%	4.35%	Landscape Greenscape						
Sick Leave		0.6500% x salary												Insurance Costs		0.0005	CRV
Human Resources				0.306%	0.306%	0.560%		0.306%	0.306%	0.306%	Total		0.00080		CRV		
		20.9700% per position		25.7760%	24.9160%	25.2600%	26.0400%	25.6260%	25.6260%	25.6260%							
Health Insurance		\$8,550.00															
Supplies		0.10															

**College and Universities  
Enrollment Workload Adjustment Funding**

Institution	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
BSU	637,301	682,481	714,189	728,951	718,949	534,800	-146,700	1,394,400	2,143,000	3,957,400	4,379,300	3,512,100
ISU	564,518	586,229	596,018	592,328	597,889	76,700	-52,200	0	0	2,270,700	2,543,200	1,924,200
UI	650,404	690,180	704,951	686,593	656,585	-114,100	-1,172,600	-926,500	-1,139,100	-706,300	815,300	870,500
LCSC	89,921	91,308	99,973	105,812	101,903	233,600	-36,700	-80,800	317,100	118,500	728,000	348,400

<div>Year</div> <div>Funding</div>	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
<b>EWA Funding History:</b>												
EWA Request	873,900	909,600	1,364,900	2,679,800	2,745,800	731,000	0	387,100	997,300	5,567,200	8,465,800	6,655,200
EWA Appropriation	873,900		651,900		2,745,800	731,000	0	387,100	0	-706,300	0	6,655,200
EWA Unfunded		909,600	713,000	2,679,800	0	0	-1,408,200	-1,569,600	997,300	6,273,500	8,465,800	0
EWA Unfunded (PY Cumulative)		0	1,622,600	4,302,400	4,302,400	4,302,400	2,894,200	1,324,600	2,321,900	8,595,400	17,061,200	17,061,200

The switch from 33% to 67% starts with the FY 2009 EWA calculation. Institutions with positive EWA will continue at 67%. Institutions with negative EWA will calculate their annual EWA at 33% until their total cumulative unfunded EWA balance as of FY 2009 is zero and will continue at 33% if the institution continues to experience negative EWA. Once the cumulative unfunded EWA balance as of FY 2009 is zero, when an institution experiences positive EWA it will be calculated that year at 67% and will continue at 67% regardless of subsequent years positive or negative EWA.

**College of Southern Idaho  
EWA History**

**North Idaho College  
EWA History**

**College of Western Idaho  
EWA History**

Fiscal Year Request	Amount Requested	Amount Funded	Amount Unfunded	Fiscal Year Request	Amount Requested	Amount Funded	Amount Unfunded	Fiscal Year Request	Amount Requested	Amount Funded	Amount Unfunded
Fy 1992	85,600	85,600	26,500	Fy 1992							
Fy 1993	61,750		61,750	Fy 1993	\$ 61,750		\$ 61,750				
Fy 1994	82,500	82,500	-	Fy 1994			\$ -				
Fy 1995	105,200	105,200	-	Fy 1995			\$ -				
Fy 1996	108,100	108,100	-	Fy 1996			\$ -				
Fy 1997	66,000	66,000	-	Fy 1997			\$ -				
Fy 1998	114,400	114,400	-	Fy 1998			\$ -				
Fy 1999	222,500	222,500	-	Fy 1999			\$ -				
Fy 2000	217,800	217,800	-	Fy 2000	\$ 217,800	\$ 217,800	\$ -				
Fy 2001	346,300	346,300	-	Fy 2001	\$ 160,200	\$ 160,200	\$ -				
Fy 2002	174,800	-	174,800	Fy 2002	\$ 219,000		\$ 219,000				
Fy 2003	73,900	-	73,900	Fy 2003	\$ 346,400		\$ 346,400				
Fy 2004	197,000	75,000	122,000	Fy 2004	\$ 375,300	\$ 75,000	\$ 300,300				
Fy 2005	359,300	-	359,300	Fy 2005	\$ 79,200		\$ 79,200				
Fy 2006	525,100	474,600	50,500	Fy 2006	\$ 128,200	\$ 115,300	\$ 12,900				
Fy 2007	250,400	250,400	-	Fy 2007	\$ 134,200	\$ 134,200	\$ -				
Fy 2008	1,400	1,400	-	Fy 2008	\$ 101,800	\$ 101,800	\$ -				
Fy 2009	88,300	88,300	-	Fy 2009	\$ 190,700	\$ 190,700	\$ -				
Fy 2010	-	-	-	Fy 2010	\$ 86,800	\$ -	\$ 86,800				
Fy 2011	351,100	667,700	(316,600)	Fy 2011	\$ 339,800	\$ 1,796,500	\$ (1,456,700)				
Fy 2012	826,200	-	826,200	Fy 2012	\$ 714,400	\$ -	\$ 714,400				
Fy 2013	430,100	430,100	-	Fy 2013	\$ 706,900	\$ 706,900	\$ -	FY 2013	\$ 7,521,300	\$ 560,200	\$ 6,961,100
	4,687,750	2,905,800	1,378,400		\$ 3,582,900	\$ 3,280,600	\$ 364,100		\$ 7,521,300	\$ 560,200	\$ 6,961,100

Note: One-time funding in FY 2011 from S1207 (2011) Ed Jobs MOE payment will be removed for FY 2014 budget request.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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AGENCY: Boise State University  
 FUNCTION: Prior Year Unfunded  
 EWA/Complete College Idaho

Agency No.: 512

FY 2014 Request

Function No.: 01

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ACTIVITY:

Activity No.:

A: Decision Unit No: <b>12.01 and 12.02</b>		Title: <b>Prior Year Unfunded EWA/CCI</b>			Priority Ranking 1 & 2 of 4
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	118				118
PERSONNEL COSTS:					
1. Salaries and benefits	9,688,800				9,688,800
2.					
3.					
TOTAL PERSONNEL COSTS:	9,688,800				9,688,800
OPERATING EXPENDITURES by summary object:					
Operating Expenditures	622,300				622,300
TOTAL OPERATING EXPENDITURES:	622,300				622,300
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	10,311,100				10,311,100

**How connected to institution/agency and Board strategic plans:**

This initiative is entirely connected to the State Board of Education's Complete College Idaho initiative. In addition, it connects with Boise State University's goal of improving retention and graduation rates and will be a key factor in reaching the ambitious goal of 60% of Idahoans ages 25-34 will have a degree or certificate by 2020.

**Description:**

This request uses the prior year unfunded EWA request of \$10.3 million and identifies specific instructional funding needs to enhance the success of the Complete College Idaho initiative. It is the University's priority line item.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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A key strategy will be to reduce the ratio of students to *full-time permanent* faculty to a target of 21:1. In order to accomplish this it is estimated an additional 81 faculty will be needed. This target ratio may still be higher than national benchmarks, and research is currently underway to determine the best practices in light of the Complete College Idaho initiative.

This request also includes 30 Teaching Assistantships and 25 professional advisors to promote success and achievement outcomes. A complete draft proposal will be ready by the time the FY 2014 budget request and line items are due in August.

**Questions:**

What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

\$10,311,100 of base funding is being requested to hire permanent faculty and staff. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

It is anticipated that to reach the target goal that 81 faculty are needed; 30 TAs, 10 Math and English instructors, 2 staff in Service Learning and 25 academic advisors. Specific titles, pay grades etc. are being reviewed and will be provided with the final budget submission.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Resources have recently been allocated and reallocated to improve retention and graduation rates. To continue to make significant improvement, new resources will be needed.

- c. List any additional operating funds and capital items needed.

Operating funds (non salary) of \$622,264 are requested to support the initiative.

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

It is anticipated that this initiative would be funded from State general funds – not from increases to student tuition.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idahoans and the economy of Idaho will be impacted by the request. The goal is to have 60% of Idahoans ages 25-34 to have a degree or certificate by 2020. Increased education achievement improves the quality of life for Idahoans and stimulates a vibrant, diverse economy.

If the request is not funded, it will have a detrimental impact on achieving the goal.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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4. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

Unfunded EWA was the #1 priority in FY 2013. CCI is a new category, identified by the board, for FY 2014.



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**AGENCY: Boise State University**  
 FUNCTION: VA Biomolecular  
 Research -- Initiative with VA Medical  
 Center

Agency No.: 512

FY 2014 Request

Function No.: 01

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ACTIVITY: Research

Activity No.:

A: Decision Unit No: <b>12.03</b>		Title: <b>Biomedical Research</b>			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.0				9.0
PERSONNEL COSTS:					
Salaries and Benefits for 3 Faculty,	930,000				930,000
6 Graduate Assistants (no FTE), 3 Post	249,200				249,200
Doc Assistants and 3 Technicians					
TOTAL PERSONNEL COSTS:	1,179,200				1,179,200
OPERATING EXPENDITURES by summary object:					
1. Operating Costs/Equipment	18,000				18,000
TOTAL OPERATING EXPENDITURES:	18,000				18,000
CAPITAL OUTLAY					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,197,200				1,197,200

**How connected to institution/agency and Board strategic plans:**

Boise State University has been developing the biomolecular sciences as a primary research focus since 2000, with particular emphasis on protein structure and function. This highly interdisciplinary effort directly targets diverse biomedical applications, and is central to the NIH-funded Biomedical Research Infrastructure Network (BRIN) and the IDeA Network for Biomedical Research Excellence (INBRE) collaborations that involve Boise State University, Idaho State University, the University of Idaho, and the Veterans Affairs Medical Center in Boise.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**Description:**

Biomolecular and biomedical research infrastructure at Boise State University is the result of numerous NSF Major Research Instrumentation grants, funding of the Institute for Musculoskeletal Research by the Idaho Higher Education Research Council in 2007, a \$4M NIH grant to construct a vivarium, and the hiring of new faculty members in key areas.

The funds requested in this line item build on these earlier successes and continue the development of a strong collaborative research presence in Boise.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Funding totaling \$1,197,150 is requested to work collaboratively with the Veteran's Affairs Medical Center and other stakeholders to research diverse biomedical applications.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

3 new high level research faculty, 6 Graduate Assistants, 3 Post Doctoral Assistants and 3 Support Technicians. The specific titles, pay grades etc. will be determined as soon as possible.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- c. List any additional operating funds and capital items needed.

Operating funds for expendables, staff supplies, and computers of \$18,000.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

This is a request for State general funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Research and specifically new developments in biomedical research, can benefit everyone. If the request is not funded, then this research collaboration will not go forward at this time.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

This has been a line item category and prioritized by Boise State for the past several years.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**AGENCY:** Idaho State University  
**FUNCTION:** General Education  
**ACTIVITY:** Complete College Idaho

Agency No.: 513  
 Function No.: 1000  
 Activity No.:

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A: Decision Unit No: <b>12.03</b>		Title: <b>Bridge Programs</b>			Priority Ranking 3 of 7
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.0				4.0
PERSONNEL COSTS:					
1. Salaries	165,000				165,000
2. Benefits	81,600				81,600
3. Group Position Funding (adjunct faculty)	150,500				150,500
TOTAL PERSONNEL COSTS:	397,100				397,100
OPERATING EXPENDITURES by summary object:					
1. Travel	3,000				3,000
2. Materials/Supplies	17,200				17,200
TOTAL OPERATING EXPENDITURES:	20,200				20,200
CAPITAL OUTLAY by summary object:					
1. PC and workstation	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	420,300				420,300

**Supports institution/agency and Board strategic plans:**

The proposed bridge programs support key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular the bridge programs will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal by increasing enrollment, retention, timely degree completion, and service to underserved populations.

ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 4: Improve the ability of the educational system to meet the educational needs and allow students to efficiently and effectively transition into the workplace.

Complete College Idaho:

- Transform remediation by developing strategies and goals to improve remediation.

**Performance Measure:**

Increase bridge program participation by 5%; increase bridge program courses by 3%.

**Description:**

Each year Idaho State University enrolls approximately 360 first-time full-time freshmen who are underprepared or in need of remediation. These students are often first-generation college students and underrepresented minorities. A summer bridge program will provide these at-risk students a jumpstart on the academic year by allowing them to complete key courses while learning more about the university. The ultimate goal is to increase retention through better preparation.

The University is currently piloting a summer bridge program that involves a cohort of 25 students completing three academic courses: a remedial course (e.g. basic writing or basic math); a general education course (e.g. Political Science, Psychology, History, or Geology); and a university orientation course (providing resource information in areas like financial aid, advising, and college learning strategies).

This same general format would be used for an expanded summer bridge program accommodating approximately 200 students. Students would be grouped in common interest cohorts of 25 with each cohort taking three academic courses during summer term. Students would choose from a variety of general education courses thereby having the opportunity to explore an area of study that might interest and engage them. The university orientation course provides critical support for students by offering college learning strategies and other key tools that can be applied concurrently to their general education course. The remaining, remedial course would prepare these students for greater success in future courses in their academic careers.

The expanded summer bridge program would require a coordinator to manage the operation of the program, including recruitment, advising, data collection and analysis.

Additional targeted bridge programs will be implemented for students in STEM disciplines and underserved and at-risk populations. The College of Science and Engineering will implement its cohort program for pre-med and engineering students.

The College of Technology is currently offering the START (Successful Transitions and Retention Track) bridge program to recruit, prepare, and retain GED graduates in post-

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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secondary education. This program has been funded through a pilot grant from the Albertsons Foundation Continuous Enrollment initiative. The START bridge program has been notably successful in retaining this important target population, with a 67.4% overall persistence rate for adult learners transitioning into post-secondary education. The semester to semester persistence rate of the START bridge program is 83.1% from 1st to 2nd semester, 86.7% from 2nd to 3rd semester, and 62% from 3rd to 4th semester. The national rate for GED persistence in post-secondary education is between 13% to 19%.

To continue funding the START bridge program would require hiring a program coordinator and two instructor positions.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As set forth above, funding for 4 FTE and adjunct faculty, as well as supporting operational costs is being requested. Please see narrative above for additional information.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see information set forth above.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

- c. List any additional operating funds and capital items needed.

None, other than that requested above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for ongoing funding of the personnel and operating costs, but not the capital outlay.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Please see narrative above.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new request for ongoing and one-time appropriated funding.



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**AGENCY:** Idaho State University  
**FUNCTION:** General Education  
**ACTIVITY:** Complete College Idaho

Agency No.: 513  
 Function No.: 1000  
 Activity No.:

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Center for Professional Development					
A: Decision Unit No: 12.	Title: Development			Priority Ranking: no rank	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	90,000				90,000
2. Benefits	35,900				35,900
TOTAL PERSONNEL COSTS:	125,900				125,900
OPERATING EXPENDITURES by summary object:					
1. Operating/Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
1. Computers (2)	4,100				4,100
TOTAL CAPITAL OUTLAY:	4,100				4,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	140,000				140,000

**Supports institution/agency and Board strategic plans:**

The proposed Center for Professional Development supports key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular it will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal by increasing enrollment, retention, timely degree completion, and service to underserved populations.

ISU Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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ISU Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 4: Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace.

Performance Measure:

Increase the number of internship opportunities by 5%; increase workforce placement of Business graduates by 3%.

**Description:**

The Complete College Idaho initiative is intended to better match Idaho residents' abilities to the workforce needs of Idaho employers. To facilitate this, we propose to develop a Center for Professional Development in the College of Business, an initiative to match Business students' professional abilities to the needs of Idaho employers.

Modeled on efforts employed in other states, this Center will do the following:

- Provide students with information on the range of professional opportunities available, along with the specific skills needed to take advantage of those opportunities.
- Ensure students gain the interviewing skills, professional demeanor, and networking skills necessary to successfully compete for professional career opportunities.
- Build relationships between College of Business faculty/staff and potential employers, and increase the number of employers that recruit our students.
- Provide internship opportunities with Idaho firms that result in meaningful work experiences and professional employment opportunities for our students.

All of this will be done through a combination of new resources and cooperation with the existing Career Services Center. Initially, it will serve 900 undergraduate business students annually, and can be expanded to serve students from other colleges in the future. To implement this initiative requires changes to our curriculum (currently underway) and the hiring of a director, a "career coach" that will serve the students, and an administrative assistant.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As set forth above, funding for 2 FTE, as well as supporting operational costs is being requested. Please see narrative above for additional information.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see information set forth above.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.
  - c. List any additional operating funds and capital items needed.

None, other than that requested above.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for ongoing funding of the personnel and operating costs, and capital outlay as described above.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Please see narrative above.
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new request for both ongoing appropriated funding.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**AGENCY: Idaho State University**  
 FUNCTION: General Education  
 ACTIVITY: Educational Foundations/  
 Outreach

Agency No.: 513  
 Function No.: 1000  
 Activity No.:

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Educational Foundations/ Outreach					
A: Decision Unit No: 12.	Title:			Priority Ranking: no rank	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	50,000				50,000
2. Benefits	26,200				26,200
3. Group Position Funding (part-time employees)	82,700				82,700
TOTAL PERSONNEL COSTS:	158,900				158,900
OPERATING EXPENDITURES by summary object:					
1. Operating/Travel	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
1. Testing Center (PCs, desks, chairs, network connections, etc.)	220,000				220,000
TOTAL CAPITAL OUTLAY:	220,000				220,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	388,900				388,900

**Supports institution/agency and Board strategic plans:**

The proposed educational foundations and outreach initiative supports key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular it will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal by increasing enrollment, retention, timely degree completion, service to underserved populations, and reintegration of adults near completion into postsecondary programs.

ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

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SBOE Goal 1: Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 education system.

SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

SBOE Goal 3: Improve the processes and increase the options for re-integration of adult learners into the education system.

SBOE Goal 4: Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace.

Complete College Idaho:

- Transform remediation by developing strategies and goals to improve remediation.
- Structure for success by providing options for adult reintegration into postsecondary programs.

Performance Measure:

Increase the number of general education online courses by 5% per year; establish a campus-wide testing center to support online programming.

**Description:**

ISU will provide critical support set forth below for foundational coursework (e.g. general education and program prerequisites) and outreach to underserved and target populations, which will help achieve key Board and University goals of adult reintegration into postsecondary programs, increased retention, and timely degree completion.

- Hire an educational foundations and outreach coordinator who will oversee various community college and outreach functions and activities, such as the eISU initiative (online distance learning) and the General Education programming. This individual will be responsible for ensuring that these programs support ISU's recruitment and retention initiatives. These efforts will significantly enhance recruitment, retention, and graduation rates by allowing a systemic approach to key initiatives related to General Education and online/distance learning.
- Fund instructor release time and/or stipends for online course development in key areas of general education and high demand prerequisites.
- Establish a testing center on campus to support online and traditional instruction. This would help address issues of course integrity and academic dishonesty in online offerings and allow testing for face-to-face classes, make-up exams, and similar uses.

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**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As set forth above, funding for 1 FTE and adjunct faculty, as well as supporting operational costs is being requested. Please see narrative above for additional information.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see information set forth above.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

- c. List any additional operating funds and capital items needed.

None, other than that requested above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for ongoing funding of the personnel and operating costs, and capital outlay as described above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Please see narrative above.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new request for both ongoing and one-time appropriated funding.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**AGENCY: Idaho State University**  
**FUNCTION:** General Education  
**ACTIVITY:** Complete College Idaho

Agency No.: 513  
 Function No.: 1000  
 Activity No.:

FY 2014 Request  
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A: Decision Unit No: <b>12.</b>		Title: <b>Retention Coaches</b>			Priority Ranking: no rank
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	72,000				72,000
2. Benefits	32,100				32,100
TOTAL PERSONNEL COSTS:	104,100				104,100
OPERATING EXPENDITURES by summary object:					
1. Operating/Travel	15,000				15,000
TOTAL OPERATING EXPENDITURES:	15,000				15,000
CAPITAL OUTLAY by summary object:					
1. PCs/workstations	6,000				6,000
TOTAL CAPITAL OUTLAY:	6,000				6,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	125,100				125,100

**Supports institution/agency and Board strategic plans:**

The proposed hiring of retention coaches supports key strategies identified in the State Board of Education and Idaho State University strategic plans. In particular it will significantly advance those strategies associated with Complete College Idaho and the Board's 60% goal by increasing enrollment, retention, timely degree completion, and service to underserved populations.

ISU Goal 2: ACCESS AND OPPORTUNITY – provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

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SBOE Goal 2: Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Complete College Idaho:

- Transform remediation by developing strategies and goals to improve remediation.

Performance Measure:

Increase the percentage of first-time full-time freshman advancing to second year.

### **Description:**

Approximately 1,000 first-time full-time freshmen enroll at Idaho State University each year, and about 61% of these students enroll again as sophomores. Hiring two Retention Coaches, each to work with half of this cohort, could substantially increase the percentage of freshmen continuing to their second year.

A Retention Coach fosters social and academic connections within the cohort and provides valuable resources to this vulnerable population. Typical activities include creating a cohort Facebook page, sending consistent updates through text messaging, providing helpful success strategies through a twitter feed, making frequent phone contacts, meeting bi-monthly with small partial cohort groups, and gathering monthly as a full cohort for "pep-rally" type celebration events. The Retention Coaches would provide a wide spectrum of critical information and assistance to enable academic success, e.g. Writing Center appointments, Math Center visits, Content Area Tutoring appointments, successful college learning strategies, time management strategies, strategies for communication with faculty, counseling appointments, Disability Services accommodations, and ISU Student Organization information.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

As set forth above, funding for 2 FTE, as well as supporting operational costs is being requested. Please see narrative above for additional information.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Please see information set forth above.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None.

- c. List any additional operating funds and capital items needed.

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None, other than that requested above.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

This request is for ongoing funding of the personnel and operating costs, and capital outlay as described above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Please see narrative above.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This is a new request for both ongoing and one-time appropriated funding.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**AGENCY: Idaho State University**

FUNCTION: General Education

ACTIVITY: Biomedical Research

Agency No.: 513

Function No.: 1000

Activity No.:

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Original Submission X or

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Veterans Administration					
A: Decision Unit No: 12.	Title: Biomedical Research Collaborative			Priority Ranking: no rank	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.5				3.5
PERSONNEL COSTS:					
1. Salaries	300,000				300,000
2. Benefits	120,000				120,000
3. Group Position Funding (GAs)	120,000				120,000
TOTAL PERSONNEL COSTS:	540,000				540,000
OPERATING EXPENDITURES by summary object:					
1. Travel	3,000				3,000
2. Materials and Supplies	25,000				25,000
TOTAL OPERATING EXPENDITURES:	28,000				28,000
CAPITAL OUTLAY by summary object:					
1. Start-up equipment (one-time)	275,000				275,000
TOTAL CAPITAL OUTLAY:	275,000				275,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	843,000				843,000

**How connected to institution/agency and Board strategic plans:**

Idaho State University has begun developing the framework for a large scale biomedical research enterprise by exploiting the synergistic interactions among the existing scholarly resources within the ISU campus as well as drawing upon the State's biomedical and biotechnology industry and other segments of interdisciplinary biomedical research within the State of Idaho, most particularly infectious disease research at the Veterans Affairs Medical Center in Boise. Thus, in order to most effectively leverage biomedical expertise at institutions across Idaho, we seek to strengthen ISU's position as the lead institution in Idaho for biomedical research, in collaboration with the VA, the University of Idaho and Boise State University. Research and teaching efforts centered on the VA Biomedical Collaborative further the following strategic goals, as articulated in the current ISU and SBOE strategic plans:

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ISU Goal 1 — Achieve academic excellence in undergraduate, graduate, professional and technical education. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 2 — Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 3 — Advance medical and health care education throughout the state and region through increasing the quality of healthcare, the number of practicing health care professionals, and promotion of translational research. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 4 — Prepare students to function in a global society. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 5 — Focus institutional, instructional, and research expertise on community and societal needs throughout the state, region, nation, and world. (SBOE Main Goals: 1, A well Educated Citizenry; 2, Critical Thinking and Innovation)

ISU Goal 6 — Promote the efficient and effective use of resources. (SBOE Main Goals: 1, A well Educated Citizenry; 3, Effective and Efficient Delivery Systems)

**Description:**

This line item request will provide financial resources to fund two faculty positions, a post-doctoral fellowship position, and a portion of a grant writer, as well as graduate assistantships, to support the SBOE strategic plan to enhance biomedical research across the State of Idaho. As described in other institutional requests, the goal of this plan is to increase biomedical research and graduate education in biomedical fields in Idaho and to establish a critical mass of innovative, productive biomedical investigators at the Veterans Affairs Medical Center in Boise. This is a collaborative effort with Veterans Affairs, UI, and BSU.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? **As noted above, funding for 3.5 fte, as well as funding for graduate assistantships.**
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **See above.**
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **None.**

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- c. List any additional operating funds and capital items needed. **NA.**
- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc. **This request is for ongoing and one-time appropriated funding, as articulated above.**
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? **See above.**
- 5. If this is a high priority item, list reason non-appropriated Line Items from FY 2011 budget request are not prioritized first. **This is a new request for ongoing and one-time appropriated funding.**



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**AGENCY: University of Idaho**

FUNCTION: General Education

ACTIVITY: Complete College Idaho

Agency No.: 514

Function No.: 01

Activity No.:

FY 2014 Request

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Original Submission  X  or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>College of Law – Boise 2<sup>nd</sup> Year Curriculum</b>			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	257,600				257,600
2. Benefits	86,400				86,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	344,000				344,000
OPERATING EXPENDITURES by summary object:					
1. On-Line Services	31,000				31,000
TOTAL OPERATING EXPENDITURES:	31,000				31,000
CAPITAL OUTLAY by summary object:					
1. Monographs – ON GOING	25,000				25,000
TOTAL CAPITAL OUTLAY:	25,000				25,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	400,000				400,000

**Supports institution and Board strategic plans:**

**State Goal 1 Objective A:**

The State Board's Goal 1 ("A Well Educated Citizenry") will be advanced at Objective A ("Access") through the increased accessibility of a cost-effective public legal education made possible by the second-year program in Boise. One of the performance measures for that objective, achieving diversity in attainment of postsecondary education, also will be advanced by increased accessibility of public legal education in Idaho's largest metropolitan area. Moreover, a "well educated citizenry" will be enhanced through the civic education outreach programs developed by the College of Law at the Idaho Law Learning Center.

**State Goal 2 Objectives A and B:**

The State Board's Goal 2 ("Critical Thinking and Innovation") will be advanced at Objectives A and B ("Critical Thinking, Innovation and Creativity") through the research, outreach, and service performed by law faculty and upper-division law students, especially in the curricular emphasis area of business law and entrepreneurship. Objective C ("Quality Instruction") will be advanced by the academic rigor of an American Bar Association-approved law school's program, delivered in the state capital.

**State Goal 3 Objectives A and C:**

The State Board's Goal 3 ("Effective and Efficient Delivery Systems") will be advanced at Objective A ("Cost Effective and Fiscally Prudent [Programs]") and Objective C ("Administrative Efficiencies") by achieving economies of scale and capitalizing upon the comparative advantages of both a land-grant campus location and a metropolitan location, by delivering legal education through complementary programs at Moscow and Boise by a unified, statewide law faculty and administration. These objectives also will be advanced through the cost-effectiveness and synergy of linking the JD degree instruction offered by the University of Idaho with concurrent MBA and Masters of Accountancy degree opportunities at Boise State University.

**University Goal 1 Objective A:**

The University's Goal 1 ("Teaching and Learning – Enable Student Success in a Rapidly Changing World") will be advanced at Objective A ("Build Adaptable, Integrative Curricula and Pedagogies") through the development and delivery of complementary curricula at Moscow and Boise, with distinctive areas of emphasis that utilize the advantages of the land-grant campus in Moscow and the metropolitan location in Boise.

**University Goal 2 Objective A:**

The University's Goal 2 ("Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow") will be advanced at Objective A ("Strengthen All Scholarly and Creative Activities Consistent with the University's Strategic Missions and Signature Areas") through the research and outreach, particularly in the field of business law and entrepreneurship, of faculty and upper-division students in Boise. Expanding the Boise program from a third-year to a combined second-and-third year program (and ultimately a full three-year branch program) will enable the University carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B ("Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity") will be advanced through interactions between and among the University of Idaho's Boise program, the business-related concurrent degree programs at Boise State University, the business enterprises and nonprofit entities of southern Idaho, and the

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sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.

**University Goal 3 Objective B:**

The University's Goal 3 ("Outreach and Engagement – Meet Society's Critical Needs by Engaging in Mutually Beneficial Partnerships") will be especially advanced at Objective B ("Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond") through the University's collaboration with the Idaho Supreme Court on the Idaho Law Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho's legal and business communities, and through increased interaction with -- and service provided by law faculty and students to -- government agencies in and near Idaho's capital city.

**University Goal 4:**

The University's Goal 4 ("Community and Culture – Be a Purposeful, Ethical, Vibrant, and Open Community") will be advanced by enhancing enhanced access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by the enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho's major center of population, commerce, and government.

**Description:**

The University of Idaho is requesting funding for a 2<sup>nd</sup> year curriculum in Boise. This would deepen the College's regulatory law curriculum, through proximity to the center of state government, to the location of major federal agencies in Idaho, and to the wide variety of local governments and special purpose governmental units in the Treasure Valley and across southern Idaho. Students would benefit from in-person instruction from government professionals as well as from practitioners in nonprofit and public interest entities that abound in metropolitan areas.

**Questions:**

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

This request includes two new tenure track faculty positions, one assistant director and irregular help funding for adjunct and other supplemental instruction needs. In addition we are requesting ongoing operating and capital outlay funding to fund on-line services and monographs.

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**2. What resources are necessary to implement this request?**

- a. 2 FTE tenure track faculty totaling \$272,000 with salary and benefits  
1 FTE assistant director totaling \$66,000 with salary and benefits  
0 FTE irregular help totaling \$6,000 with wages and benefits
- b. 1 to 2 existing Moscow faculty positions transferred to Boise
- c. \$56,000 in on-going operating and capital outlay funding

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% recurring state general funds (no one-time funding is requested).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Students: A second-year program in Boise would enable the College to increase the quality and depth of the existing third-year curriculum. It would enable students to make the transition from their first year of general law study to the increasingly focused preparation for a career in their second and third years at a location where two-year relationships can be built with the faculty and with the surrounding legal community. The second-year program in Boise would also give the participating students (and their spouses or partners) a chance to manage their educational debts by taking advantage of work opportunities in a metropolitan area working their way cost-effectively through two years, rather than one year, of law study if they choose to do so. The College seeks to provide students this opportunity.

Idaho: Affordable public legal education enables students to graduate with manageable debts; this, in turn, enables graduates to take jobs at Idaho entry-levels of compensation. The public receives a return on its investment because affordable legal education keeps legal services and justice within reach for local governments, small businesses, and people of ordinary means.

**5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.**

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**AGENCY: University of Idaho**

FUNCTION: General Education

ACTIVITY: Complete College Idaho

Agency No.: 514

Function No.: 01

Activity No.:

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Original Submission  X  or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	2,429,300				2,429,300
2. Benefits	570,900				570,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	3,000,200				3,000,200
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	3,000,200				3,000,200

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that

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impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.

The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the FY 2013 General Education salary budget of \$80,975,127. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institution.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in

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the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

- 5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.**



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**AGENCY: Lewis-Clark State College**

FUNCTION: General Education

ACTIVITY: Complete College Idaho

Agency No.: 511

Function No.:

Activity No.:

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Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Complete College Idaho</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	16.00				16.00
PERSONNEL COSTS:					
1. Salaries	692,000				692,000
2. Benefits	283,500				283,500
3. Group Position Funding	0				0
TOTAL PERSONNEL COSTS:	975,500				975,500
OPERATING EXPENDITURES by summary object:					
1. Supplies	20,500				20,500
2. Instructional Materials	32,000				32,000
3. Program Expenses	10,000				10,000
TOTAL OPERATING EXPENDITURES:	62,500				62,500
CAPITAL OUTLAY by summary object:					
1. Computers/office setup	48,000				48,000
TOTAL CAPITAL OUTLAY:	48,000				48,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,086,000				1,086,000

**Supports institution/agency and Board strategic plans:**

Goal 1: A WELL EDUCATED CITIZENRY The educational system will provide opportunities for individual achievement.

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Objective C: Adult Learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system.

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Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

**GOAL 2: CRITICAL THINKING AND INNOVATION** The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.

Objective B: Innovation and Creativity – Educate students who will contribute creative and innovative ideas to enhance society.

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

The positions and support funds requested in this line item request directly support the Academic Affairs tasks at Lewis-Clark State College. The mission and goal statement for LCSC calls for the following:

- In accordance with its role and mission statement approved by the State Board of Education, LCSC's primary emphasis areas are business, criminal justice, nursing, social work, teacher preparation, and professional-technical education.
- The State Board directs LCSC to maintain basic strengths in the liberal arts and sciences, which provide the core (general education) portion of the curriculum.
- Other assigned emphasis areas are the provision of select programs offered on and off campus, at non-traditional times, using non-traditional means of delivery, to serve a diverse student body.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Ten faculty positions are being requested, which would directly impact student learning at LCSC. Six of these positions are in core areas. Those in Natural Sciences (biology and chemistry), Humanities (English and communications), and Social Science would stabilize areas that have been impacted tremendously by growth in student numbers, especially in Nursing. Our recent transition to biannual admissions for this program has been very well received and it has become increasingly difficult to identify appropriately credentialed adjunct instructors to meet this demand. The faculty position in the library would allow us to provide necessary support for increased student enrollment across the board. The four remaining faculty positions directly support our primary emphasis areas – business, justice studies, and teacher education – which are also thriving program areas at LCSC.

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Six support positions are also being requested. Increased enrollments have strained our faculty advising model. Program advisors have been successfully used at LCSC to accomplish the schedule building component of advising, while simultaneously freeing the faculty for more in depth conversations with upper classmen on careers. We are requesting funding for two additional program advisors, one in Nursing and the other in support of our PACE program in Coeur d'Alene. As you may recall, the Education Division's Pathways to Alternate Certification and Endorsement (PACE) program provides access to post-secondary programs by allowing individuals that are place-bound in rural and remote areas throughout Idaho to earn teacher certification through distance learning technologies. The two support positions within Community Programs being requested directly impact our efforts in distance learning. The first is for an instructional designer to work directly with faculty on course design following Quality Matters criteria. The second is for a support position working directly with students, answering questions arising from Blackboard implementation in distance learning courses. The final two support positions being requested are in Student Services. The first is a bilingual recruiter, which has been a need at LCSC for many years. This person would certainly help us reach communities that have been traditionally underrepresented in higher education, but for whom benefit would certainly follow. The final requested position is for a Director of Student Engagement. This position would be charged with researching and implementing enhanced retention strategies at LCSC, in keeping with statewide Complete College Idaho goals.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Assistant Professors (9): \$48,000 to \$45,000 + fringe & health insurance; full-time 9 month; anticipated hire August 2014; teach 24 credit hours per year of critical courses, advising, scholarship & service, other duties as assigned by Division Chair.

Assistant Professor Librarian (1): \$38,000 + fringe & health insurance; full-time 12 month; anticipated hire August 2014; critical support of students and faculty with library instruction.

Program Advisors (2): \$36,000 + fringe & health insurance; professional K-grade employees; support students and faculty in an advising capacity.

Distance Learning (2): \$40,000 + fringe & health insurance; support online environment; assist in course design and implementation; provide support for students and faculty.

Bilingual Recruiter (1): \$38,000 + fringe & health insurance benefits; assist the institution in reaching communities that have been traditionally underrepresented in higher education.

Director of Student Engagement (1) \$50,000 + fringe & health insurance; to provide supervision of Student Activities, Outdoor Recreation, Student

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Development Curriculum, Student Success Program, and New Student Orientation. These activities are currently being managed by other units. Consolidation into one unit will provide operational efficiency and consistency.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

Operating funds: \$62,500 - instructional materials, supplies, direct program expenses

Capital: \$48,000 - computers and office setup; instructional computers

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

On-going general funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All Academic Affairs units within the college will be served by the addition of these primarily instructional positions. Each of the instructional positions has direct student contact and student support components that will provide for a positive college experience for the students.

The General Education credit load at LCSC has been assigned to the Natural Sciences, Humanities and Social Sciences Divisions. Collectively this group delivers a significant number of student credit hours, serving all students at the college in some capacity. As enrollment has increased, the need for full time faculty has become critical. The college's ability to find qualified adjuncts is getting less reliable each passing semester, creating the risk of not having critical sections available.

Included in the requested faculty positions is one Librarian. The recent NWCCU accreditation report and periodic external reviews suggested that LCSC add an additional Librarian to meet minimum institutional standards. If this request is not funded, we will not be able to fully meet student library needs (access to resources and library hours).

The Director of Student Engagement position will provide supervision of and leadership to Student Activities, Student Development Curriculum, Student Success Program, and New Student Orientation. The primary function would be to coordinate these departments to promote student engagement and to increase retention. If this request is not funded, we will not be able to expand the program which will limit access to student engagement activities.

The Distance Learning positions within Community Programs support increasingly large numbers of students and faculty. We are committed to delivering quality

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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programs and services, and our growth in this area will be stifled without additional personnel.

5. If this is a high priority item, list reason unapproved Line Items from the prior year budget request are not prioritized first.

Portions of this request were included in FY2011, FY2012, and FY2013 budget requests. The additional positions are being requested for FY2014 to help address the continuing need for faculty and related positions.

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**AGENCY: Division of Professional-Technical Education**

FUNCTION: Postsecondary Programs

ACTIVITY:

Agency No.: 503

Function No.: 03

Activity No.:

FY 2014 Request

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Original Submission X or

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PTE Initiative to Support Complete College Idaho 60% Goal					
A: Decision Unit No: <b>12.01</b>	Title:	Priority Ranking 1 of 1			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	19.0				19.0
PERSONNEL COSTS:					
1. Salaries	774,100				774,100
2. Benefits	333,300				333,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	1,107,400				1,107,400
OPERATING EXPENDITURES by summary object:					
1. Supplies and services	122,600				122,600
TOTAL OPERATING EXPENDITURES:	122,600				122,600
CAPITAL OUTLAY by summary object:					
1. Instructional equipment	193,000				193,000
TOTAL CAPITAL OUTLAY:	193,000				193,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,423,000				1,423,000

**Supports institution/agency and Board strategic plans:**

**Goal 1, Objective B**

Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

**Performance Measure:**

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

**Benchmark:** 60% by 2020



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**Description:**

The postsecondary system of professional-technical education provides avenues to directly support the Idaho State Board of Education goal of achieving a 60% rate of documented work readiness (postsecondary and/or industry credentials) amongst 25-34 year old adults by 2020. These avenues include increased access and system capacity, along with student success initiatives that can contribute to increased retention and completion. This request includes the provision for new PTE programs as identified by the six technical colleges to increase the system capacity, along with various student support and intervention programs designed to increase the percentage of program participants who successfully persist and complete PTE programs. This strategy provides a two-pronged solution to the 60% challenge: information and data provided by the Office of the State Board of Education suggest that a combination of increased capacity and student support is the preferred strategy to increase the work readiness rate. This request will result in seven new or expanded programs in four of the technical colleges, ability to enhance workforce training delivery, along with student support programs at five of the colleges. The request was based on information requested from each school, with each having their own unique needs.

Request summary							request	institution
institution	program	FTP	salary	benefits	OE	capital outlay	total	total
CSI	Industrial Mechanics/Food Processing	1.0	39,000	18,300	10,000	140,000	207,300	265,100
	College Success Facilitator	1.0	36,100	18,200	3,500	-	57,800	
CWI	Hospitality Management/Software Development	4.0	176,000	80,000	20,000	30,000	306,000	306,000
EITC	ESTEC expansion	1.0	60,000	24,000	25,000	-	109,000	211,200
	Counselor and Tutor Coordinator	2.0	70,000	32,200	-	-	102,200	
ISU	Aircraft Maintenance expansion/Health IT	2.0	86,000	40,100	6,500	3,000	135,600	204,900
	Retention/Completion Specialist	1.0	45,000	17,800	5,000	1,500	69,300	
LCSC	PTEC (Coordination/Counseling/Case Management)	4.0	165,900	71,000	13,500	10,000	260,400	260,400
NIC	Bridge Math and Completion Coach	2.0	65,500	20,800	19,100	8,500	113,900	175,400
	Automotive IBEST	1.0	30,600	10,900	20,000	-	61,500	
total		19.0	774,100	333,300	122,600	193,000	1,423,000	1,423,000

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request includes personnel, operating expenses, and capital outlay to support the proposed instructional and student success programs intended to facilitate support for the State Board Goal 1, Objective B performance measure: 60% of Idahoans (ages 25-34) who have a college degree or certificate.

Neither staffing nor base funding is anticipated to be available for these activities for FY2014.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

## BUSINESS AFFAIRS AND HUMAN RESOURCES

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Full time professional-technical program faculty and student services personnel will be hired when institutions are authorized to do so and according to institutional grades, qualifications, benefits availability, and hiring protocols.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

As several of the activities expand current operations, the programs' respective impacts will vary at each institution. In general, existing human resources will not be redirected, but institutional operations will be somewhat affected by increased traffic due to the capacity enhancement nature of the request.

- c. List any additional operating funds and capital items needed.

None

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

*See cover sheet*

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Those served include the industry who will potentially hire additional trained technicians, the students who enroll in these requested as well as existing programs (consistent with current institutional student demographics), and the citizens of Idaho through advancement towards the 60% goal.

If this request is not funded, the ability of the system will be relatively hampered in the ability to expand the capacity and support that will be necessary to achieve the 60% goal.

- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

In the past year, the State Board of Education established the 60% goal as a high priority for the entire educational system in Idaho. Therefore, support for this goal has become a high priority for PTE. The Division of Professional-Technical Education is grateful to the legislature for funding the sole FY2013 line item request for capital outlay instructional equipment.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**AGENCY:** College of Southern Idaho  
**FUNCTION:** Education  
**ACTIVITY:**

Agency No.: 501  
 Function No.: 02  
 Activity No.:

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A: Decision Unit No: <b>12.03</b>		Title: <b>CSI STEM Initiative</b>			Priority Ranking 3 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS: Full-time STEM Coordinator					
1. Salaries	106,500				106,500
2. Benefits	52,600				52,600
TOTAL PERSONNEL COSTS:	159,100				159,100
OPERATING EXPENDITURES by summary object:					
1. Travel	6,000				6,000
2. Office Supplies & Postage	3,000				3,000
3. Instructional Supplies	10,000				10,000
TOTAL OPERATING EXPENDITURES:	19,000				19,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	0				0
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	178,100				178,100

**Supports institution/agency and Board strategic plans:**

**Supports Idaho State Board of Education 2012-2016 Strategic Plan**

**Goal 1: A Well Educated Citizenry**

Objective B: Higher Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

**Performance Measures:**

- High School Graduation rate as defined in the Accountability Workbook.

Benchmark: 90%

**Goal 2: Critical Thinking and Innovation**

Objective C: Quality Instruction – Increase student performance through the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.

**Performance Measures:**

Percent of student meeting proficient or advance placement on the Idaho Standards Achievement Test.

Benchmark: 100% for both 5th and 10th Grade students in Reading, Mathematics, Language, and Science subject areas.

**Narrative Support:**

The i-STEM proposal supports Goal 1, Objective B by developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities. These opportunities strengthen curriculum development, pedagogical knowledge, and instructional delivery.

The i-STEM proposal supports Goal 2, Objective C by addressing the need of the State to develop, recruit, and retain highly qualified teachers in STEM subjects

The i-STEM proposal supports fostering relations between CSI and Region IV and State constituents to develop, promote, and foster STEM education, teacher professional development, and workforce training through collaborative efforts and opportunities

**CSI Strategic Plan 2012-2017:**

Strategic Initiative 1: Student Learning and Success

Goal 1: Demonstrate a continued commitment to, and shared responsibility for student learning and success

Strategic Initiative 2: Responsiveness

Goal 2: Meet the diverse and changing needs and expectations of our students and the community we serve.

**Narrative Support:**

The i-STEM proposal supports CSI Strategic Initiative 1 Goal 1 and Strategic Initiative 2 Goal 2 by preparing k-14 students and thus developing a highly qualified STEM workforce through teacher education preparation and in-service teacher professional development workshops, seminars, summer institutes, and activities.

**CSI Performance Measures:**

1. Increase the number of students entering in STEM education and utilizing STEM resources:
  - a. Develop a dual credit stem academy by 2014
  - a. Develop a CSI STEM club by Fall of 2013
  - b. Increase the number of CSI pre-service teachers (majors) in STEM fields by 10%
  - c. Develop a CSI STEM resource room by Fall of 2013
2. Improve student engagement in STEM subjects:
  - a. Offer at least one regional STEM fair, competition, camp, activity, and organization geared towards elementary and dual credit students. Examples include a STEM strand for "I'm Going to College" for 6<sup>th</sup> graders, "Girls in Technology," "Science Camp," and a dual credit STEM fair, a dual credit STEM club.
3. Increase in-service teachers participating in STEM-related activities:
  - a. Develop a STEM team in each school district in Region IV (22 districts) that actively participates in a Region IV STEM activity, institute, or program by 2013.
4. Increase the number of highly qualified teachers to meet the demand in STEM subjects:
  - a. maintain and increase professional development opportunities in STEM education--ongoing
5. Identify and respond to the specific STEM needs of external constituents:
  - a. Develop an advisory committee that includes members from CSI, k-12, university, industry, and employment organizations.

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**Description:**

CSI is dedicated to STEM (Science, Technology, Engineering, Math). By providing a STEM Coordinator, faculty person, administrative support and operating expenditures, CSI can develop, organize, and offer ongoing activities and initiatives that promote STEM education in Idaho. Funding this request will provide CSI with the resources to develop a highly qualified STEM workforce through teacher education which involve in-service teacher development workshops, seminars, summer institutes and other support activities. These opportunities will strengthen curriculum development, pedagogical knowledge and instructional delivery. This program will also assist the State of Idaho in developing, recruiting and retaining highly qualified teachers in STEM subjects.

Although there are various activities and efforts between INEL, public schools, private grants and higher education to concerning getting students to pursue degrees in Science, Technology, Engineering and Math, there is no coordinated effort in Region IV. This decision unit will provide staffing to provide not only coordination but support for teachers in these subjects. The programs have to begin in k-12 and progress through high school and into college.

Our goal is to demonstrate an unwavering commitment to, and shared responsibility for, STEM education by engaging k-14 students in STEM activities, preparing and developing pre- and in-service teachers in STEM education, and addressing the needs of industry in STEM fields. We feel this can only happen by having a coordinated, comprehensive approach that involves administration, instructional support and clerical support.

Through this decision unit, we ensure that our children will gain the knowledge, skills, perspectives, and confidence to be successful in a global society and economy that is becoming increasingly dependent upon STEM fields.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI is requesting a full-time STEM coordinator (1FTE), a faculty person (1FTE) and office support personnel (1FTE) to develop, coordinate, and implement STEM activities and education on the CSI campus and throughout Region IV. This will enhance, develop, and promote excellence in STEM education and thus Idaho's future in STEM related fields.

CSI has conducted STEM activities on a limited basis with a part time instructor involved in bringing local school children to campus. These activities will continue with additional support from this decision unit. There is not funding in our base for STEM activities.

2. What resources are necessary to implement this request?

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- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

1 FTE STEM Coordinator: \$45,000.00 (salary) \$19,600 (benefits)

1 FTE STEM Faculty: \$39,500 (salary) \$18,500

1 FTE STEM Office Specialist: \$22,000 (salary) \$14,500 (benefits)

Anticipated date of hire: July 1, 2013

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

All three positions will be new positions. The STEM Coordinator position will release concerted efforts and time for existing employees, allowing current employees to focus and funnel STEM-related activities and current duties.

- c. List any additional operating funds and capital items needed.

Operating Expenditures:

- Travel: \$6,000 (monies for STEM conferences/workshops, state and regional activities, i-STEM Summer Institute, and school districts and external constituents support.)
- Office Supplies: \$3,000 (monies for printing and duplicating, marketing, and promotion of STEM.)
- Instructional Supplies: \$10,000 (monies for instructional resources related to STEM development, enhancement, and support.)

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

The funding source for this project will be the General Fund. We will utilize these positions to assist in getting more funding into STEM programs through grants, donations and in-kind services

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The primary benefactors of this project will be students. Additionally, K-12 teachers will receive training and support in delivering STEM activities. This request serves and greatly affects STEM in Region IV and the State, specifically CSI, K-16, SBOE, and industry.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Occupancy costs were our number one priority in our 2013 request. This request was our number two priority last year and is again our number two priority this year.



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Occupancy costs for our new Applied Technology and Innovation Center is our number one priority for 2014.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**AGENCY:** College of Southern Idaho  
**FUNCTION:** Education  
**ACTIVITY:**

Agency No.:  
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 Activity No.:

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A: Decision Unit No: <b>12.04</b>		Title: <b>Graduation Rate Improvement</b>			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.0
PERSONNEL COSTS:					
1. Salaries	67,000				67,000
2. Benefits	34,200				34,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	101,200				101,200
OPERATING EXPENDITURES by summary object:					
1.Travel	5,000				5,000
2.Office Supplies & Postage	1,000				1,000
TOTAL OPERATING EXPENDITURES:	6,000				6,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	107,200				107,200

**Supports Idaho State Board of Education 2012-2016 Strategic plan:**

Goal 1: A Well Educated Citizenry

Objective B: Higher Level of Educational Attainment – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

Goal 3: Effective and Efficient Delivery Systems – Ensure educational resources are used efficiently.

Objective A: Cost Effective and Fiscally Prudent – Increased productivity and cost-effectiveness.

**Narrative Support:**

The Graduation Rate Improvement proposal supports the SBOE strategic plan Goal 1, Objective B by focusing on systems that will encourage students to work towards a degree or certificate and stay on the proper educational track. The proposal also supports Goal 3 Objective A in that the efficiency of class offerings is increased as students work directly towards graduation.

**SBOE Performance Measures:**

Percent of Idahoans (ages 25-34) who have a college degree or certificate.

Benchmark: 60% by 2020

Percent of first-year freshmen returning for second year.

Benchmark: 60%

**CSI Strategic Plan 2012-2017**

Strategic Initiative I: Student Learning and Success

Goal 1: Demonstrate a continued commitment to, and shared responsibility for, student learning and success.

Strategic Initiative 2: Responsiveness

Goal 2: Meet the diverse and changing needs and expectations of our students and the communities we serve.

**Narrative Support:**

The Graduation Rate Improvement proposal is a critical part in meeting CSI's strategic initiatives as listed above. We can no longer provide just access but must focus on graduation and certification. Students who are not on a well defined path to graduation or certification will not be eligible for financial aid or scholarships. This will prevent many of them from attending college. This proposal will help us develop systems to keep students in college on a graduation track that will result in increased completion rates.

**CSI Performance Measures:**

Retention

- Increase the percentage of first-time full-time students who return to CSI to continue their studies the following fall from 54% to 60% within five years.
- Increase the percentage of first-time part-time students who return to CSI to continue their studies the following fall from 37% to 43% within five years.

Graduation

- Increase the percentage of first-time full-time students who graduate within 150% of "normal time" to completion for their program from 18% to 25% by 2015.

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### **Transfer**

- Increase the percentage of first-time full-time students who transfer within 150% of “normal time” to completion for their program from 14% to 20% by 2015.

### **Description:**

The College of Southern Idaho recognizes that focus has been shifting more and more from mere access to higher education to retention and student success: graduating with degrees or certificates that help students secure gainful employment. The U.S. Department of Education, accrediting agencies, the Idaho State Board of Education, state and federal legislators, funding agencies, tax-payers and other constituents are calling for accountability and measurable outcomes. Funding agencies, including private foundations, are also focusing more and more on data and student success.

The Commission on Access, Admissions and Success in Higher Education, formed by the College Board, identified solutions to increase the number of students who graduate from college and are prepared to succeed in the 21st century. The Commission established 10 interdependent recommendations to reach its goal of ensuring that at least 55 percent of Americans hold a postsecondary degree by 2025.

The Commission recommended that the nation increases the number of 24- to 34-year olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.

CSI is fully committed to do its part in ensuring the future competitiveness of our students, state, and nation.

The Retention and Graduation Specialist and Student Services Specialist will work collaboratively to develop, implement, document, and provide training on the systems, tools, resources, processes, and procedures designed to assist degree-seeking students in meeting or exceeding Standards of Satisfactory Academic Progress (SAP) and to facilitate retention and timely graduation. The two proposed staff members will work closely with the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and other constituents to improve graduation rates at CSI.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for a full-time Retention and Graduation Specialist and a full time Student Service Specialist to develop systems, analyze data, and work with

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advisors, faculty, and students to increase retention and degree and certification completion rates. Improving graduation rates is a strategic initiative for both CSI and SBOE. Furthermore, tax payers, legislators, U.S. Department of Education, and funding agencies are all asking for improved students success and higher completion rates. Higher education attainment is critical to the future competitiveness of our students, institution, state, and nation. CSI will be implementing new Satisfactory Academic Progress (SAP) standards and policy. These standards are geared towards helping students focus on retention and graduation.

Currently students are advised by professional advising staff and faculty concerning requirements for degrees/certificates. The current system is geared towards getting students in the right classes for the right majors. Students change majors, take jobs, end up with a number of unnecessary credits or within a few credits of being able to graduate. There is not a single point of contact and students currently do not have adequate support to help them meet or exceed standards of Satisfactory Academic Progress and ensure that they are making progress towards in their programs, and that they graduate in a timely fashion with a certificate or degree.

There is not currently staffing for this particular activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service

1 FTE - Retention & Graduation Specialist - \$40,000 salary, Benefits of \$18,600, Anticipated Hire Date – July 1, 2013

1 FTE - Student Service Specialist - \$27,000, Benefits of \$15,600, Anticipated Hire Date-July 1, 2013

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The Retention and Graduation Specialist and Student Services Specialist will work closely with existing staff from the Advising Center, Financial Aid Office, Admissions and Records Office, faculty advisors, Advising Committee, Institutional Research, Information Technology Services (ITS), Instructional Technology Center (ITC), department chairs, faculty, and students.

The addition of staff dedicated specifically to implementing CSI's graduation initiative will help CSI understand and remove barriers to graduation, increase students' understanding of graduation requirements and SAP standards, and will ultimately help student graduate in a timely fashion.

Existing operations will be modified to emphasize completion from the first contact with the prospective student through completion of their educational program.

## **BUSINESS AFFAIRS AND HUMAN RESOURCES**

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- c. List any additional operating funds and capital items needed.

Operational funding needed is approximately \$5,000 for travel and \$1,000 for office supplies and postage. These will be ongoing operational expenses.

2. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).

We anticipate the salaries and operational costs to be paid for by our General Fund appropriation.

3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request directly serves students. The emphasis has changed from access to completion. New federal financial aid regulations require student academic progress towards graduation or certification. In order to retain students, help them graduate in a timely fashion, prepare them for gainful employment while meeting the needs of employers, we must to change the way we advise students and create a culture of program completion.

If this request is not funded, we will continue to try to increase completion rates with existing staff. However, due to increased enrollment over the last few years, we are advising several hundred more students with the same number of advising staff, which does not leave time to carefully analyze data and develop systems, resources, and tools necessary to significantly impact graduation rates. Due to new student academic progress requirements and the sheer number of students advisors and faculty have to see, it will be difficult to make a significant impact without a new position to lead this effort. Students will be impacted as will the institution if completion rates are not improved. Improved graduation rates also benefit our state and nation.

4. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This was also our number 3 priority last year behind our number 1 priority Occupancy Costs and our number 2 priority STEM Initiative.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**AGENCY: North Idaho College**

FUNCTION: Education

ACTIVITY: Academic Initiative – Dual  
Credit – Complete College Idaho

Agency No.:

Function No.: 02

Activity No.:

FY 2014 Request

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Original Submission \_\_ or  
Revision No. **Revised**  
**from FY13**

Dual Credit Partnership with Region One Schools					
A: Decision Unit No: <b>12.02</b>	Title:		Priority Ranking 2 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3				3
PERSONNEL COSTS:					
1. Dual Credit Advisor and two Faculty	120,000				120,000
2. Benefits	42,000				42,000
3. 50 Mentors & 50 HS teachers	155,200				155,200
TOTAL PERSONNEL COSTS:	<b>317,200</b>				<b>317,200</b>
OPERATING EXPENDITURES by summary object:					
1. Travel	10,000				10,000
2. HS Faculty Develop/Workshops	20,000				20,000
3. Orientation/advising to DC students	5,000				5,000
TOTAL OPERATING EXPENDITURES:	<b>35,000</b>				<b>35,000</b>
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	352,200				352,200

**Supports institution/agency and Board strategic plans:**

1. Supports NIC Strategic Plan Goals to:
  - a. Improve and expand educational opportunities, programs, and courses for the student population and community.
  - b. Develop and expand opportunities for high school students enrolled through NIC, emphasizing professional technical and dual credit enrollment programs.
2. Supports SBOE Goals to:
  - a. Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.



## BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 21, 2012

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- b. Complete College Idaho to have 60% of Idahoans age 25 – 34 attain a degree or certificate by 2020.

### Performance Measures:

1. Increase the number of dual credit courses *taught by high school teachers* in Region One school districts, in the five northern counties of Idaho, until each high school has a set of core college classes to offer their students, regardless of size of the high school.
2. Increase the number of college credits earned by dual credit high school students with the goal of 12 – 24 credits earned by high school graduation. (1 - 2 college classes per semester during junior and senior years in high school).

### Narrative Support:

The Dual Credit program at NIC has been predominantly an on-campus program. This limits access to students who do not have the ability to travel to campus and/or do not have the desire to leave their high school campuses during the school day.

NIC wishes to expand course offerings *in the high schools* so that each high school in the northern counties, regardless of the size of the high school, has the ability to offer a suite of core dual credit courses to eligible students. The emphasis will be on core courses required to attain an AA/AS/AAS degree or attain a minimum of 24 credits in core transfer classes in the areas of English, Communications, Chemistry, Biology, History, Political Science, Psychology, Sociology, Philosophy, Theatre, Art, Foreign Languages, and Physical Education.

### Description:

The goals of the program include:

1. *Increase the number of college-level core classes offered in the high schools.*

Provide a suite of core college courses that can be taught *in the high schools* with 30% of high school students in the northern five counties of Idaho achieving 12 – 24 transferable college credits by high school graduation.

2. *Provide career and course advising to dual credit students.*

Dual credit students are advised by high school counselors on what college courses count for high school graduation, but they don't have advising on their career and college plans from campus experts. Providing the high school counselors and dual credit students with a campus advising expert on *high school requirements and the college* is needed to enable dual credit students to plan their career and college paths as they increase the number of college credits earned prior to becoming a regular student.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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3. *Increase the pool of high school teachers who can be dual credit instructors for NIC.*

The pool of eligible candidates to teach for NIC is based upon qualification standards. While high school teaching experience is valuable, graduate credits in the discipline are also needed to teach college-level courses. Funds are needed to reimburse graduate tuition for high school teachers in key areas such as English, History and Political Science.

4. *Guarantee college courses taught in the high school are college-level courses.*

Using standards from the National Association of Concurrent Enrollment (NACEP), mentor all high school teachers who become dual credit instructors, provide professional development opportunities for the instructors, and collect evidence that illustrates college-level rigor to become nationally accredited by NACEP within five years.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

NIC is requesting general funds for:

- a. 100 site visits - Regional travel for faculty mentors to go to high schools to work with dual credit instructors due to geographic diversity of high schools.
- b. 2 classes at UI rates - Tuition reimbursement for five high school teachers to take graduate classes in their disciplines to become eligible to teach college-level classes to grow the pool of instructors.
- c. Dual credit instructor workshops and professional development for dual credit instructors.
- d. Orientation and advising materials for dual credit students.

2. What resources are necessary to implement this request?

- a. List by position
  - i. 1 full-time Dual Credit Advising Specialist as lead contact for high school counselors and dual credit students to serve as a dual credit advisor who understands both the high school graduation requirements and college core transfer and/or degree seeking classes to be able to guide dual credit students. (benefit eligible,\$40,000 plus 35% benefits)
  - ii. 2 faculty positions in disciplines where NIC does not have adequate faculty to supervise dual credit instructors – Communications and

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Political Science for example. (benefit eligible, \$40,000 each plus 35% benefits)

- iii. 50 mentors - Payments to hire part-time faculty to replace full-time faculty in the classroom in order to provide permanent faculty mentors to the dual credit instructors. (50 x 1 credit equivalency payment)
- iv. 50 part-time dual credit instructors - Payments to high school teachers/districts for teaching dual credit classes. It is not cost effective to hire a teacher to teach a college course for a few students – funds need to offset the expense for remote schools with few students. (not benefit eligible, 50 x 1 credit equivalency x 3 credits)

b. Current HR resources supporting:

- i. 1 FT Dual Credit Coordinator will oversee the DC Advising Specialist with input from NIC's Advising Director
- ii. 6 Division chairs oversee the faculty, faculty mentors and DC instructors

c. Operating funds

- i. Travel for 50 mentors for HS - \$10,000
- ii. Staff development – tuition for 5 teachers, 2 classes - \$10,020
- iii. DC Instructor Workshops for HS teachers - \$10,000
- iv. Orientation/advising materials for dual credit students - \$5,000

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.)

a. General Funds

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Dual credit students of northern Idaho are being served by this request. It will enable them to develop a college plan by beginning their college classes in the high school prior to high school graduation. In FY11, 227 students were taught in the high schools in northern Idaho, whereas CSI taught 2,071 in the same year. NIC has the potential to increase dual credit students tenfold.

If this is not funded, the NIC effort to expand its dual credit offerings with teachers in the high schools will be severely limited in providing a core suite of courses. Only those high schools that can provide large numbers of students per class will be able to be served by the dual credit program and only in disciplines where adequate full-time faculty exist to serve as mentors. This means the program cannot offer a suite of core courses needed at the high school to provide a transferable curriculum.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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Rather the courses offered will be based on hiring high school teachers with already adequate qualifications to teach college classes for NIC and where the high school can generate enough students to cover the cost.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**AGENCY: North Idaho College**  
**FUNCTION: Education**  
**ACTIVITY: Establish a Veteran's Center**

Agency No.:  
 Function No.: 02  
 Activity No.:

FY 2014 Request  
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A: Decision Unit No: <b>12.04</b>		Title: <b>Veteran's Center</b>			Priority Ranking 4 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	44,400				44,400
2. Benefits	15,000				15,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	59,400				59,400
OPERATING EXPENDITURES:					
Establish M & O budget:					
Travel	1,500				44,400
Staff Development	4,000				4,000
Supplies	5,000				5,000
Memberships	1,000				1,000
Subscriptions	1,000				1,000
Misc.	5,000				5,000
TOTAL OPERATING EXPENDITURES:	17,500				17,500
CAPITAL OUTLAY by summary object:					
Computers	5,000				5,000
Printer	900				900
Workstation	3,000				3,000
Furnish Center	10,000				10,000
IT infrastructure (drops & phones)	1,000				1,000
TOTAL CAPITAL OUTLAY:	19,900				19,900
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	96,800				96,800

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**Supports institution/agency and Board strategic plans:**

This initiative is supported by both the State Board of Education Strategic Plan and North Idaho College's Strategic Plan:

State Board of Education Strategic Plan:

**GOAL 1: A WELL EDUCATED CITIZENRY**

*The educational system will provide opportunities for individual advancement.*

**Objective A: Access** - Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.

**Objective B: Higher Level of Educational Attainment** – Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.

**Objective C: Adult learner Re-Integration** – Improve the processes and increase the options for re-integration of adult learners into the education system.

North Idaho College Strategic Plan:

**THEME II: STUDENT SUPPORT**

**Goal 1: Improve student access.**

**Goal 2: Implement initiatives to increase student success**

North Idaho College Core Accreditation Themes

The college mission is reflected in its three accreditation core themes:

**Student Success:** Provide access to an education environment that helps students attain their education goals.

**Educational Excellence:** Enhance quality educational opportunities that promote student success, teaching excellence, and lifelong learning.

**Community Engagement:** Enhance the quality of life for our students and communities.

**Performance Measures:** Performance will be measured by assessing the total number of veterans that attend NIC, the retention and completion of their educational goals and their satisfaction with their experience at NIC.

**Narrative Support:** The need for support of veterans returning to school is well documented. Many veterans are returning from combat with traumatic brain injuries, PTSD and other physical and emotional insults. They have been in the military system which has a different mindset and way of operating than academia and they need additional support to learn how to adapt to the educational world. The faculty and staff need training on the challenges that are unique to student veterans. The veterans need the opportunity to connect and support each other. They are used to the camaraderie of military life. There is a need for people and a physical location specific to their needs and to help them successfully transition and become more independent for their educational and job success. It is important that they can get accurate information regarding their Veterans' benefits for school and any others that they may be eligible to receive.

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**Description:** The goal is to have a veteran's center that would house the veteran's benefits coordinator, an academic advisor and a center where the veterans can connect and feel safe. In addition to the social aspect, the center would also have computers where they could study and perhaps develop a peer tutoring program. The staff would work together to maintain an environment that is welcoming and supportive of the veterans and understanding of their special needs. They would also assess the veterans needs for any additional services, any pre-college programs to help them improve skills that would add to their academic success (i.e. reading, math, writing). Additionally, the staff has to be knowledgeable of community and veterans services to support the veterans and refer them as needed.

**Questions:**

1. **What is being requested and why?** The money requested is to support hiring an advisor and furnishing a physical space. That includes computers for student stations as well as for the staff.
2. **What is the agency staffing level for this activity and how much funding by source is in the base?** We currently have a veteran's benefits coordinator who assists them in completing the necessary paper-work and knows the guidelines for the various choices of GI bills that the student may have as options.
3. **What resources are necessary to implement this request?** Funding is needed to hire an advisor and establish a dedicated area on our campus for Veterans.
4. **Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

One-time funding request is for \$19,300 to establish an office and center. Personnel funds of \$59,918 are requested to fund a full-time advisor with benefits. On-going M & O funding of \$17,500 is requested for supplies, memberships, training, and programming.

Once the Veteran's center is up and running we will actively seek out grants to support and expand services. We will also advocate for general fund support.

5. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?** The veterans who attend North Idaho College are impacted by this request. If this funding is approved, we will have the ability to better serve the veterans who attend NIC as well as provide a welcoming environment to those who would come here but might choose to go someplace else that is more "Vet Friendly." Additionally, the staff and instructors that serve the current vet students will be impacted by not having the appropriate training and support to help them help the students succeed.
6. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.



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**AGENCY: Community Colleges**  
**FUNCTION:** College of Western Idaho  
**ACTIVITY:** Nursing Program Funding

Agency No.: 507  
 Function No.: 07  
 Activity No.:

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Nursing Program – Gen Fund Support					
A: Decision Unit No: <b>12.03</b>	Title: <b>Support</b>			Priority Ranking 3 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	7.0				7.0
PERSONNEL COSTS:					
1. Salaries	366,100				366,100
2. Benefits	132,400				132,400
3. Group Position Funding	50,000				50,000
TOTAL PERSONNEL COSTS:	548,500				548,500
OPERATING EXPENDITURES by summary object:					
	30,000				30,000
TOTAL OPERATING EXPENDITURES:	30,000				30,000
CAPITAL OUTLAY by summary object:					
	2,000				2,000
TOTAL CAPITAL OUTLAY:	2,000				2,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	580,500				580,500

**Supports institution/agency and Board strategic plans:**

**CWI Goal # 2: Develop Systems to Support Faculty and Staff**

The College of Western Idaho will prioritize support for faculty and staff as a way to optimize effective practice in pedagogy and service to students which thereby maximizes student success.

**Objectives**

1. Make excellence in instruction and customer service a college priority through resource allocation, evaluations, and needed support and training.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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*Performance Measure:* All faculty will meet or exceed the CWI hiring standards.

College of Western Idaho Strategic Plan 2013-2017, updated and approved by CWI Trustees February 2012.

**ISBoFE GOAL 1: A WELL EDUCATED CITIZENRY**

**Objective D: Transition** – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.

**Performance Measures:**

Number of degrees conferred in STEM (Nursing and related fields for CWI).

*The educational system will provide opportunities for individual advancement.*

**IDAHO STATE BOARD OF EDUCATION STRATEGIC PLAN 2013-2017**

Approved December 9, 2010

**Description:**

CWI's (and previously at Boise State University/Selland College) has been funded from State Division of Professional Technical Education (SDPTE) state allocated funds. The SDPTE has directed CWI to begin a 3-year transition from PTE allocated funds to CWI general funds. This will require CWI to direct existing resources to the nursing program, taxing an already tight operating budget in light of explosive enrollment overall. The funding transition will be completed at the end of FY 2013.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI requests full funding for the move of our existing PTE nursing program to General Education because of the A.S. requirement for nursing degrees. CWI and our Trustees have put emphasis on health related programs in general and Registered Nursing in particular due to the need in Idaho for health professionals. The shift from PTE to Gen Ed will put a burden CWI's ability to expand into additional AS and AA programs such as agriculture and pharmacy technology. Funding of nursing will permit CWI to expand into other programs that will have equal importance to the region, but are not PTE related programming.

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2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Seven positions are involved, all nursing faculty (total salary and benefits \$ \$98,500. The nursing faculty have 9.5 month appointments. All positions receive benefits. All seven positions are current employees of CWI. Group funds are being requested for Adjunct instructors, which will be used to augment full-time faculty.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

As noted above, all seven positions are currently employed by CWI. Existing operations will continue as planned. If additional state funding was approved, CWI resources would be freed up to assist with accommodating rapid enrollment growth.

- c. List any additional operating funds and capital items needed.

None will be requested.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

.All funds requested are State General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Nursing students at CWI will be directly served by these positions; CWI general education students will be indirectly served if State funds are directed to this purpose instead of having CWI operating funds used.

5. If this is a high priority item, list reason non-appropriated Line Items from FY 2013 budget request are not prioritized first.

CWI requested partial funding for this transition in the FY 2013 budget request, but Occupancy Costs were prioritized higher because the requested amount was greater than the nursing transition and the impact would have better benefitted the entire institution.

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**AGENCY: Agricultural Research and Extension Service**

Agency No.: 514

FY 2014 Request

FUNCTION: Agricultural Research & Extension

Function No.: 02

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 Original Submission  X  or

ACTIVITY:

Activity No.:

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Operating Expenditures</b>			Priority Ranking 1 of 3
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	1,000,000				1,000,000
TOTAL OPERATING EXPENDITURES:	1,000,000				1,000,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,000,000				1,000,000

**Supports institution/agency and Board strategic plans:**

Goal: Goal 3, Objective A

In order to meet society's critical needs in the area of agriculture, we must be able to adequately fund the operations of the ARES so that we can participate in the exchange of knowledge and resources and have a positive impact on Idaho and beyond.

**Performance Measure:** Align personnel costs with operating costs to achieve a balance that is sustainable.

Because ARES is severely underfunded in operating, we have qualified employees to conduct research and extension activities but lack the funding needed to allow them to succeed in their areas of expertise.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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***Description:***

The College of Agricultural and Life Sciences, its Idaho Agricultural Experiment Station and its Cooperative Extension System face a number of major program challenges in our responsibilities to serve the people of Idaho and meet the essential needs of the State's increasingly important agriculture industry. Among these challenges, several issues loom as extremely critical for Idaho's agriculture and constitute program areas for which we are inadequately invested in scientific and operational resources.

The costs of maintaining current operations increases annually due to inflation. ARES appropriated funding for operating budgets has not kept pace with inflation and in fact has been drastically reduced in recent years due to the poor economy. Because of this reduced funding our ARES base programs have suffered. Significant cost increases in travel, utilities, fuel, animal feed and agrichemicals, laboratory supplies, repair and maintenance of field and specialized laboratory equipment, and other expendable items have eroded our budget, along with the marked budget reductions, and decreased the college's ability to maintain minimally adequate support fund levels for college programs.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - c. List any additional operating funds and capital items needed.
3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

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**AGENCY: Ag Research and Extension**

Agency No.: 504

FY 2014 Request

FUNCTION: Ag Research and Extension

Function No.: 02

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ACTIVITY:

Activity No.:

Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	463,400				463,400
2. Benefits	108,900				108,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	572,300				572,300
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	572,300				572,300

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that



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impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.

The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the estimated FY 2013 Ag Research and Extension salary budget of \$15,446,150. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institutions.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our

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retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

- 5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.**

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**AGENCY: Health Education Programs**

FUNCTION: Wa-Id Veterinary Education

ACTIVITY:

Agency No.: 515

Function No.: 01

Activity No.:

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	11,300				11,300
2. Benefits	2,700				2,700
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	14,000				14,000
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	14,000				14,000

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that

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impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.

The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the estimated FY 2013 WI salary budget of \$376,982. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institutions.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% recurring state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our

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retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

- 5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.**

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**AGENCY: Health Programs**  
**FUNCTION: WWAMI Medical**  
**Education**

**ACTIVITY: Strategic Initiative**

Agency No.:  
515  
Function No.:  
02

Activity No.:

FY 2014 Request

Page 1 of Pages  
Original Submission   X   or  
Revision No.       

A: Decision Unit No: 12.01		Title: <b>TRUST Program</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.80				.80
PERSONNEL COSTS:					
1. Salaries	70,000	70,000			140,000
2. Benefits	20,700	20,700			41,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	90,700	90,700			181,400
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses	21,900	21,900			43,800
2. Travel					
3. IT					
TOTAL OPERATING EXPENDITURES:	21,900	21,900			43,800
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	112,600	112,600			225,200

**Supports institution/agency and Board strategic plans:**

**Goal I: A WELL EDUCATED CITIZENRY** –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

**Objective A: Access – (SBOE)** Set policy and advocate for increasing access; (WWAMI) recruit a strong medical student applicant pool for Idaho.

- **Performance measure:** the number of Idaho WWAMI medical school applicants per year, the number of funded medical student positions per



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year, and the ratio of Idaho applicants per funded medical student position.

**Objective B: Transition to Workforce** - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho.

- **Performance measure:** Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

**GOAL 3: Effective and Efficient Delivery Systems** – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

**Objective A:** Increase medical student early interest in rural and primary care practice in Idaho.

- **Performance measure:** the number of WWAMI rural summer training placements in Idaho each year.

**Objective B:** Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- **Performance measure:** the number of WWAMI medical students completing clerkships in Idaho each year.

**Objective C:** Support and maintain interest in primary care medicine for medical career choice.

- **Performance measure:** Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.

### Description:

This new program request is for five (5) additional positions for medical students in the Idaho WWAMI program, beginning in FY 14. More specifically, it is for five positions within a proposed **Targeted Rural and Under-Served Track (TRUST)** program, focused specifically on the physician workforce needs of Idaho's rural and underserved areas. **The goal of the TRUST program** is to provide an ongoing training connection between community workforce needs, medical education, and rural healthcare providers in Idaho. TRUST medical students will be specifically selected for their experiences and backgrounds in rural and underserved Idaho, and their commitment to returning to such communities to work as physicians where they are most needed. With a four-year curriculum that combines traditional medical training with additional classroom and clinical experiences developed around rural and underserved healthcare needs, TRUST students will develop long-term relationships with Idaho's rural communities and physicians. The TRUST program is designed to admit, educate, place, train, and retain local Idaho students as future Idaho physicians.

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Specific objectives of the TRUST program include:

- Increasing access to medical school for Idaho residents, by adding 5 new positions to Idaho WWAMI program specifically for TRUST program students
- Targeting admissions for Idaho TRUST students from rural and underserved backgrounds
- Developing scholarships for TRUST students to reduce debt load after medical school
- Targeting training experiences with rural communities in Idaho to develop ongoing relationships over the four years of medical school
- Increasing clinical training in Idaho, with increased exposure to healthcare systems, communities, and workforce needs in Idaho
- Targeting agreements with Idaho & WWAMI residency programs to accept TRUST students for advanced training in their specialty
- Increasing retention of Idaho medical students as physicians, especially in rural and underserved communities in Idaho, where physician workforce needs are greatest.

To accomplish these goals and objectives, the Idaho WWAMI program needs to be authorized and funded to admit five more students (new entering class total of 25 Idaho WWAMI students, Fall 2013), as well as the costs of educating these additional five students during the first year of medical school. This funding would come from a mix of General Fund appropriations and dedicated receipts (medical student tuition & fees). Specifically, new program costs are provided on page 1 of this request and would include:

1. Adding an Associate Director/TRUST Coordinator position (.8 FTE) to be filled by a local physician-educator (salary and benefits)
2. Operating expenses for educating the five additional medical students, including anatomy supplies and equipment, study resources, clinical instruction, and other program costs.

Justification for these costs include the unique, targeted focus of these additional seats, and the need for a dedicated physician faculty/administrator to provide development, coordination, and oversight of this program, its students, and its state-wide relationships with rural communities and physicians throughout Idaho. In addition to personnel requirements, any expansion in medical student enrollment would require a modest increase in operating expenses for teaching these additional students.

This request for increased WWAMI medical student positions, specifically for the TRUST program, would be an ongoing request. It requires a commitment to not only increased funding and medical students in year 1 (FY14), but also ongoing commitments in years 2, 3, and 4 of medical school, with proportional costs in each of those years, as students move successfully through medical school toward graduation. Idaho WWAMI is currently at 20 students per year, or 80 total students in medical school. This request requires the addition of 5 students in the entering classes of FY14, FY15, FY16, and FY17, or 25 students per year, for a total of 100 Idaho WWAMI

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students enrolled in medical school by FY17 (Fall 2016). This initial request is relatively small. The ongoing commitment to medical education, growing the Idaho WWAMI class from 80 to 100 students, is not a small commitment, but a necessary one for the future of Idaho communities.

This request also supports the recommendations of the State Board of Education's Medical Education Subcommittee from January, 2009; specifically, recommendations #2 (increased WWAMI students), #5 (admissions selection for rural and primary care interests), and #6 (ensuring rural training rotations in Idaho as a part of students' program).

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**AGENCY: Health Education Programs**

FUNCTION: WWAMI Medical Education

ACTIVITY:

Agency No.: 515

Function No.: 02

Activity No.:

FY 2014 Request

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	17,900				17,900
2. Benefits	4,200				4,200
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	22,100				22,100
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	22,100				22,100

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that

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impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.

The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the estimated FY 2013 WWAMI salary budget of \$598,264. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institutions.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our

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retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

- 5. If this is a high priority item, list reason non-appropriated Line Items from the prior year are not prioritized first.**

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**AGENCY: Boise Internal Medicine**

FUNCTION: Curriculum Support

ACTIVITY:

Agency No.:

Function No.:

Activity No.:

FY 2014 Request

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 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Boise Internal Medicine</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Curriculum Support	240,000				240,000
TOTAL OPERATING EXPENDITURES:	240,000				240,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	240,000				240,000

**Supports institution/agency and Board strategic plans:**

**Goal 1, Objective D:** *Improve the ability of the educational system to meet educational needs and allow efficient and effective transition into the workforce.*

This is a request for vital curriculum support of the Boise Internal Medicine (BIM) residency program to allow training at rural and underserved sites in Idaho. BIM is a newly expanded three-year internal medicine residency of the University of Washington that is in a critical period of development. The formative years of a new program are crucial in establishing our reputation and focus. In March, we had a very poor intern match for the academic 2012-13 year and eventually filled with good candidates in the 'scramble'. When surveyed, the listed but not matched applicants identified limitations in outside rotations as one of their top three reasons for not coming to our program.



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Studies have demonstrated that having community-based rotations during internal medicine residency doubles the likelihood of intent to practice primary care, and significantly increases in-state retention. Our ability to provide these rotations to our first incoming class of interns has been hampered by the lack of state funding during the 2012 fiscal year. Continued lack of support from the state may jeopardize this programs ability to maintain a focus on rural and regional primary care internal medicine.

**Performance Measure:** *Percent of Boise Internal Medicine residency graduates practicing in Idaho.*

**Benchmark:** 50 percent

**Description:**

Expanding graduate medical education (GME or residency) training in Idaho has been identified as an educational and funding priority by the state-funded MGT Medical Education Study (11/1/07), the Idaho Medical Association (8/10/08), the Legislative Medical Education Interim Committee (11/12/08), and the State Board of Education (1/26/09). The State Board of Education rank-ordered ten recommendations towards expansion of medical education (1/26/09). The first of these recommendations was: "Expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice. In partnership with Idaho hospitals, the VA, Idaho doctors, private enterprise, and Idaho's colleges and Universities, the State of Idaho should promote and assist the funding of these programs."

Due to severe budgetary shortfalls the State of Idaho was unable to fund our requests the last two years. This resulted in our program having to restrict the very type of rotations (rural and underserved) that are unable to fund themselves but lead to increased interest in primary care practice and retention in Idaho.

The Department of Veterans Affairs is the major funder of the Boise Internal medicine residency. Support agreements have also been established with all other groups participating in the curriculum (Saint Luke's Regional Health Care System, Saint Alphonsus Regional Health Care System, University of Washington Medical Center, and Harborview Medical Center) to subsidize training within their systems. However, a small but critical portion of the curriculum is not funded by these mechanisms. Rotations at small non-affiliated offices such as dermatology, Terry Reilly Health Care System, and other community-based training sites go unfunded. These training experiences are critical to the attractiveness of the program, the completeness of training, and retention of newly trained physicians in the State of Idaho.

Our requested funding is calculated as follows: The best estimated cost of training a VA medicine resident for one year is approximately \$ 175,000. State funding for one four-week block of outside training per year (1/13 of the cost) would be \$13,500/resident. This request is for \$10,000 per resident, which covers salary, malpractice, and benefits during the rotation (we have no other way to cover this) and about half of the overhead required to support the rotation.

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The legislature has demonstrated the importance of medical education to the state through their support of WWAMI and family medicine/psychiatry residencies. It is important to note that developing a graduate medical education infrastructure is the key to retaining providers and developing a medical education program.

<b>Fiscal Year</b>	<b># Residents</b>	<b>Amount/resident</b>	<b>Base</b>	<b>Request</b>
FY2014	8 interns, 8 R2s, 8 R3s	\$ 10,000	\$ 240,000	\$ 240,000

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**AGENCY: Special Programs**

FUNCTION: ForestUtilization Research

ACTIVITY: Strategic Initiatives

Agency No.: 516

Function No.: 01

Activity No.:

FY 2014 Request

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>FUR-Rangeland Center</b>			Priority Ranking 1 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.50				1.50
PERSONNEL COSTS:					
1. Salaries	116,000				116,000
2. Benefits	32,000				32,000
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	148,000				148,000
OPERATING EXPENDITURES by summary object:					
1. Travel	25,000				25,000
2. Operating	20,000				20,000
TOTAL OPERATING EXPENDITURES:	45,000				45,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	3,000				3,000
TOTAL CAPITAL OUTLAY:	3,000				3,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	196,000				196,000

**Supports institution/agency and Board strategic plans:**

Goal 1, Objective B. Students will work in collaboration with industry, citizens and stakeholders off-campus on rangeland problems directly relevant to Idaho. The direct metrics of performance will be the number of undergraduate and graduate students in the Rangeland Center that are engaged in off-campus, integrative learning activities each year.

Goal 2, Objectives A & B: The Rangeland Center will take a leadership role in Idaho and address key research priorities that are established by an external board. The Center will leverage FUR support to increase extramural grants from non-state funds and will utilize an interdisciplinary approach to research. The Rangeland Center will span several colleges on campus and by design is an interdisciplinary effort. The direct

metrics of performance will be the number of non-state dollars generated by the center and the number of faculty from different colleges that are active in projects sponsored by the Rangeland Center.

Goal 3, Objectives A and B. Rangelands cover half of the State of Idaho and there are many problems that face Idaho rangelands such as wildfire, invasive species, loss of wildlife habitat, energy development and threatened and endangered species. The Rangeland Center will be very active in its outreach and engagement, extending applied research and existing knowledge to managers, ranchers and citizens that use rangelands. The direct metrics of performance will be the number of outreach projects in Idaho as well as results from standard assessment tools used to understand the effectiveness the Center's outreach projects.

**Description:**

**Advancing the Rangeland Center at the University of Idaho by expanding the Idaho Forest Utilization Act.**

Rangelands are vast natural landscapes that cover nearly half of Idaho. These grasslands, shrublands, woodlands and deserts produce a wide variety of goods and services including livestock forage, wildlife habitat, water resources, wildland recreation, open space, and ecosystem services such as water purification and carbon sequestration. Our ability to serve current and future generations will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho.

Rangelands influence the lives and livelihoods of nearly all Idahoans because 90% of Idaho citizens live in places that are currently rangeland or cropland that once was rangeland (i.e., Boise, Twin Falls, Idaho Falls, and Pocatello). The economy of Idaho also depends heavily on rangelands as 65% of the total land area of Idaho is grazed by domestic cattle and sheep that support rural communities and agricultural enterprises. Rangelands are vitally important for recreation as landscapes for fishing, hunting, hiking, biking, horseback riding, and off road vehicle use.

Historically, rangelands were valued mostly for ranching, hunting and mining. Today, changes in the way we use rangelands and environmental conditions threaten the strength and integrity of rangelands. These threats take shape as unsustainable grazing practices, damaging fire regimes, infestations of invasive plants, landscapes fragmented by human development and destructive recreational activities. Advancing rangeland science and management in the current context of ecological and societal change will require newly integrative thinking and innovative practices to maintain and restore these lands and the human communities that rely on them.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The University of Idaho has created a Rangeland Center that brings together researchers and extension professionals throughout Idaho to address the modern challenges of rangeland management. The Rangeland Center was recognized this legislative session under the FOREST, WILDLIFE AND RANGE EXPERIMENT STATION Chapter, Chapter 7, Title 38, of the Idaho Code, in a new Section 715. Faculty and staff in the U-Idaho Rangeland Center will partner with ranchers and land managers to conduct applied research and develop outreach that builds rangeland understanding. The College of Natural Resources at the University of Idaho is requesting an increase in budget of \$192,960 Forest Utilization Research (FUR) budget to support establishment of the U-Idaho Rangeland Center.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

We are requesting the following resources:

Partial salary support (1/2 FTE) for the **Director of the Rangeland Center**. This person will be a tenured professor who conducts rangeland research, teaches courses and workshops focused on rangelands, and directs the faculty and staff of the Rangeland Center. The other half of the Center Directors salary will be provided by the College of Natural Resources.

Salary (1 FTE) for an **Outreach Coordinator** who will organize and promote the activities and outputs of the Rangeland Center. The outreach coordinator will assist Center Director and faculty members to develop workshops and symposia, articles for popular media, and extension publications.

Salary for two **graduate students** (20 hours/week) to conduct relevant applied research directed by rangeland center faculty. Research projects will focus on topics that have been identified in the Center's strategic plan with input from a stakeholder advisory committee.

**Operating expenses** for research including basic field equipment and electronic field tools such as palm top computers, GPS, and digital cameras to support research and monitoring projects. Operating expenses are also requested develop outreach documents, web pages, workshops, symposia and field tours to increase understanding of contemporary issues affecting rangelands.

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**Travel** funds for the Center Director, Outreach Coordinator and Center faculty members to conduct research projects, outreach activities, and attend stakeholder meetings.

Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- b. List any additional operating funds and capital items needed.

Researchers and educators from seven departments, three colleges, and the University of Idaho Extension are coming together to implement an interdisciplinary research, education and outreach program focused on creating science and solutions for rangelands. The U-Idaho Rangeland Center will build on existing partnerships and create opportunities for new collaborations to advance the study and management of rangelands in Idaho and the region.

- 3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).
- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The work of the Rangeland Center and the requested resources will directly serve managers and owners of rangeland in Idaho. Research and outreach activities will empower rangeland users and managers with skills and tools to sustain and improve rangeland health and productivity. Ranchers, recreationists, and rural communities in Idaho benefit from productive rangelands that support economic enterprises, vigorous wildlife populations, weed-free landscapes, fertile soils and clean abundant water.

- 5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

This request was made last year and remains our highest priority.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.

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**AGENCY: Special Programs**  
**FUNCTION:** Forest Utilization Research  
**ACTIVITY:**

Agency No.: 516  
Function No.: 01  
Activity No.:

FY 2014 Request  
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Original Submission  X  or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	10,200				10,200
2. Benefits	2,400				2,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	12,600				12,600
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	12,600				12,600

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.



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The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the estimated FY 2013 FUR salary budget of \$340,285. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institutions.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**AGENCY: Special Programs**  
**FUNCTION:** Idaho Geological Survey  
**ACTIVITY:**

Agency No.: 516  
 Function No.: 02  
 Activity No.:

FY 2014 Request  
 Page 1 of 2 Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>CEC increase for faculty and staff</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	15,100				15,100
2. Benefits	3,500				3,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	18,600				18,600
OPERATING EXPENDITURES by summary object:					
1. Uniform					
2. Training Materials					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	18,600				18,600

**Supports institution and Board strategic plans:**

Goal 1 Objective 1: To facilitate the recruitment and retention of a diverse and highly qualified workforce of teachers, faculty and staff; continue the development of career advancement, professional development; and a compensation system that recognizes and rewards knowledge, skills and productivity.

**Description:**

The University of Idaho is a major economic engine for the state of Idaho and its faculty and staff generate more than \$930 million in annual economic impact statewide, through their activities of research, outreach and instruction. Our ability to generate that impact is critically dependent on the quality of faculty and staff we are able to recruit and retain.

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The 2% CEC for FY13 has started the university down the road to being able to retain and recruit the necessary human resources needed to maintain the economic momentum of our efforts. Enterprising institutions nationwide are seeing the current economic environment as the time to make key investments in hiring the best and the brightest away from other institutions. A continued commitment by the state in the form of a salary raise in FY14 will help forestall those sorts of raids on our best individuals – the very individuals having the most significant impact on the Idaho economy.

The University of Idaho is requesting a CEC increase for FY 2014 in the amount of 3% of the estimated FY 2013 IGS salary budget of \$501,710. Salary enhancements of 3% would enable the University of Idaho to be more competitive when attracting faculty and staff thereby improving the instruction, research, and public service functions of the institutions.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A base salary increase of 3% - in order to maintain the high quality faculty and staff currently in place at the University and to provide evidence of a fiscally viable environment as we try to recruit the best and brightest to join us here at the University of Idaho

**2. What resources are necessary to implement this request?**

Permanent state general funds from the state appropriation to cover the full 3% increase (no additional positions, redirection of existing human resources or operating/capital funds).

**3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumption(s) (e.g. anticipated grants, etc.).**

This request is 100% state general funds (no one-time funds).

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request impacts all employees at the University of Idaho. Despite the 2% CEC in FY13 the University continues to fall further and further behind peer institutions in the salary of its faculty and staff and it is becoming increasingly difficult to attract outstanding candidates to fill available positions. If the request is not funded, our retention and recruitment efforts will become more difficult and our ability to fulfill our role in energizing the Idaho economy will be reduced.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**AGENCY: Special Education Programs**

FUNCTION: Scholarships and Grants

ACTIVITY:

Agency No.: 516

Function No.: 03

Activity No.:

FY 2014 Request

Page \_\_\_\_ of \_\_\_\_ Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Opportunity Scholarship</b>			Priority Ranking 1 of 2
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	0.00				0.00
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	449,300				449,300
LUMP SUM:					
GRAND TOTAL	449,300				449,300

**Supports institution/agency and Board strategic plans:**

Category: New/Expanded Programs

Title: Opportunity Scholarship Programs

The Opportunity Scholarship is Idaho's primary need-based scholarship. It is designed on a shared responsibility model with state dollars being the "last dollars". This means that a student must apply for federal aid, and have a self or family contribution element before they would be eligible for the Opportunity Scholarship. In FY07 and FY08, the initial years of this program, \$10 million dollars was put into an endowment fund and \$1.925 million was designated to fund scholarships for the 2007-2008 and 2008-2009

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academic years. Approximately 700 students each year have received this renewable scholarship with the majority of students receiving the maximum award of \$3,000. Unfortunately, as a result of the financial difficulties during the last few years, funds were not available to fund neither the endowment nor the ongoing scholarships. The Board was permitted to use the earnings from the endowment and \$1,000,000 from the corpus for FY10, FY11 and FY12.

For FY13, the federal scholarship programs for Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) were discontinued which also eliminated the state component for those scholarships. The \$711,700 of State General Fund appropriation allocated for LEAP and SLEAP was reallocated to the Opportunity Scholarship (\$550,700), Grow Your Own (\$56,000), and Minority at Risk (\$105,000). This request is for \$449,300 from the State General Fund to increase total ongoing funding for the Opportunity Scholarship program to \$1,000,000 in funding scholarships for fiscal year 2014.

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**AGENCY:** Idaho Public Television  
**FUNCTION:** Idaho Public Television  
**ACTIVITY:**

Agency No.: 520  
 Function No.: 01  
 Activity No.:

FY 2014 Request  
 Page 1 of 3  
 Original Submission \_\_\_ or  
 Revision No. \_\_\_\_

Idaho Legislature Live / Multimedia Personnel					
A: Decision Unit No: 12.01		Title:		Priority Ranking 1 of 1	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS - 4000:					
1. Salaries	75,900				75,900
2. Benefits	34,900				34,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	110,800				110,800
OPERATING EXPENDITURES - 5000 by sub object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY - 6000 by sub object:					
1. 6401 - Computers (2 laptops)	2,200				2,200
2. 6701 - Office equipment	3,500				3,500
TOTAL CAPITAL OUTLAY:	5,700				5,700
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	116,500				116,500

**How connected to institution/agency and Board strategic plans:**

Goal 1 SBoE Goal 1 is a well-educated citizenry. IdahoPTV objectives to meet this goal include: 1) provide access to IdahoPTV new media content to citizens anywhere in the state, which support citizen participation and education, 2) contribute to a well-informed citizenry and 3) provide relevant Idaho-specific information.

**Description:**

As a result of S1491 (2006), IdahoPTV was directed to oversee (in partnership with Legislative Services and the Department of Administration), Idaho Legislature Live coverage on the Web and broadcast.

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Idaho Legislature Live currently includes gavel-to-gavel video coverage of the Idaho House, Senate, Joint Finance-Appropriations Committee (JFAC), House/Senate Auditorium, and live audio coverage of legislative committee rooms.

Since its inception, IdahoPTV has entirely self-funded the personnel and operational costs required to provide Idaho Legislature Live coverage.

IdahoPTV requests two positions to assist with this expanded coverage and to be available to enhance our new media activities at times when Idaho Legislature Live is not active. We believe that it is only reasonable that the state assist with a portion of the operational costs for this service that benefits citizens statewide. IdahoPTV will continue to provide additional in-kind personnel and basic operating cost to enable Idaho Legislature Live coverage, including: production management, engineering maintenance, website management and information technology support. We cannot maintain the current level of service indefinitely.

When Idaho Legislature Live functions are not active, the requested positions will work on educational IdahoPTV new media initiatives including content creation and archiving of content.

**Questions:**

1. What is being requested and why?

For the first years of coverage, no state funds were made available to cover the personnel costs associated with the Idaho Legislature Live coverage. These activities were funded with non-state resources. We request these funds to ensure sustainability of the expanded Idaho Legislature Live.

What is the agency staffing level for this activity and how much funding by source is in the base?

N/A

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full- or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Web Developer, pay grade L, full-time, classified, anticipated hire date July 1, 2013, salary cost estimated at \$46,800; benefited with benefit costs estimated at \$19,350, position on-going.

## BUSINESS AFFAIRS AND HUMAN RESOURCES

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PTV Digital Broadcast Systems Operator, pay grade I, full-time, classified, anticipated hire date July 1, 2013, salary cost estimated at \$29,100; benefited with benefit costs estimated at \$15,550, position on-going.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

If funded, IdahoPTV will continue to redirect the efforts of the following personnel to this effort:

- Broadcast System Operator: To supervise the requested two positions
- IT Systems Supervisor: To maintain current IT systems
- Broadcast Maint. Engineer: To maintain current camera systems
- Production Manager: To supervise the project

- c. List any additional operating funds and capital items needed.

IdahoPTV will need new computers for use by the new positions along with workspace modifications.

3. Please break out fund sources with anticipated expenditures in the financial data matrix. (Please separate one-time vs. ongoing requests.) Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

General Fund per matrix on page 1.

Non-General funds should include a description of major revenue assumptions: new customer base, fee structure changes, ongoing anticipated grants, etc.

N/A

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The entire population of Idaho will benefit. Idaho Legislature Live is available via digital television and the Web.

5. If this is a high priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first.

Attach supporting documentation sufficient enough to enable the Board, Division of Financial Management, and the Legislative Budget Office to make an informed decision.



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**COLLEGE AND UNIVERSITIES OF THE STATE BOARD**

**SUBJECT**

FY 2013 Intercollegiate Athletics Operating Budget Report

**REFERENCE**

April 2012

Board approved athletics limits for general funds, gender equity funds, and institutional funds

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Section III.T.4.

**BACKGROUND/ DISCUSSION**

State Board of Education policy provides “the institutions shall submit an operating budget plan for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.”

A common reporting format has been established for reporting intercollegiate athletic revenues and expenditures. Page 3 displays a four-part pie chart that shows FY13 revenue by fund source by institution. Page 4 (FY13 Board Limits on General and Institutional Funds) separates the state General Fund limit between regular General Funds and gender equity. Note that all four institutions are budgeting General Fund, gender equity, and institutional funds for athletics within their limits. Page 5 displays non-program revenue as a percentage of total athletic revenue and expenditures per varsity participant.

The individual institution reports, starting on Page 7, begin with worksheets for each institution displaying the following data:

- FY11 Actual Expenditures (June 2011) – columns 1 & 2
- Latest FY12 Estimate (May 2012) – columns 3 & 4
- Variance (\$ and %) comparing the FY11 Actual with the latest FY12 estimate – columns 5 & 6
- FY13 Operating Budget (June 2012) – columns 7 & 8
- Variance (\$ & %) comparing the FY 13 proposed Budget with the FY12 Estimate – columns 9 & 10

For each institution, revenue by source and expenditures by classification is reported, as is revenue and expenditures by general administration and sport.

Board policy establishes limits on the amount of funds the institutions can allocate to athletics from the State General Account and institutional funds. At its regular April 2012 meeting the Board voted to set the general funds, including a gender equity component and institutional funds limit for athletics as follows:

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	General Fund	Gender Equity	Institutional
<b>BSU</b>	\$2,424,400	\$1,069,372	\$386,100
<b>ISU</b>	\$2,424,400	\$707,700	\$540,400
<b>UI</b>	\$2,424,400	\$926,660	\$772,100
<b>LCSC</b>	\$901,300	N/A	\$154,300

**IMPACT**

Provides the Board with a report on the financial status of intercollegiate athletics for the current fiscal year and provides the operating budget for FY 13.

**ATTACHMENTS**

Attachment 1 – FY13 Revenue by Source by Institution	Page 3
Attachment 2 – FY13 Board Limits on General and Institutional Funds	Page 4
Attachment 3 – Student Fees/State and Institution Support % of Operating Revenues	Page 5
Attachment 4 – Expenditures per Participant	Page 5
FY11 Actual, Revised Estimates for FY12, and FY13 Operating Budgets:	
Attachment 5 – Boise State University	Page 7
Attachment 6 – Idaho State University	Page 11
Attachment 7 – University of Idaho	Page 15
Attachment 8 – Lewis-Clark State College	Page 19

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho State University, University of Idaho and Lewis-Clark State College all show net income and positive fund balances for FY 2013. Boise State University shows a net deficit of \$970,151 for its FY13 operating budget, but an ending fund balance of \$34,000 in the black.

In reviewing the budget reports, each institution has areas in which the variance from FY13 budget to FY12 estimate is significant. The institutions are prepared to explain their respective reports and variances therein.

**BOARD ACTION**

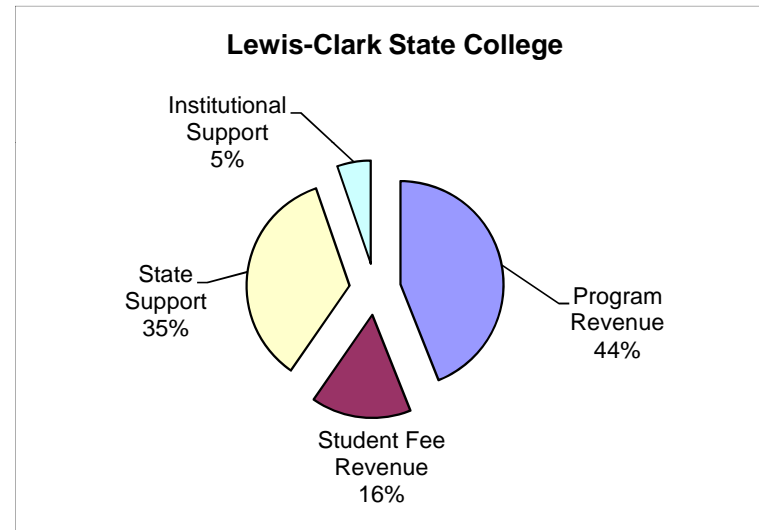
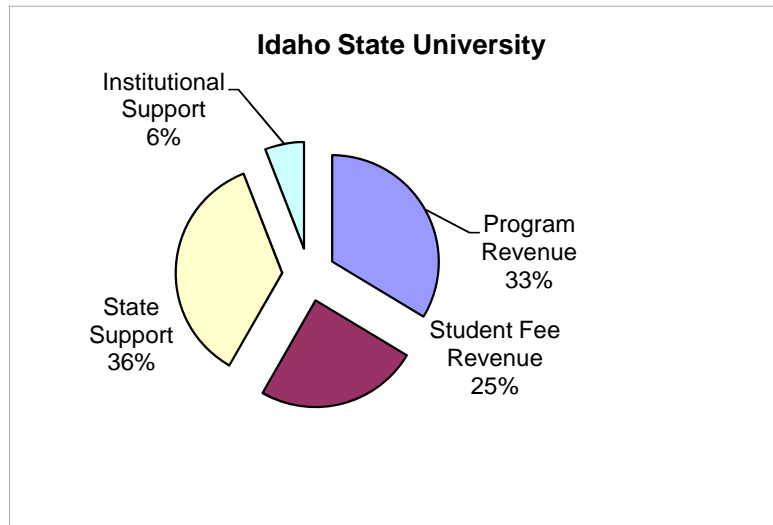
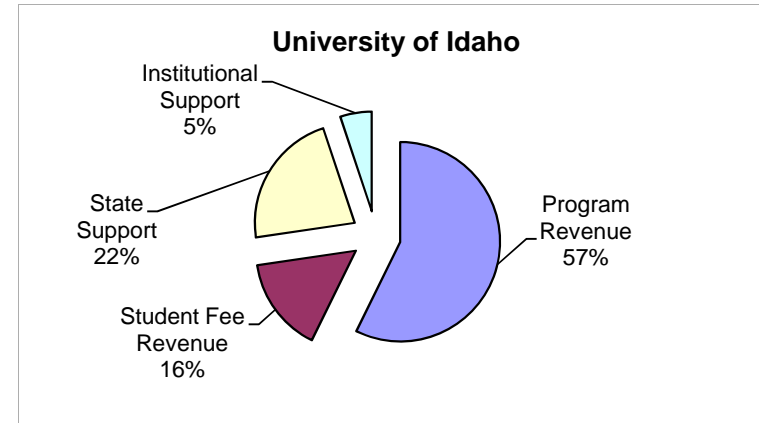
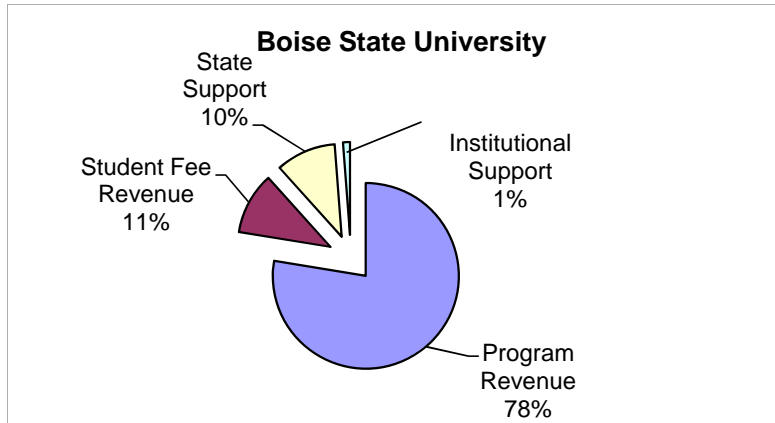
I move to accept the Athletics Operating Budget reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College, as presented.

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

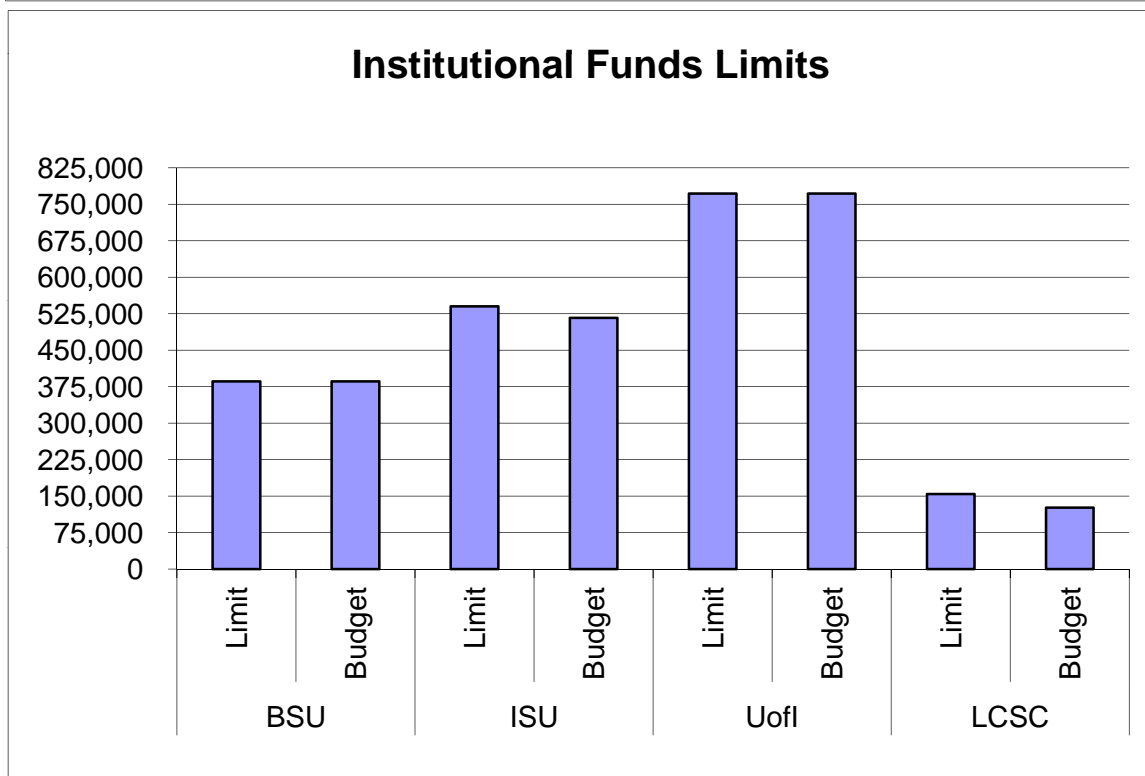
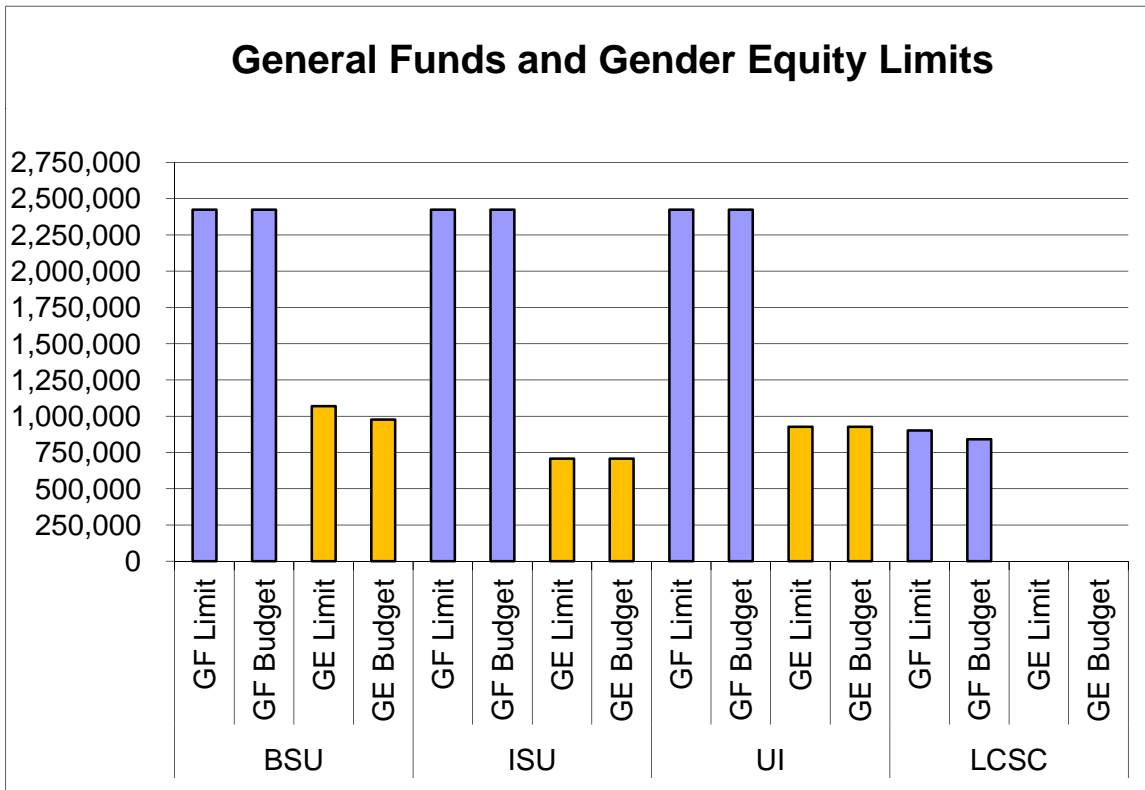
# Intercollegiate Athletics

## FY13 Revenue by Source by Institution

### Attachment 1

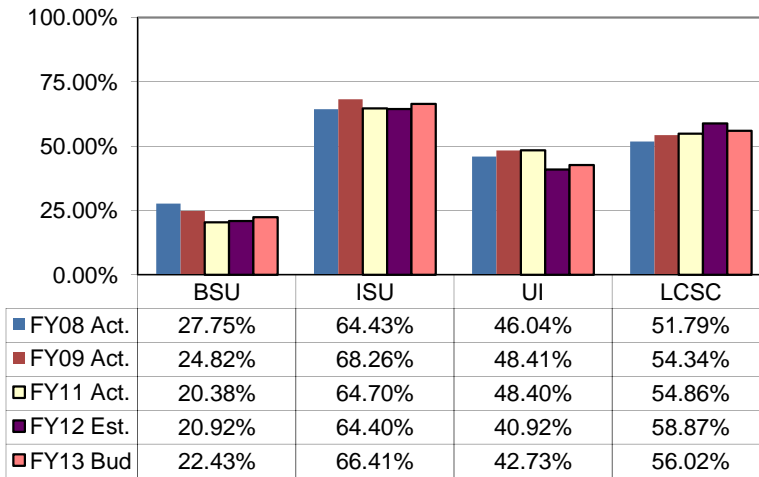


## FY13 Board Limits on General and Institutional Funds



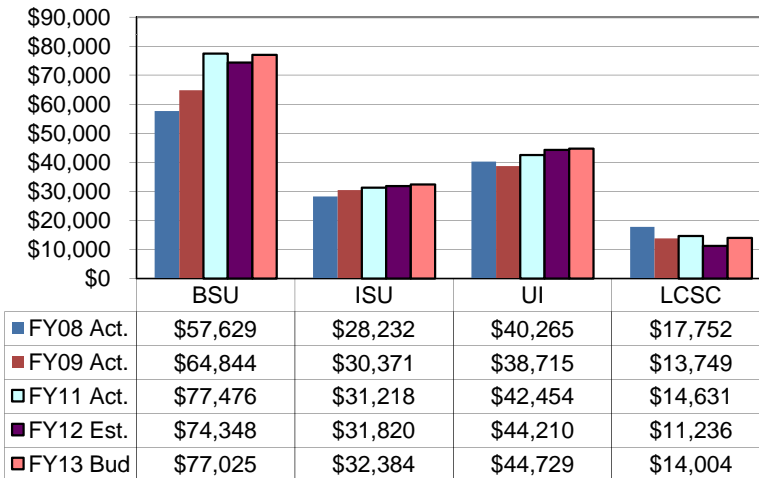
Attachment 3

**Student Fee/State & Institution Support  
as a % of Total Athletic Revenue**



Attachment 4

**Expenditures per Varsity Participant**



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**Boise State University**  
**Intercollegiate Athletics Report**  
**FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 5

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
1 <b>Revenue:</b>										
2 <b>Program Revenue:</b>										
3 Ticket Sales	7,615,697	20.81%	7,308,542	20.00%	(307,155)	-4.03%	7,708,099	20.93%	399,557	5.47%
4 Guarantees	1,500,000	4.10%	2,200,000	6.02%	700,000	46.67%	1,575,000	4.28%	(625,000)	-28.41%
5 Contributions	9,594,182	26.21%	6,321,983	17.30%	(3,272,199)	-34.11%	9,742,816	26.46%	3,420,833	54.11%
6 NCAA/Conference/Tournaments	1,298,910	3.55%	3,614,637	9.89%	2,315,727	178.28%	1,150,715	3.13%	(2,463,922)	-68.17%
7 TV/Radio/Internet Rights	140,598	0.38%	50,000	0.14%	(90,598)	-64.44%	50,000	0.14%	0	0.00%
8 Program/Novelty Sales, Concessionns, Parking	945,438	2.58%	915,135	2.50%	(30,303)	-3.21%	844,760	2.29%	(70,375)	-7.69%
9 Royalty, Advertisement, Sponsorship	3,612,480	9.87%	3,289,576	9.00%	(322,904)	-8.94%	3,309,107	8.99%	19,531	0.59%
10 Endowment/Investment Income		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
11 Other	880,479	2.41%	1,940,010	5.31%	1,059,531	120.34%	767,424	2.08%	(1,172,586)	-60.44%
12 Total Program Revenue	25,587,784	69.90%	25,639,883	70.16%	52,099	0.20%	25,147,921	68.30%	(491,962)	-1.92%
13 <b>Non-Program Revenue:</b>										
14 NCAA/Bowl/World Series	524,641	1.43%	149,500	0.41%	(375,141)	-71.50%	29,750	0.08%	(119,750)	-80.10%
15 Student Fees	3,151,147	8.61%	3,286,096	8.99%	134,949	4.28%	3,493,676	9.49%	207,580	6.32%
16 Direct State General Funds	2,211,077	6.04%	2,214,700	6.06%	3,623	0.16%	2,424,400	6.58%	209,700	9.47%
17 Gender Equity - General Funds	976,872	2.67%	976,872	2.67%	0	0.00%	976,872	2.65%	0	0.00%
18 Direct Institutional Support	346,600	0.95%	346,600	0.95%	0	0.00%	386,100	1.05%	39,500	11.40%
19 Subtotal State/Institutional Support	3,534,549	9.66%	3,538,172	9.68%	3,623	0.10%	3,787,372	10.29%	249,200	7.04%
20 Total Non-Program Revenue	7,210,337	19.70%	6,973,768	19.08%	(236,569)	-3.28%	7,310,798	19.86%	337,030	4.83%
21 Subtotal Operating Revenue	32,798,121	89.60%	32,613,651	89.24%	(184,470)	-0.56%	32,458,719	88.15%	(154,932)	-0.48%
22 <b>Non-Cash Revenue</b>										
23 Third Party Support		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
24 Indirect Institutional Support	1,822,713	4.98%	1,836,283	5.02%	13,570	0.74%	2,044,215	5.55%	207,932	11.32%
25 Non-Cash Revenue		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
26 Out-of-State Tuition Revenue	1,983,889	5.42%	2,094,560	5.73%	110,671	5.58%	2,317,482	6.29%	222,922	10.64%
27 Subtotal Non-Cash Revenue	3,806,602	10.40%	3,930,843	10.76%	124,241	3.26%	4,361,697	11.85%	430,854	10.96%
28 <b>Total Revenue:</b>	36,604,723	100.00%	36,544,494	100.00%	(60,229)	-0.16%	36,820,416	100.00%	275,922	0.76%
29										
30 <b>Expenditures</b>										
31 <b>Operating Expenditures:</b>										
32 Athletics Student Aid	3,865,115	10.57%	4,404,877	12.17%	539,762	13.96%	4,644,701	12.29%	239,824	5.44%
33 Guarantees	597,500	1.63%	547,500	1.51%	(50,000)	-8.37%	637,000	1.69%	89,500	16.35%
34 Coaching Salary/Benefits	7,910,123	21.62%	8,600,442	23.76%	690,319	8.73%	9,130,494	24.16%	530,052	6.16%
35 Admin Staff Salary/Benefits	4,786,700	13.09%	5,131,183	14.18%	344,483	7.20%	5,201,355	13.76%	70,172	1.37%
36 Severence Payments		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 Recruiting	383,327	1.05%	393,500	1.09%	10,173	2.65%	432,722	1.15%	39,222	9.97%
38 Team Travel	2,061,440	5.64%	2,266,435	6.26%	204,995	9.94%	2,660,016	7.04%	393,581	17.37%
39 Equipment, Uniforms and Supplies	1,188,767	3.25%	1,192,174	3.29%	3,407	0.29%	1,209,932	3.20%	17,758	1.49%
40 Game Expenses	1,642,127	4.49%	900,652	2.49%	(741,475)	-45.15%	895,378	2.37%	(5,274)	-0.59%
41 Fund Raising, Marketing, Promotion	389,355	1.06%	274,147	0.76%	(115,208)	-29.59%	259,892	0.69%	(14,255)	-5.20%
42 Direct Facilities/Maint/Rentals	4,430,381	12.11%	2,410,595	6.66%	(2,019,786)	-45.59%	1,677,058	4.44%	(733,537)	-30.43%
43 Debt Service on Facilities	3,360,608	9.19%	4,183,902	11.56%	823,294	24.50%	5,012,328	13.26%	828,426	19.80%
44 Spirit Groups	118,297	0.32%	208,377	0.58%	90,080	76.15%	115,205	0.30%	(93,172)	-44.71%
45 Medical Expenses & Insurance	125,596	0.34%	69,500	0.19%	(56,096)	-44.66%	67,500	0.18%	(2,000)	-2.88%
46 Memberships & Dues	479,800	1.31%	505,857	1.40%	26,057	5.43%	520,461	1.38%	14,604	2.89%
47 NCAA/Special Event/Bowls	497,587	1.36%	170,835	0.47%	(326,752)	-65.67%	27,904	0.07%	(142,931)	-83.67%
48 Other Operating Expenses	935,820	2.56%	1,007,042	2.78%	71,222	7.61%	936,924	2.48%	(70,118)	-6.96%
49 Subtotal Operating Expenditures	32,772,543	89.59%	32,267,018	89.14%	(505,525)	-1.54%	33,428,870	88.46%	1,161,852	3.60%
50 <b>Non-Cash Expenditures</b>										
51 3rd Party Coaches Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
52 3rd Party Admin Staff Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
53 Indirect Facilities & Admin Support	1,822,713	4.98%	1,836,283	5.07%	13,570	0.74%	2,044,215	5.41%	207,932	11.32%
54 Non-Cash Expense		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
55 Out-of-State Tuition Expense	1,983,889	5.42%	2,094,560	5.79%	110,671	5.58%	2,317,482	6.13%	222,922	10.64%
56 Subtotal Non-Cash Expenditures	3,806,602	10.41%	3,930,843	10.86%	124,241	3.26%	4,361,697	11.54%	430,854	10.96%
57 <b>Total Expenditures:</b>	36,579,145	100.00%	36,197,861	100.00%	(381,284)	-1.04%	37,790,567	100.00%	1,592,706	4.40%



**Boise State University**  
**Intercollegiate Athletics Report**  
**FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 5

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
58										
59 <b>Net Income/(deficit)</b>	25,578		346,633		321,055	1255.20%	(970,151)		(1,316,784)	-379.88%
60										
61 <b>Ending Fund Balance 6/30 (PY Fund Balance plus Line 59)</b>	657,554		1,004,187		346,633	52.72%	34,036		(970,151)	-96.61%
62										
63 <b>Sport Camps &amp; Clinics</b>										
64 Revenue	886,724		400,000		(486,724)	-54.89%	400,000	1.06%	0	0.00%
65 Coach Compensation from Camp	196,637		150,000		(46,637)	-23.72%	150,000	0.40%	0	0.00%
66 Camp Expenses	517,499		250,000		(267,499)	-51.69%	250,000	0.66%	0	0.00%
67 Total Expenses	714,136		400,000		(314,136)	-43.99%	400,000	1.06%	0	0.00%
68 <b>Ending Fund Balance 6/30-BSU Camps</b>	571,772									
69 Net Income from Camps	744,360		0		(744,360)	-100.00%	0		0	0.00%

**Boise State University**  
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					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>Revenue by Program:</b>										
1 <b>General Revenue:</b>										
2 Student Fees	3,151,147	9.61%	3,286,096	10.08%	134,949	4.28%	3,493,676	10.76%	207,580	6.32%
3 Contributions	9,594,182	29.25%	6,321,983	19.38%	(3,272,199)	-34.11%	9,742,816	30.02%	3,420,833	54.11%
4 Direct State General Funds	2,211,077	6.74%	2,214,700	6.79%	3,623	0.16%	2,424,400	7.47%	209,700	9.47%
5 Gender Equity - General Funds	976,872	2.98%	976,872	3.00%	0	0.00%	976,872	3.01%	0	0.00%
6 Institutional Support	346,600	1.06%	346,600	1.06%	0	0.00%	386,100	1.19%	39,500	11.40%
7 NCAA/Conference	1,298,910	3.96%	3,614,637	11.08%	2,315,727	178.28%	1,150,715	3.55%	(2,463,922)	-68.17%
8 TV/Radio/Internet	140,598	0.43%	50,000	0.15%	(90,598)	-64.44%	50,000	0.15%	0	0.00%
9 Concessions/program/etc.	945,438	2.88%	915,135	2.81%	(30,303)	-3.21%	844,760	2.60%	(70,375)	-7.69%
10 Advertising/sponsorship/Royalty	3,612,480	11.01%	3,289,576	10.09%	(322,904)	-8.94%	3,309,107	10.19%	19,531	0.59%
11 Endowments	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
12 NCAA/Bowl/World Series	524,641	1.60%	149,500	0.46%	(375,141)	-71.50%	29,750	0.09%	(119,750)	-80.10%
13 Other	880,479	2.68%	1,940,010	5.95%	1,059,531	120.34%	767,424	2.36%	(1,172,586)	-60.44%
14 Total General Revenue	23,682,424	72.21%	23,105,109	70.84%	(577,315)	-2.44%	23,175,620	71.40%	70,511	0.31%
15 <b>Revenue By Sport:</b>										
16 <b>Men's Programs:</b>										
17 Football										
18 Ticket Sales	7,009,544	21.37%	6,721,984	20.61%	(287,560)	-4.10%	7,247,723	22.33%	525,739	7.82%
19 Game Guarantees	1,450,000	4.42%	2,200,000	6.75%	750,000	51.72%	1,575,000	4.85%	(625,000)	-28.41%
20 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
21 Basketball		0.00%		0.00%		0.00%		0.00%		0.00%
22 Ticket Sales	526,157	1.60%	552,176	1.69%	26,019	4.95%	414,528	1.28%	(137,648)	-24.93%
23 Game Guarantees	50,000	0.15%		0.00%	(50,000)	-100.00%		0.00%	0	0.00%
24 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
25 Track & Field/Cross Country	3,275	0.01%	2,588	0.01%	(687)	-20.98%	3,226	0.01%	638	24.65%
26 Tennis		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
27 Baseball Ticket Sales		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
28 Wrestling	28,706	0.09%	4,313	0.01%	(24,393)	-84.98%	5,377	0.02%	1,064	24.67%
29 Golf		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
30 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
31 Total Men's Sport Revenue	9,067,682	27.65%	9,481,061	29.07%	413,379	4.56%	9,245,854	28.48%	(235,207)	-2.48%
32 <b>Women's Programs</b>										
33 Volleyball										
34 Ticket Sales	4,729	0.01%	3,738	0.01%	(991)	-20.96%	4,660	0.01%	922	24.67%
35 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
36 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 Basketball						0.00%				0.00%
38 Ticket Sales	20,366	0.06%	5,628	0.02%	(14,738)	-72.37%	10,000	0.03%	4,372	77.68%
39 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
40 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
41 Track & Field/Cross Country	3,275	0.01%	2,588	0.01%	(687)	-20.98%	3,226	0.01%	638	24.65%
42 Tennis		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
43 Gymnastics	7,276	0.02%	5,751	0.02%	(1,525)	-20.96%	7,170	0.02%	1,419	24.67%
44 Golf		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
45 Soccer	7,276	0.02%	5,751	0.02%	(1,525)	-20.96%	7,170	0.02%	1,419	24.67%
46 Softball	5,093	0.02%	4,025	0.01%	(1,068)	-20.97%	5,019	0.02%	994	24.70%
47 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
48 Swimming		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
49 Total Women's Sport Rev	48,015	0.15%	27,481	0.08%	(20,534)	-42.77%	37,245	0.11%	9,764	35.53%
50 <b>Total Revenue</b>	32,798,121	100.00%	32,613,651	100.00%	(184,470)	-0.56%	32,458,719	100.00%	(154,932)	-0.48%

**Boise State University**  
**Intercollegiate Athletics Report**  
**FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 5

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
51 Expenditures by Sport										
52 Administrative and General										
53 Athletic Director Office	1,486,160	4.53%	1,896,475	5.88%	410,315	27.61%	1,913,512	5.72%	17,037	0.90%
54 Fund Raising Office	1,175,263	3.59%	739,802	2.29%	(435,461)	-37.05%	748,451	2.24%	8,649	1.17%
55 Academics Support	963,391	2.94%	1,125,767	3.49%	162,376	16.85%	1,014,201	3.03%	(111,566)	-9.91%
56 Media Relations	261,561	0.80%	317,834	0.99%	56,273	21.51%	362,051	1.08%	44,217	13.91%
57 Marketing and Promotions	809,449	2.47%	403,149	1.25%	(406,300)	-50.19%	433,025	1.30%	29,876	7.41%
58 Ticket Office	291,231	0.89%	350,247	1.09%	59,016	20.26%	381,901	1.14%	31,654	9.04%
59 Athletic Training Room	590,457	1.80%	587,236	1.82%	(3,221)	-0.55%	644,162	1.93%	56,926	9.69%
60 Memberships and Dues	479,800	1.46%	505,857	1.57%	26,057	5.43%	520,461	1.56%	14,604	2.89%
61 Facilities Mtn & Debt Service	5,051,465	15.41%	6,527,206	20.23%	1,475,741	29.21%	7,373,419	22.06%	846,213	12.96%
62 Capital Improvements	3,832,545	11.69%		0.00%	(3,832,545)	-100.00%		0.00%	0	0.00%
63 NCAA/Special Event/Bowls	497,587	1.52%	170,835	0.53%	(326,752)	-65.67%	27,904	0.08%	(142,931)	-83.67%
64 Other Miscellaneous	1,444,657	4.41%	3,702,777	11.48%	2,258,120	156.31%	3,006,564	8.99%	(696,213)	-18.80%
65 Total Admin & General	16,883,566	51.52%	16,327,185	50.60%	(556,381)	-3.30%	16,425,651	49.14%	98,466	0.60%
66										
67 Men's Programs:										
68 Football	7,834,316	23.91%	8,335,865	25.83%	501,549	6.40%	8,898,452	26.62%	562,587	6.75%
69 Basketball	1,926,002	5.88%	1,515,838	4.70%	(410,164)	-21.30%	1,642,056	4.91%	126,218	8.33%
70 Track & Field/Cross Country	486,153	1.48%	481,086	1.49%	(5,067)	-1.04%	498,640	1.49%	17,554	3.65%
71 Tennis	345,771	1.06%	284,223	0.88%	(61,548)	-17.80%	322,554	0.96%	38,331	13.49%
72 Baseball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
73 Wrestling	433,774	1.32%	434,806	1.35%	1,032	0.24%	447,214	1.34%	12,408	2.85%
74 Golf	180,976	0.55%	169,075	0.52%	(11,901)	-6.58%	182,850	0.55%	13,775	8.15%
75 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
76 Rodeo		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
77 Total Men's Programs	11,206,992	34.20%	11,220,893	34.78%	13,901	0.12%	11,991,766	35.87%	770,873	6.87%
78										
79 Women's Programs										
80 Volleyball	528,957	1.61%	545,182	1.69%	16,225	3.07%	588,915	1.76%	43,733	8.02%
81 Basketball	1,028,580	3.14%	1,073,132	3.33%	44,552	4.33%	1,112,909	3.33%	39,777	3.71%
82 Track & Field/Cross Country	554,851	1.69%	565,691	1.75%	10,840	1.95%	586,031	1.75%	20,340	3.60%
83 Tennis	245,434	0.75%	251,195	0.78%	5,761	2.35%	272,879	0.82%	21,684	8.63%
84 Gymnastics	481,154	1.47%	490,483	1.52%	9,329	1.94%	512,168	1.53%	21,685	4.42%
85 Golf	192,740	0.59%	190,065	0.59%	(2,675)	-1.39%	206,827	0.62%	16,762	8.82%
86 Soccer	557,972	1.70%	483,387	1.50%	(74,585)	-13.37%	521,365	1.56%	37,978	7.86%
87 Softball	526,695	1.61%	560,822	1.74%	34,127	6.48%	611,419	1.83%	50,597	9.02%
88 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
89 Swimming	565,602	1.73%	558,983	1.73%	(6,619)	-1.17%	598,940	1.79%	39,957	7.15%
90 Rodeo/New Sport		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
91 Total Women's Programs	4,681,985	14.29%	4,718,940	14.62%	36,955	0.79%	5,011,453	14.99%	292,513	6.20%
92										
93 Total Expenditures	32,772,543	100.00%	32,267,018	100.00%	(505,525)	-1.54%	33,428,870	100.00%	1,161,852	3.60%

**Idaho State University  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>1 Revenue:</b>										
<b>2 Program Revenue:</b>										
3 Ticket Sales	222,452	2.10%	264,392	2.47%	41,940	18.85%	256,500	2.33%	(7,892)	-2.98%
4 Guarantees	1,179,000	11.11%	1,098,500	10.28%	(80,500)	-6.83%	1,362,000	12.39%	263,500	23.99%
5 Contributions	379,301	3.58%	363,000	3.40%	(16,301)	-4.30%	280,200	2.55%	(82,800)	-22.81%
6 NCAA/Conference/Tournaments	606,968	5.72%	601,374	5.63%	(5,594)	-0.92%	434,000	3.95%	(167,374)	-27.83%
7 TV/Radio/Internet Rights	4,782	0.05%		0.00%	(4,782)	-100.00%	0	0.00%	0	0.00%
8 Program/Novelty Sales, Concessionns, Parking	17,000	0.16%	17,000	0.16%	0	0.00%	17,000	0.15%	0	0.00%
9 Royalty, Advertisement, Sponsorship	499,071	4.70%	532,000	4.98%	32,929	6.60%	505,750	4.60%	(26,250)	-4.93%
10 Endowment/Investment Income	30,650	0.29%	23,140	0.22%	(7,510)	-24.50%	17,851	0.16%	(5,289)	-22.86%
11 Other	63,821	0.60%	131,296	1.23%	67,475	105.73%	63,569	0.58%	(67,727)	-51.58%
12 Total Program Revenue	3,003,045	28.31%	3,030,702	28.35%	27,657	0.92%	2,936,870	26.72%	(93,832)	-3.10%
<b>13 Non-Program Revenue:</b>										
14 NCAA/Bowl/World Series	3,240	0.03%		0.00%	(3,240)	-100.00%	0	0.00%	0	0.00%
15 Student Fees	2,149,637	20.26%	2,136,480	19.99%	(13,157)	-0.61%	2,158,480	19.64%	22,000	1.03%
16 Direct State General Funds	2,214,700	20.88%	2,214,700	20.72%	0	0.00%	2,424,400	22.06%	209,700	9.47%
17 Gender Equity - General Funds	721,500	6.80%	646,500	6.05%	(75,000)	-10.40%	707,700	6.44%	61,200	9.47%
18 Direct Institutional Support	424,628	4.00%	485,100	4.54%	60,472	14.24%	516,700	4.70%	31,600	6.51%
19 Subtotal State/Institutional Support	3,360,828	31.68%	3,346,300	31.31%	(14,528)	-0.43%	3,648,800	33.20%	302,500	9.04%
20 Total Non-Program Revenue	5,513,705	51.98%	5,482,780	51.30%	(30,925)	-0.56%	5,807,280	52.83%	324,500	5.92%
21 Subtotal Operating Revenue	8,516,750	80.29%	8,513,482	79.65%	(3,268)	-0.04%	8,744,150	79.55%	230,668	
<b>22 Non-Cash Revenue</b>										
23 Third Party Support	41,271	0.39%	35,000	0.33%	(6,271)	-15.19%	35,000	0.32%	0	0.00%
24 Indirect Institutional Support		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
25 Non-Cash Revenue	605,374	5.71%	600,000	5.61%	(5,374)	-0.89%	600,000	5.46%	0	0.00%
26 Out-of-State Tuition Revenue	1,444,723	13.62%	1,540,000	14.41%	95,277	6.59%	1,612,380	14.67%	72,380	4.70%
27 Subtotal Non-Cash Revenue	2,091,368	19.71%	2,175,000	20.35%	83,632	4.00%	2,247,380	20.45%	72,380	3.33%
<b>28 Total Revenue:</b>	<b>10,608,118</b>	<b>100.00%</b>	<b>10,688,482</b>	<b>100.00%</b>	<b>80,364</b>	<b>0.76%</b>	<b>10,991,530</b>	<b>100.00%</b>	<b>303,048</b>	<b>2.84%</b>
<b>29</b>										
<b>30 Expenditures</b>										
<b>31 Operating Expenditures:</b>										
32 Athletics Student Aid	1,902,615	18.03%	2,103,526	19.95%	200,911	10.56%	2,319,426	21.10%	215,900	10.26%
33 Guarantees	59,406	0.56%	61,000	0.58%	1,594	2.68%	66,000	0.60%	5,000	8.20%
34 Coaching Salary/Benefits	1,939,811	18.38%	1,995,742	18.93%	55,931	2.88%	2,074,518	18.87%	78,776	3.95%
35 Admin Staff Salary/Benefits	1,462,165	13.86%	1,335,940	12.67%	(126,225)	-8.63%	1,374,405	12.50%	38,465	2.88%
36 Severence Payments		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
37 Recruiting	194,743	1.85%	243,803	2.31%	49,060	25.19%	223,803	2.04%	(20,000)	-8.20%
38 Team Travel	872,386	8.27%	851,461	8.08%	(20,925)	-2.40%	995,067	9.05%	143,606	16.87%
39 Equipment, Uniforms and Supplies	311,693	2.95%	314,414	2.98%	2,721	0.87%	306,442	2.79%	(7,972)	-2.54%
40 Game Expenses	243,692	2.31%	237,840	2.26%	(5,852)	-2.40%	238,840	2.17%	1,000	0.42%
41 Fund Raising, Marketing, Promotion	168,456	1.60%	165,248	1.57%	(3,208)	-1.90%	165,248	1.50%	0	0.00%
42 Direct Facilities/Maint/Rentals	256,817	2.43%	143,042	1.36%	(113,775)	-44.30%	147,042	1.34%	4,000	2.80%
43 Debt Service on Facilities		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
44 Spirit Groups	57,628	0.55%		0.00%	(57,628)	-100.00%	0	0.00%	0	0.00%
45 Medical Expenses & Insurance	307,664	2.92%	272,810	2.59%	(34,854)	-11.33%	272,810	2.48%	0	0.00%
46 Memberships & Dues	44,648	0.42%	48,000	0.46%	3,352	7.51%	48,000	0.44%	0	0.00%
47 NCAA/Special Event/Bowls	3,240	0.03%		0.00%	(3,240)	-100.00%	0	0.00%	0	0.00%
48 Other Operating Expenses	635,043	6.02%	595,911	5.65%	(39,132)	-6.16%	512,024	4.66%	(83,887)	-14.08%
49 Subtotal Operating Expenditures	8,460,007	80.18%	8,368,737	79.37%	(91,270)	-1.08%	8,743,625	79.55%	374,888	4.48%
<b>50 Non-Cash Expenditures</b>										
51 3rd Party Coaches Compensation	37,282	0.35%	30,000	0.28%	(7,282)	-19.53%	30,000	0.27%	0	0.00%
52 3rd Party Admin Staff Compensation	3,989	0.04%	5,000	0.05%	1,011	25.34%	5,000	0.05%	0	0.00%
53 Indirect Facilities & Admin Support		0.00%		0.00%	0	0.00%	0	0.00%	0	0.00%
54 Non-Cash Expense	605,374	5.74%	600,000	5.69%	(5,374)	-0.89%	600,000	5.46%	0	0.00%
55 Out-of-State Tuition Expense	1,444,723	13.69%	1,540,000	14.61%	95,277	6.59%	1,612,380	14.67%	72,380	4.70%
56 Subtotal Non-Cash Expenditures	2,091,368	19.82%	2,175,000	20.63%	83,632	4.00%	2,247,380	20.45%	72,380	3.33%
<b>57 Total Expenditures:</b>	<b>10,551,375</b>	<b>100.00%</b>	<b>10,543,737</b>	<b>100.00%</b>	<b>(7,638)</b>	<b>-0.07%</b>	<b>10,991,005</b>	<b>100.00%</b>	<b>447,268</b>	<b>4.24%</b>

**Idaho State University  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
58										
59 Net Income/(deficit)	56,743		144,745		88,002	155.09%	525		(144,220)	-99.64%
60										
61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59)	1,425,380		1,570,125		144,745	10.15%	1,570,650		525	0.03%
62										
63 Sport Camps & Clinics										
64 Revenue	127,179		150,000		22,821	17.94%	150,000	1.36%	0	0.00%
65 Coach Compensation from Camp	65,387		90,000		24,613	37.64%	90,000	0.82%	0	0.00%
66 Camp Expenses	76,190		60,000		(16,190)	-21.25%	60,000	0.55%	0	0.00%
67 Total Expenses	141,577		150,000		8,423	5.95%	150,000	1.36%	0	0.00%
68										
69 Net Income from Camps	-14,398		0		14,398	-100.00%	0		0	0.00%

**Idaho State University  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>Revenue by Program:</b>										
1 <b>General Revenue:</b>										
2 Student Fees	2,149,637	25.24%	2,136,480	25.10%	(13,157)	-0.61%	2,158,480	24.68%	22,000	1.03%
3 Contributions	379,301	4.45%	363,000	4.26%	(16,301)	-4.30%	280,200	3.20%	(82,800)	-22.81%
4 Direct State General Funds	2,214,700	26.00%	2,214,700	26.01%	0	0.00%	2,424,400	27.73%	209,700	9.47%
5 Gender Equity - General Funds	721,500	8.47%	646,500	7.59%	(75,000)	-10.40%	707,700	8.09%	61,200	9.47%
6 Institutional Support	424,628	4.99%	485,100	5.70%	60,472	14.24%	516,700	5.91%	31,600	6.51%
7 NCAA/Conference	606,968	7.13%	601,374	7.06%	(5,594)	-0.92%	434,000	4.96%	(167,374)	-27.83%
8 TV/Radio/Internet	4,782	0.06%	0	0.00%	(4,782)	-100.00%	0	0.00%	0	0.00%
9 Concessions/program/etc.	17,000	0.20%	17,000	0.20%	0	0.00%	17,000	0.19%	0	0.00%
10 Advertising/sponsorship/Royalty	499,071	5.86%	532,000	6.25%	32,929	6.60%	505,750	5.78%	(26,250)	-4.93%
11 Endowments	30,650	0.36%	23,140	0.27%	(7,510)	-24.50%	17,851	0.20%	(5,289)	-22.86%
12 NCAA/Bowl/World Series	3,240	0.04%	0	0.00%	(3,240)	-100.00%	0	0.00%	0	0.00%
13 Other	63,821	0.75%	131,296	1.54%	67,475	105.73%	63,569	0.73%	(67,727)	-51.58%
14 Total General Revenue	7,115,298	83.54%	7,150,590	83.99%	35,292	0.50%	7,125,650	81.49%	(24,940)	-0.35%
15 <b>Revenue By Sport:</b>										
16 <b>Men's Programs:</b>										
17 <b>Football</b>										
18 Ticket Sales	106,830	1.25%	148,000	1.74%	41,170	38.54%	140,000	1.60%	(8,000)	-5.41%
19 Game Guarantees	725,000	8.51%	720,000	8.46%	(5,000)	-0.69%	970,000	11.09%	250,000	34.72%
20 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
21 <b>Basketball</b>										
22 Ticket Sales	77,955	0.92%	83,500	0.98%	5,545	7.11%	82,300	0.94%	(1,200)	-1.44%
23 Game Guarantees	368,000	4.32%	328,000	3.85%	(40,000)	-10.87%	320,000	3.66%	(8,000)	-2.44%
24 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
25 Track & Field/Cross Country	3,348	0.04%	2,250	0.03%	(1,098)	-32.80%	2,000	0.02%	(250)	-11.11%
26 Tennis		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
27 Baseball Ticket Sales		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
28 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
29 Golf		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
30 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
31 Total Men's Sport Revenue	1,281,133	15.04%	1,281,750	15.06%	617	0.05%	1,514,300	17.32%	232,550	18.14%
32 <b>Women's Programs</b>										
33 <b>Volleyball</b>										
34 Ticket Sales	4,307	0.05%	3,781	0.04%	(526)	-12.21%	3,200	0.04%	(581)	-15.37%
35 Game Guarantees	2,000	0.02%	6,000	0.07%	4,000	200.00%		0.00%	(6,000)	-100.00%
36 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 <b>Basketball</b>										
38 Ticket Sales	22,812	0.27%	21,900	0.26%	(912)	-4.00%	23,000	0.26%	1,100	5.02%
39 Game Guarantees	76,000	0.89%	44,000	0.52%	(32,000)	-42.11%	72,000	0.82%	28,000	63.64%
40 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
41 Track & Field/Cross Country	3,347	0.04%	2,250	0.03%	(1,097)	-32.78%	2,000	0.02%	(250)	-11.11%
42 Tennis		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
43 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
44 Golf		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
45 Soccer	8,853	0.10%	3,211	0.04%	(5,642)	-63.73%	4,000	0.05%	789	24.57%
46 Softball	3,000	0.04%		0.00%	(3,000)	-100.00%		0.00%	0	0.00%
47 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
48 Swimming		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
49 Total Women's Sport Rev	120,319	1.41%	81,142	0.95%	(39,177)	-32.56%	104,200	1.19%	23,058	28.42%
50 <b>Total Revenue</b>	8,516,750	100.00%	8,513,482	100.00%	(3,268)	-0.04%	8,744,150	100.00%	230,668	2.71%

**Idaho State University  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 6

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>51 Expenditures by Sport</b>										
<b>52 Administrative and General</b>										
53 Athletic Director Office	755,459	8.93%	632,271	7.56%	(123,188)	-16.31%	603,279	6.90%	(28,992)	-4.59%
54 Fund Raising Office	190,175	2.25%	211,203	2.52%	21,028	11.06%	205,597	2.35%	(5,606)	-2.65%
55 Academics Support	251,903	2.98%	202,420	2.42%	(49,483)	-19.64%	212,027	2.42%	9,607	4.75%
56 Media Relations	191,580	2.26%	177,610	2.12%	(13,970)	-7.29%	180,469	2.06%	2,859	1.61%
57 Marketing and Promotions	203,317	2.40%	176,907	2.11%	(26,410)	-12.99%	180,858	2.07%	3,951	2.23%
58 Ticket Office		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
59 Athletic Training Room	276,060	3.26%	271,793	3.25%	(4,267)	-1.55%	293,632	3.36%	21,839	8.04%
60 Memberships and Dues	44,648	0.53%	45,000	0.54%	352	0.79%	48,000	0.55%	3,000	6.67%
61 Facilities Mtn & Debt Service	85,000	1.00%	85,000	1.02%	0	0.00%	85,000	0.97%	0	0.00%
62 Capital Improvements		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
63 NCAA/Special Event/Bowls		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
64 Other Miscellaneous	756,101	8.94%	501,387	5.99%	(254,714)	-33.69%	468,674	5.36%	(32,713)	-6.52%
<b>65 Total Admin &amp; General</b>	<b>2,754,243</b>	<b>32.56%</b>	<b>2,303,591</b>	<b>27.53%</b>	<b>(450,652)</b>	<b>-16.36%</b>	<b>2,277,536</b>	<b>26.05%</b>	<b>(26,055)</b>	<b>-1.13%</b>
<b>66</b>										
<b>67 Men's Programs:</b>										
68 Football	2,050,701	24.24%	2,301,474	27.50%	250,773	12.23%	2,539,902	29.05%	238,428	10.36%
69 Basketball	907,169	10.72%	855,971	10.23%	(51,198)	-5.64%	825,505	9.44%	(30,466)	-3.56%
70 Track & Field/Cross Country	276,797	3.27%	298,659	3.57%	21,862	7.90%	312,903	3.58%	14,244	4.77%
71 Tennis	109,243	1.29%	97,558	1.17%	(11,685)	-10.70%	107,978	1.23%	10,420	10.68%
72 Baseball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
73 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
74 Golf		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
75 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
76 Rodeo		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
<b>77 Total Men's Programs</b>	<b>3,343,910</b>	<b>39.53%</b>	<b>3,553,662</b>	<b>42.46%</b>	<b>209,752</b>	<b>6.27%</b>	<b>3,786,288</b>	<b>43.30%</b>	<b>232,626</b>	<b>6.55%</b>
<b>78</b>										
<b>79 Women's Programs</b>										
80 Volleyball	373,993	4.42%	385,966	4.61%	11,973	3.20%	407,833	4.66%	21,867	5.67%
81 Basketball	631,067	7.46%	690,040	8.25%	58,973	9.34%	747,702	8.55%	57,662	8.36%
82 Track & Field/Cross Country	376,260	4.45%	411,701	4.92%	35,441	9.42%	443,501	5.07%	31,800	7.72%
83 Tennis	132,909	1.57%	142,492	1.70%	9,583	7.21%	164,570	1.88%	22,078	15.49%
84 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
85 Golf	108,037	1.28%	112,075	1.34%	4,038	3.74%	123,266	1.41%	11,191	9.99%
86 Soccer	407,010	4.81%	422,566	5.05%	15,556	3.82%	446,195	5.10%	23,629	5.59%
87 Softball	332,578	3.93%	346,644	4.14%	14,066	4.23%	346,734	3.97%	90	0.03%
88 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
89 Swimming		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
90 Rodeo/New Sport		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
<b>91 Total Women's Programs</b>	<b>2,361,854</b>	<b>27.92%</b>	<b>2,511,484</b>	<b>30.01%</b>	<b>149,630</b>	<b>6.34%</b>	<b>2,679,801</b>	<b>30.65%</b>	<b>168,317</b>	<b>6.70%</b>
<b>92</b>										
<b>93 Total Expenditures</b>	<b>8,460,007</b>	<b>100.00%</b>	<b>8,368,737</b>	<b>100.00%</b>	<b>(91,270)</b>	<b>-1.08%</b>	<b>8,743,625</b>	<b>100.00%</b>	<b>374,888</b>	<b>4.48%</b>

**University of Idaho**  
**Intercollegiate Athletics Report**  
**FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 7

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>1 Revenue:</b>										
2 <b>Program Revenue:</b>										
3         Ticket Sales	1,077,791	6.21%	534,127	2.90%	(543,664)	-50.44%	504,250	2.71%	(29,877)	-5.59%
4         Guarantees	1,063,980	6.13%	2,213,000	12.02%	1,149,020	107.99%	2,471,000	13.26%	258,000	11.66%
5         Contributions	2,084,036	12.00%	2,816,197	15.29%	732,161	35.13%	2,797,793	15.01%	(18,404)	-0.65%
6         NCAA/Conference/Tournaments	2,004,216	11.54%	1,525,841	8.29%	(478,375)	-23.87%	1,494,209	8.02%	(31,632)	-2.07%
7         TV/Radio/Internet Rights	50,000	0.29%	50,000	0.27%	0	0.00%	50,000	0.27%	0	0.00%
8         Program/Novelty Sales, Concessionns, Parking	36,037	0.21%	34,250	0.19%	(1,787)	-4.96%	32,850	0.18%	(1,400)	-4.09%
9         Royalty, Advertisement, Sponsorship	385,041	2.22%	892,500	4.85%	507,459	131.79%	737,500	3.96%	(155,000)	-17.37%
10        Endowment/Investment Income	231,743	1.33%	216,892	1.18%	(14,851)	-6.41%	220,000	1.18%	3,108	1.43%
11        Other	297,993	1.72%	469,500	2.55%	171,507	57.55%	330,000	1.77%	(139,500)	-29.71%
12 <b>Total Program Revenue</b>	<b>7,230,837</b>	<b>41.64%</b>	<b>8,752,307</b>	<b>47.53%</b>	<b>1,521,470</b>	<b>21.04%</b>	<b>8,637,602</b>	<b>46.35%</b>	<b>(114,705)</b>	<b>-1.31%</b>
13 <b>Non-Program Revenue:</b>										
14         NCAA/Bowl/World Series	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
15         Student Fees	2,317,147	13.34%	2,335,025	12.68%	17,878	0.77%	2,320,309	12.45%	(14,716)	-0.63%
16         Direct State General Funds	2,214,700	12.75%	2,214,700	12.03%	0	0.00%	2,424,400	13.01%	209,700	9.47%
17         Gender Equity - General Funds	1,632,885	9.40%	846,560	4.60%	(786,325)	-48.16%	926,660	4.97%	80,100	9.46%
18         Direct Institutional Support	617,506	3.56%	666,530	3.62%	49,024	7.94%	772,100	4.14%	105,570	15.84%
19         Subtotal State/Institutional Support	4,465,091	25.71%	3,727,790	20.24%	(737,301)	-16.51%	4,123,160	22.12%	395,370	10.61%
20 <b>Total Non-Program Revenue</b>	<b>6,782,238</b>	<b>39.05%</b>	<b>6,062,815</b>	<b>32.92%</b>	<b>(719,423)</b>	<b>-10.61%</b>	<b>6,443,469</b>	<b>34.58%</b>	<b>380,654</b>	<b>6.28%</b>
21 <b>Subtotal Operating Revenue</b>	<b>14,013,075</b>	<b>80.69%</b>	<b>14,815,122</b>	<b>80.46%</b>	<b>802,047</b>	<b>5.72%</b>	<b>15,081,071</b>	<b>80.93%</b>	<b>265,949</b>	
22 <b>Non-Cash Revenue</b>										
23         Third Party Support	381,000	2.19%	402,300	2.18%	21,300	5.59%	412,300	2.21%	10,000	2.49%
24         Indirect Institutional Support	354,418	2.04%	389,437	2.11%	35,019	9.88%	267,406	1.43%	(122,031)	-31.34%
25         Non-Cash Revenue	457,572	2.63%	539,460	2.93%	81,888	17.90%	536,710	2.88%	(2,750)	-0.51%
26         Out-of-State Tuition Revenue	2,160,805	12.44%	2,267,708	12.32%	106,903	4.95%	2,338,347	12.55%	70,639	3.12%
27 <b>Subtotal Non-Cash Revenue</b>	<b>3,353,795</b>	<b>19.31%</b>	<b>3,598,905</b>	<b>19.54%</b>	<b>245,110</b>	<b>7.31%</b>	<b>3,554,763</b>	<b>19.07%</b>	<b>(44,142)</b>	<b>-1.23%</b>
28 <b>Total Revenue:</b>	<b>17,366,870</b>	<b>100.00%</b>	<b>18,414,028</b>	<b>100.00%</b>	<b>1,047,158</b>	<b>6.03%</b>	<b>18,635,834</b>	<b>100.00%</b>	<b>221,807</b>	<b>1.20%</b>
29										
30 <b>Expenditures</b>										
31 <b>Operating Expenditures:</b>										
32             Athletics Student Aid	2,956,509	17.24%	3,152,441	17.12%	195,932	6.63%	3,281,484	17.62%	129,043	4.09%
33             Guarantees	313,905	1.83%	321,750	1.75%	7,845	2.50%	314,740	1.69%	(7,010)	-2.18%
34             Coaching Salary/Benefits	2,716,981	15.84%	3,011,229	16.36%	294,248	10.83%	3,068,462	16.47%	57,232	1.90%
35             Admin Staff Salary/Benefits	1,887,726	11.01%	1,860,881	10.11%	(26,845)	-1.42%	1,968,694	10.57%	107,813	5.79%
36             Severence Payments	0	0.00%	25,000	0.14%	25,000	100.00%	0	0.00%	(25,000)	-100.00%
37             Recruiting	367,071	2.14%	413,780	2.25%	46,709	12.72%	411,680	2.21%	(2,100)	-0.51%
38             Team Travel	1,913,014	11.15%	1,857,412	10.09%	(55,602)	-2.91%	2,146,416	11.52%	289,004	15.56%
39             Equipment, Uniforms and Supplies	446,713	2.60%	548,250	2.98%	101,537	22.73%	536,571	2.88%	(11,678)	-2.13%
40             Game Expenses	590,233	3.44%	686,164	3.73%	95,931	16.25%	635,256	3.41%	(50,908)	-7.42%
41             Fund Raising, Marketing, Promotion	231,482	1.35%	264,210	1.44%	32,728	14.14%	233,641	1.25%	(30,569)	-11.57%
42             Direct Facilities/Maint/Rentals	64,870	0.38%	22,000	0.12%	(42,870)	-66.09%	19,500	0.10%	(2,500)	-11.36%
43             Debt Service on Facilities	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
44             Spirit Groups	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
45             Medical Expenses & Insurance	338,615	1.97%	376,455	2.04%	37,840	11.17%	342,655	1.84%	(33,800)	-8.98%
46             Memberships & Dues	414,258	2.42%	409,100	2.22%	(5,158)	-1.25%	409,100	2.20%	0	0.00%
47             NCAA/Special Event/Bowls	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
48             Other Operating Expenses	1,556,252	9.07%	1,861,833	10.11%	305,581	19.64%	1,705,369	9.15%	(156,464)	-8.40%
49 <b>Subtotal Operating Expenditures</b>	<b>13,797,629</b>	<b>80.45%</b>	<b>14,810,505</b>	<b>80.45%</b>	<b>1,012,876</b>	<b>7.34%</b>	<b>15,073,569</b>	<b>80.92%</b>	<b>263,064</b>	<b>1.78%</b>
50 <b>Non-Cash Expenditures</b>										
51         3rd Party Coaches Compensation	363,500	2.12%	384,800	2.09%	21,300	5.86%	394,800	2.12%	10,000	2.60%
52         3rd Party Admin Staff Compensation	17,500	0.10%	17,500	0.10%	0	0.00%	17,500	0.09%	0	0.00%
53         Indirect Facilities & Admin Support	354,418	2.07%	389,437	2.12%	35,019	9.88%	267,406	1.44%	(122,031)	-31.34%
54         Non-Cash Expense	457,572	2.67%	539,460	2.93%	81,888	17.90%	536,710	2.88%	(2,750)	-0.51%
55         Out-of-State Tuition Expense	2,160,805	12.60%	2,267,708	12.32%	106,903	4.95%	2,338,347	12.55%	70,639	3.12%
56 <b>Subtotal Non-Cash Expenditures</b>	<b>3,353,795</b>	<b>19.55%</b>	<b>3,598,905</b>	<b>19.55%</b>	<b>245,110</b>	<b>7.31%</b>	<b>3,554,763</b>	<b>19.08%</b>	<b>(44,142)</b>	<b>-1.23%</b>
57 <b>Total Expenditures:</b>	<b>17,151,424</b>	<b>100.00%</b>	<b>18,409,410</b>	<b>100.00%</b>	<b>1,257,986</b>	<b>7.33%</b>	<b>18,628,332</b>	<b>100.00%</b>	<b>218,922</b>	<b>1.19%</b>



University of Idaho  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets

Attachment 7

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
58										
59 Net Income/(deficit)	215,446		4,617		(210,829)	-97.86%	7,502		2,885	62.49%
60										
61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59)	93,284		97,901		4,617	4.95%	105,403		7,502	7.66%
62										
63 Sport Camps & Clinics										
64 Revenue	178,433		236,300		57,867	32.43%	236,300	1.27%	0	0.00%
65 Coach Compensation from Camp	31,275		61,828		30,553	97.69%	61,828	0.33%	0	0.00%
66 Camp Expenses	131,411		174,472		43,061	32.77%	174,472	0.94%	0	0.00%
67 Total Expenses	162,686		236,300		73,614	45.25%	236,300	1.27%	0	0.00%
68										
69 Net Income from Camps	15,747		0		(15,747)	-100.00%	0		0	0.00%

**University of Idaho**  
**Intercollegiate Athletics Report**  
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Attachment 7

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>Revenue by Program:</b>										
1 <b>General Revenue:</b>										
2 Student Fees	2,317,147	16.54%	2,335,025	15.76%	17,878	0.77%	2,320,309	15.39%	(14,716)	-0.63%
3 Contributions	2,084,036	14.87%	2,816,197	19.01%	732,161	35.13%	2,797,793	18.55%	(18,404)	-0.65%
4 Direct State General Funds	2,214,700	15.80%	2,214,700	14.95%	0	0.00%	2,424,400	16.08%	209,700	9.47%
5 Gender Equity - General Funds	1,632,885	11.65%	846,560	5.71%	(786,325)	-48.16%	926,660	6.14%	80,100	9.46%
6 Institutional Support	617,506	4.41%	666,530	4.50%	49,024	7.94%	772,100	5.12%	105,570	15.84%
7 NCAA/Conference	2,004,216	14.30%	1,525,841	10.30%	(478,375)	-23.87%	1,494,209	9.91%	(31,632)	-2.07%
8 TV/Radio/Internet	50,000	0.36%	50,000	0.34%	0	0.00%	50,000	0.33%	0	0.00%
9 Concessions/program/etc.	36,037	0.26%	34,250	0.23%	(1,787)	-4.96%	32,850	0.22%	(1,400)	-4.09%
10 Advertising/sponsorship/Royalty	385,041	2.75%	892,500	6.02%	507,459	131.79%	737,500	4.89%	(155,000)	-17.37%
11 Endowments	231,743	1.65%	216,892	1.46%	(14,851)	-6.41%	220,000	1.46%	3,108	1.43%
12 NCAA/Bowl/World Series	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
13 Other	297,993	2.13%	469,500	3.17%	171,507	57.55%	330,000	2.19%	(139,500)	-29.71%
14 Total General Revenue	11,871,304	84.72%	12,067,995	81.46%	196,691	1.66%	12,105,821	80.27%	37,826	0.31%
15 <b>Revenue By Sport:</b>										
16 <b>Men's Programs:</b>										
17 Football										
18 Ticket Sales	998,844	7.13%	449,424	3.03%	(549,420)	-55.01%	440,000	2.92%	(9,424)	-2.10%
19 Game Guarantees	950,000	6.78%	2,075,000	14.01%	1,125,000	118.42%	2,350,000	15.58%	275,000	13.25%
20 Other (Tourn/Bowl/Conf)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
21 Basketball										
22 Ticket Sales	68,274	0.49%	69,703	0.47%	1,429	2.09%	55,000	0.36%	(14,703)	-21.09%
23 Game Guarantees	89,980	0.64%	87,000	0.59%	(2,980)	-3.31%	77,000	0.51%	(10,000)	-11.49%
24 Other (Tourn/Bowl/Conf)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
25 Track & Field/Cross Country	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
26 Tennis	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
27 Baseball Ticket Sales		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
28 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
29 Golf	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
30 Volleyball	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
31 Total Men's Sport Revenue	2,107,098	15.04%	2,681,127	18.10%	574,029	27.24%	2,922,000	19.38%	240,873	8.98%
32 <b>Women's Programs</b>										
33 Volleyball										
34 Ticket Sales	4,789	0.03%	8,000	0.05%	3,211	67.05%	6,000	0.04%	(2,000)	-25.00%
35 Game Guarantees	4,000	0.03%	3,000	0.02%	(1,000)	-25.00%	4,000	0.03%	1,000	33.33%
36 Other (Tourn/Bowl/Conf)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
37 Basketball										
38 Ticket Sales	5,884	0.04%	7,000	0.05%	1,116	18.97%	3,250	0.02%	(3,750)	-53.57%
39 Game Guarantees	20,000	0.14%	44,000	0.30%	24,000	120.00%	35,000	0.23%	(9,000)	-20.45%
40 Other (Tourn/Bowl/Conf)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
41 Track & Field/Cross Country	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
42 Tennis	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
43 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
44 Golf	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
45 Soccer	0	0.00%	4,000	0.03%	4,000	100.00%	5,000	0.03%	1,000	25.00%
46 Softball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
47 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
48 Swimming	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
49 Total Women's Sport Rev	34,673	0.25%	66,000	0.45%	31,327	90.35%	53,250	0.35%	(12,750)	-19.32%
50 <b>Total Revenue</b>	14,013,075	100.00%	14,815,122	100.00%	802,047	5.72%	15,081,071	100.00%	265,949	1.80%

**University of Idaho**  
**Intercollegiate Athletics Report**  
**FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 7

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>51 Expenditures by Sport</b>										
<b>52 Administrative and General</b>										
53 Athletic Director Office	969,157	7.02%	964,682	6.51%	(4,475)	-0.46%	823,306	5.46%	(141,377)	-14.66%
54 Fund Raising Office	316,086	2.29%	361,748	2.44%	45,662	14.45%	351,299	2.33%	(10,448)	-2.89%
55 Academics Support	139,842	1.01%	151,929	1.03%	12,087	8.64%	155,546	1.03%	3,617	2.38%
56 Media Relations	187,655	1.36%	193,769	1.31%	6,114	3.26%	193,879	1.29%	110	0.06%
57 Marketing and Promotions	157,666	1.14%	181,666	1.23%	24,000	15.22%	191,390	1.27%	9,724	5.35%
58 Ticket Office	228,959	1.66%	268,415	1.81%	39,456	17.23%	203,215	1.35%	(65,200)	-24.29%
59 Athletic Training Room	585,811	4.25%	250,000	1.69%	(335,811)	-57.32%	265,000	1.76%	15,000	6.00%
60 Memberships and Dues	414,258	3.00%	409,100	2.76%	(5,158)	-1.25%	409,100	2.71%	0	0.00%
61 Facilities Mtn & Debt Service	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
62 Capital Improvements	37,321	0.27%	14,000	0.09%	(23,321)	-62.49%	18,500	0.12%	4,500	32.14%
63 NCAA/Special Event/Bowls	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
64 Other Miscellaneous	661,496	4.79%	1,217,514	8.22%	556,018	84.05%	1,330,217	8.82%	112,703	9.26%
<b>65 Total Admin &amp; General</b>	<b>3,698,251</b>	<b>26.80%</b>	<b>4,012,824</b>	<b>27.09%</b>	<b>314,573</b>	<b>8.51%</b>	<b>3,941,452</b>	<b>26.15%</b>	<b>(71,371)</b>	<b>-1.78%</b>
<b>66</b>										
<b>67 Men's Programs:</b>										
68 Football	4,587,974	33.25%	4,904,770	33.12%	316,796	6.90%	5,092,657	33.79%	187,887	3.83%
69 Basketball	1,377,144	9.98%	1,356,015	9.16%	(21,129)	-1.53%	1,301,415	8.63%	(54,600)	-4.03%
70 Track & Field/Cross Country	396,216	2.87%	412,494	2.79%	16,278	4.11%	427,689	2.84%	15,195	3.68%
71 Tennis	156,923	1.14%	184,955	1.25%	28,032	17.86%	195,215	1.30%	10,259	5.55%
72 Baseball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
73 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
74 Golf	198,443	1.44%	195,428	1.32%	(3,015)	-1.52%	207,827	1.38%	12,399	6.34%
75 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
76 Rodeo		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
<b>77 Total Men's Programs</b>	<b>6,716,700</b>	<b>48.68%</b>	<b>7,053,662</b>	<b>47.63%</b>	<b>336,962</b>	<b>5.02%</b>	<b>7,224,803</b>	<b>47.93%</b>	<b>171,141</b>	<b>2.43%</b>
<b>78</b>										
<b>79 Women's Programs</b>										
80 Volleyball	607,615	4.40%	663,308	4.48%	55,693	9.17%	720,074	4.78%	56,766	8.56%
81 Basketball	865,568	6.27%	1,036,210	7.00%	170,642	19.71%	1,058,240	7.02%	22,030	2.13%
82 Track & Field/Cross Country	443,724	3.22%	506,468	3.42%	62,744	14.14%	523,949	3.48%	17,481	3.45%
83 Tennis	216,623	1.57%	236,204	1.59%	19,581	9.04%	238,276	1.58%	2,072	0.88%
84 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
85 Golf	225,705	1.64%	227,670	1.54%	1,965	0.87%	238,771	1.58%	11,101	4.88%
86 Soccer	520,781	3.77%	556,383	3.76%	35,602	6.84%	606,526	4.02%	50,143	9.01%
87 Softball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
88 Skiing		0.00%		0.00%	0	0.00%		0.00%	96,959	100.00%
89 Swimming	502,662	3.64%	517,776	3.50%	15,114	3.01%	521,478	3.46%	3,702	0.71%
90 Rodeo/New Sport		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
<b>91 Total Women's Programs</b>	<b>3,382,678</b>	<b>24.52%</b>	<b>3,744,020</b>	<b>25.28%</b>	<b>361,342</b>	<b>10.68%</b>	<b>3,907,314</b>	<b>25.92%</b>	<b>260,253</b>	<b>6.95%</b>
<b>92</b>										
<b>93 Total Expenditures</b>	<b>13,797,629</b>	<b>100.00%</b>	<b>14,810,505</b>	<b>100.00%</b>	<b>1,012,876</b>	<b>7.34%</b>	<b>15,073,569</b>	<b>100.00%</b>	<b>263,064</b>	<b>1.78%</b>

**Lewis Clark College  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 8

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>1 Revenue:</b>										
<b>2 Program Revenue:</b>										
3 Ticket Sales	37,100	1.07%	36,013	1.03%	(1,087)	-2.93%	35,000	0.92%	(1,013)	-2.81%
4 Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
5 Contributions	550,514	15.83%	520,729	14.84%	(29,785)	-5.41%	513,500	13.51%	(7,229)	-1.39%
6 NCAA/Conference/Tournaments		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
7 TV/Radio/Internet Rights	6,350	0.18%	4,900	0.14%	(1,450)	-22.83%	5,000	0.13%	100	2.04%
8 Program/Novelty Sales, Concessionns, Parking		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
9 Royalty, Advertisement, Sponsorship		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
10 Endowment/Investment Income		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
11 Other		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
12 Total Program Revenue	593,964	17.07%	561,642	16.00%	(32,322)	-5.44%	553,500	14.56%	(8,142)	-1.45%
<b>13 Non-Program Revenue:</b>										
14 NCAA/Bowl/World Series	427,581	12.29%	434,125	12.37%	6,544	1.53%	500,000	13.15%	65,875	15.17%
15 Student Fees	331,329	9.52%	386,450	11.01%	55,121	16.64%	375,000	9.87%	(11,450)	-2.96%
16 Direct State General Funds	783,656	22.53%	758,383	21.61%	(25,273)	-3.23%	840,600	22.11%	82,217	10.84%
17 Gender Equity - General Funds		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
18 Direct Institutional Support	126,500	3.64%	126,500	3.60%	0	0.00%	126,500	3.33%	0	0.00%
19 Subtotal State/Institutional Support	910,156	26.16%	884,883	25.22%	(25,273)	-2.78%	967,100	25.44%	82,217	9.29%
20 Total Non-Program Revenue	1,669,066	47.98%	1,705,458	48.60%	36,392	2.18%	1,842,100	48.46%	136,642	8.01%
21 Subtotal Operating Revenue	2,263,030	65.06%	2,267,100	64.60%	4,070	0.18%	2,395,600	63.02%	128,500	5.67%
<b>22 Non-Cash Revenue</b>										
23 Third Party Support	25,550	0.73%	29,250	0.83%	3,700	14.48%	35,400	0.93%	6,150	21.03%
24 Indirect Institutional Support	159,528	4.59%	135,075	3.85%	(24,453)	-15.33%	170,700	4.49%	35,625	26.37%
25 Non-Cash Revenue		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
26 Out-of-State Tuition Revenue	1,030,456	29.62%	1,077,904	30.72%	47,448	4.60%	1,199,600	31.56%	121,696	11.29%
27 Subtotal Non-Cash Revenue	1,215,534	34.94%	1,242,229	35.40%	26,695	2.20%	1,405,700	36.98%	163,471	13.16%
<b>28 Total Revenue:</b>	<b>3,478,564</b>	<b>100.00%</b>	<b>3,509,329</b>	<b>100.00%</b>	<b>30,765</b>	<b>0.88%</b>	<b>3,801,300</b>	<b>100.00%</b>	<b>291,971</b>	<b>8.32%</b>
<b>29</b>										
<b>30 Expenditures</b>										
<b>31 Operating Expenditures:</b>										
32 Athletics Student Aid	478,700	13.69%	456,861	13.49%	(21,839)	-4.56%	445,000	11.75%	(11,861)	-2.60%
33 Guarantees	36,963	1.06%	36,450	1.08%	(513)	-1.39%	48,500	1.28%	12,050	33.06%
34 Coaching Salary/Benefits	410,023	11.72%	397,791	11.75%	(12,232)	-2.98%	533,500	14.09%	135,709	34.12%
35 Admin Staff Salary/Benefits	235,815	6.74%	261,641	7.73%	25,826	10.95%	216,400	5.72%	(45,241)	-17.29%
36 Severance Payments		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 Recruiting	41,703	1.19%	24,739	0.73%	(16,964)	-40.68%	40,000	1.06%	15,261	61.69%
38 Team Travel	286,549	8.19%	280,341	8.28%	(6,208)	-2.17%	304,000	8.03%	23,659	8.44%
39 Equipment, Uniforms and Supplies	178,779	5.11%	141,530	4.18%	(37,249)	-20.84%	156,650	4.14%	15,120	10.68%
40 Game Expenses	62,707	1.79%	58,653	1.73%	(4,054)	-6.46%	71,850	1.90%	13,197	22.50%
41 Fund Raising, Marketing, Promotion		0.00%	793	0.02%	793	100.00%	1,500	0.04%	707	89.16%
42 Direct Facilities/Maint/Rentals		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
43 Debt Service on Facilities		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
44 Spirit Groups		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
45 Medical Expenses & Insurance	17,930	0.51%	15,600	0.46%	(2,330)	-12.99%	17,000	0.45%	1,400	8.97%
46 Memberships & Dues		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
47 NCAA/Special Event/Bowls	458,361	13.10%	412,725	12.19%	(45,636)	-9.96%	480,000	12.68%	67,275	16.30%
48 Other Operating Expenses	74,843	2.14%	56,076	1.66%	(18,767)	-25.08%	66,200	1.75%	10,124	18.05%
49 Subtotal Operating Expenditures	2,282,373	65.25%	2,143,200	63.31%	(139,173)	-6.10%	2,380,600	62.87%	237,400	11.08%
<b>50 Non-Cash Expenditures</b>										
51 3rd Party Coaches Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
52 3rd Party Admin Staff Compensation		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
53 Indirect Facilities & Admin Support	159,528	4.56%	135,075	3.99%	(24,453)	-15.33%	170,700	4.51%	35,625	26.37%
54 Non-Cash Expense	25,550	0.73%	29,250	0.86%	3,700	14.48%	35,400	0.93%	6,150	21.03%
55 Out-of-State Tuition Expense	1,030,456	29.46%	1,077,904	31.84%	47,448	4.60%	1,199,600	31.68%	121,696	11.29%
56 Subtotal Non-Cash Expenditures	1,215,534	34.75%	1,242,229	36.69%	26,695	2.20%	1,405,700	37.13%	163,471	13.16%
<b>57 Total Expenditures:</b>	<b>3,497,907</b>	<b>100.00%</b>	<b>3,385,429</b>	<b>100.00%</b>	<b>(112,478)</b>	<b>-3.22%</b>	<b>3,786,300</b>	<b>100.00%</b>	<b>400,871</b>	<b>11.84%</b>

**Lewis Clark State College  
Intercollegiate Athletics Report  
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Attachment 8

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
58										
59 Net Income/(deficit)	(19,343)		123,900		143,243	-740.54%	15,000		(108,900)	-87.89%
60										
61 Ending Fund Balance 6/30 (PY Fund Balance plus Line 59)	95,425		219,325		123,900	129.84%	234,325		15,000	6.84%
62										
63 Sport Camps & Clinics										
64 Revenue	56,367		73,093		16,726	29.67%	70,000	1.85%	(3,093)	-4.23%
65 Coach Compensation from Camp	15,500		16,749		1,249	8.06%	20,000	0.53%	3,251	19.41%
66 Camp Expenses	29,922		23,916		(6,006)	-20.07%	40,000	1.06%	16,084	67.25%
67 Total Expenses	45,422		40,665		(4,757)	-10.47%	60,000	1.58%	19,335	47.55%
68										
69 Net Income from Camps	10,945		32,428		21,483	196.28%	10,000		(22,428)	-69.16%

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					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
<b>Revenue by Program:</b>										
1 <b>General Revenue:</b>										
2 Student Fees	331,329	14.64%	386,450	17.05%	55,121	16.64%	375,000	15.65%	(11,450)	-2.96%
3 Contributions	85,450	3.78%	117,630	5.19%	32,180	37.66%	215,000	8.97%	97,370	82.78%
4 Direct State General Funds	783,656	34.63%	758,383	33.45%	(25,273)	-3.23%	840,600	35.09%	82,217	10.84%
5 Gender Equity - General Funds	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
6 Institutional Support	126,500	5.59%	126,500	5.58%	0	0.00%	126,500	5.28%	0	0.00%
7 NCAA/Conference	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
8 TV/Radio/Internet	6,350	0.28%	4,900	0.22%	(1,450)	-22.83%	5,000	0.21%	100	2.04%
9 Concessions/program/etc.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
10 Advertising/sponsorship/Royalty	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
11 Endowments	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
12 NCAA/Bowl/World Series	427,581	18.89%	434,125	19.15%	6,544	1.53%	500,000	20.87%	65,875	15.17%
13 Other	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
14 Total General Revenue	1,760,866	77.81%	1,827,988	80.63%	67,122	3.81%	2,062,100	86.08%	234,112	12.81%
15 <b>Revenue By Sport:</b>										
16 <b>Men's Programs:</b>										
17 Football										
18 Ticket Sales		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
19 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
20 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
21 Basketball										
22 Ticket Sales	8,162	0.36%	7,923	0.35%	(239)	-2.93%	7,700	0.32%	(223)	-2.81%
23 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
24 Contributions (Fundraising)	76,569	3.38%	55,284	2.44%	(21,285)	-27.80%	35,000	1.46%	(20,284)	-36.69%
24 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
25 Track & Field/Cross Country (Contributions & Fundraising)	24,997	1.10%	26,742	1.18%	1,745	6.98%	25,000	1.04%	(1,742)	-6.51%
26 Tennis (Contributions & Fundraising)	20,326	0.90%	4,772	0.21%	(15,554)	-76.52%	11,000	0.46%	6,228	130.51%
27 Baseball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
28 Ticket Sales	18,550	0.82%	18,006	0.79%	(544)	-2.93%	17,500	0.73%	(506)	-2.81%
29 Contributions (Fundraising)	68,921	3.05%	70,502	3.11%	1,581	2.29%	67,500	2.82%	(3,002)	-4.26%
29 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
30 Golf (Contributions & Fundraising)	15,840	0.70%	18,227	0.80%	2,387	15.07%	10,000	0.42%	(8,227)	-45.14%
31 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
32 Total Men's Sport Revenue	233,365	10.31%	201,456	8.89%	(31,909)	-13.67%	173,700	7.25%	(27,756)	-13.78%
33 <b>Women's Programs</b>										
34 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
35 Ticket Sales	2,226	0.10%	2,161	0.10%	(65)	-2.92%	2,100	0.09%	(61)	-2.82%
36 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
37 Contributions (Fundraising)	43,445	1.92%	20,931	0.92%	(22,514)	-51.82%	35,000	1.46%	14,069	67.22%
38 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
39 Basketball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
40 Ticket Sales	8,162	0.36%	7,923	0.35%	(239)	-2.93%	7,700	0.32%	(223)	-2.81%
41 Game Guarantees		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
42 Contributions (Fundraising)	91,420	4.04%	101,152	4.46%	9,732	10.65%	62,000	2.59%	(39,152)	-38.71%
43 Other (Tourn/Bowl/Conf)		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
44 Track & Field/Cross Country (Contributions & Fundraising)	60,457	2.67%	63,445	2.80%	2,988	4.94%	31,000	1.29%	(32,445)	-51.14%
45 Tennis (Contributions & Fundraising)	30,337	1.34%	10,096	0.45%	(20,241)	-66.72%	12,000	0.50%	1,904	18.86%
46 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
47 Golf (Contributions & Fundraising)	32,752	1.45%	31,948	1.41%	(804)	-2.45%	10,000	0.42%	(21,948)	-68.70%
48 Soccer		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
49 Softball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
50 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
51 Swimming		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
52 Total Women's Sport Rev	268,799	11.88%	237,656	10.48%	(31,143)	-11.59%	159,800	6.67%	(77,856)	-32.76%
53 <b>Total Revenue</b>	2,263,030	100.00%	2,267,100	100.00%	4,070	0.18%	2,395,600	100.00%	128,500	5.67%

**Lewis Clark State College  
Intercollegiate Athletics Report  
FY11 Actuals, Revised Estimates for FY12, and FY13 Operating Budgets**

Attachment 8

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
					(3-1)	(5/1)			(7-3)	(9/3)
	FY11 Act	%	FY12 Est as of 5/10	%	Variance 12 Est/11 Act	Variance %	FY13 Orig Oper Bdgt	%	Variance 13 Bud/12 Est	Variance %
54 <b>Expenditures by Sport</b>										
55 <b>Administrative and General</b>										
56 Athletic Director Office	318,775	13.97%	339,198	15.83%	20,423	6.41%	374,460	15.73%	35,262	10.40%
57 Fund Raising Office	174	0.01%	188	0.01%	14	8.05%	500	0.02%	312	165.96%
58 Academics Support		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
59 Media Relations		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
60 Marketing and Promotions		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
61 Ticket Office		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
62 Athletic Training Room	29,232	1.28%	29,383	1.37%	151	0.52%	42,100	1.77%	12,717	43.28%
63 Memberships and Dues		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
64 Facilities Mtn & Debt Service		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
65 Capital Improvements		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
66 NCAA/Special Event/Bowls	458,361	20.08%	412,725	19.26%	(45,636)	-9.96%	480,000	20.16%	67,275	16.30%
67 Other Miscellaneous		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
68 <b>Total Admin &amp; General</b>	806,542	35.34%	781,494	36.46%	(25,048)	-3.11%	897,060	37.68%	115,566	14.79%
69										
70 <b>Men's Programs:</b>										
71 Football		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
72 Basketball	268,385	11.76%	221,758	10.35%	(46,627)	-17.37%	221,793	9.32%	35	0.02%
73 Track & Field/Cross Country	59,036	2.59%	58,500	2.73%	(536)	-0.91%	54,605	2.29%	(3,895)	-6.66%
74 Tennis	52,783	2.31%	46,190	2.16%	(6,593)	-12.49%	45,179	1.90%	(1,011)	-2.19%
75 Baseball	391,130	17.14%	361,462	16.87%	(29,668)	-7.59%	461,718	19.40%	100,256	27.74%
76 Wrestling		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
77 Golf	46,833	2.05%	35,975	1.68%	(10,858)	-23.18%	46,455	1.95%	10,480	29.13%
78 Volleyball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
79 Rodeo		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
80 <b>Total Men's Programs</b>	818,167	35.85%	723,885	33.78%	(94,282)	-11.52%	829,750	34.85%	105,865	14.62%
81										
82 <b>Women's Programs</b>										
83 Volleyball	227,731	9.98%	199,316	9.30%	(28,415)	-12.48%	201,525	8.47%	2,209	1.11%
84 Basketball	229,988	10.08%	249,252	11.63%	19,264	8.38%	253,835	10.66%	4,583	1.84%
85 Track & Field/Cross Country	86,496	3.79%	94,129	4.39%	7,633	8.82%	90,468	3.80%	(3,661)	-3.89%
86 Tennis	60,271	2.64%	48,046	2.24%	(12,225)	-20.28%	47,779	2.01%	(267)	-0.56%
87 Gymnastics		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
88 Golf	53,178	2.33%	47,078	2.20%	(6,100)	-11.47%	60,183	2.53%	13,105	27.84%
89 Soccer		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
90 Softball		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
91 Skiing		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
92 Swimming		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
93 Rodeo/New Sport		0.00%		0.00%	0	0.00%		0.00%	0	0.00%
94 <b>Total Women's Programs</b>	657,664	28.81%	637,821	29.76%	(19,843)	-3.02%	653,790	27.46%	15,969	2.50%
95										
96 <b>Total Expenditures</b>	2,282,373	100.00%	2,143,200	100.00%	(139,173)	-6.10%	2,380,600	100.00%	237,400	11.08%

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**SUBJECT**

Athletics Board Policy III.T. and V.X. – first reading

**REFERENCE**

April 2012

Board approved athletics limits for fiscal year 2013

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.T.

**BACKGROUND/DISCUSSION**

The Athletics and Audit Committee have reviewed issues related to gender equity plans and funding at the institutions. One outcome was the need to clarify Board policy as it relates to definitions of funding sources, funds limits and gender equity.

A brief history of Board minutes regarding athletics limits is provided in Attachment 2, page 5.

Board policy limits the amount of “general education” and “institutional” funds that can be spent on athletics. Historically, the Board has stressed the need for the athletics programs to operate on program revenues but allowed some assistance from state and institutional resources.

General education funds consist of state General Funds, endowment funds, and appropriated student fees (see Attachment 1, List of Fees). Institutional funds consist of revenues outside the athletics program and include, for example, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative fees charged to revenue-generating accounts across campus.

The general education limit has been adjusted annually at the same rate of change as the general education funds, but a plain reading of Board policy defines general education funds as the “state general account” (i.e. General Fund). This practice has allowed the general education limit to benefit from the annual increase in tuition and fees instead of being indexed to the state General Fund. Board policy needs to clearly define the fund sources which make up the athletic limit. The limits may also be raised by the amounts annually approved and budgeted for implementation of institutional gender equity plans. Gender equity is an undefined term in policy and it is not clear how exactly gender equity funds above the limits are to be used.

Historically the Board has not formally approved the limits, but those limits have been included in the athletics budgets accepted by the Board every June. At the April 2012 meeting, the Board approved the FY 2013 athletics limits for General Funds and gender equity funds as listed in Attachment 3 lines 28-31 and the FY 2013 athletics limits for institutional funds as listed in Attachment 3 lines 14-21.



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**IMPACT**

The changes to the athletics policy, as shown in Attachment 4 starting on page 7, include the following changes:

1. Defines fund sources for athletics;
2. Splits the limit on State general funds into a limit for athletics and a limit for compliance with Title IX gender equity requirements;
3. Ties the change in the General Fund limits to the change in the General Fund appropriation;
4. Codifies the FY 2013 limits approved by the Board;
5. Requires all limits be approved by the Board annually;
6. Allows the institutions to increase the student athletics fee at a rate up to the rate of increase to the total student activity fee;
7. Affirms the Board's intent that increases in program revenues should be maximized before seeking increases to the limits;
8. Defines gender equity as compliance with Title IX regulations;
9. Requires each institution to prepare a gender equity report which will show the status of the institution's compliance with Title IX; and
10. Removes the requirement for inclusion of athletic fee waivers because the waivers are reported separately to the Board office.

**ATTACHMENTS**

Attachment 1 – List of Appropriated Student Fees	Page 4
Attachment 2 – History of Board minutes related to athletics limits	Page 5
Attachment 3 – FY 2013 Athletics Limits worksheet	Page 6
Attachment 4 - Section V.X. – Intercollegiate Athletics – First Reading	Page 7
Attachment 5 - Section III.T. – Student Athletes – First Reading	Page 13

**STAFF COMMENTS AND RECOMMENDATIONS**

This proposal is to move paragraphs 1-4 of Section III.T. to a new Section V.X. related to policies on athletic revenues, expenses and financial reporting. The redline in V.X. only reflects changes from the current policy as contained in III.T. Only Section III.T.5, Student Athletes-Conduct, would remain in Section III.

The proposed policy revisions in V.X. (Attachment 4) clarify "sources of funds" and "gender equity" as defined terms, requires an annual gender equity report, and requires Board approval of all annual limits on athletics expenditures. Staff recommends using the General Fund appropriation for purpose of calculating the limit on State General Funds. For purpose of computing the limit on Institutional Funds, the policy would use the rate of change of total Appropriated Funds as the calculator.

These changes will provide the Board, institutions, and staff a more precise understanding of the source of athletics revenues, greater oversight by the Board, and a method to show how the institutions are addressing compliance with Title IX.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy moving Section III.T., paragraphs 1-4, Intercollegiate Athletics to Section V.X., Intercollegiate Athletics, and renumber Section III.T.5., Student Athletes – Conduct, as Section III.T.1. with all revisions as presented.

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

## **List of Fees**

### **Appropriated Student Fees**

Professional-Technical Fee

General Education fee (Tuition)

Part-time credit hour fee

Nonresident tuition

Western Undergraduate Exchange

Graduate fee

In-service teacher education fee

Employee/spouse fee

Senior citizen fee

WICHE fee

Summer school fee

Workforce training credit fee

Course overload fee

### **Non-appropriated Fees**

Facility fee

Activity fee (including Athletics fee)

Technology fee

Professional fee

Self-support fee

Student health insurance premiums

Room and Board rates

Continuing education fee

Special course fees

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**Brief history of Board minutes related to athletics limits**

**Attachment 2**

At its March 1983 meeting, the Board approved the athletics policy which limited state appropriated funds base for athletics to \$605,000 for FY 1984 at BSU, ISU and UI and \$225,000 at LCSC. In subsequent fiscal years, general account funding for athletics would grow at a rate not to exceed the rate of growth in general account funding of the budget for college and universities. The minutes do not indicate how these amounts were determined. Staff reviewed the minutes back through 1980 and did not find any further discussion of the athletic budgets or limits. The 1983 policy included a requirement that the resulting system-wide allocation of funds for athletics be equal for BSU, ISU and UI and LCSC would be allotted the same pro rata share of those funds as it had devoted to its athletic programs in FY 1982.

At its April 1986 meeting, the Board increased the limits for general account funding by 10% to \$665,500 for BSU, ISU and UI and \$247,500 for LCSC.

The next policy revision is dated April 1994, however staff could not locate either the first or second reading in the minutes between April 1986 and December 1995. The minutes of the January 2004 meeting quote the policy to limit the increase to the "rate of change in the general education funds allocated by the Board." Therefore, between April 1986 and January 2004, the term used to limit the escalation for general funds used in athletics funding changed from "general account" to "general education" funds. This is significant because "general account" refers to the general funds only while "general education" refers to all appropriated funds including general funds, endowment and appropriated student fees. Current Board policy parenthetically states the General Education Funds are State General Account funds. This part of policy needs to be clarified.

The June 1999 minutes show the Finance Committee was reviewing the athletics budgets at the four institutions, with particular interest on understanding the sources of revenues used to fund the programs. The Committee wanted to place limits on the amount of revenue that could be generated from selected sources and asked the President's Council to recommend a policy on limiting revenue sources.

In September 1999 the Board had an in-depth discussion on athletics limits. Dr. Dillon said the Board was not trying to control the growth of athletic programs as there may be issues such as gender equity that would necessitate it. What the Board was trying to control is the spiraling and escalating costs of athletic programs. Mr. Hammond said he shared the concern regarding funds which should be going to education being transferred to balance athletic budgets.

Mr. Eaton said a proposal would be put together for the October Board meeting which would include, among other things, institutional reallocation of student fees for athletics.

In October it was reported that on Page 7.5.b. there was an error: Institutional funds for LCSC shall not exceed \$100,000 instead of the \$25,000 indicated. He also said one of the reasons for the policy is to address deficits in the athletic programs such as the LCSC \$182,000 deficit.

So, it appears that for the Institutional Funds limits that those were put in place to control the escalating costs of athletics.

# State Board of Education

## Intercollegiate Athletics Support Limits

**Attachment 3**

JFAC Action

	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
<b>1 Calculation of Limits:</b>								
<b>2 Appropriated Funds:</b>								
3 Appropriation Allocation:								
4 General Funds	233,182,000	243,726,400	259,296,600	276,181,100	243,278,100	217,510,800	208,237,100	227,950,500
5 Endowment	9,519,600	7,624,800	7,851,500	8,595,000	9,616,400	9,616,400	9,616,600	9,927,400
6 Student Fee Revenue	107,907,800	119,823,900	124,329,300	127,108,700	133,651,800	146,341,600	177,262,700	202,268,900
7 Total Appropriated Funds	350,609,400	371,175,100	391,477,400	411,884,800	386,546,300	373,468,800	395,116,400	440,146,800
8 % Growth: Appropriated Funds	6.05%	5.87%	5.47%	5.21%	-6.15%	-3.38%	5.80%	11.40%
9 % Growth: General Funds	4.39%	4.52%	6.39%	6.51%	-11.91%	-10.59%	-4.26%	9.47%
10 % Growth: Student Fees		11.04%	3.76%	2.24%	5.15%	9.49%	21.13%	14.11%

### 12 Institutional Funds:

13 Limits:								
14 Boise State University	325,400	344,500	363,300	382,200	358,700	346,600	346,600	386,100
15 % Growth from Prior Year	6.06%	5.87%	5.46%	5.20%	-6.15%	-3.37%	0.00%	11.40%
16 Idaho State University	455,400	482,100	508,500	535,000	502,100	485,100	485,100	540,400
17 % Growth from Prior Year	6.05%	5.86%	5.48%	5.21%	-6.15%	-3.39%	0.00%	11.40%
18 University of Idaho	650,600	688,800	726,500	764,400	717,400	693,100	693,100	772,100
19 % Growth from Prior Year	6.05%	5.87%	5.47%	5.22%	-6.15%	-3.39%	0.00%	11.40%
20 Lewis-Clark State College	130,100	137,700	145,200	152,800	143,400	138,500	138,500	154,300
21 % Growth from Prior Year	6.03%	5.84%	5.45%	5.23%	-6.15%	-3.42%	0.00%	11.41%

	(a)	(b)	(a x 9.47%) (d)	(b x 9.47%) (e)	(a + d) (f)	(b + e) (g)
<b>General Fund Limit Detail</b>	<b>FY 2012 General Account Limits</b>		<b>FY 2013 General Account Limits</b>			
<b>See Note A</b>	<b>FY12 G.F.</b>	<b>FY12 G.E.</b>	<b>G.F. Increase</b>	<b>G.E. Increase</b>	<b>FY13 G.F.</b>	<b>FY13 G.E.</b>
Boise State University	2,214,700	976,872	209,700	92,500	2,424,400	1,069,372
Idaho State University	2,214,700	646,500	209,700	61,200	2,424,400	707,700
University of Idaho	2,214,700	846,560	209,700	80,100	2,424,400	926,660
Lewis-Clark State College	823,400	0	77,900	0	901,300	0
Total	7,467,500	2,469,932	707,000	233,800	8,174,500	2,703,732

**Note A:** FY 2012 General Funds Limit includes frozen FY 2012 General Funds limit and limit for gender equity. The FY 2013 General Funds limit applies the rate of growth for the state General Funds of 9.47% to both the FY 2012 General Fund and Gender Equity limits.

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: ~~III~~V. POSTSECONDARY AFFAIRS~~FINANCIAL AFFAIRS~~

SUBSECTION: ~~FX~~Intercollegiate Athletics

June ~~2007~~2012

### 1. Philosophy

The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.

In the area of intercollegiate athletics, the Board seeks to establish programs which:

- a. provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;
- b. reflect accurately the priorities and academic character of its institutions;
- c. fuel school spirit and community involvement; ~~and~~

d. serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and

d.e. actively and strategically progress toward compliance with Title IX of the Higher Education Amendments Act of 1972.

Given these goals, the Board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, ~~regulations~~policies governing the conduct of athletic programs at its institutions.

### 2. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level must be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, it is the responsibility of the institution's chief executive officer to notify the Board in a timely manner. Likewise, any knowledge of NCAA or conference rule infractions involving an institution should be communicated by the athletic department to the chief executive officer of the institution.

The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming that responsibility, the sources of funds ~~used by~~for intercollegiate athletics shall be defined in the following categories:

- a. State General Education Funds — includes the funds that are appropriated to the institutions (state general account) means state General Funds (as defined in section 67-1205, Idaho Code) appropriated to the institutions.

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: ~~IIIV. POSTSECONDARY AFFAIRS~~ FINANCIAL AFFAIRS

SUBSECTION: ~~FX. Intercollegiate Athletics~~

June ~~2007~~ 2012

~~b. Institutional Funds – includes any funds generated by the institution outside the athletic programs.~~

~~e.b.~~ Student Fee Revenue – ~~includes~~ means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.

c. Program Funds – ~~includes~~ means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.

d. Institutional Funds – means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds do not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.

3. Funds allocated and used by athletics ~~program~~ from the above sources are limited as follows:

a. State General ~~education F~~unds – shall not exceed \$665,500 for the universities and \$247,500 for Lewis-Clark State College for Fiscal Year 1987. In subsequent years, the limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board. Beginning in FY98, the limits for each institution may be raised by the amounts annually approved and budgeted for implementation of institutional gender equity plans.

1) The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.

2) The Board set the following FY 2013 General Fund limits:

a) General Funds for Athletics:

<u>i) Universities</u>	<u>\$2,424,400</u>
<u>ii) Lewis-Clark State College</u>	<u>\$ 901,300</u>

# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: ~~III~~V. POSTSECONDARY AFFAIRS~~FINANCIAL AFFAIRS~~

SUBSECTION: ~~FX~~Intercollegiate Athletics

June ~~2007~~2012

b) General Funds for Gender Equity:

i) Boise State University	\$1,069,372
ii) Idaho State University	\$ 707,700
iii) University of Idaho	\$ 926,660
iv) Lewis-Clark State College	\$ 0

~~4)3)~~ The methodology for computing the limits for both categories of State General Funds shall be to calculate the rate of change for the next fiscal year ongoing State General Funds compared to the ongoing State General Funds in the current fiscal year, and then apply the rate of change to both limits approved by the Board in the previous year. Such limits shall be approved annually by the Board.

b. Institutional funds – shall not exceed \$250,000 for Boise State University; \$350,000 for Idaho State University; \$500,000 for University of Idaho; and \$100,000 for Lewis-Clark State College for fiscal year 2000. In subsequent years, these limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board.

1) The Board set the following FY 2013 limits:

a) Boise State University	\$ 386,100
b) Idaho State University	\$ 540,400
c) University of Idaho	\$ 772,100
d) Lewis-Clark State College	\$ 154,300

2) The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. Such limits shall be approved annually by the Board. For purposes of this paragraph, "Appropriated Funds" means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and student fees.

~~3)c.~~ Student Activity Fee Revenue – shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student fee for the athletic program shall be at the same a rate not more than the rate of increase as change of the total student activity fees.

~~4)d.~~ Program funds – the institutions can use the program funds generated, without restriction.

The president of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a fund balance for the total athletic program must be maintained. In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the



# Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

SECTION: ~~III.V. POSTSECONDARY AFFAIRS~~ FINANCIAL AFFAIRS

SUBSECTION: ~~FX.~~ Intercollegiate Athletics

June ~~2007~~ 2012

fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance. If the fund balance becomes negative, the institutions ~~must~~ shall submit a plan ~~to the for~~ Board approval that eliminates the deficit within two fiscal years. Reduction in program expenditures and/or increase revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the year resulting in a deficit for that year, the president shall advise the Board of the situation at the earliest opportunity.

Donations s to athletics at an institution must be made and reported according to policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under paragraph 3 will be considered.

### 4. Gender Equity

a. Gender equity means compliance with Title IX of the Higher Education Amendments Act of 1972 which prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.

b. Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.

c. The chief executive officer of each institution shall prepare a gender equity report for review and formal approval by the Board in a format and time to be determined by the Executive Director. The gender equity report will show the status of an institution's compliance with Title IX. The gender equity report will show the changes to the athletics programs necessary to comply with Title IX over time.

### 45. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The ~~number and amounts of nonresident tuition waivers and the~~ fund

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**GOVERNING POLICIES AND PROCEDURES**

SECTION: ~~III.V. POSTSECONDARY AFFAIRS~~FINANCIAL AFFAIRS

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June ~~2007~~2012

balances as of June 30 ~~of the report year should~~shall be included in the report. The general format of the report will be consistent with the format ~~used in recent years~~established by the Executive Director. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The institutions will submit the following reports to the Board:

- a. ~~At the June Board meeting, t~~The institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format ~~prescribed by the Board office~~and time to be determined by the Executive Director.

(1) Actual revenues and expenditures for the fiscal year most recently completed.

(2) Estimated revenues and expenditures for the current fiscal year.

(3) Proposed operating budget for the next budget year beginning July 1.

- b. ~~At the February Board meeting, t~~The following fiscal year's financial information will be reported by each institution in a format and time to be determined by the Executive Director:

(1) Actual revenues and expenditures for the prior four (4) fiscal years

(2) Estimated revenues and expenditures for the current fiscal year.

**GOVERNING POLICIES AND PROCEDURES**

SECTION: ~~III~~V. ~~POSTSECONDARY AFFAIRS~~FINANCIAL AFFAIRS

SUBSECTION: ~~TX~~. Intercollegiate Athletics

June ~~2007~~2012

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Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

ATTACHMENT 5

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. ~~Intercollegiate Athletics~~Student Athletes

~~June 2007~~JUNE 2012

~~1. Philosophy~~

~~The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.~~

~~In the area of intercollegiate athletics, the Board seeks to establish programs which:~~

- ~~a. provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;~~
- ~~b. reflect accurately the priorities and academic character of its institutions;~~
- ~~c. fuel school spirit and community involvement; and~~
- ~~d. serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation.~~

~~Given these goals, the Board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, regulations governing the conduct of athletic programs at its institutions.~~

~~2. Policies~~

~~The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level must be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, it is the responsibility of the institution's chief executive officer to notify the Board in a timely manner. Likewise, any knowledge of NCAA or conference rule infractions involving an institution should be communicated by the athletic department to the chief executive officer of the institution.~~

~~The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming that responsibility, the sources of funds used by intercollegiate athletics shall be defined in the following categories:~~

- ~~a. General Education Funds — includes the funds that are appropriated to the institutions (state general account).~~
- ~~b. Institutional Funds — includes any funds generated by the institution outside the athletic programs.~~

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. ~~Intercollegiate Athletics~~Student Athletes~~June 2007~~JUNE 2012

- ~~c. Student Fee Revenue — includes revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program.~~
- ~~d. Program Funds — includes revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.~~
- ~~3. Funds allocated and used by athletic program from the above sources are limited as follows:~~
- ~~a. General education funds — shall not exceed \$665,500 for the universities and \$247,500 for Lewis-Clark State College for Fiscal Year 1987. In subsequent years, the limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board. Beginning in FY98, the limits for each institution may be raised by the amounts annually approved and budgeted for implementation of institutional gender equity plans.~~
- ~~b. Institutional funds — shall not exceed \$250,000 for Boise State University; \$350,000 for Idaho State University; \$500,000 for University of Idaho; and \$100,000 for Lewis-Clark State College for fiscal year 2000. In subsequent years, these limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board.~~
- ~~c. Student fee revenue — shall not exceed revenue generated from student activity fee dedicated for the athletic program. Increases to the student fee for the athletic program shall be at the same rate of increase as the total student activity fees.~~
- ~~d. Program funds — the institutions can use the program funds generated, without restriction.~~

~~The president of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a fund balance for the total athletic program must be maintained. In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance. If the fund balance becomes negative, the institutions must submit a plan to the Board that eliminates the deficit within two fiscal years. Reduction in program expenditures and/or increase revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the year resulting in a deficit for that year, the president shall advise the Board of the situation at the earliest opportunity.~~

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. ~~Intercollegiate Athletics~~ Student Athletes~~June 2007~~ JUNE 2012

~~Donation to athletics at an institution must be made and reported according to policy. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.~~

~~4. Financial Reporting.~~

~~The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The institutions will submit the following reports to the Board:~~

~~a. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.~~

~~—— (1) Actual revenues and expenditures for the fiscal year most recently completed.~~

~~—— (2) Estimated revenues and expenditures for the current fiscal year.~~

~~—— (3) Proposed operating budget for the next budget year beginning July 1.~~

~~b. At the February Board meeting, the following fiscal year's financial information will be reported by each institution:~~

~~—— (1) Actual revenues and expenditures for the prior four (4) fiscal years~~

~~—— (2) Estimated revenues and expenditures for the current fiscal year.~~

~~51.~~ Student Athletes - Conduct

a. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:

~~(4)i.~~ A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

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wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.

~~(2)~~ ii. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.

- b. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.
- c. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to NCAA regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.
- d. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.
- e. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.
- f. Reporting Requirements

~~(4)~~ i. Student athletes shall immediately report any criminal charges to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of charges against their athletes. The

**GOVERNING POLICIES AND PROCEDURES**

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athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same in writing to the Executive Director of the State Board of Education as soon as possible, but not later than 10 working days after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any.

~~(2)~~ii. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction in writing to the Executive Director of the State Board of Education as soon as possible, but not later than 10 working days after the conviction. This report shall include a description of the violation of law and the institution's proposed action, if any.

~~g.~~ Review Clause

~~This policy shall be reviewed by the Board one year from the time that it goes into effect (effective date - November 16, 1995).~~



**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**SUBJECT**

Institution Intellectual Property Policies

**REFERENCE**

October 2010	Board approved First Reading of Board Policy V.M. Intellectual Property
December 2010	Board approved Second Reading of Board Policy V.M. Intellectual Property

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

The Board's intellectual property policy together with the institutions' own technology transfer policies establishes the legal basis for the institutions to claim, disclaim, transfer, or convey intellectual property.

In 2010 Board staff worked extensively with the institutions and stakeholder groups to revised State Board of Education Governing Policies & Procedures, Section V.M. Intellectual Property. The Intellectual Property policy is a guiding principle for the institutions. In addition, the policy requires institutions to develop their own internal policies on technology transfer for Board review and approval. The amendments to Board policy V.M. in 2010 were designed to specific address the concerns by industry that the previous Board policy was vague regarding the Board's versus an institution's claim of ownership and an institutions authority in transferring, conveying, or disclaiming those ownership rights.

**IMPACT**

Approval of the submitted policies will bring the institutions into compliance with Board Policy V.M. Intellectual Property.

**ATTACHMENTS**

Attachment 1 – University of Idaho Intellectual Property Policy	Page 5
Attachment 2 – Boise State University Intellectual Property Policy	Page 12
Attachment 3 – Idaho State University Intellectual Property Policy	Page 23

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.M. requires the institutions to establish policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties. Institutional policies must provide for institutional ownership in circumstances including, but not limited to the following:

1. In cases of specific contracts providing for institutional ownership,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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2. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
3. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or
4. Where a sponsored agreement requires institutional ownership.

Further, each institution's technology transfer policy must at a minimum include:

1. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
2. Policy and plans for patent acquisition (i.e., who initiates, who pays for the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).
3. The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).

Boise State University and Idaho State University's Intellectual Property policies are closely patterned after the University of Idaho's Intellectual Property policy. The University of Idaho's Intellectual Property policy has been in place since prior to the December 2010 adoption of policy V.M. The policy was revised in 2008 to establish the Office of Technology Transfer at the University of Idaho. While the policies touch on all of the required elements within the Board policy they do not add clarity to the intellectual property transfer process, specifically in regards to working with private industry partners, which was one of the main purposes behind the amendment of the Board policy in 2010. Additionally, there was a request from private industry in 2010 that there be a single statewide contract or process for industry to use when working with the three research institutions facilities and expertise.

The Laboratory for Applied Science and Research (LASR) allows the University of Idaho and private sector scientists and staff to work collaboratively, addressing the scientific challenges identified as industry priorities. LASR is a not-for-profit corporation (501(c)(3), established as a separate legal entity for the purpose of supporting research outreach of the University of Idaho. Wisconsin has taken this concept and expanded it to a system wide level. In 2000 the University of Wisconsin (UW) and the Wisconsin Higher Education system formed the WiSys Technology foundation. The Foundation is a wholly owned subsidiary of the Wisconsin Alumni Research Foundation (WARF). WiSys is formed as a Wisconsin non-profit corporation and is operated exclusively for charitable, scientific and education purpose under section 501(c)(3) of the Internal Revenue code. WiSys works hand in hand with the University of Wisconsin System to support research and technology development, link campus innovators with

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industry leaders and speed technology transfer through patent and licensing activities.

Staff recommends the Board direct the institutions to collaboratively work at determining the feasibility of a system wide model similar to that used in Wisconsin for research and technology development and to report back to the Board at the December 2012 Board meeting.

**BOARD ACTION**

I move to approve the Intellectual Property policies of the University of Idaho, Boise State University and Idaho State University as submitted and to direct the institutions to collaboratively determine the feasibility of a system wide research and technology transfer organization similar to the WiSys model.

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

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**UNIVERSITY OF IDAHO**  
**5300**  
**COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL**  
**PROPERTY RIGHTS**

*PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. For more information, contact the Research Office (208-885-6651). [ed. 7-98, rev. 2-07, 4-08, 7-09]*

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**A. INTRODUCTION.** The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

**A-1. DEFINITIONS.** For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

- a. "electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
- b. "written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
- c. "natural person or persons" means natural person or persons involved in the creation or development of intellectual property.

**B. COPYRIGHTS.** UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. (In this policy, “the natural person or persons” is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)

**B-1. Coverage.** The types of materials to which this policy applies include:

- a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.
- b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
- c. Programmed instructional materials.
- d. Audio and video recordings.
- e. Simultaneously recorded live audio and video broadcasts.
- f. Dramatic, choreographic, and musical compositions.
- g. Pictorial, graphic, and sculptural works.
- h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: *[ed. 7-00]*
  - (1) “Computer program” means a set of instructions that direct a computer to perform a sequence of tasks.
  - (2) “Procedural design document” refers to material that describes the procedural steps involved in the creation of a computer program.
  - (3) “Program document” refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
  - (4) “Data base” means a collection of data elements grouped together in an accessible format.
- i. Other copyrightable materials, including materials generated in the production of any of the above works.

**B-2. Assignment of Ownership.** Faculty, staff members, and students retain all rights in the copyrightable materials they create except in the cases of “UI-Sponsored Materials” as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI’s rights, if any. *[rev. 7-09]*

**a. Retention of Rights.** Except as otherwise provided in Subsection B-2-b and B-2-c, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) study guides and similar materials; and (3) works prepared as part of the general obligation to produce scholarly or other creative works

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of the natural person or persons, such as, but not limited to articles, books, musical compositions, and works of art.

**b. UI-Sponsored Materials.** Materials are “UI-Sponsored Materials” within the meaning of this policy if the natural person or persons: (1) was commissioned specifically in writing by UI or one of its distinct units to develop the material as part of his or her employment duties and the writing states that the resulting works would be considered “UI Sponsored”; (2) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (3) received release time from regular duties to produce the specific materials; or (4) made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources regularly and customarily available to him/her as part of his/her regular employment or as part of his/her regular academic enterprise, shall not be considered “substantial use” of UI resources.

**c. University Non-exclusive License for Public Access.** In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies shall grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. *[add. 7-09]*

**B-3. Registration of Copyrightable Materials.** Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its’ assignee. UI or its designee has the right to file registrations of UI Sponsored copyrightable works.

**B-4. Royalties and Income.**

**a.** Out of the gross receipts from royalties and other income from sale or rental of UI Sponsored Materials, the UI, college, department, other unit, or UI’s designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

**b.** Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

**c.** UI retains a right to royalty-free internal use of any materials designated UI Sponsored under this policy.

**B-5. Written Agreements.**

**a.** The provost represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons of copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost



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consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, "dean" includes persons with equivalent administrative capacities.)

**b.** Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost supersede the provisions of this Section 5300. ' To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and (3) comply with Idaho state and federal law. (rev. 4-08)

**B-6. Use of UI-Sponsored Materials.** Use of UI Sponsored Materials under this policy is subject to the following conditions:

**a.** Internal Use. Internal use is use by anyone employed by UI, or attending the UI as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of UI acting within the scope of his or her agency, either directly or through a grant or contract, or by any UI unit. Internal use of UI Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, do not require the prior approval or notification of any of the natural person or persons. However, for as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

**b.** External Use. External use is any use other than that defined in Subsection B-6-a. above. Licensing or sale of UI Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and UI or the UI's designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.

**B-7. Protection.**

**a.** Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

**b.** If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.

**c.** If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

**B-8. Liability.** When either UI or the natural person or persons involved in the creation or development of materials copyrighted by UI or its assignee is alleged to have violated personal or property rights, UI or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against

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UI or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code 6-903 as currently written or later amended.

**B-9. Waiver.** Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units, on any theory of indirect liability for allegedly infringing actions of third parties. *[ed. 4-08]*

**C. PROTECTABLE DISCOVERIES.** "Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall assign to UI all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees or such other natural person or persons identified above with the use of facilities (other than library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

**C-1. Ownership by Other Than UI.** A Protectable Discovery made by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than library resources, normal office use, incidental use of the UI internet network consistent with UI internet use policy, and other facilities for which the person has paid use fees) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI's policy on professional consulting and additional workload [see [3260](#)] to be assigned to the consulting sponsor.

**C-2. UI Processes.** All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. *[rev. 7-97, 7-06, 4-08]*

**a.** Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If

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OTT submits a provisional patent application for intellectual property protection, a “full” and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. *[add. 7-97; ed. 7-98, rev. 4-08]*

**b.** The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include: 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. *[add. 7-97, rev. 7-06, 4-08]*

**c.** If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 (“Bayh-Dole”), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. *[rev. 4-08]*

**C-3. Proceeds.** OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: *[rev. 4-08]*

**a.** Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. *[rev. 4-08]*

**b.** Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. *[rev. 4-08]*

**C-4. Ownership Questions.** Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Committee. The disputes will be decided in accordance with Section 5300(D).

**D. DISPUTE RESOLUTION.** From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

**D-1. Intellectual Property Dispute Committee.** The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty Senate and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. *[ed. 7-09]*

**D-2. Recommendation by the Intellectual Property Dispute Committee.** The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable

Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

**D-3. Decision by the Provost.** After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

**D-4. Appeal of the Decision of the Provost.** The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

**E. SPECIAL ARRANGEMENTS FOR FEDERAL, STATE, AND PRIVATE GRANTS.**

Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research.

**F. RECORD-KEEPING.** See Section [5500](#) for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

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**COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL  
PROPERTY RIGHTS**

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Purpose:

This Policy shall be deemed to be a part of the conditions of employment for every employee of Boise State University, including student employees. The purpose of this Policy is to establish ownership of copyrights, protectable discoveries and other intellectual property rights and to provide guidelines for the distribution of income received for the sale of those works.

Additional Authority:

Idaho State Board of Education Governing Policies and Procedures §V.M

Scope:

Faculty, Staff and Students of the University

Responsible Party:

Division of Research and Economic Development, 426-5732

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**POLICY**

**I. Introduction and Definitions**

**A. Introduction**

Boise State University encourages the creation of scholarly works as an integral part of its mission. University participation in the development, marketing, and dissemination of educational and research materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The University recognizes its obligation to transfer technology and useful discoveries to society. The rights and obligations of Boise State University, its employees and students and other third parties shall be governed by this Policy with respect to all types of intellectual property.

**B. Definitions**

For purposes of this Policy, the following terms shall have the following meanings:

1. "Electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.

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2. "Written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
3. "Natural person or persons" means natural person or persons involved in the creation or development of intellectual property.
4. "Copyrightable Works" is defined to mean anything which might be protected by copyright, such as the following:
  - a) Study guides, tests, syllabi, course materials, bibliographies, texts, books, and articles.
  - b) Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
  - c) Programmed instructional materials.
  - d) Audio and video recordings.
  - e) Simultaneously recorded live audio and video broadcasts.
  - f) Dramatic, choreographic, and musical compositions.
  - g) Pictorial, graphic, and sculptural works.

However, Computer software, including computer programs, procedural design documents, program documents, and databases as defined below shall be treated for purposes of this Policy as a Protectable Discovery and not as a Copyrightable Work.

5. "Computer program" means a set of instructions that direct a computer to perform a sequence of tasks.
6. "Procedural design document" refers to material that describes the procedural steps involved in the creation of a computer program.
7. "Program document" refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
8. "Data base" means a collection of data elements grouped together in an accessible format.

9. "Protectable Discoveries" is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret and computer software, including computer programs, procedural design documents, program documents, and databases as defined above.

## II. Copyrightable Works

### A. General Provisions

The University's participation in the development of Copyrightable Works raises questions concerning the ownership and use of materials in which the University has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the University regarding ownership and use of copyrightable materials. The University acknowledges the right of faculty and staff members to prepare and publish materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. (In this policy, "the natural person or persons" is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)

Faculty, staff members, and students retain all rights in the copyrightable materials they create except in the cases of "University-Sponsored Materials" or "University-Directed Materials" as defined below, materials subject to grant of a non-exclusive license to the University for educational use or public access as described below, materials covered by a Grant or Contract as discussed below, and materials covered by a valid written agreement between the natural person or persons and the University as discussed below. Faculty members and staff members shall cooperate with reasonable requests from the University for the creation of any documents and records needed to vest and memorialize the University's rights, if any.

Course materials for courses offered by the University to its students shall not be University-Sponsored or University-Directed Materials, but instead shall be the property of the natural person or persons in the absence of a written agreement between the natural person or persons and the University signed by the Provost and Vice-President for Academic Affairs.

Copyrightable materials produced by employees, other than traditional scholarly publications and course materials written by faculty for courses offered by the University to its students, are "University-Sponsored

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Materials” within the meaning of this Policy if the natural person or persons made “substantial use” of University resources in the creation or development of the specific materials. In light of the University’s role in the creation of University-Sponsored Materials, the natural person or persons hereby irrevocably assign to the University all right, title and interest worldwide to University-Sponsored Materials, applications for legal protection of such University-Sponsored Materials and copyrights resulting from the creation of such University-Sponsored Materials.

Absent a valid written agreement otherwise, University-Sponsored Materials are to be registered in the name of the University and the University has the right to register, protect, transfer, convey, license or otherwise derive income from University-Sponsored copyrightable works. However, in light of the University’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the University should retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

Copyrightable materials produced by employees, other than traditional scholarly publications and course materials written by faculty for courses offered by the University to its students, are University-Directed Materials within the meaning of this Policy if the natural person or persons developed the material as part of the course and scope of his or her specific employment duties. Course materials written by faculty for courses offered by the University to its students are University-Directed Materials within the meaning of this Policy if the natural person or persons received extra pay or other consideration from the University to prepare the specific materials pursuant to an agreement providing that the extra pay or other consideration is in exchange for the ownership of the specific materials. University-Directed Materials are owned by the University and are to be registered in the name of the University.

Notwithstanding anything to the contrary in this Policy, in order to permit the University to comply with public access mandates established by state or federal law or federal agency or University policy and related terms and conditions of research agreements, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies hereby grant the University an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research.

**B. Royalties and Income**

1. Out of the gross receipts from royalties and other income from license, sale or rental of the University-Sponsored Materials, the



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University, through its Division of Research and Economic Development ("DRED"), shall recover reasonable expenses, including legal expenses, it incurred in the development, marketing, protection or dissemination of the materials.

2. The net proceeds are then distributed once yearly as follows: 50 percent to the natural person or persons and 50 percent to the University.

**C. Use of University-Sponsored Materials**

Use of the University-Sponsored Materials under this Policy is subject to the following conditions:

Use is use by anyone employed by the University, or attending the University as a student, while acting within the scope of his or her employment or academic enterprise, or any agent of the University acting within the scope of his or her agency, either directly or through a grant or contract, or by any University unit. Use of the University-Sponsored Materials for any lawful purpose of the University does not require the prior approval or notification of any of the natural person or persons. However, for as long as any natural person or persons involved in the creation or development of the University-Sponsored Materials remains a University employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

**D. Protection**

1. Allegations of unauthorized use or copyright infringement of the University-Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the Vice President for Research and Economic Development ("VPRED").
2. If such action is initiated by the University alone or in concert with the natural person or persons, the costs are borne by the University. Proceeds from the action in excess of costs are shared as provided above.
3. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and the University decides not to act, the University will cooperate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to the University. The costs of the suit will be borne by

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the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

E. Waiver

Any person involved in the development of copyrightable materials governed by this Policy waives any claim that otherwise legal use of the material by the University, its agents, employees or students creates legal liability by the University, its agents, employees or students on any theory of indirect liability for allegedly infringing actions of third parties.

III. Protectable Discoveries

A. General Provisions; Irrevocable Assignment

All Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, discovered, developed, conceived, or reduced to practice by University employees through work performed within the scope of their duties at the University, by University employees or other persons using University resources not openly available to members of the general public, or by University employees or other persons through work performed under contracts or agreements with the University shall be the property of the University, effective immediately as of the time such Protectable Discoveries are discovered, developed, conceived, or reduced to practice. Such persons, whether University employees or other persons subject to this Subsection, do hereby irrevocably assign to the University all right title, and interest, worldwide, to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and utility patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries. Protectable Discoveries made by University employees or such other persons, and for which the University does not expressly disclaim ownership under this Policy, are deemed to have been made under the conditions identified above for which ownership is claimed by and all rights in such Protectable Discoveries are assigned to the University. University employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or attempt to defeat the University's rights in any Protectable Discovery.

Protectable Discoveries made by students, and without the use of University resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the course of employment at the University, or results from work directly related to employment responsibilities at the

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**JUNE 21, 2012**

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University, or from work or research performed under a grant or other sponsorship.

A Protectable Discovery discovered, developed, or conceived and reduced to practice by University employees or other persons wholly on his or her own time, outside the scope of his or her duties at the University, and without the use of University facilities (other than library resources) shall belong to that person, even though it falls within the field of competence relating to the person's University position. This provision also allows any Protectable Discovery made by a University employee in the course of private consulting services carried out by the employee in conformance with the University's policy on professional consulting to be assigned to the consulting sponsor.

**B. Proceeds**

1. Out of the gross receipts from royalties or other income from license, sale or rental of the Protectable Discovery, the University, through its DRED, shall recover reasonable expenses, including legal expenses, it incurred in the development, marketing, protection or dissemination of the materials.
2. The net proceeds are then distributed once yearly as follows: 50 percent to the natural person or persons and 50 percent to the University.

**IV. University Processes**

- A. The DRED shall be responsible for the development, management, marketing, and licensing of all Copyrightable Works and Protectable Discoveries (collectively "Intellectual Property") for which the University claims ownership under this Policy. All such Intellectual Property must be disclosed to the DRED. The DRED shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities.
- B. Upon disclosure of Intellectual Property to the DRED, the DRED will communicate, as soon as practicable its determination regarding whether the University wishes to pursue commercialization and/or a patent or other legal protection. The DRED shall make reasonable efforts to complete its review and convey its determination to the person or persons disclosing the Intellectual Property within three (3) months after receiving a full and complete disclosure of the Intellectual Property.

- C. Should the University decide to pursue commercialization and/or patent or other legal protection for the Intellectual Property, the DRED shall, not less than annually and for so long as the University owns the Intellectual Property, provide reports to the college or center where the inventor(s) are located regarding the Intellectual Property. The report will include 1) the status of any application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that the DRED has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, the DRED must notify the college or center in writing.
- D. If the DRED determines not to pursue commercialization of the Intellectual Property, the University may elect, at its sole discretion and subject to controlling federal law, including but not limited to 37 C.F.R. §401 (“Bayh-Dole”), and applicable policies of the State Board of Education, to reconvey, assign, and transfer the Intellectual Property to those person or persons involved in the creation of the Intellectual Property.

V. Other Intellectual Property Rights

All other intellectual property rights not referred to in the above sections are covered under Idaho State Board of Education Policy Section V.M.

VI. Dispute Resolution

From time to time, disputes will inevitably occur concerning ownership of the intellectual property contemplated in this Policy. Resolution of such disputes shall be achieved by the following procedure:

A. Intellectual Property Dispute Committee

The Intellectual Property Dispute Committee (“IPD Committee”) shall be an Ad Hoc Committee formed when necessary by appointments made by the VPRED. The IPD Committee shall be composed of five faculty and staff members. Additionally, the Office of the General Counsel shall appoint an ex officio representative to the IPD Committee. The VPRED shall appoint the chair from among the committee members.

The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations of unauthorized use or copyright infringement of the University-Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the VPRED. The IPD Committee’s recommendation is to be made no later than 60 days after receiving the matter for

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**JUNE 21, 2012**

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consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

**B. Decision by the VPRED**

After receiving the recommendation of the IPD Committee, the VPRED makes a decision concerning ownership or infringement. The VPRED's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

**C. Appeal of the Decision of the VPRED**

The decision of the VPRED may be appealed to the President of the University. The decision of the President shall be the final decision of the University.

**VII. Special Arrangements for Federal, State, and Private Grants**

Nothing in this Policy shall prevent the University from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the State of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, the University may specifically authorize acceptance of such grant upon such terms and conditions. The University may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research, provided however, that the terms of any such contractual arrangements must comply with the policies of the Idaho State Board of Education and with Idaho state and federal laws.

**VIII. Conflict of Interest**

The purpose of this section of the policy is to incorporate State Board of Education Rule IDAPA 8.00 I 2,4 – Conflict of Interest Rule as it relates to Intellectual Property activities.

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- A. All decisions of employees of Boise State University concerning transfer of intellectual property are to be made solely on the basis of promoting the best interest of Idaho's postsecondary education and the public good.
- B. In the event that an employee of Boise State University shall be called upon to consider a transaction involving an organization with which an employee of Boise State University is affiliated, such employee, as soon as he or she has knowledge of the transaction, shall:
  - 1. Disclose fully the precise nature of his or her interest or involvement in such transaction and/or such organization; and
  - 2. Refrain from participation in the institution's consideration of the proposed transaction.
- C. The employees shall also disclose to the institution on a continuing basis all their relationships and business affiliations that reasonably could give rise to a conflict of interest because of their respective duties and responsibilities.
- D. For the purpose of this conflict of interest rule, an employee is affiliated with an organization if he or she or a member of his or her immediate family:
  - 1. Is an officer, director, trustee, partner, employee or agent of such organization;
  - 2. Is either the actual or beneficial owner of more than 50% or \$5,000 of the voting stock or controls interest of such organization; or
  - 3. Has any other direct or indirect dealings with such organization from which she or he knowingly is materially benefitted. It shall be presumed that a person is materially benefitted if she or he receives directly or indirectly cash or other property (exclusive of dividend and interest) in excess of \$100 in any year in the aggregate.
- E. All disclosures required to be made hereunder must be directed in writing to the Conflict of Interest Officer of the University who shall have responsibility for administration of this conflict of interest rule. The employees shall rescue themselves from any and all potential conflicts of interest. All known violations, disputes, and other issues arising out of the application of this rule to employees of Boise State University shall be referred to the State Board of Education for appropriate action. If the State Board determines that a conflict of interest has occurred, the State Board may take action against the employee.

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- F. Boise State University shall ensure that all contractors retained to facilitate the transfer of intellectual property conform with this conflict of interest rule.

**IDAHO STATE UNIVERSITY**  
**POLICIES AND PROCEDURES (ISUPP)**  
**Intellectual Property Policy**  
**(policy number TBD)**

*POLICY INFORMATION*

**Major Functional Area (MFA):** *Research VII*

**Policy Title:** *Intellectual Property Policy*

**Responsible Executive (RE):** *Vice President for Research*

**Sponsoring Organization (SO):** *Technology Transfer Office*

**Dates: Effective Date:** *June* , 2012

**Revised:** *NA*

**Annual Review:** *June* , 2013

**I. INTRODUCTION**

ISU encourages the creation of scholarly works as an integral part of its mission. ISU's participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. ISU recognizes its obligation to transfer technology and useful discoveries to society. ISU also recognizes its obligation to comply with the Section V.M. of the Governing Policies and Procedures of the Idaho State Board of Education (the "Board") with respect to intellectual property. The policy requires the institutions develop "policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto" be submitted to the Board for its review and approval. With respect to all types of intellectual property, the rights and obligations of ISU, its employees and students and other third parties shall be governed by this policy.

**II. POLICY STATEMENT**

This policy applies across all of ISU and affects faculty, staff and students. This policy applies to scholarly and creative works at ISU and to the transfer of new technologies and useful discoveries. The policy describes how ISU governs all types of intellectual property, rights and obligations in regard to its students, employees and third parties.

**III. AUTHORITY AND RESPONSIBILITIES**

The enforcement of this policy is the responsibility of the Vice President for Research (VPR) and Economic Development with assistance from ISU General Counsel and the Technology Transfer Officer. The Office of Technology Transfer (OTT) shall be responsible for the development, management, marketing, licensing of all Protectable Discoveries for which ISU claims ownership under this policy.

**IV. DEFINITIONS**

For purposes of these Research Policies the following terms shall have the following meanings:



- A. “copyrightable works,” for the purposes of these Research Policies means anything which constitutes an original work of authorship fixed in a tangible medium of expression and includes, as examples, the types or works described in section V.B.1 below.
- B. “electronic” shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
- C. “intellectual property” (IP) includes all types of intellectual property recognized under applicable law, including but not limited to copyrightable works, Protectable Discoveries, trade secrets, and mask works.
- D. “ISU-Sponsored Materials” is defined in Section V.B.2.b below.
- E. “natural person or persons” means natural person or persons involved in the creation or development of intellectual property. In this policy, “the natural person or persons” is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.
- F. “Protectable Discoveries,” for purposes of these Research Policies means anything that might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret.
- G. “written” or “in writing” shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

## **V. PROCEDURES TO IMPLEMENT**

ISU faculty, staff or students who have Intellectual Property that they would like to copyright or patent will contact the VPR or Tech Transfer Officer to determine if the work falls under this policy. If so, the Tech Transfer Officer will work with that individual to develop the IP, according to this policy.

- A. ISU encourages the creation of scholarly works as an integral part of its mission. ISU’s participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. ISU recognizes its obligation to transfer technology and useful discoveries to society. ISU also recognizes its obligation to comply with the Section V.M. of the Governing Policies and Procedures of the Idaho State Board of Education (the “Board”) with respect to intellectual property. With respect to all types of intellectual property, the rights and obligations of ISU, its employees and students and other third parties shall be governed by this policy.

The Office of Technology Transfer (OTT) has the overall authority and responsibility for carrying out this policy and binding the institution contractually with respect to the matters stated herein. In addition, the Provost has the authority to negotiate and sign written agreements relating to copyrightable works under this policy as stated in Section V.B.

To the extent permitted by this policy, individuals may enter into contracts with ISU to address intellectual property, in which case the contract terms shall control

- 1. **CONDITION OF EMPLOYMENT OR ENROLLMENT.** This Section shall be deemed to be a part of the conditions of employment for every employee of ISU, including student employees, and of the conditions of enrollment and attendance for every student.

**B. COPYRIGHTABLE WORKS.** ISU participation in the development of copyrightable works raises questions concerning the ownership and use of works in which ISU has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and ISU regarding ownership and use of copyrightable works in the absence of a valid written agreement between the natural person or persons and ISU. ISU acknowledges the right of faculty, staff members and students to prepare and publish copyrightable works in the name of the natural person or persons and that may generate royalty income for the natural person or persons.

**1. Coverage.** The types of works to which Subsection B applies include:

- a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.
- b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
- c. Programmed instructional materials.
- d. Audio and video recordings.
- e. Simultaneously recorded live audio and video broadcasts.
- f. Dramatic, choreographic, and musical compositions.
- g. Pictorial, graphic, and sculptural works.
- h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below:
  - i. "Computer program" means a set of instructions that direct a computer to perform a sequence of tasks.
  - ii. "Procedural design document" refers to material that describes the procedural steps involved in the creation of a computer program.
  - iii. "Program document" refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
  - iv. "Database" means a collection of data elements grouped together in an accessible format.

Other copyrightable works, including materials generated in the production of any of the above works.

**2. Assignment of Ownership.** Faculty, staff members, and students retain all rights in the copyrightable works they create except in the cases of: "ISU-Sponsored Materials," as defined in Subsection 2.b below; works subject to grant of a non-exclusive license to ISU for public access, as described in Subsection 2.c below; works protectable under both patent and copyright laws, as described in Subsection d



works covered by a valid written agreement between the natural person or persons and ISU as discussed in Subsection V.B.4. Faculty members, staff members, and students shall cooperate with reasonable requests from ISU for the creation of any documents and records needed to vest and memorialize ISU's rights, if any.

**Retention of Rights.** Except as otherwise provided in Subsection 2.b, 2.c, 2.d, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) study guides and similar materials; and (3) works prepared as part of the general obligation to produce scholarly or other creative works of the natural person or persons, such as, but not limited to articles, books, musical compositions, and works of art.

- b. ISU-Sponsored Materials.** Copyrightable works are "ISU-Sponsored Materials" within the meaning of this policy if the natural person or persons: (1) was commissioned specifically in writing by ISU or one of its distinct units to develop the material as part of his or her employment duties and the writing states that the resulting works would be considered "ISU-Sponsored"; (2) received extra pay from ISU to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (3) received release time from regular duties to produce the specific materials; or (4) made "substantial use" of ISU resources in the creation or development of the specific materials, provided however that the use of ISU resources regularly and customarily available to him/her as part of his/her regular employment or as part of his/her regular academic enterprise, shall not be considered "substantial use" of ISU resources.
  - c. University Non-exclusive License for Public Access.** In order to permit ISU to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies hereby grant ISU an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable works produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by ISU to be a special arrangement for federal grants and contracts, per Section V.G, and is not subject to the disposition of rights described in V.B.2 or to negotiation under Section V.D.
  - d. Materials Protectable by Both Patent and Copyright Laws.** Materials that may be protected under either or both patent or copyright laws (e.g. computer software) shall be treated under this Section as Protectable Discoveries and shall be subject to the disposition of ownership and the process for commercialization described in Section V.C.
- 3. Registration of Copyrightable Works.** Absent a valid written agreement otherwise, ISU-Sponsored Materials are to be registered in the name of the Idaho State University or its assignee. ISU or its designee has the right to file registrations of ISU Sponsored copyrightable works.

**4. Written Agreements.**

- a. The provost or his or her designee represents ISU in negotiating agreements with the natural person or persons creating or developing copyrightable works pursuant to this Section V.B of this policy. The natural person or persons creating or developing copyrightable works may negotiate with the provost and arrive at a mutually agreeable contract. The provost or his or her designee consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, “dean” includes persons with equivalent administrative capacities.)
- b. Valid written agreements concerning copyright ownership, use of copyrighted works, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost supersede the provisions of this Section. To be valid, such agreements must (1) comply with the terms of any relevant grants or contracts as discussed in Section V.G below, (2) comply with the policies of Idaho State University, and 3) comply with Idaho state and federal law, including Section V.M. of the Governing Policies and Procedures of the Board.

**5. Use of ISU-Sponsored Materials.** Use of ISU-Sponsored Materials under this policy is subject to the following conditions:

- a. **Internal Use.** Internal use is use by anyone employed by ISU, or attending ISU as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of ISU acting within the scope of his or her agency, either directly or through a grant or contract, or by any ISU unit. Internal use of ISU-Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, does not require the prior approval or notification of any of the natural person or persons. However, for as long as any natural person or persons involved in the creation or development of ISU- Sponsored Materials remains an ISU employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.
- b. **External Use.** External use is any use other than that defined in Subsection 5.a above. Licensing or sale of ISU-Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and ISU or ISU’s designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.

- 6. **Liability.** When either ISU or the natural person or persons involved in the creation or development of works copyrighted by ISU or its assignee is alleged to have violated personal or property rights, ISU or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against ISU or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code § 6-903 as currently written or later amended.
- 7. **Waiver.** Any person involved in the development of copyrightable works governed by Section V.B waives any claim that otherwise legal use of the work by ISU, its agents, employees, or distinct units, creates legal liability by ISU, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties.



**C. PROTECTABLE DISCOVERIES.** All Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, discovered, developed, conceived, or reduced to practice by ISU employees through work performed within the scope of their duties at ISU, by ISU employees or other persons using ISU resources not openly available to members of the general public, or by ISU employees or other persons through work performed under contracts or agreements with ISU shall be the property of ISU, effective immediately as of the time such Protectable Discoveries are discovered, developed, conceived, or reduced to practice. Such persons, whether ISU employees or other persons subject to this Subsection, agree to assign and do hereby irrevocably assign to ISU all right title, and interest to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and utility patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by ISU employees or such other persons, and for which ISU does not expressly disclaim ownership under Subsections C.1 and C.2, below, are deemed to have been made under the conditions identified above for which ownership is claimed by and all rights in such Protectable Discoveries are assigned to ISU. ISU employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or defeat ISU rights in any Protectable Discovery.

**1. Protectable Discoveries of Undergraduate and Graduate Students.**

**a. Undergraduate Students:** Protectable Discoveries made by undergraduate students, and without the use of University resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the course of employment at ISU, or results from work directly related to employment responsibilities at ISU or from work or research performed under a grant or other sponsorship, or is undertaken with another person who has a duty to make or has made an assignment to ISU under this Section.

**b. Graduate Students:** Protectable Discoveries made by graduate students in the course of employment at ISU or through research carried out as part of a post-baccalaureate or doctoral degree or other non-degree program, or resulting from work directly related to the graduate student's employment, training or research responsibilities at the ISU, or from work or research performed under a grant or other sponsorship, or undertaken with another person who has a duty to make or has made an assignment to ISU under this Section, shall be the property of ISU and shall be subject to this Section. Any Protectable Discoveries arising from a thesis or dissertation submitted as a part of the requirements for a degree shall be subject to this Section.

**2. Ownership by Other Than ISU.** A Protectable Discovery discovered, developed, or conceived and reduced to practice by ISU employees or other persons wholly on his or her own time, outside the scope of his or her duties at ISU, not performed under contracts or agreements with ISU, and without the use of ISU facilities (other than library resources) shall belong to that person, even though it falls within the field of competence relating to the person's ISU position. This provision also allows any Protectable Discovery made by an ISU employee in the course of private consulting services carried out by the employee in conformance with the ISU's policy on

professional consulting and additional workload to be assigned to the consulting sponsor.

- 3. ISU Processes.** The Office of Technology Transfer (OTT) shall be responsible for the development, management, marketing, licensing of all Protectable Discoveries for which ISU claims ownership under Section V.C. All such Protectable Discoveries must be disclosed to OTT. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities, to accept institutional ownership interests, to continue development in institutional facilities for the benefit of the licensee, and to engage in business planning or production assistance activities.

- a. Upon disclosure of a Protectable Discovery to OTT, OTT will communicate, as soon as practicable its determination regarding whether the ISU wishes to pursue commercialization and/or a patent or other legal protection. OTT shall make reasonable efforts to complete its review and convey its determination to the person disclosing a Protectable Discovery within three (3) months after receiving a full and complete disclosure of "the Protectable Discovery."
- b. The OTT shall, not less than annually and for so long as ISU owns the Protectable Discovery, provide reports to both the persons involved in the invention of the Protectable Discovery and to the college or center where the inventor(s) are located. The report will include 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three (3) years after its first acceptance, OTT must notify the college or center and inventor(s) in writing.
- c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, at its sole discretion and subject to controlling federal law including but not limited to 37 C.F.R. § 401 ("Bayh-Dole"), to reconvey, assign, and transfer the Protectable Discovery to those person(s) involved in the creation of the Protectable Discovery.

- 4. Ownership Questions.** Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Vice President of Research and Economic Development. The disputes will be decided in accordance with Section V.E.

- D. ROYALTIES AND INCOME.** OTT will make provision to share the net proceeds, management, and licensing of any intellectual property (copyrights and Protectable Discoveries) as follows:

1. Legal, development, marketing, or other expenses incurred by the University in relation to the intellectual property will be reimbursed first out of the net proceeds, prior to any distributions.
2. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to ISU, and 20 percent to the college (s) or service unit(s) of the natural person or persons. At least



half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

3. ISU retains a right to royalty-free internal use of any intellectual property under this policy.
- E. DISPUTE RESOLUTION.** From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this policy. Resolution of such disputes shall be achieved by the following procedure:
1. **Intellectual Property Dispute Committee.** The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Vice President of Research and Economic Development. The IPD Committee may be composed of faculty members, graduate students, and/or individuals outside of the University.
  2. **Recommendation by the Intellectual Property Dispute Committee.** The IPD Committee, if one is formed, considers, investigates, and makes recommendations toward resolution of disputes concerning ownership of copyrightable works and Protectable Discoveries. It reviews all relevant evidence submitted to it before making its recommendation to the Vice President of Research and Economic Development. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration.
  3. **Decision by the Vice President of Research and Economic Development.** After receiving the recommendation of the IPD Committee, if one is formed or, if such a committee is not formed, after reviewing the available information, the Vice President of Research and Economic Development makes a decision concerning ownership and will transmit his or her decision in writing to the natural person or persons, to his or her departmental administrator and dean, and to the Provost.
  4. **Appeal of the Decision of the Vice President of Research and Economic Development.** The decision of the Vice President of Research and Economic Development may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.
- F. PROTECTION.** From time to time, allegations unauthorized use or infringement of intellectual property contemplated in this policy may occur. The handling of such allegations shall be as follows:
1. Allegations should be made to the Vice President of Research and Economic Development for investigation. The Vice President of Research and Economic Development will investigate and may form an ad hoc committee made up of faculty, staff, graduate students, and/or outside persons. After investigation, the Vice President of Research and Economic Development will recommend appropriate action to the President.
  2. If an enforcement action is initiated by ISU alone or in concert with the natural person or persons involved in the creation or development of the allegedly infringed intellectual property, the costs will be borne as may be agreed upon by ISU and such

natural person or persons. Proceeds from the action in excess of costs are shared as provided in Section V.D.

3. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and ISU decides not to act, ISU will cooperate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to ISU. The costs of the suit will be borne by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

**G. SPECIAL ARRANGEMENTS FOR FEDERAL, STATE, AND PRIVATE GRANTS.** Nothing in this policy shall prevent ISU from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, ISU may specifically authorize acceptance of such grants upon such terms and conditions. ISU may also specifically authorize contractual arrangements with industrial sponsors for different disposition of rights in any form of intellectual property resulting from its sponsored research.

**H. RECORD-KEEPING.** Record-keeping procedures are recommended in order to safeguard the property rights of ISU or the faculty member in research and potentially patentable results.

**REQUIRED ISU EMPLOYEE IP AGREEMENTS.** Attached are the Employment Agreement Concerning Intellectual Property - Attachment A, Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights - Attachment B, Disclosure of Invention Work in Progress - Attachment C, and Disclosure of Prior Contracts - Attachment D that all employees agree to sign upon employment at ISU. (See Attachments A-D.)

## **VI. ATTACHMENTS**

Attachment A - Employment Agreement Concerning Intellectual Property  
Attachment B - Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights  
Attachment C - Disclosure of Invention Work In Progress  
Attachment D - Disclosure of Prior Contracts

## **PRESIDENTIAL CERTIFICATION**

Date:

Approved by Arthur C. Vailas  
President, Idaho State Universi



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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**SUBJECT**

Board Policy V.R. – Professional Fees – second reading

**REFERENCE**

December 2010	Board approved first reading of changes to Self-Support Fee policy
February 2011	Second reading pulled from agenda and returned to CAAP for further review
December 2011	Board approved first reading of changes to Professional Fee and Self-Support Fee policy
February 2012	Second reading sent back to BAHHR for revisions
April 2012	Board approved first reading with changes

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.iv.

**BACKGROUND / DISCUSSION**

Staff and institutions have found that the policy on professional fees lack clarity. The proposed revisions seek to clarify which types of academic programs are eligible for professional fee and the process an institution must follow to request such a fee.

**IMPACT**

The proposed revisions establish a clear process for program approval. Any subsequent increase in a professional fee shall require prior approval by the Board.

**ATTACHMENTS**

Attachment 1- Board Policy Section V.R.3.b.iv.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board member Lewis requested two substantive edits to the first reading:

- In V.R.3.b.iv.1)a) (Tab 5, Page 6) the term “professional services” is reinstated in lieu of “profession”.
- Also in that same paragraph, the definition of the term “academic” is cross-referenced to policy III.E.1.

In V.R.3.b.iv.2), the UI suggested further clarifying accreditation in light of the fact that some programs must be up and running for a year prior to seeking accreditation.

Staff recommends approval.

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy Section V.R.3.b.iv. Professional Fees, as presented in Attachment 1. It is the intent of the Board that all current Board-approved professional fees would be grandfathered in under this policy.

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

**1. Board Policy on Student Tuition and Fees**

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

**2. Tuition and Fee Setting Process – Board Approved Tuition and Fees**

**a. Initial Notice**

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

**b. Board Approval**

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

**c. Effective Date**

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

### 3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

#### iv. Professional Fees

To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:

##### 1) Credential or Licensure Requirement:

- a) A professional fee may be assessed for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a [profession](#) professional service involving expert and specialized knowledge for which credentialing or licensing is required. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master’s, specialist or doctoral degree [as defined in policy III.E.1](#).
- b) The program leads to a degree where the degree is at least the minimum required for entry to the practice of a profession.

##### 2) Accreditation Requirement: The program:

- a) Is accredited,
- b) is actively seeking accreditation if a new program, or
- c) [will be actively seeking accreditation after the first full year of existence if a new program](#)

by a regional or specialized accrediting agency .

- 3) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.
- 4) The program may include support from appropriated funds.

- 5) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- 6) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
- 7) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.

v. Self-Support Certificate and Program Fees

Self-support certificates and programs are a defined set of specific courses that must all be successfully completed in order to earn the certificate. Such programs must be encapsulated, separate and distinct from the regular courses of the institution. Institutions may offer self-support certificates and programs if the fees assessed cover all costs of the program and no appropriated funds are used to support the program. In addition, students pay a fee for the entire program and may not enroll for program courses on an individual course-by-course basis. Students enrolled in the self-support programs may take courses outside of the program as long as they pay the required tuition and fees for those courses. Institutions will establish such fees on an individual program basis according to anticipated expenditures. Self-support certificate and program fees are retained by the institution.

vi. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**SUBJECT**

Board Policy V.R. - Self-Support Certificate and Program Fees – second reading

**REFERENCE**

December 2010	Board approved first reading of changes to Self-Support Fee policy
February 2011	Second reading pulled from agenda and returned to CAAP for further review
December 2011	Board approved first reading of changes to Professional Fee and Self-Support Fee policy
February 2012	Second reading sent back to BAHHR for revisions
April 2012	Board approved first reading

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.b.v.

**BACKGROUND / DISCUSSION**

Staff and institutions have found that the policy on self-support fees lack clarity. The proposed revisions seek to clarify which types of academic programs are eligible for self-support fee and the process an institution must follow to request such a fee.

**IMPACT**

The proposed revisions help distinguish self-support fees from professional fees, and establish a clear process for program approval.

Self-support programs would not be eligible for enrollment workload adjustment (EWA). If the proposed amendments to Self-support are ultimately adopted by the Board, staff will bring forward a corresponding revision to policy V.S. wherein the EWA methodology is defined.

**ATTACHMENTS**

Attachment 1- Board Policy Section V.R. 3.b.v.

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

There were no changes between first and second reading, however, staff received the following comments from institutions regarding the first reading:

1. The first reading provides that increases in self-support fees must be approved at the April board meeting. The whole idea behind these programs is letting institutions adopt an entrepreneurial approach and letting the marketplace be the arbiter of quality and cost. The policy should not require the same approval process given that not all students are impacted. The preferred approach would be to have the self-support fees and operating results reported to the Board annually at each April board meeting. The report could provide prior year costs, current year costs and enrollment. Self-



## BUSINESS AFFAIRS AND HUMAN RESOURCES

JUNE 21, 2012

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support programs should not require Board approval for every fee increase as long as the Board can see the annual operating results. These fees will adjust based on enrollments and cost to deliver the program.

2. It states that institutions will annually audit self-support programs to ensure the program revenue is paying for all programs costs. An annual audit for each program is quite labor-intensive. Alternatively, policy could require each program to demonstrate its financial self-sufficiency annually in a report to the institution's chief financial officer. An institutional audit will be required every three years to verify the program's compliance and the results of that audit can be reported to the Board. Of course, the Board and Board staff can ask for operating results at any time, but requiring annual Board reporting, an audit, etc. is not very efficient and does not encourage the entrepreneurship of these programs.

Staff does not object to these recommendations. If, however, the Board feels strongly about approving changes in self-support fees, as a compromise the policy language could be changed to read: "...any subsequent increase in a Self-support program fee shall require prior board approval." This way an institution wouldn't have to wait until the April meeting to get approval.

### BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy Section V.R.3.b.v. Self-Support Certificate and Program Fees. It is the intent of the Board that all current Board-approved professional fees would be grandfathered in under this policy.

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

OR

I move to approve the second reading of proposed amendments to Board Policy Section V.R.3.b.v. Self-Support Certificate and Program Fees, with the following changes: (1) in V.R.3.b.v.3) strike the phrase "at the same meeting institutions submit proposals for tuition and fees," and (2) change V.R.3.b.v.4) to provide that an audit is required every three years instead of annually. It is the intent of the Board that all current Board-approved professional fees would be grandfathered in under this policy.

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

**v. Self-Support Academic Program Fees**

- 1) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
  - a) An institution shall follow the program approval guidelines set forth in policy III.G.
  - b) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
  - c) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
  - d) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
  - e) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- 2) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- 3) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
- 4) Institutions shall annually audit Self-support academic programs to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- 5) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**

**ATTACHMENT 1**

**SECTION: V. FINANCIAL AFFAIRS**

**Subsection: R. Establishment of Fees**

June 2012

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Charter air services for 2012 – 2016 football seasons

**REFERENCE**

June 2011

Board approves Charter air service contract for 2011 football season

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Boise State University historically bid football air charters annually. Generally, the major conferences published their schedules in late March, initiating a national rush to establish vendors, confirm aircraft availability, and negotiate contracts, making it difficult to secure favorable pricing and terms. Furthermore, these charter agreements typically required executive director approval on very tight timelines.

Several years ago the University used a multi-year RFP bid for air charter services. The resulting contract with Frontier Airlines increased the likelihood of charter availability, streamlined the booking process, and improved the level of service the team received. As a result, the University issued a Request for Proposal (RFP) for a new multi-year contract.

A public, open, RFP was issued in February 2012. Of the four proposals received, three were non-responsive. The successful respondent was Frontier Airlines. A proposed one-year agreement with Frontier for charter air service is attached. The University has the option to renew the agreement for up to four (4) one-year terms under the same terms and conditions as the current agreement.

**IMPACT**

A six flight schedule for the 2011 season cost the University \$512,596. Frontier's pricing for service to the University's five scheduled games within the continental U.S. for 2012 is \$494,062. The Hawaii flight will be contracted separately as Frontier does not have the aircraft required for that trip. The average per game cost has increased approximately 15% over last year's cost due largely to fuel prices. Fluctuating fuel expenses and airport security fees in addition to changing schedules and game locations preclude a fixed price bid over the contract term, however, any increase in cost in contract years 2013-2016 will be directly attributed to fuel costs and/or changes in airport security fees.

**ATTACHMENTS**

Attachment 1 – Proposed agreement

Page 3

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

The contract price is a base amount. Exhibit A to the contract includes a fuel cost escalator clause for each \$0.01 per gallon of fuel cost increases from the base fuel price of \$3.25

Staff recommends approval.

**BOARD ACTION**

I move to approve Boise State University's request to enter into an agreement with Frontier Airlines for air charter services for the 2012-2016 football seasons and authorize the Vice President for Finance and Administration to execute the current agreement and renewal agreements through 2016.

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

**AIRCRAFT CHARTER AGREEMENT**  
**Single Entity Charter**

Charterer: **Boise State University** (the "Charterer")

**Charterer:** **Boise State University**  
**Address:** 1910 University Drive  
 Boise, ID 83725  
**Phone:** (208) 426-1802

**Logistics Contact:** **Michael Sumpter**  
**Address:** Same  
**Phone:** (208) 869-5892

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**24-Hour Name:** **Christina Van Tol**  
**24-Hour Phone:** **(208) 608-6554**

This Single Entity Aircraft Charter Agreement (this "Agreement") is made and entered into between Frontier Airlines, Inc., ("Frontier"), a Colorado corporation, and Charterer. Frontier and Charterer are each a "Party" and may be referred to collectively in this Agreement as the "Parties".

**Recitals**

1. Frontier is an air carrier holding a valid Federal Aviation Regulations ("FAR") Part 121 Air Carrier Operating Certificate, with authority issued by the Department of Transportation (the "DOT") and the Federal Aviation Administration (the "FAA") to provide domestic and foreign air transportation of persons, property and mail. Frontier operates the Airbus 319 aircraft with 137 single class seats, and the Airbus 320 with 167 single class seats available for a charter flight (the "Aircraft").

2. Charterer wishes to contract with Frontier to operate the Aircraft in connection with the single entity charter flights as described below (individually a "Charter Flight" and collectively the "Charter Flights"), and Frontier is willing to accept this contractual engagement, all in accordance with, and subject to, the terms and conditions described below.

3. Charterer will compensate Frontier for its operation of the Charter Flights under the terms and conditions of this Agreement.

**Agreement**

NOW, THEREFORE, the parties, each intending to be legally bound, agree as follows:

1. Order of Precedence. This Agreement incorporates by reference the following documents:
  - a. Request for Proposal MC12-115; includes the State of Idaho Standard Contract Terms and Conditions;
  - b. Frontier's Response to the Request for Proposal;
  - c. Scope of Work Proposal.

Any inconsistencies between or among this Agreement and any of the above incorporated documents will be decided in the following order of precedence:

- a. Request for Proposal MC12-115; includes the State of Idaho Standard Contract Terms  
Initial: \_\_\_\_\_

- and Conditions:
- b. Frontier's Response to the Request for Proposal;
  - c. Scope of Work Proposal;
  - d. This Agreement.

1. **Agreement to Perform Charter Services.** Beginning on April 25, 2012 and through the date of the last Charter Flight (the "Term"), unless otherwise terminated under this Agreement, Frontier will provide Charterer with the Charter Flights. This Agreement may be terminated by either Party, with or without cause, at any time upon not less than ninety (90) days' written notice. Except for obligations accruing prior to the effective date of termination, such termination will be with no liability whatsoever to either Party except as expressly provided herein.

2. **Charter Services.** Frontier hereby agrees that during the Term it will provide or perform the following air services and related services for and on behalf of Charterer (collectively, the "Charter Services"):

a. Frontier will employ and provide pilots and flight attendant crew members to operate the Aircraft on all Charter Flights with each crewmember to be duly trained and qualified to perform their specified function on the Aircraft in accordance with applicable law.

b. Frontier will arrange for all operating services including, fuel, oil, maintenance, ground service for passenger and aircraft handling, deicing, and aircraft parking. Frontier will make arrangements for (and obtain) all traffic rights, computerized flight planning services, weather services and briefings, and dispatch and flight following services as may be required for any of the Charter Flights.

c. Frontier will provide catering for the Charter Flights as described in Exhibit A. The cost for this catering is included in the Charter Flight Cost described in Section 3.b.

d. Charterer is responsible for all other costs, including costs for ground transportation at the place of departure and destination, costs of visa, applicable passenger surcharges, customs duties and other taxes, user fees, and the following costs:

- (i) airport service charges for passengers such as head taxes and embarkation charges payable in connection with the passengers or baggage transported hereunder;
- (ii) Customs, INS, and APHIS fees;
- (iii) duties and other government taxes and fees payable in connection with the passengers or baggage transported hereunder, including the U.S. International Departure Tax, as applicable; and
- (iv) all other government inspection fees and charges, transportation taxes, and security charges payable in connection with the passengers or baggage transported hereunder.

e. Frontier will have the sole and exclusive responsibility for (i) the safe and proper use and operation of the Aircraft in accordance with this Agreement and applicable law, including Part 121 of the FARs and other applicable regulations of the DOT, and (ii) for properly insuring the Aircraft and its respective operations in accordance with this Agreement and for complying with the terms of this Agreement and the insurance policies. Any other allocation of responsibility in this Agreement relates solely to the responsibility to pay for the expense of performing the particular function and does not lessen Frontier's responsibility for the operation and safety of the Aircraft. Notwithstanding any provision to the contrary, the parties agree and understand that Frontier shall have full control and authority for the operation and maintenance of the Aircraft.

### **3. Flight Schedule and Payment Schedule**

a. **Flight Schedule.** During the Term, Frontier will perform the flight operations described in the Flight Schedule attached to this Agreement as Exhibit A (the "Flight Schedule"). Frontier will be responsible for notifying airport officials if the Flight Schedule is adjusted. Frontier will have final authority for approving any adjustments to the Flight Schedule.

b. The cost for the Charter Flights is **\$494,062 (LAN- \$128,171; ABQ- \$82,328; PIB- \$130,851; LAR-\$72,963; RNO-\$79,749)** (the "Charter Flight Cost"), based on a fuel price of **\$3.25** per gallon. Frontier will adjust the Charter Flight Cost according to the Fuel Escalation Charge described in Exhibit A. Charterer agrees to pay the entire Charter Flight Cost and represents that none of the passengers are paying, or will pay, directly or indirectly, any part of the Charter Flight Cost. The Charterer agrees to pay all applicable user fees, government taxes, passenger surcharges, or any applicable taxes to fuel escalations not already included in the Charter Flight Cost. If Charterer's actions



or failure to act result in, or Charterer requests, any deviations from the Flight Schedule, Frontier may adjust the Charter Flight Cost for any additional costs associated with the deviation. If there are costs or fees Charterer owes to Frontier in addition to the Charter Flight Cost, Frontier will submit to Charterer these additional fees for payment not later than forty-five (45) days after completion of the Charter Flights and Charterer will pay these invoices within thirty (30) days of the invoice date.

c. Escrow: Upon signing this Agreement or ninety (90) days prior to the first flight segment of the Charter Flights, whichever is later, Charterer will deposit 20% of the Charter Flight Cost into Frontier's escrow account described below. At least seven (7) business days prior to the first flight segment of the Charter Flights, Charterer will deposit into Frontier's escrow account the remaining amount of the Charter Flight Cost. The escrowed funds will be held in the escrow account until at least five (5) business days following the completion of a particular Charter Flight or segment of the Charter Flight(s), at which time the portion of funds applicable to the particular Charter Flight or segment of the Charter Flight(s) will be released to Frontier. This release of the escrow funds to Frontier will occur without further notification to, or approval by, the Charterer. If the Charterer wants to dispute the release of the escrowed funds to Frontier, the Charterer must notify Frontier in writing of any dispute within five (5) business days after completion of the particular Charter Flight or segment, including the amount of escrow funds in dispute. Frontier will maintain in its escrow account funds equal to the amount in dispute pending resolution of the dispute.

d. Payment/Wire Transfer Information:

Colorado Business Bank  
821 17th St  
P O Box 8779  
Denver, CO 80201

ABA 102003206  
Acct # 34051411  
Attention: Frontier Airlines, Inc.

**\*Please reference the Name on the Contract, City Pair, or Date of Travel when submitting the wire transfer.**

4. Condition of Aircraft

a. The seating of the Aircraft shall consist of 137 or 167 Coach Seats. Passengers will have access to the LiveTV system at no additional charge.

b. The Aircraft shall have a maximum payload capacity of not less than 31,000 pounds and a volumetric capacity of not less than 975 cubic feet.

c. Frontier may substitute aircraft of similar type or of another Part 121 carrier or carriers with at least the same number of seats as the Aircraft; provided, however, the Charter Flight Cost is not higher than the Charter Flight Cost for the Aircraft originally chartered.

5. Aircraft Operation. With respect to the operation of the Aircraft, the parties acknowledge and agree as follows:

a. Operational Control and Cooperation. It is understood and agreed that Frontier shall have full and complete operational control of the Aircraft and will operate the Aircraft consistent with FAA

and manufacturer requirements. Frontier shall be solely responsible for compliance with all applicable FAA regulations in connection with the operation of the Aircraft. Accordingly, Frontier shall have authority to determine, *inter alia*, whether a particular flight may be safely operated, to assign crews for particular flights, to dispatch and release flights, to direct crew and to initiate and terminate flights.

b. Flight Control by Captain. The pilot in command of the Aircraft shall have the full control and authority over the operation of the Aircraft and the crew during the flight. The pilot in command may take all necessary measures to ensure safety, including decisions concerning loading, load, deviations from planned routes, and where alternate intermediate landings may be made.

c. Flight Delays. If Frontier reasonably knows of upcoming flight delays of any kind, Frontier will use commercially reasonable efforts to notify Charterer or its agent. Departure times are subject to change based on aircraft routing, airport gate space, weather conditions and other operational factors. Each party shall use its best efforts to cause on-time departures. Frontier shall use reasonable efforts to commence or complete transportation within 15 minutes of scheduled times or according to any specific schedule described in this Agreement, provided, however; Frontier shall not be held liable for failure to do so unless the failure to complete transportation in a timely manner is due to the gross negligence or willful misconduct of Frontier.

d. Permits and Consents. Frontier's obligation to perform the Charter Flights hereunder shall be contingent upon and subject to the prior issuance and receipt of such governmental consents, clearances, permits and operating authorities as may be necessary or appropriate for the lawful operation of the Charter Flights, including landing, transit, over flight and uplift rights. If any government or governmental agency or body shall fail or refuse to issue or grant any of the approvals, clearances, permits or operating authorities sufficiently in advance of any departure of any Charter Flight or shall, after issuance, revoke, rescind or threaten to revoke or rescind the same, Frontier may elect to cancel the Charter Flight or Charter Flights so affected without liability to Frontier.

6. Aircraft Charter Provisions. With respect to the Charter Flights, the parties agree as follows:

a. Compliance by Charterer and Passengers. Charterer shall comply with and require all passengers and prospective passengers carried or to be carried on any of the Charter Flights to observe and comply with all applicable laws, regulations, and Frontier policies. Charterer is responsible for notifying all potential passengers of the captain's right to remove passengers from the Aircraft and for notifying passengers of items that cannot be carried on the Aircraft. This Agreement is solely between Charterer and Frontier, and no passenger or any other third person or entity shall be deemed a party hereto or have any rights hereunder. If Charterer (or its employees or representatives) or any passenger on any Charter Flight fails or refuses for whatever reason to observe any applicable laws, Frontier shall have the right, in its sole discretion, to take such action as may be necessary to avoid a violation of the law, including canceling the Charter Flight affected by such failure or refusal, all without liability of any kind to Charterer or any other person or entity. In Frontier's sole discretion, Frontier may refuse to transport any passenger if such refusal is deemed necessary for the reasonable safety or comfort of the other passengers or such refusal is the result of such passenger creating any hazard or risk to other persons or property, or violating any applicable laws. In the event of any such refusal, Frontier shall not be required to refund any prices, fees, charter or other sums paid or payable hereunder by Charterer, nor shall Frontier have any liability to the passenger not transported.

b. Contract of Carriage. Except as expressly addressed in this Agreement, Frontier's Contract of Carriage applies to Frontier's air transportation provided under this Agreement, including limitations on liability described in the Contract of Carriage. The current copy of Frontier's Contract of Carriage is available at [http://www.frontierairlines.com/frontier/pdf/Contract\\_of\\_Carriage.pdf](http://www.frontierairlines.com/frontier/pdf/Contract_of_Carriage.pdf). If there is a conflict between the terms of the Contract of Carriage and this Agreement, this Agreement will prevail.

c. Passenger Manifests and Boarding. Charterer will be responsible for arranging passenger manifests in accordance with all applicable regulations, laws, and policies of any governmental agency or Frontier. At least 72 hours prior to departure (with any updates at least 24 hours prior to departure) Charterer must furnish Frontier with a list, in alphabetical order, of all passengers to be carried on each Charter Flight. Frontier will process the passenger list under the Transportation Security Administration regulations, including the "no-fly" and "watch" list programs. Charterer shall make all necessary arrangements to ensure the arrival of passengers and availability of baggage for embarking and loading (90) minutes prior to the departure times indicated in the Flight Schedule. Frontier will accommodate only passengers Charterer designates and that are included on the flight manifest. Frontier shall be under no obligation to delay any portion of a Charter Flight in the event of non-arrival or late arrival of passengers or baggage or other acts or omissions of the Charterer, its employees, agents or passengers. Frontier will not refund any portion of the Charter Flight Cost for passengers who do not board the Charter Flight or who are not at the specified check-in point at least thirty (30) minutes prior to the scheduled departure of the Charter Flight.

d. Logistics Contact. The "24-Hour Name and Phone" designation identified beneath the Logistics Contact on page one (1) is intended for use in the event of "an unforeseen combination of circumstances or the result of such circumstances that require notification of related parties affected by such circumstances." Frontier requires the name and phone number of a 24-hour contact that can provide "emergency contact information" within 90 minutes of an incident. This person may not travel on the charter.

e. International Travel. Each charter passenger desiring transportation across any international boundary shall be responsible for obtaining all necessary travel documents (including passports, visas, and vaccination certificates) and for complying with the laws of each country from, through, or to which it desires transportation and, unless applicable laws provide otherwise. Frontier shall not be liable for any aid or information given by its agents, servants, or employees to Charterer or any charter passengers in connection with obtaining such documents or complying with such laws, whether given orally or in writing, or otherwise, or for any damages to Charterer or charter passenger resulting from its failure to obtain such documents or comply with such laws.

f. Prohibited, Hazardous and Perishable Materials. Charterer shall not knowingly accept or transport any prohibited, hazardous or perishable materials, nor shall Frontier be required to transport the same on any Charter Flight. Prohibited material includes any item prohibited for carriage by governmental regulation. Hazardous material is any matter that may endanger health, safety or property. Perishable material is anything, including live animals, and other objects that may deteriorate and thereby lose value, create a health hazard, or cause a nuisance. Charterer shall notify its prospective passengers that prohibited, hazardous or perishable materials may not be carried.

g. Insurance.

i. Frontier shall, at its sole cost, carry and maintain insurance coverage in not less than the amounts and containing the provisions and upon the terms and conditions set forth below:

(a) Airline liability insurance, including bodily injury (including, without limitation, to passengers) and property damage liability with a combined single limit of not less than Five Hundred Million United States Dollars (US \$500,000,000.00) each occurrence/aggregate, where applicable, protecting Charterer and its officers, directors, employees, and representatives, from all claims that may arise from or out of any act or omission of Frontier and its officers, directors, agents, employees or assigns, in connection with this Agreement. Such insurance policies shall include cross liability and

a clause stating that such insurance is primary with respect to the coverages provided thereby and all aircraft and/or substitute and/or replacement aircraft used by Frontier in connection with this Agreement (the "Aircraft") and shall not be contributory with or excess over any insurance carried by Charterer, or its directors, officers, employees and representatives with respect to such coverages, and

(b) Workers' compensation insurance as required by applicable law and employer's liability insurance with minimum limits of One Million Dollars (\$1,000,000) per occurrence.

ii. Charterer is an agency of the State of Idaho and the State of Idaho, Boise State University, its officials and employees are self-insured under the provisions of the Idaho Tort Claims Act. Charterer is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, Charterer shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are proscribed by Idaho Code section 6-924 (not less than \$500,000), as well as worker's compensation coverage for its employees, as required under Idaho Code Section 72-301. Charterer liability coverage shall cover the actions of Charterer and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of Charterer in performing actions related to the Program. Charterer's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. Charterer shall cover its liability for worker's compensation through the State of Idaho's State Insurance Fund, as provided under Idaho Code section 72-301.

h. Unused Space. To the extent not inconsistent with any governmental regulation or order, Frontier may use any unused space on a Charter Flight for the carriage of mail, cargo, and/or personnel and property, without diminution of the Charter Flight Cost agreed to herein. Charterer agrees that Frontier, at its option, may permit the use of any unused space on any of the Charter Flights by Frontier personnel on the same terms and conditions as are applicable to travel by such personnel on Frontier's scheduled service. The term "unused space" as used in this paragraph does not include seats which Charterer, in its discretion, makes available on a free or reduced rate basis to its employees, directors or officers or the parents and immediate family of such persons or for any reasonable business purpose.

i. Miscellaneous Charter Provision.

- i. Charterer will comply with all valid requirements imposed upon Frontier pertaining to security in connection with any of the Charter Flights, including all TSA rules and regulations.
- ii. Charterer acknowledges that it shall be solely responsible to participants for furnishing all services set forth in any solicitation material distributed in connection with Charterer's charter program.
- iii. Charterer acknowledges that Frontier will not allow an unaccompanied minor (below the age of 18) to board a Charter Flight and that Frontier will not carry any live animals on any Charter Flight, other than service animals defined in the applicable FARs.
- iv. Charterer shall be responsible for requiring that all flight participants comply with all conditions of this Agreement and Charterer shall also be responsible for all damages by flight participants to the property of Frontier excepting reasonable wear and tear.

**7. Cancellations.**

- a. If any Charter Flight or Charter Flights are cancelled at the request of Charterer or are canceled by Frontier due to Charterer's failure to comply with the terms of this Agreement, including Charterer's failure to comply with applicable DOT regulations, Charterer agrees to pay to Frontier as liquidated damages (but not as a penalty), a cancellation charge as follows:
- i. When the Charter Flight is cancelled within thirty (30) days or less before the Charter Flight is scheduled to commence from point of origin, Charterer will pay 100% of the Charter Flight Cost.
  - ii. When the Charter Flight is cancelled more than thirty (30) days, but less than sixty (60) days before the Charter Flight is scheduled to commence from point of origin, Charterer will pay 50% of the Charter Flight Cost.
  - iii. When the Charter Flight is cancelled more than sixty (60) days, but less than ninety (90) days before the Charter Flight is scheduled to commence from point of origin, Charterer will pay 20% of the Charter Flight Cost.
  - iv. When the Charter Flight is cancelled more than ninety (90) days before the Charter Flight is scheduled to commence from point of origin, Charterer will not pay any of the Charter Flight Cost.
- b. If Frontier improperly cancels a Charter Flight, Frontier's sole liability and Charterer's exclusive remedy shall be to obtain a refund of the escrowed Charter Flight Cost allocated to the un-flown Charter Flight.

**8. Force-Majeure Failure.** If Frontier fails to perform, delays, or substitutes an aircraft for, a Charter Flight, in each case due to any event or condition causing similar failure or delay at the same location by commercial airlines generally (including governmental or airport laws, regulations or orders, air-traffic restrictions, acts of God, terrorism, strikes, lockouts, riots, civil disobedience, national emergencies, unavailability of fuel, weather or any other events beyond Frontier's reasonable control), Frontier's sole liability and Charterer's exclusive remedy shall be to obtain a refund of the escrowed funds allocated to the unflown Charter Flight or segment.

**9. Special Provisions for State University.**

- a. The Parties understand and agree Charterer is, or is acting on behalf of a State University, and that while Charterer is responsible for its negligent acts or omissions, nothing contained in this Agreement shall be construed as
- i. an express or implied waiver of the governmental immunity of Charterer or the State governmental entity;
  - ii. an express or implied acceptance of by Charterer of liabilities arising as a result of actions which lie in tort or could lie in tort in excess of liabilities allowable under applicable State law;
  - iii. a pledge of the full faith and credit of the State;
  - iv. Charterer's assumption of a debt, contract, or liability on behalf of Frontier in violation of applicable State law.
- b. Omitted.

10. **Events of Default.** The parties agree that the following events or condition shall each constitute an Event of Default under this Agreement:

a. **Non-Payment.** If either party fails to make any payment to the other party, when due, under the terms of this Agreement, if such failure continues for a period of five days after written notice thereof from the other party. If Charterer fails to make any Escrow Payment or to provide an applicable bond as required by the DOT with respect to the Charter Flights, Frontier will cancel the affected Charter Flights and may terminate this Agreement immediately upon notice to Charterer.

b. **Breach.** If Charterer or Frontier shall fail to comply with any provision, other than subsection a addressed above, of this Agreement and if such failure continues for a period of 30 days after written notice from either Charterer or Frontier to the other party, provided however, if the correction of such breach cannot be completed within the 30 day period and the party correcting such breach shall have started substantial performance within the 30 day period and its completion can be anticipated within a commercially reasonable period of time, the 30 day period shall be extended.

c. **Bankruptcy.** A party consents to the appointment of a custodian, receiver, trustee or liquidator of itself or all or a material part of its property or a party admits in writing its inability to, or is unable to, or does not, pay its debts generally as they come due, or makes a general assignment for the benefit of creditors, or a party files a voluntary petition in bankruptcy or a voluntary petition seeking reorganization in a proceeding under the bankruptcy laws or insolvency laws now or hereinafter existing or an answer admitting the material allegations of a petition filed against a party in any such proceeding, or a party by voluntary petition, answer or consent seeks relief under the provisions of any other bankruptcy, insolvency or other similar law providing for an agreement, composition, extension or adjustment with its creditors, or any action is taken in furtherance of any of the foregoing, whether or not the same is fully effected or accomplished, or an involuntary petition against a party in a proceeding under the United States Federal bankruptcy laws or any foreign insolvency laws (as now or hereafter existing) is filed and is not withdrawn or dismissed within thirty (30) days thereafter.

d. **Force Majeure.** Notwithstanding the foregoing, an Event of Default other than a payment default shall be deemed not to have occurred if the party's failure to perform or on account of any delay in performance of any obligation under this Agreement, is due in whole or in part to a Force Majeure act or event.

11. **Remedies Upon Event of Default.** Upon the occurrence of any Event of Default, the non-defaulting party shall, in its sole discretion, have the right to exercise any and all rights and remedies available to it arising under this Agreement or otherwise existing at law and/or in equity, including the right to terminate this Agreement, recover damages, and seek such other relief as may be appropriate under the circumstances. All remedies available to the non-defaulting party shall be cumulative and resort to any one remedy shall not preclude or adversely affect the resort to other or further remedies, howsoever existing. Neither party shall be liable to the other on account of any failure to perform or on account of any delay in performance of any obligation under this Agreement, if and to the extent such failure or delay shall be due to a Force Majeure act or event.

12. **No Assignment.** The parties agree that neither party shall have the right to assign this Agreement or any rights hereunder, or to delegate any duties, obligations, liabilities or responsibilities arising hereunder, to any other person or entity, without the prior written consent of the other party, which consent will not be unreasonably withheld. The parties agree that Frontier may assign certain ground handling and ground service duties to third party providers.

**13. Notices.** All notices, requests, demands, consents and other communications (each, a "Notice") hereby shall be in writing and may be given by hand, telecopier, FedEx or other reputable overnight air courier or U.S. Certified or Registered Mail, return receipt requested, at the respective address or facsimile number of the addressee as set forth in this Agreement. Any Notice given in accordance with this Section shall be deemed given and effective for all purposes hereof, as follows:

To: Frontier

Frontier Airlines  
Attn: Alane Anderson  
7001 Tower Road  
Denver, CO 80249  
(facsimile) 720-374-9313  
[Alane.Anderson@FlyFrontier.com](mailto:Alane.Anderson@FlyFrontier.com)

To: Charterer

contact information listed above.

**14. Waiver of Consequential Damages.** IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY OR TO ANY OTHER PERSON FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES SUFFERED IN ANY CONNECTION WITH THIS AGREEMENT, HOWSOEVER CAUSED AND REGARDLESS OF THE FORM OR CAUSE OF ACTION, AND EVEN IF SUCH DAMAGES ARE FORESEEABLE OR THE OTHER PARTY OR PERSON HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. The Parties acknowledge that they have negotiated the terms of this Article and agree that these terms constitute essential, bargained for conditions of this Agreement.

**15. Miscellaneous.**

a. Omitted.

b. Waiver. The failure of any party to insist, in any one or more instances, upon performance of any of the terms, covenants or conditions of this Agreement shall not be construed as a waiver or a relinquishment of any right or claim granted or arising hereunder, or of the future performance of any such term, covenant, or condition, and such failure shall in no way effect the validity of this Agreement or the rights and obligations of the parties hereto. Additionally, no waiver of any breach of this Agreement shall be a waiver of any subsequent breach.

c. Entire Agreement. This Agreement, and all incorporated documents, attachments or exhibits hereto or thereto, supersedes all prior communications, agreements, representations or understanding between the parties, oral or written, with respect to the same subject matter, and fully sets forth the understanding of the parties.

d. Arbitration. Any dispute, controversy or difference arising between the parties out of or with respect to the performance, interpretation, or application of this Agreement, or the respective rights and liabilities of the parties hereunder, and which cannot be agreed upon amicably between the parties, shall be referred to arbitration to be conducted pursuant to the provisions of the Commercial Arbitration Rules of the American Arbitration Association as applicable to the settlement of commercial disputes. The parties may agree on the selection of a single arbitrator, but if they cannot agree, each party shall select an arbitrator and the two selected arbitrators shall select a third arbitrator. The cost of the arbitration proceeding shall be borne equally between the parties unless the arbitration panel otherwise determines. The decision of the arbitrator(s) shall be final and binding upon the parties, and judgment upon the award rendered by the arbitrator(s) may be entered in any court of competent jurisdiction. The

prevailing party shall be entitled to reimbursement of all costs and expenses incurred, including reasonable attorneys' fees.

e. No Third-Party Beneficiaries. This Agreement shall not confer any rights or remedies upon any third party other than the parties to this Agreement and their respective successors and assigns.

f. Survival. All rights, remedies and obligations of the parties hereto existing at the time of the expiration or termination of this Agreement shall survive such termination or expiration.

g. Relationship. It is understood and agreed by the Parties that this Agreement does not create an employment relationship between them, that Charterer is an independent contractor, and that nothing in this Agreement is intended to make either Party a subsidiary, joint venture, partner, employee, or servant of the other for any purpose whatsoever. Frontier is an independent contractor and has no relationship with Charterer other than a vendor/vendee relationship. The employees of each Party providing the services under this Agreement remain the employees of each Party. There is no joint employer relationship and each Party shall make all decisions as to hiring and supervising their respective employees. Each Party shall be liable and shall indemnify, defend and hold the other harmless for all taxes and benefits arising from the employment of their respective employees involved in the performance of the services hereunder.

h. Confidentiality. The parties hereto acknowledge and agree that the provisions of this Agreement, including the pricing and cost provisions hereof, are secret and highly confidential. Accordingly, Charterer agrees that it will not reveal or disclose any of the commercial terms of this Agreement to any present or future competitor of Frontier without the prior written consent of Frontier, except as otherwise required by law or except to the extent necessary to enforce any of the terms or conditions of this Agreement. Frontier also agrees that it will not reveal or disclose any of the commercial terms of this Agreement to any present or future competitor of Charterer without the prior written consent of Charterer, except as otherwise required by law or except to the extent necessary to enforce any of the terms or conditions of this Agreement.

i. Rules of Interpretation. The following rules of interpretation apply to the Agreement:

- i. the word "or" is not exclusive and the words "including" or "include" are not limiting;
- ii. the words "hereby," "herein," "hereof," "hereunder" or other words of similar meaning refer to the entire document in which it is contained;
- iii. a reference to any agreement or other contract includes permitted supplements, amendments and restatements;
- iv. a reference to singular includes plural and vice-versa and each gender includes the other; and
- v. a reference to days, months, or years refers to calendar days, months, and years, unless business days are specified.

j. Execution of Agreement and Counterparts. Each person executing this Agreement on behalf of the party hereto represents and warrants that such person is duly and validly authorized to do so on behalf of such party with full right and authority to execute this Agreement and to bind such party with respect to all of its obligations hereunder. This Agreement may be executed (by original or facsimile signature) in counterparts, each of which shall be deemed an original, but all of which taken together shall constitute but one and the same Agreement.

k. Modifications or Amendments. Modifications and amendments to this Agreement shall



be in writing and signed by a duly authorized representative of each party.

l. Severability. Any term or provision of this Agreement, which is held to be invalid, illegal, unenforceable or void, will in no way affect any other term or provision.

m. Equal Employment Opportunity. It is the policy of F9 to give equal opportunity to all qualified persons without regard to race, age, color, religion, sex, marital status, handicap, or national origin, in accordance with the Affirmative Action Clauses for Executive Order 11246, as amended, Section 503 and 38USC2012, as amended; as required by 41 CFR 60-1.4 ,60-250.4 and 60.741.4.

n. The Charterer may not maintain nor provide for its passengers and employees any segregated facilities. The term "segregated facilities" means any waiting rooms, work areas, restrooms and washrooms, cafeterias, time clocks, locker rooms and other storage or dressing areas, parking lots, drinking fountains and recreational areas, in accordance with 41 CFR 60-1.8.

IN WITNESS WHEREOF, this Agreement is duly executed and delivered by an authorized representative of each of the parties as of the date first written above.

**FRONTIER AIRLINES, INC.**

**CHARTERER**

\_\_\_\_\_  
Signature  
Name: Gregory Aretakis  
Title: V.P., Network & Revenue  
Date: \_\_\_\_\_

\_\_\_\_\_  
Signature  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

## Exhibit A

- A. **CATERING:** Frontier will provide the following catering on the Charter Flights:  
**Athletic Beverages and Power Bars**

B. **FLIGHT SCHEDULE**

Date Mo/Day/Yr	DOW	Routing	Departure (Approx)	Aircraft
30AUG12	THU	BOI-LAN	TBD	A-320
31AUG12	FRI	LAN-BOI	TBD	A-320
28SEP12	FRI	BOI-ABQ	TBD	A-319
29SEP12	SAT	ABQ-BOI	TBD	A-319
05OCT12	FRI	BOI-PIB	TBD	A-320
06OCT12	SAT	PIB-BOI	TBD	A-320
26OCT12	FRI	BOI-LAR	TBD	A-319
27OCT12	SAT	LAR-BOI	TBD	A-319
23NOV12	FRI	BOI-RNO	TBD	A-319
24NOV12	SAT	RNO-BOI	TBD	A-319

- C. **Fuel Escalation Charge:** The Charter Flight Cost will increase according to the matrix below for each \$0.01 per gallon fuel cost increase from the base fuel cost of **\$3.25**.

LAN	\$123
ABQ	\$76
PIB	\$124
LAR	\$58
RNO	\$72

- D. **Boarding/Security Option:** The Charter Flight Cost contained in the contract includes plane-side boarding in BOI and private security screening, as well as FBO services at destinations.

**A.**

Request for Proposal MC12-115:

includes the State of Idaho Standard Contract Terms and Conditions

# BOISE STATE UNIVERSITY

## REQUEST FOR PROPOSAL

RFP #MC12-115

# Air Charter Boise State University Football

Issue Date February 22, 2012

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## 1. RFP Administrative Information

RFP Title:	Air Charter
RFP Project Description:	It is the intent of Boise State University to receive proposals from qualified Airlines to provide Air Charter Services to destinations as required for the Boise State University football team. The University will utilize the Boise, ID (BOI) airport for all departures and arrivals. <b>(Proposals from Airline Brokers will not be accepted).</b>
RFP Lead:	Mike Carr Senior Buyer 1910 University Drive mikecarr@boisestate.edu Phone: 208-426-1802 Fax: 208-426-1152
Pre-Proposal Teleconference:	Tuesday February 29, 2012 from 9:00 – 10:00 Mountain Time
Location:	RSVP to RFP lead for location and contact information.
Deadline To Receive Questions:	March 8, 2012, 5:00 Mountain Time
Anticipated Release of Answers to Questions:	March 13, 2012
RFP Closing Date:	March 27, 2012, 5:00 Mountain Time
RFP Opening Date:	10:30 a.m. Mountain Time the following work day after closing.
Validity of Proposal	Bid proposals are to remain valid for ninety (90) calendar days after the scheduled RFP opening date. Proposals submitted with a validity period of less than this will be found nonresponsive and will not be considered.
Initial Term of Contract and Renewals:	The initial term is for one year with up to four (4) one year renewals at the University's option, not to exceed a total of five (5) years. Terms and conditions during any renewal year will remain the same as the original contract. At the time of renewal, if any, the contract costs may be renegotiated

- 1.1 A non-mandatory pre-proposal teleconference will be held at the location and time as indicated in Section 1, page 2 of this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate. **Those choosing to participate must pre-register via email with the RFP lead to receive meeting details.** This conference will be used to explain, clarify, or identify areas of concern in the RFP. Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated "Deadline to Receive Questions" period as indicated in Section 1, page 2 of this RFP. For simplicity's sake, offerors are strongly encouraged to submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial. Phone lines are limited so calling from conference lines is appreciated.
- 1.2 All questions must be submitted to the RFP Lead by the date and time noted above. Questions must be submitted using Attachment 1 via email to the RFP Lead at the address listed above. Official answers to all questions will be posted on the University's website as an amendment as indicated in Section 1, page 2 of this RFP.

Questions regarding the State of Idaho Standard Contract Terms and Conditions found at <http://adm.idaho.gov/purchasing/purchasingrules.html> and incorporated in this RFP by reference must be submitted by the deadline to receive questions from the offeror, stated on Section 1, page 2 of the RFP. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

- 1.2.1 The term or condition in question;
- 1.2.2 The rationale for the specific requirement being unacceptable to the offeror (define the deficiency);
- 1.2.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and
- 1.2.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the offeror.

Proposals received that qualify the offer based upon the University accepting other terms and conditions **not found in the RFP or which take exception to the University's terms and conditions** will be found non-responsive, and no further consideration of the proposal will be given.

- 1.3 Proposal opening will be held at the location and time as indicated in Section 1, page 2 of this RFP. All offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the proposals. During the proposal opening only the names of the vendors will be provided.

## 2. (M) INSTRUCTIONS FOR SUBMISSION OF PROPOSALS

- 2.1. Any qualified vendor may submit a proposal. All vendors are qualified unless disqualified. Those offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Vendor information is available on the Internet at: <http://epls.arnet.gov>
- 2.2. Proposals must demonstrate that offerors have the ability to complete the described functions of this RFP.
- 2.3. In order to be considered for award, the sealed proposal must be delivered to the place specified, no later than the date and time specified in Section 1 of the RFP.  
A proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted. No late proposals will be accepted.
- 2.4. The proposal must be submitted with the University-supplied signature pages which must contain an **ORIGINAL HANDWRITTEN** signature executed in **BLUE INK** and be returned with the relevant Solicitation documents. **PHOTOCOPIED SIGNATURES** or **FACSIMILE SIGNATURES** are **NOT ACCEPTABLE**.
  - 2.4.1 The proposals must be addressed to the RFP Lead and clearly marked "CONTRACT PROPOSAL – RFP - MC12-115 Air Charter.
  - 2.4.2 Each proposal must be submitted with one (1) original and three (3) copies of the Business and Scope of Work Proposal and one (1) original and one (1) copy of the Cost Proposal and Billing Procedures.
  - 2.4.3 In addition, offerors must submit one (1) electronic copy of the proposal on CD or USB device. Word or Excel format is required. The only exception will be for financials or brochures. The format and content must be the same as the manually submitted proposal. The electronic version must NOT be password protected or locked in any way. Please attach the CD or USB device to the original version of the Business and Scope of Work Proposal.
  - 2.4.4 Submit one (1) electronic, redacted copy of the Business and Scope of Work Proposal, on CD or USB device, with all trade secret information removed or blacked out, as described in Paragraph 32, "Public Records," State of Idaho's SOLICITATION INSTRUCTIONS TO VENDORS. The electronic file name should contain the word "redacted." This is the copy of the offeror's proposal which will be released under Idaho's Public Record Law, if the proposal is requested. The redacted copy of the Business and Scope of Work Proposal must be an exact copy of the Business and Scope of Work Proposal regarding trade secret information. The original proposal and redacted proposal may be submitted on the same CD or USB device.
  - 2.4.5 The proposal must be separated into two (2) distinct sections:  
Business and Scope of Work Proposal, and  
Cost Proposal.
  - 2.4.6 The Business and Scope of Work Proposal must be sealed, identified "Business and Scope of Work Portion of Proposal – RFP #MC12-115 Air Charter and include a cover letter (see section 4.3)



2.4.7. The Cost Proposal must be sealed, identified "Cost Portion of Proposal – RFP # MC12-115 Air Charter"

**2.5 (M) INSURANCE**

2.5.1 The Contractor will carry an insurance policy with minimum CSL liability (Bodily Injury & Property Damage) limits of \$300 million dollars per occurrence with Boise State University and the State of Idaho to be named as additional insured's on the contractor's Aircraft liability policy. The insurance company providing the insurance certificate must have an insurance company rating of A- or higher by either A.M. Best or Standard and Poor's rating bureaus.

2.5.2 All insurers shall have an "AM Best" rating (or equivalent) of A- or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

2.5.3 Certificate Holder and Additional Insured shall read:

State of Idaho and Boise State University

Attn: Risk Management

1910 University Drive

Boise, ID 83725

The University reserves the right to have the original insurance certificates provided upon request. If the original document is requested, a contract will not be signed until it is received.

- 2.6. No verbal proposals or verbal modifications will be considered. An offeror may modify its proposal in writing prior to the RFP closing time. A written modification must include the date and signature of the offeror or its authorized representative.
- 2.7. All costs incurred in the preparation and submission of a proposal in response to this RFP, including, but not limited to, offeror's travel expenses to attend the pre-proposal conference, proposal opening and presentation or negotiation sessions, must be the sole responsibility of offerors and will not be reimbursed by the University.
- 2.8. An appeal by a vendor of a bid specification, a non-responsiveness determination, or the award of a bid is governed by the Boise State University Purchasing Appeals Process, and must be filed in accordance with that process, which can be found on the Internet at <http://www.boisestate.edu/finad/purchasing/docs/purchasingappealsprocess.pdf>
- 2.9. The offeror must complete the attached Signature Page provided with the RFP, and submit with its proposal.

### 3. TERMS OF PROCUREMENT PROCESS

- 3.1. To be considered responsive, offerors should adhere to all requirements of this RFP. The determination of whether a proposal is responsive is a determination made solely by the University. The University reserves the right to waive any nonmaterial variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any offeror an advantage not otherwise available to all offerors.
- 3.2. Proposals should be submitted on the most favorable terms from both a price and technical standpoint which offerors can propose. The University reserves the right to accept any part of a proposal, or reject all or any part of any proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.
- 3.3. All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for contract rejection by an offeror or contract amendment.
- 3.4. All proposal material submitted becomes the property of the University and will not be returned to offeror. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a contract award, except for information specifically labeled on each separate page as a "trade secret" or other exemption from disclosure under the Idaho Public Records Act, Section 9-340D(1), Idaho Code.
- 3.5. The proposal submitted by the successful offeror will be incorporated into and become part of the resulting contract. The University will have the right to use all concepts contained in any proposal and this right will not affect the solicitation or rejection of the proposal.

### 4. PROPOSAL FORMAT

- 4.1. These instructions describe the format to be used when submitting a proposal. Sections of the format may be listed with an Evaluated Requirement (definition below). Evaluation points may be deducted from the offeror's possible score if the following format is not followed. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted proposals. There is no intent to limit the content of proposals. The proposal of the successful offeror will be appended to and incorporated into the RFP and the resulting contract or agreement, including the State's Standard Terms and Conditions [http://purchasing.idaho.gov/pdf/terms/standard terms and conditions.pdf](http://purchasing.idaho.gov/pdf/terms/standard%20terms%20and%20conditions.pdf). All terms should be reviewed carefully by each prospective offeror as the successful offeror is expected to comply with those terms and conditions, and may be found in breach of contract if terms conflict.
- 4.2. EVALUATION CODE - The codes and their meanings are as follows:
  - 4.2.1 (M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement may render offeror's proposal non-responsive and no further

evaluation will occur. Offeror is required to respond to each mandatory specification with a statement outlining its understanding and how it will comply.

4.2.2 (ME) Mandatory and Evaluated Specification - failure to comply may render offeror's proposal non-responsive and no further evaluation will occur. Offeror is required to respond to each mandatory and evaluated specification with a statement outlining its understanding and how it will comply. Points will be awarded based on predetermined criteria.

4.2.3 (E) Evaluated Specification - a response is desired. If not available, respond with "Not Available" or other response that identifies offeror's ability or inability to supply the item or service. Failure to respond will result in zero (no) points awarded for this item.

- 4.3. (M) COVER LETTER - The Business and Scope of Work Proposal must include a cover letter on official letterhead of the offeror, the offeror's name, mailing address, telephone number, facsimile number, and name of offeror's authorized agent including an email address. The cover letter must identify the RFP Title, bid number and all materials and enclosures being forwarded collectively as the response to this RFP. The cover letter must be signed, in ink, by an individual authorized to commit the offeror to the work proposed. In addition, the cover letter must include:

4.3.1 Identification of the offeror's corporate or other legal entity. Offerors must include their tax identification number. The offeror must be a legal entity with the legal right to contract.

4.3.2 A statement indicating the offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, including but not limited to the State of Idaho Standard Contract Terms and Conditions [http://purchasing.idaho.gov/pdf/terms/standard terms and conditions.pdf](http://purchasing.idaho.gov/pdf/terms/standard%20terms%20and%20conditions.pdf),

4.3.3 A statement of the offeror's compliance with affirmative action and equal employment regulations.

4.3.4 A statement that the proposal was arrived at independently by the offeror without collusion, consultation, communication, or agreement with any other offeror as to any matter concerning pricing.

4.3.5 A statement that offeror has not employed any company or person other than a bona fide employee working solely for the offeror or a company regularly employed as its marketing agent, to solicit or secure this contract, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the contractor or a company regularly employed by the contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of this contract. The offeror must affirm its understanding and agreement that for breach or violation of this term, the University has the right to annul the contract without liability or, in its discretion, to deduct from the contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.

4.3.6 A statement naming the firms and/or staff responsible for writing the proposal.

4.3.7 A statement that offeror is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs.

4.3.8 A statement affirming the proposal will be firm and binding for ninety (90) days from the proposal opening date.

4.3.9 A statement, by submitting its proposal, that the offeror warrants that any contract resulting from this Solicitation is subject to Executive Order 2009-10 ([http://gov.idaho.gov/mediacenter/execorders/eo09/eo\\_2009\\_10.html](http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html)); it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States; it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States constitutes a material breach and will be cause for the imposition of monetary penalties up to five percent (5%) of the contract price, per violation, and/or termination of its contract.

- 4.4. **(M) AMENDMENT CONFIRMATION** - If the RFP is amended, the offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the proposal may result in the proposal being found non-responsive.
- 4.5 Identify each page of the proposal that contains a "trade secret" per Section 3.4 above. Only those pages identified as "trade secret" or other exemption from disclosure will be exempt from disclosure if the proposal is requested pursuant to the Idaho Public Records Act. All other pages of the proposal will be released without review.

**NOTE: If a proposal is marked as "trade secret" in its entirety, it will be considered public record in its entirety, and will be disclosed, if requested.**

- 4.6. **TABLE OF CONTENTS** - Include in the Business and Scope of Work Proposal a table of contents; adequately identify the contents of each section, including page numbers of major subsections. The Table of Contents is not evaluated, and is for reference purposes only.
- 4.7. **EXECUTIVE SUMMARY** - Include in the Business and Scope of Work Proposal an executive summary, which provides a condensed overview of the contents of the Business and Scope of Work Proposal submitted by the offeror, which shows an understanding of the services to be performed. The Executive Summary is not evaluated, and is for summary purposes only.
- 4.8. **BUSINESS INFORMATION**
- 4.8.1 **(E) Experience:** Provide background and history of your company. Describe your company's experience in providing collegiate football air charter and sponsorship agreement service.

**4.8.2 (E) Required information provided as part of your proposal will be evaluated by University.**

4.8.2.1 Boise State University hereby requests in conjunction with this proposal Contractors provide names of contact, position of contact, addresses and phone numbers of contact information of five (5) Division 1 Universities your firm has provided Air Charter and Sponsorship service within the past three years. (All referenced Universities must be located west of the Mississippi river. Failure to receive appropriate references on or before the opening date will result in zero points being awarded for this section.

4.8.2.2 Boise State University reserves the right to request additional references and/or contact any other references that may not have been provided by Contractor. Standard industry reference inquiries shall be utilized during this process.

4.8.2.3 Offerors must follow the instructions in Attachment 2 to obtain those references.

4.8.2.4 For any reference not received by RFP closing date and time, or is outside the three (3) years, the offeror will receive no (zero) points for that particular reference. For any reference determined to be not of a similar nature to the products or services requested by this RFP, the offeror will also receive no (zero) points for that particular reference. Offerors may email the RFP Lead prior to the reference submittal deadline to verify receipt of references.

## **5. SCOPE OF WORK**

Use this proposal outline as part of your response to the RFP, and identify it as Appendix A – Scope of Work. Keep in mind, the evaluators will be evaluating on the methodologies proposed and the completeness of the response to each of the services listed below.

**5.1 (M) GENERAL REQUIREMENTS** – The requirements listed below must be adhered to by the successful offeror at all times during the life of the contract. The offeror must provide written acknowledgement they agree with and will adhere to these requirements.

5.1.1 University Marks - Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only. No use may be made of University Marks in any document which implies any association with or endorsement of the services of the bidding company or any other third party.

Where indicated, for each of the following, the proposal should address methodologies to be used, pertinent time lines, personnel and other pertinent information in order to implement the Scope of Work successfully to achieve full compliance with all tasks and deliverables. Offerors must identify any information or resources needed from the University in order to perform any of the work.

## 5.2 (M) DATES, TIMES, AND DESTINATION

### 5.2.2 Proposal Schedule - see Exhibit 1

5.2.3 All game dates and times are tentative. The University reserves the right to change dates and/or times. A typical season includes 6 charter flights. A finalized schedule will be sent to the successful Contractor 90 days prior to each flight for regular season games. Changes outside the control of Boise State University shall be communicated to Vendor as soon as possible. It is the expectation of Boise State University that the football team will be invited to a post season bowl game. As part of the resulting contract we would like the option of extending this agreement to include a domestic bowl in addition to the regular season at the same rate as the regular season. Notification of participation will typically allow a minimum of two weeks' notice from the time of invitation to actual departure from Boise, Idaho.

## 5.3. (M) TRAVEL ARRANGEMENTS

5.3.1 Passenger jet aircraft seating 136 passengers from scheduled airlines, with hubs west of the Mississippi river. For the Michigan and Mississippi trips an additional bid is also requested for complying aircraft that seat 160 passengers. 85 players & coaches @ 210 lbs. each; other passengers: 185 lbs. each; plus carryon baggage. In recognition that aircraft required for the Hawaii trip is not common in regional air lines this trip will be evaluated separately. Inability to provide nonstop transportation to Hawaii will not preclude an award for destinations located within the continental United States. For a post season bowl game the University will require transportation for an estimated 250 travelers, including players, coaches and invited guests. If two aircraft are offered the team aircraft must have a minimum capacity of 136 passengers.

5.3.2 The University will move to the Big East Conference. Currently scheduled for the 2013 season. Destinations and flights will be scheduled once the information is available.

5.3.3 Departure time for each flight is determined as soon as possible after the official schedule is published. Requests by Boise State University to adjust departure times may occur especially if the host school changes stadium availability for practice on arrival day, television schedule changes, or other similar changes occurs that affect the trip schedule.

5.3.4 Equipment is generally shipped by truck but, when that is not possible, total equipment weight is approximately 6,006 lbs. (excludes weight of players / passengers & passenger/ carryon bags) – see Exhibit 2 for a detailed listing.

5.3.5 Only passengers approved by University will be on any flight chartered by University. University reserves the right to fill all available seats.

5.3.6 Each game will be approximately three hours long. Typically, the team will depart from the stadium approximately 1 hour after completion of the game and will go directly to the airport for departure. The aircraft and crew shall be available to load passengers four hours after game start time with departure immediately after loading has been completed For games in the eastern time zone, rest overnight or early arrival aircraft are

preferred.

#### 5.4 (M) CONTRACT CONDITIONS

##### 5.4.1 Performance of Work

5.4.1.1 The Contractor is responsible to maintain and supply all equipment, aircraft, engine reserve, fuel, and other supplies required for the service to be performed in this contract (including the Sponsorship Agreement). Subcontracting of service is not allowed. If the plane is not available and ready for take-off within the contracted time-frame, the Contractor will be responsible to feed and house the traveling party until such flight is ready, in addition to Contractor's other obligations as set forth in this contract. This requirement extends to FBO or other non-main terminal locations and/or sub-contracted gates.

5.4.1.2 In the case of additional ground time and/or delays due to mechanical difficulties, or other reasons attributable to the Contractor, the Contractor shall compensate the University for such delay(s). Compensation would include, but not be limited to the following: 1-hour delay sports drinks and bars, preferably PowerAde and Powerbars for each traveler; 1.5 to 2 hour delay –a meal for each traveler, lounge accommodations for all travelers. If a flight is delayed for more than 2 hours, for any reason attributable to the Contractor, the Contractor shall refund to the University any actual costs incurred due to such delay, including but not limited to meals, lodging, and local transportation.

5.4.1.3 Contractor shall provide current on time records for scheduled commercial flights and charters.

5.4.1.4 All flights are to be non-stop from Boise to each destination and return.

##### 5.4.2 Cancellation or Delayed Operation

5.4.2.1 Weather-related Cancellations: The Contractor shall discuss actual and anticipated weather conditions with the University. Where possible, such discussions shall occur sufficiently in advance of the flight to permit the University to decide whether to proceed with or cancel the flight. Final decision whether to proceed with or to cancel a flight for weather-related reasons shall always rest with the Contractor, which shall provide verification and substantiation of the reason(s) for flight cancellation if the University so requests and in writing if the University so requests. If a flight is canceled for weather-related reasons, the Contractor shall refund all fees and costs paid by the University for the flight and all associated matters. Upon University request, the Contractor shall make every effort to provide alternative flight options in the event that the scheduled flight is significantly delayed or cancelled due to weather.

5.4.2.2 Cancellation for Mechanical and Other Reasons: If a flight is canceled in whole or in part due to mechanical reasons, flight crew availability, or if a flight is canceled in whole or part for other reasons within the Contractor's control, the Contractor shall be obligated to provide a substantially equivalent replacement aircraft. If Contractor fails to provide such an aircraft, it shall refund all fees and costs paid by the University for the flight and all associated matters and shall be liable for all damages, including consequential damages incurred by the University. The Contractor acknowledges that said damages may include, but

are not limited to, lodging, meals, alternate travel arrangements, lost game revenue, game cancellation liquidated damages amounts as defined in the contract between the University and its opponent, and compensation for delays.

5.4.2.3 Cancellation by the University: The University may cancel any and all flights, for reasons beyond the University's control, such as but not limited to game cancellation due to adverse weather. The University shall make every effort to provide 24-hour advance notice of any such cancellation(s). Upon such cancellation, the Contractor shall credit all fees paid by the University for the flight and associated matters to be applied to a future flight with the Contractor.

5.4.2.4 Delay or Change by the University: The University may delay or change any and all flights, for reasons beyond the University's control, such as but not limited to game date change and/or cancellation by the opposing team, network television scheduling related changes, field availability, etc. The University shall provide notice to the Contractor as soon as possible. If the Contractor is not able to accommodate the delay or change, the Contractor shall credit all fees paid by the University for the flight and associated matters to be applied to a future flight with the Contractor.

#### 5.4.3 GROUND TIME

The costs incurred for all ground time delays due to any reason not within the control of the University shall be borne by the Contractor. For ground time delays attributed to the University, the first two hours shall be at no charge to the University.

#### 5.4.4 UNIVERSITY'S COMPLIANCE OBLIGATIONS

The Contractor will advise the University, in writing, of all laws, rules, and regulations with which the University must comply in performing this contract, including but not limited to all laws, rules, and regulations pertaining to the chartering of aircraft, sufficiently in advance of the time for compliance by the University that the University may meet its compliance obligations. The Contractor will consult with and reasonably assist the University in complying with said laws, rules, and regulations.

#### 5.4.5 NON-PERFORMANCE

If the Contractor breaches the contract in whole or in part and/or fails to comply with the requirements and specifications set forth in the contract, it shall refund all fees and costs paid by the University for the flight and all associated matters and shall be liable for all damages, including consequential damages, incurred by the University. The Contractor acknowledges that said damages may include, but are not limited to, lodging and meals, alternate travel arrangements, lost game revenue, game cancellation liquidated damages amounts as defined in the contract between the University and its opponent, and compensation for delays and other significant consequences.

### 6. MANDATORY REQUIREMENTS

Note: All of Section 6 will be pass/fail, any proposal receiving a "fail" will not be considered further.



- 6.1 Carrier must provide signed Certificate of Debarment with bid response.(Exhibit 3)  
Offeror must also provide signed Signature Page with bid response.
- 6.2 Identify any deposit and prepayment requirements.
- 6.3 The Contractor will provide name, address, phone, contact information, and account number of their DOT approved escrow account. Boise State University will only issue payment to a DOT approved escrow account.
- 6.4 Contractor shall provide their standard contract form(s) with their proposal, including the Sponsorship Agreement.

6.5 CONTRACTOR REQUIREMENTS

6.5.1 Aircraft must meet or exceed all Federal Aviation Administration (FAA) Regulations, Standards and Requirements for Safe Air Transportation Services.

6.5.2 Aircraft shall be all-weather capable.

6.5.3 The Contractor shall be capable of flying in all climate conditions and under instrument flight rules when necessary.

6.5.4 The pilot and co-pilot must be fully capable to operate the plane, and must be fully licensed to operate in the pilot and co-pilot capacity, respectively. Both the pilot and co-pilot shall have sufficient flight hours necessary to pilot the aircraft per the schedule on Exhibit 1.

6.5.5 The Contractor shall meet all applicable requirements concerning FAA Part 121, and shall be FAA Part 121 certified for any and all flights. The Contractor shall include a copy of their FAA Part 121 certificate in the bid response. Contractor shall insure that all required crew rest requirements are met prior to the scheduled departure time.

6.5.6 In addition to the foregoing, the Contractor shall ensure compliance with all federal, state, and local laws, rules, and regulations pertaining to the ownership and operation of the aircraft, including but not limited to compliance with all applicable regulations promulgated by the Federal Aviation Administration and/or the Department of Transportation.

6.5.7 Without limiting the foregoing, Contractor's duties and responsibilities shall include the following:

6.5.7.1 The sole and absolute responsibility for the furnishing of qualified crews and flight attendants for each flight; including an airline representative Charter Coordinator on each flight.

6.5.7.2 The maintenance of the aircraft in accordance with all applicable regulations for all pre-flight, flight, and post-flight operations, including but not limited to the performance of every act, duty, and responsibility required by law or regulation of any regulatory authority having jurisdiction over the operation of each flight and the aircraft;

6.5.7.3 The aircraft security while the aircraft is on the ground;

6.5.7.4 Pre-flight check-in procedures for both passengers and baggage;

6.5.7.5 Air terminal security as may be required by law; sufficient equipment & numbers of screeners should be available to insure that the screening process does not exceed 20-30 minutes for the entire party.

6.5.7.6 Ingress and egress of the passengers to and from the aircraft; Provisions should be made for alternative locations for passengers in the event of foul weather if sufficient FBO accommodations do not exist plane side.

6.5.7.7 Any other duties and responsibilities required of an owner/operator of an aircraft by any Federal, State, or local law or any regulation of any said governmental agency for the services described in this contract.

**The Certificate of Insurance will be furnished to the University's Purchasing Department before contracts will be signed.**

## 6.6 MEALS AND BEVERAGE SERVICE

6.6.1 Meals: Meals shall generally consist of an ample supply of Power Bars (average of double the seating capacity) both outbound and return flights.

Beverages: Beverages shall include ample supplies of 20 oz. water and 20 oz. sports drinks preferably PowerAde for all passengers (average of double the seating capacity; more on longer flights). No alcohol is allowed on any flight chartered by Boise State University. Additionally, water and sports drinks preferably PowerAde shall be available at the Gate on departure from Boise airport (BOI) and at the base of the flight stairs on the return flight.

6.6.2 Meals: University may, at its sole discretion, arrange in flight meals with the contractor catering contractor or may arrange to bring a catered meal on board from a third party vendor.

## 7. **EVALUATED REQUIREMENTS**

Required information provided as part of your proposal will be evaluated by a committee composed of University personnel.

### 7.1 AIRCRAFT

All flights require an aircraft that seats 136 passengers. For the Michigan and Mississippi quote an aircraft that seats 160 passengers is an option. Additional points may be awarded for no first class or business class sections, TV's in all seats, and most spacious leg room specifications.

### 7.2 AIRPORTS

Identify airport and passenger handling location to be used for each flight segment listed in this Exhibit I. In Boise, please bid departures from an assigned gate in the main terminal and an FBO. Please bid both the main terminal and FBO for arrivals back into Boise. FBOs at the destination sites are preferred. Identify foul weather accommodations at all sites.

### 7.3 REFERENCES

Required information provided as part of your proposal will be evaluated by University. Failure to provide this information may result in rejection of proposal.

Boise State University hereby requests in conjunction with this proposal Contractors provide names of contact, position of contact, addresses and phone numbers of contact information of three (3) Division 1 Universities your firm has provided Air Charter service for within the past three years. (All referenced Universities must be located west of the Mississippi). Failure to receive appropriate references on or before the opening date will result in zero points being awarded for this section.

Boise State University reserves the right to request additional references and/or contact any other references that may not have been provided by Contractor. Standard industry reference inquiries shall be utilized during this process.

## 8. (ME) COST PROPOSAL

Pricing will be evaluated using a cost model that offers the University the best possible value over the initial term of the contract.

- 8.1 The offeror must include escrow account information with their completed bidding schedule (Exhibit 1). Upon signing this Agreement or ninety (90) days prior to the first flight segment of the Charter Flights, whichever is later, Charterer will deposit 20% of the Charter Flight Cost into contractor's escrow account described in bid response. At least seven (7) business days prior to the first flight segment of the Charter Flights, Charterer will deposit into contractor's escrow account the remaining amount of the Charter Flight Cost. The escrowed funds will be held in the escrow account until at least five (5) business days following the completion of a particular Charter Flight or segment of the Charter Flight(s), at which time the portion of funds applicable to the particular Charter Flight or segment of the Charter Flight(s) will be released to contractor. This release of the escrow funds to contractor will occur without further notification to, or approval by, the Charterer. If the Charterer wants to dispute the release of the escrowed funds to contractor, the Charterer must notify contractor in writing of any dispute within five (5) business days after completion of the particular Charter Flight or segment, including the amount of escrow funds in dispute. Contractor will maintain in its escrow account funds equal to the amount in dispute pending resolution of the dispute.
- 8.2 The offeror must provide a fully-burdened rate which must include, **but is not limited to**, all operating and personnel expenses, such as: overhead, salaries, profit, supplies, travel and quality improvement.
- 8.3 Contractor shall propose a cost for each flight and for all flights. For exclusive service rights see Exhibit 1 and Exhibit 4.
- 8.4 Boise State University reserves the right to make a cost comparison with commercial air and charter bus services, and based on available funding will determine which flights will ultimately be chartered from this proposal.
- 8.5 Proposal prices must be fully burdened to include all costs associated with the charter including but not limited to: meals; beverage service; ground handling; fuel; de-icing; landing fees; all airport fees; Federal, state and local taxes and Passenger

Facility Charges (PFC); and Federal Excise Taxes (FET).

- 8.6 Separately identify fuel cost assumption per flight in Exhibit 1. Fuel cost assumption should be in dollars/gallon. If a fuel surcharge is a variable in the costs associated with these charters (documentation required to substantiate fuel surcharge), identify fuel usage quantity per flight hour, flight hours per flight (to include deadheads) and calculation for determining fuel surcharge or credit. Identify if fuel cost assumption is based on current fuel costs, or a projection of future fuel costs, and provide date of that projection. The cost of fuel will be normalized for all bids to allow for consistent pricing comparison.

**CONTRACTORS ARE NOT ALLOWED TO DIRECT BILL EXPENSES OR TO RECEIVE ADVANCE PAYMENTS FOR SERVICES NOT RENDERED.**

## **9. PROPOSAL REVIEW AND EVALUATION**

- 9.1 The objective of the University in soliciting and evaluating proposals is to ensure the selection of a firm that will produce the best possible results for the funds expended.
- 9.2 All proposals will be evaluated first to ensure that they meet the Mandatory Submission Requirements of the RFP as addressed in Section 2.4. All proposals not meeting the Mandatory Submission Requirements will be found non-responsive.
- 9.3 The Business and Scope of Work proposal will be evaluated first as either "pass" or "fail," based on the compliance with those requirements listed in the RFP with an (M). All proposals that meet the requirements will continue in the evaluation process outlined in Section 7.
- 9.4 Offeror may propose a corporate sponsor agreement ("Sponsorship Discount"). If this is offered please fill out exhibit 4 and list discount on exhibit 1.
- 9.5 Offeror will be notified of the result of the procurement process in writing. Written notification will be sent to the authorized signer on the University's signature page.
- 9.6 The proposals will be reviewed and evaluated by Individual Scoring – Each member of the Proposal Evaluation Committee must confidentially and independently evaluate the proposals submitted. The criteria described below must be used by each Committee member to evaluate and score the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP. The Committee must then meet as a group. Individual scores may be re-evaluated and may or may not be changed by each member at that time. A final independent score must be recorded for each committee member.

The Committee may consult with subject matter experts to review and advise on any portion of the proposals.

- 9.8 The University reserves the right to seek and consider information from sources other than those provided by the offeror who may have pertinent information concerning the offeror's ability to perform these services. The University may use this information to determine whether the offeror is a responsible offeror.

- 9.9 For those proposals making it to the cost evaluation, the total points for the technical portion will be summed with the cost points and the proposals will be ranked by final total score.
- 9.10 The scores for the cost proposal section must be normalized as follows: The cost evaluation will be based on the total cost proposed for required services as itemized in Exhibit 1. The proposal with the lowest overall total cost proposed will receive all the cost points as assigned in the Evaluation Criteria below. Other proposals will be assigned a portion of the maximum score using the formula:  $\text{Lowest Cost} / \text{other proposal cost} \times \text{total possible cost points}$ .

#### EVALUATION CRITERIA

Mandatory Submission Requirements Met	Pass/Fail
Evaluated Requirements	550 points
Sponsorship Discount	350 points
Reference and other information	150 points
Cost (Exhibit 1)	300 points
Total Points	1350points

#### 10. GENERAL TERMS AND CONDITIONS

- 10.1 The RFP, all attachments and amendments, the successful offeror's proposal submitted in response to the RFP, any negotiated changes to the same, will become the contract.
- 10.2 The contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings or agreements, either written or oral.
- 10.3 From the date of release of this solicitation until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP lead, only. Regarding this solicitation, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective vendor shall approach personnel employed by, or under contract to the University, on any other related matters. An exception to this restriction will be made for vendors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the contracting department. Violation of these conditions may be considered sufficient cause by the University to reject a vendor's bid or proposal, irrespective of any other consideration.

**APPENDIX A**

**Scope of Work**

*(The contractor's proposal will be included in the contract as Appendix A – Scope of Work)*

**ATTACHMENT 1  
OFFEROR QUESTIONS**

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

1. THIS FORM AND THIS FORM ONLY IS TO BE USED.
2. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
3. Questions must be received on time or will be rejected and not considered.
4. Enter the RFP section number that the question is for in the "RFP Section" field (column 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
5. Do not enter text in column 5 (Answers). This is for the University's use only.
6. Once completed, this form is to be emailed per the instructions in the RFP. The email subject line is to state the RFP number followed by "Questions."

Title of RFP, RFP#MC12-115

Questions are due by 5:00 PM MT, per the date listed in 1. Administrative Information.

Question	RFP Section	RFP Page	Question	Response
1				
2				
3				
4				
5				
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11				
12				
13				
14				
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16				
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23				



ATTACHMENT 2  
REFERENCES**INSTRUCTIONS TO THE OFFEROR:**

Offerors must provide five(5) written professional references from individuals, companies, or agencies with knowledge of the offeror's experience that is similar in nature to the products or services being requested by this RFP, and are in within the last three (3) years from the date this RFP was posted on the University website.

References not received prior to RFP closing date and time will receive a score of "0" for that reference. References outside the three (3) years, and references determined to be not of a similar nature to the products or services requested by this RFP will also receive no (zero) points. **Determination of similarity will be made by using the information provided by the reference in Section II General Information and any additional information provided by the reference.**

If more than three (3) references are received, the first three (3) fully completed references received will be used for evaluation purposes.

1. Offerors must complete the following information on page 2 of the "Reference's Response To" document before sending it to the Reference for response.

- a. Print the name of your reference (company/organization) on the "REFERENCE NAME" line.
- b. Print the name of your company/organization on the "OFFEROR NAME" line.

2. Send the "Reference's Response To" document to your references to complete.

**NOTE:** It is the offerors responsibility to follow up with their references to ensure timely receipt of all questionnaires. Offerors may e-mail the RFP Lead twenty-four (24) hours prior to the RFP closing date to verify receipt of references.

REFERENCE'S RESPONSE TO:  
RFP Number: MC12-115  
Air Charter Boise State University Football

REFERENCE NAME (Company/Organization): \_\_\_\_\_

OFFEROR (Vendor) NAME (Company/Organization): \_\_\_\_\_ has submitted a proposal to Boise State University to provide the following services: Air Charter Services. We've chosen you as one of our references.

**INSTRUCTIONS**

1. Complete **Section I. RATING** using the Rating Scale provided.
2. Complete **Section II. GENERAL INFORMATION** (*This section is for information only and will not be scored.*)
3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. (*Reference documents must include an actual signature.*)
4. E-mail or fax **THIS PAGE** and your completed reference document, **SECTIONS I through III** to:  
  
RFP Lead: Mike Carr  
E-mail: [mikecarr@boisestate.edu](mailto:mikecarr@boisestate.edu)  
Fax: 208-426-1152
5. This completed document **MUST** be received by 5:00 p.m. (Mountain Time) on March 27, 2112. Reference documents received after this time will not be considered. **References received without a signature will not be accepted.**
6. **DO NOT** return this document to the Offeror (Vendor).
7. In addition to this document, the University may contact references by phone for further clarification if necessary.

## Section I. RATING

Using the Rating Scale provided below, rate the following nine (9) items by circling the appropriate number for each item:

Rating Scale	
Category	Score
Poor or Inadequate Performance	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

Circle ONE number for each of the following nine items:

1. Rate the overall quality of the vendor's services:

10    9    8    7    6    5    4    3    2    1    0

2. Rate the response time of this vendor:

10    9    8    7    6    5    4    3    2    1    0

3. Rate how well the agreed upon, planned schedule was consistently met and deliverables provided on time. *(This pertains to delays under the control of the vendor):*

10    9    8    7    6    5    4    3    2    1    0

4. Rate the overall customer service and timeliness in responding to customer service inquiries, issues and resolutions:

10    9    8    7    6    5    4    3    2    1    0

5. Rate the knowledge of the vendor's assigned staff and their ability to accomplish duties as contracted:

10    9    8    7    6    5    4    3    2    1    0

6. Rate the accuracy and timeliness of the vendor's billing and/or invoices:

10    9    8    7    6    5    4    3    2    1    0

7. Rate the vendor's ability to quickly and thoroughly resolve a problem related to the services provided:

10    9    8    7    6    5    4    3    2    1    0

8. Rate the vendor's flexibility in meeting business requirements:

10    9    8    7    6    5    4    3    2    1    0

9. Rate the likelihood of your company/organization recommending this vendor to others in the future:

10    9    8    7    6    5    4    3    2    1    0

## Section II. GENERAL INFORMATION

1. Please include a brief description of the Air Charter services provided by this vendor for your business:

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2. During what time period did the vendor provide these services for your business?

Month: \_\_\_\_\_ Year: \_\_\_\_\_ to Month: \_\_\_\_\_ Year: \_\_\_\_\_

## Section III. ACKNOWLEDGEMENT

I affirm to the best of my knowledge that the information I have provided is true, correct, and factual:

\_\_\_\_\_  
Signature of Reference

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone Number

**ATTACHMENT 3  
DEFINITIONS**

<i>Solicitation</i>	<i>This document and any subsequent addendum</i>
<i>Offeror</i>	<i>Any company responding to this Request for Proposal</i>
<i>RFP</i>	<i>Request for Proposal</i>
<i>University</i>	<i>Boise State University</i>

ATTACHMENT 4A  
BALANCE SHEET  
M/E (Mandatory, Evaluated)

ATTACHMENT 1

	Year ending (most recent year)	Year ending (2nd most recent year)
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**Assets**

**Current Assets**

Cash and Cash Equivalents<sup>1</sup>

Receivables, net of allowance for doubtful accounts<sup>2</sup>

Inventories<sup>3</sup>

Prepaid Expenses<sup>4</sup>

**Total Current Assets**    \$                    -                    \$                    -

**Long-Term Investments<sup>5</sup>**

**Property, Plant and Equipment, net of depreciation<sup>6</sup>**

**Intangible Assets<sup>7</sup>**

**Total Assets**    \$                    -                    \$                    -

**Liabilities and Owners' Equity**

**Current Liabilities**

Accounts Payable<sup>8</sup>

Notes Payable<sup>9</sup>

Interest Payable<sup>10</sup>

Income Taxes Payable<sup>11</sup>

Accrued Salaries, Wages, Other Liabilities<sup>12</sup>

Deposits Received from Customers<sup>13</sup>

Current Portion of Long-Term Debt<sup>14</sup>

**Total Current Liabilities**    \$                    -                    \$                    -

**Long Term Debt**

Notes, Loans and Bonds Payable<sup>15</sup>                    \$                    -                    \$                    -

**Owners' Equity**

Capital Stock<sup>16</sup>

Additional Paid In Capital<sup>17</sup>

Retained Earnings<sup>18</sup>

**Total Owners' Equity**    \$                    -                    \$                    -

**Total Liabilities and Owners' Equity**    \$                    -                    \$                    -

**I have reviewed these financial statements and to the best of my knowledge:**

- a) the reports do not contain any false, materially important statements nor do they omit a necessary material fact.
- b) the financial statements, and any other financial information furnished in the report, fairly present in all material respects the financial conditions, results of operations, and cash flows of the company in regards to the periods presented in the report.
- c) the company has designed disclosure controls and procedures to guarantee that material information in regards to the company and any subsidiaries is made known to me by others within those entities.

*To be signed by Owner, President, CEO, CFO, Executive Director or other Individual authorized to act on behalf of the organization.*

ATTACHMENT 4B  
STATEMENT OF OPERATIONS  
M/E (Mandatory, Evaluated)

	Year ending (most recent year)	Year ending (2nd most recent year)
Revenues	\$ -	\$ -
Expenses:		
Cost of products and services		
Selling, general and administrative		
Depreciation and amortization		
Total expenses	-	-
Operating income (loss)	\$ -	\$ -
Interest expense		
Interest income		
Other items, net		
Income (loss) before income taxes	\$ -	\$ -
Provision for income taxes		
Net Income (loss)	\$ -	\$ -

I have reviewed these financial statements and to the best of my knowledge:

- a) the reports do not contain any false, materially important statements nor do they omit a necessary material fact.
- b) the financial statements, and any other financial information furnished in the report, fairly present in all material respects the financial conditions, results of operations, and cash flows of the company in regards to the periods presented in the report.
- c) the company has designed disclosure controls and procedures to guarantee that material information in regards to the company and any subsidiaries is made known to me by others within those entities.

---

*To be signed by Owner, President, CEO, CFO, Executive Director or other individual authorized to act on behalf of the organization.*

ATTACHMENT 4C  
CONSOLIDATED BALANCE SHEET EXPLANATIONS

1. *Cash and Cash Equivalents*: This line item refers to cash and all items that could be quickly converted to a known amount of cash, such as: stocks, money market accounts or investments (such as certificates of deposit) that are within 3 months of their maturity date.
2. *Receivables, net of allowance for doubtful accounts*: Amounts of money due from customers or other debtors, subtracting the amount you believe you will be unable to collect.
3. *Inventories*: Value of property held for sale, or of the materials you will use to make a product that will be for sale.
4. *Prepaid Expenses*: Expenses for goods or services that you expect to use within a year, such as: prepaid insurance, rent paid in advance, prepaid advertising or prepaid postage.
5. *Long-Term Investments*: The value of any investment with a maturity date more than 12 months from the date of the balance sheet, such as: certificates of deposits with more than 12 months to maturity, bonds, or other notes.
6. *Property, Plant and Equipment, net of depreciation*: The value of durable property used in the regular operations of the business, such as: land, buildings, machinery, furniture and tools. Subtract the accumulated depreciation.
7. *Intangible Assets*: The value of any resources that lack physical substance yet have significant value, such as patents, copyrights or franchises.
8. *Accounts Payable*: Amounts owed to a creditor for delivered goods or completed services.
9. *Notes Payable*: The total of all loans that are due within the next 12 months.
10. *Interest Payable*: All interest due on the balance sheet date.
11. *Income Taxes Payable*: Any income taxes owing as of the balance sheet date.
12. *Accrued Salaries, Wages, Other Liabilities*: Any salaries, wages, benefits and/or employment taxes earned but not paid as of the balance sheet date.
13. *Deposits Received from Customers*: Amount received from customers as deposits for merchandise that the company has not delivered as of the balance sheet date.
14. *Current Portion of Long-Term Debt*: The total of the payments due within the next 12 months on all loans, notes or other debts whose final due date is more than 12 months from the balance sheet date.
15. *Long-Term Debt: Notes, Loans and Bonds Payable*: The total value of all loans, notes, bonds and other debts whose final due date is more than 12 months from the balance sheet date. (Do not include any portion already listed under #14.)
16. *Capital Stock*: Ownership shares of a corporation authorized by its Articles of Incorporation.
17. *Additional Paid-In Capital*: Other money invested into a company by a shareholder, without getting more shares.



18. *Retained Earnings*: The part of a company's earnings that it does not distribute, but keeps for future needs.

**TOTAL ASSETS MUST EQUAL TOTAL LIABILITIES AND OWNERS' EQUITY**

## EXHIBIT 1 - BIDDING SCHEDULE

1. Michigan State  
August 31

Approximate Flight Time: \_\_\_\_\_ Airport \_\_\_\_\_

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Approximate Flight Time: \_\_\_\_\_ Aircraft seating 160 passengers

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

2. Southern Mississippi  
October 6

Approximate Flight Time: \_\_\_\_\_ Airport \_\_\_\_\_

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Approximate Flight Time: \_\_\_\_\_ Aircraft seating 160 passengers

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

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### 3. Nevada Reno

Approximate Flight Time: \_\_\_\_\_ Airport \_\_\_\_\_

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_\_ Return Flight: \_\_\_\_\_

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### 4. University of Wyoming

Approximate Flight Time: \_\_\_\_\_ Airport \_\_\_\_\_

Roundtrip price: \$ \_\_\_\_\_ Type of Aircraft: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

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5. University of New Mexico

Approximate Flight Time: \_\_\_\_ Airport: \_\_\_\_

Roundtrip price: \$ \_\_\_\_ Type of Aircraft: \_\_\_\_ Leg room: \_\_\_\_

Carrier: \_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

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6. University of Hawaii

Approximate Flight Time: \_\_\_\_ Airport: \_\_\_\_

Roundtrip price: \$ \_\_\_\_ Type of Aircraft: \_\_\_\_ Leg room: \_\_\_\_

Carrier: \_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

Total flight hours (including deadheads): Outgoing flight: \_\_\_\_ Return Flight: \_\_\_\_

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Item	Location	Discount Amount
01	Michigan State	\$ _____
02	Southern Miss	\$ _____
03	Nevada	\$ _____
04	Wyoming	\$ _____
05	New Mexico	\$ _____
06	Hawaii	\$ _____

Total Cost of all listed Flights. \$ \_\_\_\_\_

Total Cost of all Flights  
(Less the % discount  
for exclusive Sponsorship  
rights.) \$ \_\_\_\_\_

#### Flights with optional aircraft

Item	Location	Discount Amount
01	Michigan State	\$ _____
02	Southern Miss	\$ _____
03	Nevada	\$ _____
04	Wyoming	\$ _____
05	New Mexico	\$ _____
06	Hawaii	\$ _____

Total Cost of all listed Flights. \$ \_\_\_\_\_

Total Cost of all Flights  
(Less the % discount  
for exclusive Sponsorship  
rights.) \$ \_\_\_\_\_

THIS PROPOSAL SCHEDULE MUST BE RETURNED WITH SIGNED PROPOSAL PACKAGE.

7. Bowl Game

Bowl game location and date will not be known until late in the season. Bowl games will fall between December 15, 2012 and January 7, 2013. It is anticipated that we will have a minimum of two weeks' notice prior to the game. Specify aircraft and seating capacity. For minimum capacities see section 5.3.1

Type of Aircraft: \_\_\_\_\_ Seating Capacity: \_\_\_\_\_ Leg room: \_\_\_\_\_

Carrier: \_\_\_\_\_ Fuel gallons burned per flight hour: \_\_\_\_\_

EXHIBIT 2 – EQUIPMENT LIST

The following equipment MAY travel with the team to each game:

<u>Item</u>	<u>Quantity</u>	<u>Weight</u>
Players' Bags	65	28 lbs. each
Equipment Trunks	1	250 lbs., Dimensions: 45.5 x 25.5 x 33
	1	240 lbs., Dimensions: 45.5 x 25.5 x 33
	1	175 lbs., Dimensions: 37 x 27 x 31.5
Kicking Net	1	45 lbs. each
Bags/Footballs	1	30 lbs. each
Tool Kit	1	50 lbs. each
Trainer Equip. Bags	4	35 lbs. each
Trainer Equipment Trunks	2	150 lbs. each, Dimensions: 40 x 24 x 32
Trainer Kits	2	45 lbs. each
Trainer Ice Chest	1	20 lbs.
Trainer Water Cooler	2	20 lbs. each
Headset Trunk	1	250 lbs., Dimensions: 24 x 27 x 45
	1	200 lbs., Dimensions: 40 x 24 x 32
	1	125 lbs., Dimensions: 20 x 22 x 31
Video/VCR Case	1	111 lbs.
DVD/Case	1	80 lbs.
	1	50 lbs.
Camera Cases	3	150 lbs. total
Tripod Cases	2	40 lbs. total
Misc		50 lbs. total
TOTAL CARGO WEIGHT		4,206 lbs. – approximate
Players Bags – Carry On	120	<u>15 lbs. each</u>
TOTAL WEIGHT		6,006 lbs. - approximate

**EXHIBIT 3**  
**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS –**  
**PRIMARY COVERED TRANSACTIONS.**

1. The prospective Contractor certifies that, to the best of its knowledge and belief, it and its principals:
  - A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
  - B. Have not within a three-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud performing a public (Federal, State, or Local) transaction or contract under a public transaction: violation, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
  - C. Are not presently indicted or otherwise criminally or civilly charged by a government entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (1.) (B.) of this certification; and
  - D. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, state, or Local) terminated for cause or default.
2. Where the prospective Contractor is unable to certify to any of the statements in this certification, such prospective Contractor shall attach an explanation to this proposal.

Proposal Identification \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name & Title: \_\_\_\_\_

Company name: \_\_\_\_\_



EXHIBIT 4– Sponsorship Proposal for Official Airlines of the Broncos

2011 Boise State University Football Air Charter RFP# MC12-115

The Contractor may provide a written copy of the proposed "Corporate Sponsorship Agreement." & discount associated with the said agreement. **All proposals will be considered and graded according to what is deemed in the best interest of the University.**

The sponsorship agreement may include but is not limited to the designation right of "**Official Airlines of the Boise State Broncos**". Stadium advertising, video promotions, Publications/websites, tickets, media/television, media radio, promotional benefits, annual cash payment sponsorship fees, travel banks, credit accounts, signage, hospitality, in-market promotions, trade accounts, discounts to higher educational institutions, signage installation etc.

SIGNATURE PAGE

THIS SHEET MUST BE FILLED OUT, SIGNED AND RETURNED WITH RESPONSE.

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER THE STATE OF IDAHO'S TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

Return with completed bid:

Please complete the following information:

VENDOR (Company Name) \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TOLL-FREE # \_\_\_\_\_ PHONE # \_\_\_\_\_

FAX # \_\_\_\_\_ EMAIL \_\_\_\_\_

FEDERAL TAX ID / SSN # \_\_\_\_\_

**SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please type or print name

\_\_\_\_\_  
Title

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

1. **DEFINITIONS:** Unless the context requires otherwise, all terms not defined below shall have the meanings defined in Idaho Code Section 67-5716 or IDAPA 38.05.01.011.
  - A. Agreement – Any State written contract, lease or purchase order including solicitation or specification documents and the accepted portions of the submission for the acquisition of Property. An Agreement shall also include any amendments mutually agreed upon by both parties.
  - B. Contractor – A vendor who has been awarded an Agreement.
  - C. Property – Goods, services, parts, supplies and equipment, both tangible and intangible, including, but not exclusively, designs, plans, programs, systems, techniques and any rights and interest in such property.
  - D. State – The State of Idaho including each agency unless the context implies other states of the United States.
2. **TERMINATION:** The State may terminate the Agreement (and/or any order issued pursuant to the Agreement) when the Contractor has been provided written notice of default or non-compliance and has failed to cure the default or non-compliance within a reasonable time, not to exceed thirty (30) calendar days. If the Agreement is terminated for default or non-compliance, the Contractor will be responsible for any costs resulting from the State's placement of a new contract and any damages incurred by the State. The State, upon termination for default or non-compliance, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due.
3. **RENEWAL OPTIONS:** Upon mutual agreement by both parties (unless otherwise modified by a special contract term, condition, or specification), this Agreement may be extended under the same terms and conditions for one (1) year intervals or the time interval equal to the original contract period.
4. **PRICES:** Prices shall not fluctuate for the period of the Agreement and any renewal or extension, unless otherwise specified by the State in the bidding documents or other terms of the Agreement. Prices include all costs associated with shipping and delivery to the F.O.B. destination address, prepaid and allowed. If installation is requested by the State or specified in the State's solicitation documents, pricing shall include all charges associated with a complete installation at the location specified.
5. **ADMINISTRATIVE FEE:**
  - A. **Application of Administrative Fee:**
    1. All Purchase Orders (PO) and Contract Purchase Orders (CPO) issued through the Idaho eProcurement System (IPRO) shall be subject to an Administrative Fee of one point two five percent (1.25%) of the value of the Agreement, unless the PO or CPO is exempted as described below. The Administrative Fee will apply to all PO and CPO Awards issued through IPRO, regardless of Contractor's mode of response submission to the solicitation (i.e. manual or electronic).
    2. Subsequent renewals, amendments or change orders to the initial PO or CPO, which result in an increased Agreement value, will constitute an incremental or additional award for which an additional Administrative Fee will apply; however, the additional Administrative Fee will be a Flat Fee, applied as follows:
 

<u>Original value + all amendments</u>	<u>Flat Fee</u>
\$50,000 - \$1 Million	\$ 500
\$1 Million - \$8 Million	\$ 1000
\$8 Million +	\$ 2000
    3. Regardless of the number of renewals, amendments, and/or change orders, the total aggregate Administrative Fee assessed per PO or CPO will not exceed one hundred thousand dollars (\$100,000).

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

4. A contractor's failure to consider the Administrative Fee when preparing its solicitation response shall not constitute or be deemed a waiver by the State of any Administrative Fees owed by Contractor as a result of a PO or CPO Award issued through IPRO.

**B. Administrative Fee Exemptions:**

1. Notwithstanding any language to the contrary, the Administrative Fee referenced in Section 5.A, above, will not apply to contracts with an original awarded value of less than \$50,000; or to contracts issued through IPRO without a competitive solicitation, e.g. Emergency Procurements (EPA), Sole Source Procurements (SSA), Exempt Purchases (EXPO), awards issued under Delegated Purchase Authority (DPA), and orders placed against WSCA/NASPO or other cooperative contracts (PADD) that are exempt from the requirements for competitive bidding.

2. The Administrative Fee referenced in Section 5.A., above, will not apply to Blanket Purchase Orders (BPO) or Statewide Blanket Purchase Orders (SBPO); however, BPOs and SBPOs (like PADDs) may have a separate Administrative Fee applied to orders placed against the contract, as specifically described in the individual BPO or SBPO.

3. The State may also exempt a specific PO or CPO from the Administrative Fee requirement.

**C. Payment of Administrative Fee:** Contractor will remit the Administrative Fee applicable to a PO or CPO, as described in Section 5.A., above, to the IPRO Administrator, SicommNet, Inc., as follows:

1. **Awards with a firm delivery date:** SicommNet, Inc. will invoice Contractor for the Administrative Fee on or after the delivery date provided in the Agreement, with payment due thirty (30) days after receipt of invoice.
2. **Awards with a contract start and end date:** SicommNet, Inc. will invoice Contractor on either a quarterly, monthly or "per payment" basis; or may offer Contractor a prepayment option. Payment will be due thirty (30) days after receipt of each invoice.

**D. Refund of Administrative Fee:** In the event that a PO or CPO is cancelled by the State through no fault of the Contractor, or if item(s) are returned by the State through no fault, act, or omission of the Contractor after the sale of any such item(s) to the State, the State will direct SicommNet, Inc. to refund the Contractor any Administrative Fees remitted to SicommNet, Inc. Administrative Fees will not be refunded or returned when an item is rejected or returned, or declined, or the Agreement cancelled by the State due to the Contractor's failure to perform or comply with specifications or requirements of the Agreement. If, for any other reason, the Contractor is obligated to refund to the State all or a portion of the State's payment to the Contractor, or the State withholds payment because of the assessment of liquidated damages, the Administrative Fee assessed on the PO or CPO will not be refunded in whole or in part.

**E. Failure to Remit Administrative Fees:** If a Contractor fails to remit the Administrative Fee, as provided in Section 5.C. above, the State, at its discretion, may declare the Contractor in default; cancel the Agreement or award; assess and recover re-procurement costs from the Contractor (in addition to all outstanding Administrative Fees); seek State or Federal audits, monitoring or inspections; exclude Contractor from participating in future solicitations; and/or suspend Contractor's online account.

6. **CHANGES/MODIFICATIONS:** Changes of specifications or modification of this Agreement in any particular can be affected only upon written consent of the Division of Purchasing, but not until any proposed change or modification has been submitted in writing, signed by the party proposing the said change.
7. **CONFORMING PROPERTY:** The Property shall conform in all respects with the specifications or the State's solicitation documents. In event of nonconformity, and without limitation upon any other remedy, the State shall have no financial obligation in regard to the non-conforming goods or services.
8. **OFFICIAL, AGENT AND EMPLOYEES OF THE STATE NOT PERSONALLY LIABLE:** In no event shall any official, officer, employee or agent of the State be in any way personally liable or responsible for any

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

covenant or agreement herein contained whether expressed or implied, nor for any statement, representation or warranty made herein or in any connection with this Agreement.

9. **CONTRACT RELATIONSHIP:** It is distinctly and particularly understood and agreed between the parties hereto that the State is in no way associated or otherwise connected with the performance of any service under this Agreement on the part of the Contractor or with the employment of labor or the incurring of expenses by the Contractor. Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind. The Contractor shall exonerate, defend, indemnify and hold the State harmless from and against and assume full responsibility for payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security, workman's compensation and income tax laws with respect to the Contractor or Contractor's employees engaged in performance under this Agreement. The Contractor will maintain any applicable workman's compensation insurance as required by law and will provide certificate of same if requested. There will be no exceptions made to this requirement and failure to provide a certification of workman's compensation insurance may, at the State's option, result in cancellation of this Agreement or in a contract price adjustment to cover the State's cost of providing any necessary workman's compensation insurance. The contractor must provide either a certificate of workman's' compensation insurance issued by a surety licensed to write workman's' compensation insurance in the State of Idaho, as evidence that the contractor has in effect a current Idaho workman's compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission. The State does not assume liability as an employer.
10. **ANTI-DISCRIMINATION/EQUAL EMPLOYMENT OPPORTUNITY CLAUSE:** Acceptance of this Agreement binds the Contractor to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No other wise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Act of 1990, are also incorporated into this Agreement. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. The Contractor must include this provision in every subcontract relating to this Agreement.
11. **TAXES:** The State is generally exempt from payment of state sales and use taxes and from personal property tax for property purchased for its use. The State is generally exempt from payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service (Chapter 32 Internal Revenue Code [No. 82-73-0019K]). Exemption certificates will be furnished as required upon written request by the Contractor. If the Contractor is required to pay any taxes incurred as a result of doing business with the State, it shall be solely and absolutely responsible for the payment of those taxes. If, after the effective date of this Agreement, an Idaho political subdivision assesses, or attempts to assess, personal property taxes not applicable or in existence at the time this Agreement becomes effective, the State will be responsible for such personal property taxes, after reasonable time to appeal. In no event shall the State be responsible for personal property taxes affecting items subject to this Agreement at the time it becomes effective.
12. **SAVE HARMLESS:** Contractor shall defend, indemnify and hold harmless the State from any and all liability, claims, damages, costs, expenses, and actions, including reasonable attorney fees, caused by or that arise from the negligent or wrongful acts or omissions of the Contractor, its employees, agents, or subcontractors under this Agreement that cause death or injury or damage to property or arising out of a failure to comply

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

with any state or federal statute, law, regulation or act. Contractor shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the State.

13. **ORDER NUMBERS:** The Contractor shall clearly show the State's Agreement order numbers or purchase order numbers on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
14. **CONTRACTOR RESPONSIBILITY:** The Contractor is responsible for furnishing and delivery of all Property included in this Agreement, whether or not the Contractor is the manufacturer or producer of such Property. Further, the Contractor will be the sole point of contact on contractual matters, including payment of charges resulting from the use or purchase of Property.
15. **SUBCONTRACTING:** Unless otherwise allowed by the State in this Agreement, the Contractor shall not, without written approval from the State, enter into any subcontract relating to the performance of this Agreement or any part thereof. Approval by the State of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the State shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and remain liable for all damages to the State caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its sub-subcontractor.
16. **COMMODITY STATUS:** It is understood and agreed that any item offered or shipped shall be new and in first class condition and that all containers shall be new and suitable for storage or shipment, unless otherwise indicated by the State in the specifications. Demonstrators, previously rented, refurbished, or reconditioned items are not considered "new" except as specifically provided in this section. "New" means items that have not been used previously and that are being actively marketed by the manufacturer or Contractor. The items may contain new or minimal amounts of recycled or recovered parts that have been reprocessed to meet the manufacturer's new product standards. The items must have the State as their first customer and the items must not have been previously sold, installed, demonstrated, or used in any manner (such as rentals, demonstrators, trial units, etc.). The new items offered must be provided with a full, unadulterated, and undiminished new item warranty against defects in workmanship and materials. The warranty is to include replacement, repair, and any labor for the period of time required by other specifications or for the standard manufacturer or vendor warranty, whichever is longer.
17. **SHIPPING AND DELIVERY:** All orders will be shipped directly to the ordering agency at the location specified by the State, on an F.O.B. Destination freight prepaid and allowed basis with all transportation, unloading, uncrating, drayage, or other associated delivery and handling charges paid by the Contractor. "F.O.B. Destination", unless otherwise specified in the Agreement or solicitation documents, shall mean delivered to the State Agency Receiving Dock or Store Door Delivery Point. The Contractor shall deliver all orders and complete installation, if required, within the time specified in the Agreement. Time for delivery commences at the time the order is received by the Contractor.
18. **INSTALLATION AND ACCEPTANCE:** When the purchase price does not include installation, acceptance shall occur fourteen (14) calendar days after delivery; unless the State has notified the Contractor in writing that the order does not meet the State's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. When installation is included, acceptance shall occur fourteen (14) calendar days after completion of installation; unless the State has notified the Contractor in writing that the order does not meet the State's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. If an order is for support or other services, acceptance shall occur fourteen (14) calendar days after completion, unless the State has notified the Contractor in writing that the order does not meet the State's requirements or otherwise fails to pass the Contractor's established test procedures or programs.
19. **RISK OF LOSS:** Risk of loss and responsibility and liability for loss or damage will remain with Contractor until acceptance when responsibility will pass to the State except as to latent defects, fraud and Contractor's warranty obligations. Such loss, injury or destruction shall not release the Contractor from any obligation under this Agreement.

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

- 20. INVOICING:** ALL INVOICES are to be sent directly to the **ORDERING AGENCY ONLY**. The Agreement number and/or purchase order number is to be shown on all invoices. In no case are invoices to be sent to the Division of Purchasing.
- 21. ASSIGNMENTS:** No Agreement or order or any interest therein shall be transferred by the Contractor to whom such Agreement or order is given to any other party without the approval in writing of the Administrator, Division of Purchasing. Transfer of an Agreement without approval shall cause the annulment of the Agreement so transferred, at the option of the State. All rights of action, however, for any breach of such Agreement are reserved to the State. (Idaho Code Section 67-5726[1])
- 22. PAYMENT PROCESSING:** Idaho Code Section 67-5735 reads as follows: "Within ten (10) days after the property acquired is delivered as called for by the bid specifications, the acquiring agency shall complete all processing required of that agency to permit the contractor to be reimbursed according to the terms of the bid. Within ten (10) days of receipt of the document necessary to permit reimbursement of the contractor according to the terms of the contract, the State Controller shall cause a warrant to be issued in favor of the contractor and delivered."
- 23. COMPLIANCE WITH LAW, LICENSING AND CERTIFICATIONS:** Contractor shall comply with ALL requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by Contractor pursuant to this Agreement. For the duration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules.
- 24. PATENTS AND COPYRIGHT INDEMNITY:**
- A. Contractor shall indemnify and hold the State harmless and shall defend at its own expense any action brought against the State based upon a claim of infringement of a United States' patent, copyright, trade secret, or trademark for Property purchased under this Agreement. Contractor will pay all damages and costs finally awarded and attributable to such claim, but such defense and payments are conditioned on the following: (i) that Contractor shall be notified promptly in writing by the State of any notice of such claim; (ii) that Contractor shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise and State may select at its own expense advisory counsel; and (iii) that the State shall cooperate with Contractor in a reasonable way to facilitate settlement or defense of any claim or suit.
  - B. Contractor shall have no liability to the State under any provision of this clause with respect to any claim of infringement that is based upon: (i) the combination or utilization of the Property with machines or devices not provided by the Contractor other than in accordance with Contractor's previously established specifications unless such combination or utilization was disclosed in the specifications; (ii) the modification of the Property unless such modification was disclosed in the specifications; or (iii) the use of the Property not in accordance with Contractor's previously established specifications unless such use was disclosed in the specifications.
  - C. Should the Property become, or in Contractor's opinion be likely to become, the subject of a claim of infringement of a United States' patent, the Contractor shall, at its option and expense, either procure for the State the right to continue using the Property, to replace or modify the Property so that it becomes non-infringing, or to grant the State a full refund for the purchase price of the Property and accept its return.
- 25. CONFIDENTIAL INFORMATION:** Pursuant to this Agreement, Contractor may collect, or the State may disclose to Contractor, financial, personnel or other information that the State regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the State. Contractor shall use such Confidential Information only in the performance of its services under this Agreement and shall not disclose Confidential Information or any advice given by it to the State to any third party, except with the State's prior written consent or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the State. The State may require that Contractor's officers, employees, agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be returned to the State upon termination of this Agreement. The confidentiality obligation

## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

contained in this section shall survive termination of this Agreement. Confidential Information shall not include data or information that:

- A. Is or was in the possession of Contractor before being furnished by the State, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with or other obligation of secrecy to the State;
- B. Becomes generally available to the public other than as a result of disclosure by Contractor; or
- C. Becomes available to Contractor on a non-confidential basis from a source other than the State, provided that such source is not known by Contractor to be subject to a confidentiality agreement with or other obligation of secrecy to the State.

**26. USE OF THE STATE OF IDAHO NAME:** Contractor shall not, prior to, in the course of, or after performance under this Agreement, use the State's name in any advertising or promotional media, including press releases, as a customer or client of Contractor without the prior written consent of the State.

**27. APPROPRIATION BY LEGISLATURE REQUIRED:** The State is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. The State reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the State to continue such payments, or requires any return or "give-back" of funds required for the State to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to the Contractor. It is understood and agreed that the State's payments herein provided for shall be paid from Idaho State Legislative appropriations.

**28. FORCE MAJEURE:** Neither party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases the Contractor shall notify the State promptly in writing of any cause for delay and the State concurs that the delay was beyond the control and without the fault or negligence of the Contractor. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of the Contractor's finances shall not be a Force Majeure.

**29. GOVERNING LAW AND SEVERABILITY:** This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. In the event any term of this Agreement is held to be invalid or unenforceable by a court, the remaining terms of this Agreement will remain in force.

**30. ENTIRE AGREEMENT:** This Agreement is the entire agreement between the parties with respect to the subject matter hereof. Where terms and conditions specified in the Contractor's response differ from those specifically stated in this Agreement, the terms and conditions of this Agreement shall apply. In the event of any conflict between these standard terms and conditions and any special terms and conditions applicable to this acquisition, the special terms and conditions will govern. This Agreement may not be released, discharged, changed or modified except by an instrument in writing signed by a duly authorized representative of each of the parties.

**31. PRIORITY OF DOCUMENTS:** This Agreement consists of and precedence is established by the order of the following documents:

- 1. This Agreement;
- 2. The Solicitation; and
- 3. Contractor's proposal as accepted by the State.



## STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS

The Solicitation and the Contractor's proposal accepted by the State are incorporated herein by this reference. The parties intend to include all items necessary for the proper completion of the scope of work. The documents set forth above are complementary and what is required by one shall be binding as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency. Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsistency shall be deemed to occur.

Where terms and conditions specified in the Contractor's proposal differ from the terms in this Solicitation, the terms and conditions of this Solicitation shall apply. Where terms and conditions specified in the Contractor's proposal supplement the terms and conditions in this solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the Division of Purchasing in writing.

- 32. PUBLIC RECORDS:** Pursuant to Idaho Code Section 9-335, et seq., information or documents received from the Contractor may be open to public inspection and copying unless exempt from disclosure. The Contractor shall clearly designate individual documents as "exempt" on each page of such documents and shall indicate the basis for such exemption. The State will not accept the marking of an entire document as exempt. In addition, the State will not accept a legend or statement on one (1) page that all, or substantially all, of the document is exempt from disclosure. The Contractor shall indemnify and defend the State against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring such a designation or for the Contractor's failure to designate individual documents as exempt. The Contractor's failure to designate as exempt any document or portion of a document that is released by the State shall constitute a complete waiver of any and all claims for damages caused by any such release. If the State receives a request for materials claimed exempt by the Contractor, the Contractor shall provide the legal defense for such claim.
- 33. NOTICES:** Any notice which may be or is required to be given pursuant to the provisions of this Agreement shall be in writing and shall be hand delivered, sent by facsimile, prepaid overnight courier or United States' mail as follows. For notice to the State, the address and facsimile number are:

State of Idaho  
Division of Purchasing  
650 W State Street – Room B15  
P.O. Box 83720  
Boise, ID 83720-0075  
208-327-7465 (phone)  
208-327-7320 (fax)

For notice to the Contractor, the address or facsimile number shall be that contained on the Contractor's bid, quotation or proposal. Notice shall be deemed delivered immediately upon personal service or facsimile transmission (with confirmation printout), the day after deposit for overnight courier or forty-eight (48) hours after deposit in the United States' mail. Either party may change its address or facsimile number by giving written notice of the change to the other party.

- 34. NON-WAIVER:** The failure of any party, at any time, to enforce a provision of this Agreement shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of such party thereafter to enforce each and every provision hereof.
- 35. ATTORNEYS' FEES:** In the event suit is brought or an attorney is retained by any party to this Agreement to enforce the terms of this Agreement or to collect any moneys due hereunder, the prevailing party shall be entitled to recover reimbursement for reasonable attorneys' fees, court costs, costs of investigation and other related expenses incurred in connection therewith in addition to any other available remedies.
- 36. RESTRICTIONS ON AND WARRANTIES – ILLEGAL ALIENS:** Contractor warrants that any contract resulting from this Solicitation is subject to Executive Order 2009-10 [[http://gov.idaho.gov/mediacenter/execorders/eo09/eo\\_2009\\_10.html](http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html)]; it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States; it takes steps to verify that it does not

**STATE OF IDAHO STANDARD CONTRACT TERMS AND CONDITIONS**

hire or engage any illegal aliens or persons not authorized to work in the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States constitutes a material breach and shall be cause for the imposition of monetary penalties up to five percent (5%) of the contract price, per violation, and/or termination of its contract. If its contract is for the provision of services or for the sale or lease/licensing of computer software, Contractor further warrants that its contract is subject to Executive Order 2007-09 [ [http://gov.idaho.gov/mediacenter/execorders/eo07/eo\\_2007\\_09.html](http://gov.idaho.gov/mediacenter/execorders/eo07/eo_2007_09.html) ] and that it must notify the Division of Purchasing in advance if, during the term of its contract, it seeks to shift services or work that it represented would be done inside the United States to outside the United States. Failure to obtain the consent of the Division of Purchasing for such shift constitutes a material breach

## B.

Frontier's Response to Request for Proposal

**FRONTIER**

Frontier Airlines, Inc.  
 Frontier Center One  
 7001 Tower Road  
 Denver, CO 80249

P 720.374.4200  
 F 720.374.4375

frontierairlines.com

March 23, 2012

Mike Carr  
 Senior Buyer  
 Boise State University  
 1910 University Drive  
 Boise, ID 83725

RE: CONTRACT PROPOSAL – RFP – MC12-115 Air Charter

Dear Mr. Carr,

We are pleased to bid on Boise State University's 2012 football travel. We accept and agree to comply with the requirements of the RFP and the attachments, and the State of Idaho Standard Contract Terms and Conditions. Our Corporate Tax ID number is 84-1256945.

We are in compliance with affirmative action and equal employment regulations.

The RFP was received independently without collusion, consultation, communication, or agreement with any other offeror as to any matter concerning pricing. Additionally, we have not employed any company or person other than an employee of Frontier Airlines to prepare the pricing for this RFP. The Frontier employee preparing the pricing and proposal is Alane Anderson, Frontier Airlines Charter Sales Analyst.

Frontier Airlines is not currently suspended, debarred or otherwise excluded from federal or state procurement or non-procurement programs. Frontier Airlines does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States.

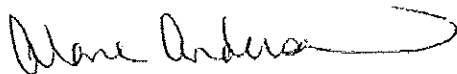
This proposal will be firm and binding for ninety days from the proposal opening date.

Please note that information required on Attachments 4A, 4B, and 4C, can be found at:

<http://edgar.sec.gov/Archives/edgar/data/1159154/000115915412000009/rjet12311110k.htm>

I have included the Balance Sheet from this document. You may find the information you need for the Attachments beginning on page 52.

Sincerely,



Alane Anderson  
 Charter Sales  
[Alane.Anderson@FlyFrontier.com](mailto:Alane.Anderson@FlyFrontier.com)  
 (720) 374-4274

**A whole different animal**

## ITEM 8. FINANCIAL STATEMENTS AND SUPPLEMENTARY DATA

## INDEX TO AUDITED CONSOLIDATED FINANCIAL STATEMENTS

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RJET 12.31.11 10K

**REPORT OF INDEPENDENT REGISTERED PUBLIC ACCOUNTING FIRM**

To the Board of Directors and Stockholders of  
Republic Airways Holdings Inc.  
Indianapolis, Indiana

We have audited the accompanying consolidated balance sheets of Republic Airways Holdings Inc. and subsidiaries (the "Company") as of December 31, 2011 and 2010, and the related consolidated statements of operations, stockholders' equity and comprehensive income (loss), and cash flows for each of the three years in the period ended December 31, 2011. We have also audited the internal control over financial reporting of the Company as of December 31, 2011, based on criteria established in *Internal Control - Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission. The Company's management is responsible for these financial statements, for maintaining effective internal control over financial reporting, and for its assessment of the effectiveness of internal control over financial reporting, included in the accompanying Management's Annual Report on Internal Control Over Financial Reporting included in Item 9A. Our responsibility is to express an opinion on these consolidated financial statements and an opinion on the Company's internal control over financial reporting based on our audits.

We conducted our audits in accordance with the standards of the Public Company Accounting Oversight Board (United States). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement and whether effective internal control over financial reporting was maintained in all material respects. Our audits of the financial statements including examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. Our audit of internal control over financial reporting included obtaining an understanding of internal control over financial reporting, assessing the risk that a material weakness exists, and testing and evaluating the design and operating effectiveness of internal control based on the assessed risk. Our audits also included performing such other procedures as we considered necessary in the circumstances. We believe that our audits provide a reasonable basis for our opinions.

A company's internal control over financial reporting is a process designed by, or under the supervision of, the company's principal executive and principal financial officers, or persons performing similar functions, and effected by the company's board of directors, management, and other personnel to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with generally accepted accounting principles. A company's internal control over financial reporting includes those policies and procedures that (1) pertain to the maintenance of records that, in reasonable detail, accurately and fairly reflect the transactions and dispositions of the assets of the company; (2) provide reasonable assurance that transactions are recorded as necessary to permit preparation of financial statements in accordance with generally accepted accounting principles, and that receipts and expenditures of the company are being made only in accordance with authorizations of management and directors of the company; and (3) provide reasonable assurance regarding prevention or timely detection of unauthorized acquisition, use, or disposition of the company's assets that could have a material effect on the financial statements.

Because of the inherent limitations of internal control over financial reporting, including the possibility of collusion or improper management override of controls, material misstatements due to error or fraud may not be prevented or detected on a timely basis. Also, projections of any evaluation of the effectiveness of the internal control over financial reporting to future periods are subject to the risk that the controls may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Republic Airways Holdings Inc. and subsidiaries as of December 31, 2011 and 2010, and the results of their operations and their cash flows for each of the three years in the period ended December 31, 2011, in conformity with accounting principles generally accepted in the United States of America. Also, in our opinion, the Company maintained, in all material respects, effective internal control over financial reporting as of December 31, 2011, based on the criteria established in *Internal Control - Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission.

/s/ DELOITTE & TOUCHE LLP  
Indianapolis, Indiana  
March 15, 2012

**REPUBLIC AIRWAYS HOLDINGS INC. AND SUBSIDIARIES**  
**CONSOLIDATED BALANCE SHEETS**  
**AS OF DECEMBER 31, 2011 AND 2010**  
(In millions, except share and per share amounts)

	<u>2011</u>	<u>2010</u>
<b>ASSETS</b>		
Current Assets:		
Cash and cash equivalents	\$ 219.3	\$ 291.2
Restricted cash	151.4	139.1
Receivables—net of allowance for doubtful accounts of \$0.6 and \$1.2, respectively	89.0	73.9
Inventories—net	101.8	94.6
Prepaid expenses and other current assets	64.2	56.4
Assets held for sale	33.0	43.5
Deferred income taxes	35.3	27.1
	<u>694.0</u>	<u>725.8</u>
Total current assets	694.0	725.8
Aircraft and other equipment—net	2,808.7	3,173.5
Maintenance deposits	146.0	147.2
Other intangible assets—net	86.5	143.2
Other assets	166.5	159.0
	<u>3,901.7</u>	<u>4,348.7</u>
Total	\$ 3,901.7	\$ 4,348.7
<b>LIABILITIES AND STOCKHOLDERS' EQUITY</b>		
Current Liabilities:		
Current portion of long-term debt	\$ 284.6	\$ 269.0
Accounts payable	43.9	43.8
Air traffic liability	179.5	174.9
Deferred frequent flyer revenue	68.2	51.0
Accrued liabilities	258.8	246.6
	<u>835.0</u>	<u>785.3</u>
Total current liabilities	835.0	785.3
Long-term debt—less current portion	2,074.5	2,308.7
Deferred frequent flyer revenue	68.1	102.3
Deferred credits and other non current liabilities	110.4	108.1
Deferred income taxes	353.2	434.7
	<u>3,441.2</u>	<u>3,739.1</u>
Total liabilities	3,441.2	3,739.1
Commitments and contingencies	—	—
Stockholders' Equity:		
Preferred stock, \$.001 par value; 5,000,000 shares authorized; no shares issued or outstanding	—	—
Common stock, \$.001 par value; one vote per share; 150,000,000 shares authorized; 58,097,574 and 58,062,574 shares issued and 48,412,516 and 48,173,058 shares outstanding, respectively	—	—
Additional paid-in capital	409.4	405.4
Treasury stock, 9,333,266 shares at cost, respectively	(181.8)	(181.8)
Accumulated other comprehensive loss	(4.0)	(2.7)
Accumulated earnings	236.9	388.7
	<u>460.5</u>	<u>609.6</u>
Total Stockholders' Equity	460.5	609.6

Total

\$ 3,901.7 \$ 4,348.7

See accompanying notes to consolidated financial statements.



**REPUBLIC AIRWAYS HOLDINGS INC. AND SUBSIDIARIES**  
**CONSOLIDATED STATEMENTS OF OPERATIONS**  
**FOR THE YEARS ENDED DECEMBER 31, 2011, 2010 AND 2009**  
(In millions, except per share amounts)

	2011	2010	2009
<b>OPERATING REVENUES:</b>			
Fixed-fee service	\$ 1,079.0	\$ 1,030.3	\$ 1,180.2
Passenger service	1,694.5	1,541.3	421.0
Cargo and other	91.0	82.1	41.0
<b>Total operating revenues</b>	<b>2,864.5</b>	<b>2,653.7</b>	<b>1,642.2</b>
<b>OPERATING EXPENSES:</b>			
Wages and benefits	560.6	549.9	342.4
Aircraft fuel	821.1	616.9	236.6
Landing fees and airport rents	167.7	170.7	96.9
Aircraft and engine rent	251.5	240.6	156.8
Maintenance and repair	297.2	255.8	211.5
Insurance and taxes	42.1	45.5	28.1
Depreciation and amortization	200.2	204.5	163.6
Promotion and sales	133.6	134.8	36.3
Goodwill impairment	—	—	113.8
Other impairment charges	191.1	11.5	8.8
Gain on bargain purchase	—	—	(203.7)
Other	305.0	290.1	179.7
<b>Total operating expenses</b>	<b>2,970.1</b>	<b>2,520.3</b>	<b>1,370.8</b>
<b>OPERATING INCOME (LOSS)</b>	<b>(105.6)</b>	<b>133.4</b>	<b>271.4</b>
<b>OTHER INCOME (EXPENSE):</b>			
Interest expense	(137.3)	(151.7)	(145.0)
Other—net	0.5	(3.2)	9.8
<b>Total other expense</b>	<b>(136.8)</b>	<b>(154.9)</b>	<b>(135.2)</b>
<b>INCOME (LOSS) BEFORE INCOME TAXES</b>	<b>(242.4)</b>	<b>(21.5)</b>	<b>136.2</b>
<b>INCOME TAX EXPENSE (BENEFIT)</b>	<b>(90.6)</b>	<b>(7.7)</b>	<b>99.8</b>
<b>NET INCOME (LOSS)</b>	<b>(151.8)</b>	<b>(13.8)</b>	<b>36.4</b>
Add: Net loss attributable to noncontrolling interest in Mokulele Flight Service Inc.	—	—	3.3
<b>NET INCOME (LOSS) OF THE COMPANY</b>	<b>\$ (151.8)</b>	<b>\$ (13.8)</b>	<b>\$ 39.7</b>
<b>NET INCOME (LOSS) PER COMMON SHARE - BASIC</b>	<b>\$ (3.14)</b>	<b>\$ (0.38)</b>	<b>\$ 1.15</b>
<b>NET INCOME (LOSS) PER COMMON SHARE - DILUTED</b>	<b>\$ (3.14)</b>	<b>\$ (0.38)</b>	<b>\$ 1.13</b>

See accompanying notes to consolidated financial statements.

**REPUBLIC AIRWAYS HOLDINGS INC. AND SUBSIDIARIES**  
**CONSOLIDATED STATEMENTS OF STOCKHOLDERS' EQUITY AND COMPREHENSIVE INCOME (LOSS)**  
**FOR THE YEARS ENDED DECEMBER 31, 2011, 2010 AND 2009**  
(In millions)

	Republic Airways Holdings Inc. Stockholders						
	Other	Additional		Other	Accumulated	Noncontrolling	
	Comprehensive	Paid-In	Treasury	Comprehensive	Earnings	Interest	Total
	Income (Loss)	Capital	Stock	Loss			
Balance at January1, 2009	—	\$ 297.4	\$ (181.8)	\$ (2.6)	\$ 362.8	\$ —	\$475.8
Stock compensation expense		5.2					5.2
Decrease in Republic's APIC for purchase of Mokulele Flight Services, Inc. common stock from noncontrolling interest		(3.3)				3.3	—
Net income	\$ 36.4				39.7	(3.3)	36.4
Reclassification adjustment for loss realized on derivatives, net of tax	0.4			0.4			0.4
Comprehensive income	<u>\$ 36.8</u>						
Balance at December 31, 2009	—	299.3	(181.8)	(2.2)	402.5	—	517.8
Stock compensation expense		4.1					4.1
Exercise of employee stock options		0.1					0.1
Common stock offering, net		101.9					101.9
Net loss	\$ (13.8)				(13.8)	—	(13.8)
Pension and other postretirement plans, net of tax	(0.9)			(0.9)			(0.9)
Reclassification adjustment for loss realized on derivatives, net of tax	0.4			0.4			0.4
Comprehensive loss	<u>\$ (14.3)</u>						
Balance at December 31, 2010	—	405.4	(181.8)	(2.7)	388.7	—	609.6
Stock compensation expense		5.7					5.7
Other		(1.7)					(1.7)
Net loss	\$ (151.8)				(151.3)		(151.8)
Pension and other postretirement plans, net of tax	(1.5)			(1.5)			(1.5)
Reclassification adjustment for loss realized on derivatives, net of tax	0.2			0.2			0.2
Comprehensive loss	<u>\$ (153.1)</u>						
Balance at December 31, 2011		\$ 409.4	\$ (181.8)	\$ (4.0)	\$ 236.9	\$ —	\$460.5

See accompanying notes to consolidated financial statements.

**REPUBLIC AIRWAYS HOLDINGS INC. AND SUBSIDIARIES**  
**CONSOLIDATED STATEMENTS OF CASH FLOWS**  
**FOR THE YEARS ENDED DECEMBER 31, 2011, 2010 AND 2009**  
(In millions)

	2011	2010	2009
<b>OPERATING ACTIVITIES:</b>			
Net income (loss)	\$ (151.8)	\$ (13.8)	\$ 36.4
Adjustments to reconcile net income (loss) to net cash from operating activities:			
Goodwill and other impairment charges	191.1	11.5	122.6
Gain on bargain purchase	—	—	(203.7)
Depreciation and amortization	200.2	204.5	163.6
Debt issue costs and other amortization	8.0	10.0	8.4
Curtailment gain and non-cash pension expense	—	—	(7.5)
Deferred revenue amortization	(7.2)	(7.2)	(10.8)
(Gain) loss on aircraft, slots and other equipment sales and disposals	(0.1)	4.8	4.9
Loss on extinguishment of debt	4.9	4.4	—
Stock compensation expense	5.7	4.1	5.2
Deferred income taxes	(90.7)	(5.7)	101.7
Other, net	(4.1)	3.9	1.4
Changes in certain assets and liabilities:			
Restricted cash	(13.2)	54.1	9.6
Receivables	(9.6)	(7.7)	(4.3)
Inventories	(7.7)	(15.1)	(15.6)
Prepaid expenses and other current assets	(5.0)	(12.8)	(3.6)
Accounts payable and accrued liabilities	15.7	(8.7)	(20.0)
Air traffic liability	6.5	36.6	(15.7)
Deferred frequent flyer liability	(18.7)	(1.5)	7.5
Other, net	7.5	(4.9)	(11.5)
Net cash from operating activities	131.5	256.5	168.6
<b>INVESTING ACTIVITIES:</b>			
Purchase of aircraft and other equipment	(105.9)	(58.7)	(40.0)
Proceeds from sale of aircraft, slots, and other equipment	142.3	77.4	72.9
Aircraft deposits	(22.4)	(28.8)	(5.5)
Aircraft deposits returned	12.0	—	14.5
Funding of notes receivable	—	—	(61.1)
Acquisition of Frontier, net of cash acquired	—	—	25.2
Acquisition of Midwest, net of cash acquired	—	—	(1.9)
Advances from aircraft and other equipment agreements	—	12.4	—
Other, net	(2.4)	0.2	(0.7)
Net cash from investing activities	23.6	2.5	3.4
<b>FINANCING ACTIVITIES:</b>			
Payments on debt	(208.5)	(214.4)	(145.7)
Proceeds from refinancing of aircraft and issuance of debt	70.7	49.3	75.1
Proceeds from common stock offerings, net	—	101.9	—
Payments on early extinguishment of debt	(88.0)	(60.0)	(70.9)
Proceeds from exercise of stock options	—	0.1	—
Payments for debt issue costs	(1.2)	(2.2)	(2.7)

Net cash from financing activities	<u>(227.0)</u>	<u>(125.3)</u>	<u>(144.2)</u>
Net changes in cash and cash equivalents	(71.9)	133.7	27.8
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>291.2</u>	<u>157.5</u>	<u>129.7</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 219.3</u>	<u>\$ 291.2</u>	<u>\$ 157.5</u>

See accompanying notes to consolidated financial statements.

**REPUBLIC AIRWAYS HOLDINGS INC. AND SUBSIDIARIES**  
**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**  
**FOR THE YEARS ENDED DECEMBER 31, 2011, 2010 AND 2009**

## 1. ORGANIZATION & BUSINESS

We are a Delaware holding company organized in 1996 that offers scheduled passenger services through our wholly-owned operating air carrier subsidiaries: Chautauqua Airlines, Inc. ("Chautauqua"), Shuttle America Corporation ("Shuttle"), Republic Airline Inc. ("Republic Airline") and Frontier Airlines, Inc. ("Frontier"). Unless the context indicates otherwise, the terms the "Company," "we," "us," or "our," refer to Republic Airways Holdings Inc. and our subsidiaries.

As of December 31, 2011, our operating subsidiaries offered scheduled passenger service on 1,483 flights daily to 132 cities in 42 states, Canada, Mexico, and Costa Rica under our Frontier operations and through fixed-fee code-share agreements with AMR Corp., the parent of American Airlines, Inc. ("American"), Continental Airlines, Inc. ("Continental"), Delta Air Lines, Inc. ("Delta"), United Air Lines, Inc. ("United"), and US Airways, Inc. ("US Airways") (collectively referred to as our "Partners"). Currently, we provide our Partners with fixed-fee regional airline services, operating as AmericanConnection, Continental Express, Delta Connection, United Express, or US Airways Express, including service out of their hubs and focus cities.

The following table outlines the type of aircraft our subsidiaries operate and their respective operations within our business units as of December 31, 2011:

Operating Subsidiaries	Aircraft Size	Fixed-Fee Code-Share Agreement Partners							Number of Aircraft
		Frontier	American	Continental	Delta	United	US Airways	Spares	
Chautauqua Airlines	37 to 50	6	15	8	24	—	9	11	73
Shuttle America	70 to 76	—	—	—	30	38	—	—	68
Republic Airline	69 to 99	21	—	—	—	—	58	1	80
Frontier	120 to 162	60	—	—	—	—	—	—	60
Total number of operating aircraft		87	15	8	54	38	67	12	281

During 2011, our operational fleet increased from 275 to 281. The Company took delivery of eight A320 aircraft, two E190 aircraft, placed into service three A319 aircraft, sold five A318 aircraft, four of which have remained in the fleet under sale leaseback agreements, and sold one Q400. The Company also returned two E145 aircraft and three E135 aircraft to the lessors. Included in the operational fleet there are eleven ERJ aircraft and one E170 aircraft that operated as charter service, serve as operational spares, or are temporarily parked. We continue to look for opportunities to redeploy spare aircraft into our fixed-fee business, or outright sell or sublease these aircraft to another airline.

Our branded operations consist of all Airbus operations at Frontier; and includes aircraft operated by Chautauqua and Republic marketed as Frontier. Frontier, which we purchased out of bankruptcy in 2009, is a low-fare carrier that has the second largest market share in Denver, CO.

We have fixed-fee regional jet code-share agreements with each of our Partners that are subject to us maintaining specified performance levels. Pursuant to these fixed-fee agreements, which provide for minimum aircraft utilization at fixed rates, we are authorized to use our Partners' two-character flight designation codes to identify our flights and fares in our Partners' computer reservation systems, to paint our aircraft in the style of our Partners, to use their service marks and to market ourselves as a carrier for our Partners. Our fixed-fee agreements have historically limited our exposure to fluctuations in fuel prices, fare competition and passenger volumes. Our development of relationships with multiple major airlines has enabled us to reduce our dependence on any single airline, allocate our overhead more efficiently among our Partners and reduce the cost of our services to our Partners.

### *US Airways Code-Share Agreements*

Under our fixed-fee Jet Services Agreements with US Airways, we operated, as of December 31, 2011, nine E145 aircraft, 20 E170 aircraft and 38 E175 aircraft. As of December 31, 2011, we were providing 427 flights per day as US Airways Express.



C.

Scope of Work Proposal



**SCOPE OF WORK PROPOSAL****EXHIBIT 1 - BIDDING SCHEDULE****1. Michigan State  
August 31**

Approximate Flight Time: 3 hr 50 min BOI-LAN    Airport: LAN – Lansing

Roundtrip price: \$128,171 Type of Aircraft: Airbus 320    Leg room: See attached seat map

Carrier: Frontier Airlines    Fuel gallons burned per flight hour: 770 gallon per hour

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \$3.25 Return Flight: \$3.25

Total flight hours (including deadheads): Outgoing flight    8.40 hours    Return Flight: 8.40 hours

**Aircraft seating 167 passengers                      35,000 lb payload BOI-LAN  
   35,000 lb payload LAN-BOI**

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**2. Southern Mississippi  
October 6**

Approximate Flight Time: 4 hours BOI-PIB    Airport PIB – Hattiesburg, MS

Roundtrip price: \$130,851 Type of Aircraft Airbus 320    Leg room: See attached seat map

Carrier: Frontier Airlines    Fuel gallons burned per flight hour: 770 gallon per hour

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \$3.25 Return Flight: \$3.25

Total flight hours (including deadheads): Outgoing flight    8.58 hours    Return Flight: 8.58 hours

**Aircraft seating 167 passengers                      35,000 lb payload BOI-PIB  
   34,135 lb payload PIB-BOI**

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**3. Nevada Reno**

Approximate Flight Time: 1 hour BOI-RNO Airport RNO - Reno

Roundtrip price: \$79,749 Type of Aircraft: Airbus 319 Leg room: See attached seat map

Carrier: Frontier Airlines Fuel gallons burned per flight hour: 720 gallon per hour

Fuel cost assumption, per gallon, included in bid price: Outgoing flight: \$3.25 Return Flight: \$3.25

Total flight hours (including deadheads): Outgoing flight: 5.08 Return Flight: 5.08

<b>Aircraft seating 137 passengers</b>	<b>31,000 lb payload BOI-RNO</b>
	<b>31,000 lb payload RNO-BOI</b>

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**4. University of Wyoming**

Approximate Flight Time: 1 hour 3 min BOI-LAR Airport LAR - Laramie

Roundtrip price: \$72,963 Type of Aircraft: Airbus 319 Leg room: See attached seat map

Carrier: Frontier Airlines Fuel gallons burned per flight hour: 720 gallon per hour

Fuel cost assumption, per gallon, included in bid price: \$3.25 Return Flight: \$3.25

Total flight hours (including deadheads): Outgoing flight: 4.08 Return Flight: 4.08

<b>Aircraft seating 137 passengers</b>	<b>31,000 lb payload BOI-LAR</b>
	<b>31,000 lb payload LAR-BOI</b>

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5. University of New Mexico

Approximate Flight Time: 1 hr 10 min BOI-ABQ Airport ABQ - Albuquerque

Roundtrip price: \$82,328 Type of Aircraft: Airbus 319 Leg room: See attached seat map

Carrier: Frontier Airlines Fuel gallons burned per flight hour: 720 gallon per hour

Fuel cost assumption, per gallon, included in bid price: \$3.25 Return Flight: \$3.25

Total flight hours (including deadheads): Outgoing flight: 5.27 hr Return Flight: 5.27 hr

<b>Aircraft seating 137 passengers</b>	<b>31,000 lb payload BOI-ABQ</b>
	<b>31,000 lb payload ABQ-BOI</b>

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**EXHIBIT 2 – EQUIPMENT LIST**

The following equipment MAY travel with the team to each game:

<u>Item</u>	<u>Quantity</u>	<u>Weight</u>
Players' Bags	65	28 lbs. each
Equipment Trunks	1	250 lbs., Dimensions: 45.5 x 25.5 x 33
	1	240 lbs., Dimensions: 45.5 x 25.5 x 33
	1	175 lbs., Dimensions: 37 x 27 x 31.5
Kicking Net	1	45 lbs. each
Bags/Footballs	1	30 lbs. each
Tool Kit	1	50 lbs. each
Trainer Equip. Bags	4	35 lbs. each
Trainer Equipment Trunks	2	150 lbs. each, Dimensions: 40 x 24 x 32
Trainer Kits	2	45 lbs. each
Trainer Ice Chest	1	20 lbs.
Trainer Water Cooler	2	20 lbs. each
Headset Trunk	1	250 lbs., Dimensions: 24 x 27 x 45
	1	200 lbs., Dimensions: 40 x 24 x 32
	1	125 lbs., Dimensions: 20 x 22 x 31
Video/VCR Case	1	111 lbs.
DVD/Case	1	80 lbs.
	1	50 lbs.
Camera Cases	3	150 lbs. total
Tripod Cases	2	40 lbs. total
Misc		50 lbs. total
<b>TOTAL CARGO WEIGHT</b>		<b>4,206 lbs. – approximate</b>
Players Bags – Carry On	120	<u>15 lbs. each</u>
<b>TOTAL WEIGHT</b>		<b>6,006 lbs. - approximate</b>

## EXHIBIT 3

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS –  
PRIMARY COVERED TRANSACTIONS.**

1. The prospective Contractor certifies that, to the best of its knowledge and belief, it and its principals:
  - A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
  - B. Have not within a three-year period preceding this proposal been convicted or had a civil judgment rendered against them for commission of fraud performing a public (Federal, State, or Local) transaction or contract under a public transaction: violation, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.
  - C. Are not presently indicted or otherwise criminally or civilly charged by a government entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (1.) (B.) of this certification; and
  - D. Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, state, or Local) terminated for cause or default.
2. Where the prospective Contractor is unable to certify to any of the statements in this certification, such prospective Contractor shall attach an explanation to this proposal.

Proposal Identification CONTRACT PROPOSAL – RFP - MC12-115 Air Charter

Signature: Alane Anderson Date: 3-26-12

Name & Title: Alane Anderson, Charter Sales Analyst

Company name: Frontier Airlines

**SIGNATURE PAGE**

**THIS SHEET MUST BE FILLED OUT, SIGNED AND RETURNED WITH RESPONSE.**

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER THE STATE OF IDAHO'S TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

**Return with completed bid:**

**Please complete the following information:**

VENDOR (Company Name) FRONTIER AIRLINES, INC.

ADDRESS 7001 Tower Road

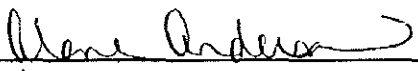
CITY Denver STATE Colorado ZIP CODE 80249

TOLL-FREE # \_\_\_\_\_ PHONE # 720-374-4274

FAX # 720-374-9313 EMAIL Alane. [Anderson@FlyFrontier.com](mailto:Anderson@FlyFrontier.com)

FEDERAL TAX ID # 84-1256945

**SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.**

  
Signature

3-26-12  
Date

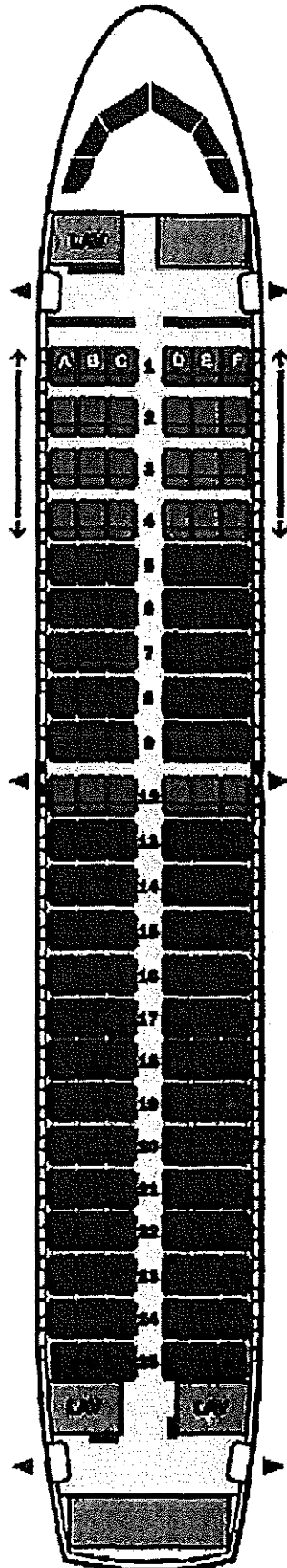
Alane Anderson  
Please type or print name

Charter Sales Analyst  
Title

# FRONTIER

## Airbus A319

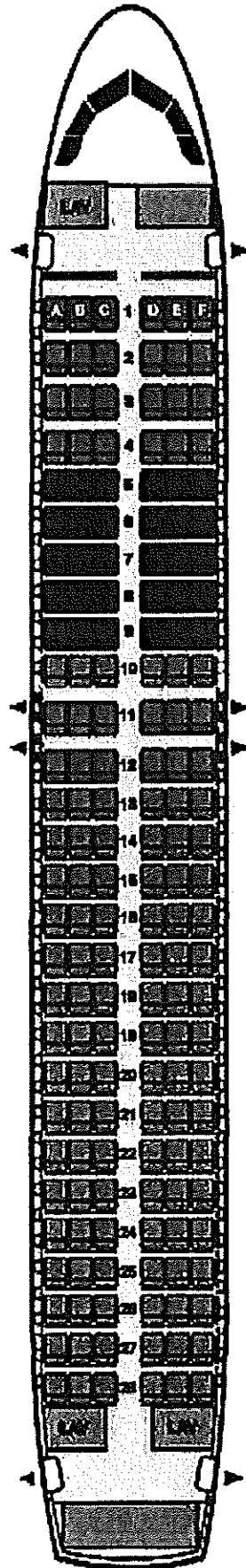
138 Seats



**STRETCH Seating**  
36 inches deep  
18 inches wide

**Standard Seating**  
31 inches deep  
18 inches wide

**STRETCH Seating**  
Row 12



# FRONTIER

## Airbus A320

168 leather seats

■ **STRETCH Seating**  
36" deep (Rows 1-4)  
38" deep (Rows 11-12)

■ **SELECT Seating**  
30 to 31" deep

■ **STANDARD Seating**  
30" deep

Seating in all rows  
is 18" wide.

► Exit

■ Lavatory



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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Transition four Twin Falls baccalaureate programs to the self-support funding model

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section V. R. 3. b. v.

**BACKGROUND/DISCUSSION**

Boise State University is seeking approval to convert four baccalaureate programs offered at the College of Southern Idaho in Twin Falls to the self-support funding model for fiscal year 2014. Moving the programs to the self-support model will give the University the flexibility needed to direct Twin Falls students' tuition and fees back into the programs and services these students utilize. Under the current traditional model, tuition and fee revenues paid by Twin Falls students are handled like all other students' tuition and fees, with funds distributed to the University Student Union, Rec Center, and other facilities and programs that these students do not use. By implementing a self-support model, the tuition and fees paid by Twin Falls students can be used instead to enhance the programs and services these students actually receive and use.

The University has successfully operated its Master of Social Work program in Twin Falls using the self-support model for the past four years.

**IMPACT**

The greatest impact of this transition will be stronger programs for Twin Falls students. Student fees will directly benefit the programs and services they utilize. This change will not result in increased fees for the vast majority of students. The self-support fees that students pay for these programs will mirror Boise State University's per-credit tuition for appropriated undergraduate programs. Therefore, it is estimated that more than 90% of Twin Falls students (all those taking between 1-12 credits) will pay the same amount under this plan as they do currently (see Attachment 1). The remaining 10% of students who take more than 12 credits will end up paying slightly more because in a self-support program fees increase as costs increase which occurs with every additional credit of instruction delivered.

**ATTACHMENTS**

Attachment 1 – Funding Model Comparison

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Boise State offers the following Bachelor's degree programs in Twin Falls:

- Bachelor of Business Administration – Accountancy

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
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- Bachelor of Business Administration – General Business
- Bachelor of Arts or Science – Criminal Justice
- Bachelor of Social Work

Courses are offered in a variety of alternative time periods and formats that include evenings, weekends, afternoons, videoconferencing, and internet. Typically, Boise State professors drive weekly to Twin Falls to teach the courses. Some courses are taught by adjunct faculty which many times are CSI faculty.

The Board's Chief Academic Officer and Chief Fiscal Officer met with University staff prior to submission of this agenda item to discuss this proposal. Board staff believes this is an appropriate application of the self-support fee and recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to move the following Twin Falls baccalaureate programs to the self-support model effective fiscal year 2014:

- Bachelor of Business Administration – Accountancy
- Bachelor of Business Administration – General Business
- Bachelor of Arts or Science – Criminal Justice
- Bachelor of Social Work

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

**ATTACHMENT 1 FUNDING MODEL COMPARISON****Distribution of Boise State Student Fees in Twin Falls**

<b>Current Model</b>		<b>Proposed Self-Support Model (estimated)</b>	
Students pay \$252 per credit		Students pay \$252 per credit	
Per-credit revenue is distributed as follows:		Per-credit revenue is distributed as follow:	
--General Building Fee	13.50	--Twin Falls instruction, staffing, and support for departments delivering courses	\$235.00
--SUB Construction Fee	2.70		
--Residence Hall Construction Fee	5.70		
--Facilities Fee	23.50	--Administrative Service Charge to cover indirect expenses	\$15.00
--Health and Wellness Center Facility	4.00		
--Information Technology Fee	8.65		
--Intercollegiate Athletics	10.40		
--Student Health Center	4.10		
--Student Union Operations	6.40		
--Student Life	3.35		
--Associate Student Body	1.28		
--University News	0.40		
--Student Programs Board	0.50		
--Campus Recreation	4.52		
--Alumni Activities	0.30		
--Volunteer Services Board	1.90		
--Marching Band	9.75		
--Student Diversity and Inclusion	4.50		
--Career Center	.25		
--Tuition/per-credit fee	\$160.47		

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Six-Year Capital Improvement Plan Amendment

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.c

**BACKGROUND/DISCUSSION**

Continuing evaluation of facility needs and development of Boise State University's (BSU) Capital Improvement plan have led to the identification of new projects to be included in the Six-Year Capital Improvement Plan. The projects are consistent with the Campus Master Plan. To keep the Board apprised of these planning efforts and consistent with V.K.2.c, the University is requesting approval of the amended Six-Year Capital Improvement Plan.

Revisions to the Six-Year Plan include addition of a Fine Arts building (\$25 million), Multi-Use Facility for Athletics and Kinesiology (\$25 million), Student Union Food Service expansion (\$1 million), and renovations to two classroom spaces in the Engineering & Technology building (\$1.5 million).

**IMPACT**

University planning staff and, as needed, independent consultants will complete studies necessary to develop space plans and confirm budget projections to inform required requests for approval from the Board for individual projects as specified in Section V.K.

**ATTACHMENTS**

Attachment 1 – Six-Year Capital Improvement Plan Amendment

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board policy, institutions under the governance of the Board wishing to undertake capital construction projects shall submit to the Board for its approval a six-year capital construction plan. While Board approval of a Plan does not constitute approval of a project included in the Plan, adoption of a Plan or an amended Plan is not a perfunctory exercise. A Board-approved Plan constitutes notice to the Board that an institution may bring a request at a later date for Board approval of one or more of the projects included in its approved Plan. A Board-approved Plan also authorizes an institution to solicit, accept or commit a gift or grant in support of a specific major project on the Plan.

BSU has added two major buildings to its six-year capital plan: Fine Arts building and Multi-Use Facility for Athletics and Kinesiology. The University would like to

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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begin conducting studies to evaluate space allocation, etc. and thought it prudent to bring forward an amended six-year plan to put the Board on notice.

**BOARD ACTION**

I move to approve the Six-Year Capital Improvement Plan as amended for Boise State University.

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

BAHR - SECTION II



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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Idaho State University (ISU) requests authorization for issuance of general revenue refunding bonds.

**REFERENCES**

February 1998	The Board approved issuance of general revenue bonds for the construction of the Idaho Falls Student Union Building, to replace the field house at Davis Field, to refund a portion of 1992 facility fee bonds, and to approve the Supplemental Resolution.
June 2003	The Board approved issuance tax-exempt revenue bonds to finance the University's portion of the Rendezvous Center, to finance energy savings improvements, to refund two bank notes issued to purchase student housing facilities, and to refund the outstanding Revenue Bonds, Series 1993 and the outstanding Revenue Bonds, Series 1995 in order to take advantage of lower interest rates and achieve a debt service savings.
August 2004	The Board approved issuance of general revenue bonds to finance additional project costs on the construction of the Rendezvous Center.
September 2004	The Board approved issuance of general revenue bonds to finance the acquisition of the land and improvements comprising University Place in Idaho Falls.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F.  
Section 33-3804, Idaho Code

**BACKGROUND/DISCUSSION**

The Series 2012 Bonds are being issued by the University to (i) refund certain outstanding bonds of the University to achieve debt service savings and (ii) pay the costs of issuance of the Series 2012 Bonds. The Series 2012 Bonds are issued solely for refinancing purposes; there are no new capital projects or other new funding related to the Series 2012 Bonds.

The Series 2012 Bond refinancing provides for the current refunding of all of the remaining \$5,030,000 principal amount of the University's Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 which mature April 1, 2017 and April 1, 2022 (the "Series 1998 Refunded Bonds").

The Series 2012 Bond refinancing also provides for the advance refunding of:

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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- (i) \$21,340,000 principal amount of the University's General Refunding and Improvement Revenue Bonds, Series 2003, with maturity dates and principal amounts ranging from 2014 to 2023;
- (ii) \$2,890,000 principal amount of the University's General Revenue Bonds, Series 2004A, with maturity dates and principal amounts ranging from 2015 to 2023 ; and
- (iii) \$485,000 principal amount of the University's General Revenue Bonds, Series 2004B, which mature April 1, 2023.

Principal Amount

Approximately \$28,680,000

Maturities

To be determined the day of pricing, but (i) likely will be April 1, 2013-23 and (ii) will not extend beyond the final maturity of the refunded bonds.

Interest Rates

To be determined the day of pricing.

Source of Security

Existing specific and General Revenues pledge by the University, excluding appropriated funds, grants and contract revenues and restricted gifts.

Documents to be provided at the Board Meeting

Once pricing is concluded, the University will provide the following:

1. Bond sizing analysis showing final amounts, interest rates, debt service savings and maturities on the Series 2012 Bonds;
2. Final Supplemental Bond Resolution showing rates and maturities of the Series 2012 Bonds; and
3. Update to the Bond Purchase Agreement showing bond rates and maturities.

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**ATTACHMENTS**

Attachment 1 – Preliminary Official Statement	Page 5
Attachment 2 – Draft Supplemental Resolution	Page 113
Attachment 3 – Draft Bond Purchase Agreement	Page 141
Attachment 4 – Preliminary Bond Sizing and Debt Service Schedule	Page 163
Attachment 5 – Draft Escrow Deposit Agreement	Page 181

**IMPACT**

The refunding of the Series 1998, Series 2003, Series 2004A, and Series 2004B in the aggregate principal amount of approximately \$28,680,000 would result in a debt service net present value savings in the amount of approximately \$2,700,000.

**STAFF COMMENTS AND RECOMMENDATIONS**

Prior to the issuance of the Series 2012 Bonds, the University had \$65,255,000 of Bonds outstanding secured by pledged revenues as of June 30, 2011. Upon issuance of the Series 2012 Bonds the University's total bonded indebtedness would be \$60,845,000 as of June 1, 2012.

ISU's current debt service as a percent of operating budget is 3.7%. The Board has informally considered 8% as a debt service ceiling. Even without refinancing, ISU projects its ratio should improve for FY2012. Since the refinancing will reduce ISU's debt service and there are no plans for incurring new debt in the near future, ISU's debt ratio should improve again for FY2013.

ISU completed a rating agency review with Moody's in October 2011 (A-1 rating was reaffirmed). With this bond refinancing, ISU updated the Moody's review and had a review with S&P as well. ISU anticipates ratings announcements from the agencies prior to the June Board meeting.

Staff recommends approval.

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**BOARD ACTION**

I move to approve a Supplemental Resolution for the Series 2012 Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance and sale of General Revenue and Refunding Bonds, Series 2012, in the principal amount of up to \$28,280,000; authorizing the execution and delivery of a Bond Purchase Agreement and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2012 Bonds.

A roll call vote is required.

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

PRELIMINARY OFFICIAL STATEMENT DATED JUNE \_\_, 2012

NEW ISSUE – Issued in Book-Entry-Only Form

Ratings: Moody's “\_\_\_\_”  
 S&P “\_\_\_\_”  
 (See “Ratings” herein)

In the opinion of Ballard Spahr LLP, Bond Counsel to Idaho State University, (the “University”), assuming continuing compliance with the requirements of the federal tax laws, interest on the Series 2012 Bonds is excludable from gross income for federal income tax purposes and is not a preference item for purposes of either individual or corporate federal alternative minimum tax; however, interest paid to corporate holders of the Series 2012 Bonds may be indirectly subject to alternative minimum tax under circumstances described under “TAX MATTERS” herein. Bond Counsel is also of the opinion that interest on the Series 2012 Bonds is exempt from State of Idaho income taxes. See “TAX MATTERS” herein.



**\$28,680,000\***  
**IDAHO STATE UNIVERSITY**  
**GENERAL REVENUE REFUNDING BONDS, SERIES 2012**

**Dated: Date of Delivery****Due: April 1, as shown on the inside cover**

The \$28,680,000\* Idaho State University General Revenue Refunding Bonds, Series 2012 (the “Series 2012 Bonds”) are issued as fully registered bonds and, when delivered, will be registered in the name of Cede & Co., as nominee of the Depository Trust Company, New York, New York (“DTC”). DTC will act as securities depository for the Series 2012 Bonds. Ownership interests in the Series 2012 Bonds will be in minimum denominations of \$5,000 and multiples thereof. Beneficial Owners of the Series 2012 Bonds will not receive physical bonds, but will receive a credit balance on the books of the nominees of such purchasers. Interest on the Series 2012 Bonds is payable on April 1 and October 1 of each year, commencing October 1, 2012. Principal, prepayment premium, if any, and interest due with respect to the Series 2012 Bonds will be payable by U.S. Bank National Association, as Trustee, to DTC, which will, in turn, remit such principal, prepayment premium, if any, and interest due with respect to the Series 2012 Bonds.

The Series 2012 Bonds are subject to optional [and mandatory sinking fund] redemption prior to maturity as described herein.

The Series 2012 Bonds are being issued by the University to (i) refund certain outstanding bonds of the University to achieve debt service savings, and (ii) pay the costs of issuance of the Series 2012 Bonds.

The State Board of Education, acting as the Board of Trustees for Idaho State University (the “Board”) serves as the governing body for the University. Under Idaho law, the Board is a body politic and corporate and an independent instrumentality of the State of Idaho. The Series 2012 Bonds are being issued under a supplemental bond resolution (the “Supplemental Resolution”) to be adopted by the Board on June \_\_, 2012. The Series 2012 Bonds are being issued as “Additional Bonds” pursuant to a Resolution adopted by the Board on September 17, 1992, providing for the issuance of revenue bonds, as amended and restated (the “Original Resolution”). The Original Resolution provided for the issuance of an initial series of revenue bonds and authorized the issuance of additional series of revenue bonds pursuant to Supplemental Resolutions, if certain conditions are met. See “SECURITY FOR THE SERIES 2012 BONDS” herein. The Original Resolution, as previously amended and supplemented and as amended and supplemented by the Supplemental Resolution, is referred to herein as the “Resolution.” The revenue bonds issued pursuant to the Resolution, including the Series 2012 Bonds, are collectively referred to herein as the “Bonds.” The Bonds are secured by a pledge of the Board to levy and collect certain student fees known as the Student Facilities Fee/Facilities and the Tuition Fee (formerly referred to as the Matriculation Fee), plus Revenues of the Housing System and CAES Base Rent (each as defined in the Resolution), and certain other revenues. See “SECURITY FOR THE SERIES 2012 BONDS” herein.

**The Series 2012 Bonds are limited obligations of the Board and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The Board is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the Series 2012 Bonds. The Board has no taxing power.**

The Series 2012 Bonds are offered when, as and if issued and accepted by the Underwriter, subject to prior sale and to the delivery of an approving opinion by Ballard Spahr LLP, as Bond Counsel, and to other conditions. Certain legal matters will be passed upon for the University by University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. Certain legal matters will be passed upon for the Board and the University by the office of the Attorney General of the State. Certain legal matters will be passed upon for the Underwriter by its counsel Hawley Troxell Ennis and Hawley LLP, Boise, Idaho. It is expected that the Series 2012 Bonds will be available for delivery on or about July \_\_, 2012.

This cover page contains certain information for quick reference only. It is not a summary of this issue. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision.

This Official Statement is dated \_\_\_\_\_, 2012 and the information contained herein speaks only as of that date.

**Barclays**

\* Preliminary; subject to change.

\$28,680,000\*

IDAHO STATE UNIVERSITY  
GENERAL REVENUE REFUNDING BONDS, SERIES 2012

MATURITIES, AMOUNTS, INTEREST RATES AND YIELDS

<u>Due (April 1)</u>	<u>Principal Amount*</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>CUSIP<sup>(1)</sup></u>
2013	\$1,285,000	%	%	451470 ____
2014	1,965,000			
2015	2,455,000			
2016	2,550,000			
2017	2,650,000			
2018	2,760,000			
2019	2,875,000			
2020	2,455,000			
2021	3,000,000			
2022	3,175,000			
2023	3,510,000			

[\$ \_\_\_\_\_ % Term Bond Due April 1, 20\_\_\_\_; Price \_\_\_\_%; CUSIP No. 451470 \_\_\_\_\_<sup>(1)</sup> ]

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\* Preliminary; subject to change.

(1) CUSIP data contained herein is provided by Standard & Poor's, CUSIP Service Bureau, a division of The McGraw Hill Companies, Inc. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter, and are included solely for the convenience of the holders of the Series 2012 Bonds. Neither the Board nor the University is responsible for the use of CUSIP numbers, nor is a representation made as to the accuracy of the CUSIP numbers. The CUSIP numbers are contained herein solely for the convenience of the readers of this Official Statement.

No dealer, broker, salesperson or other person has been authorized by the Board, the University or by the Underwriter to give any information or to make any representations, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the Series 2012 Bonds, nor shall there be any sale of the Series 2012 Bonds by any person in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the Board, the University, DTC and certain other sources that are believed to be reliable but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice. Any statements made in this Official Statement involving matters of opinion or estimates or forecasts, whether or not so expressly stated, are set forth as such and not as representations of fact or representations that estimates will be realized.

***IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY ENGAGE IN TRANSACTIONS THAT STABILIZE, MAINTAIN OR OTHERWISE AFFECT THE MARKET PRICES OF THE SERIES 2012 BONDS. SUCH TRANSACTIONS MAY INCLUDE OVERALLOTMENTS IN CONNECTION WITH THE UNDERWRITING, THE PURCHASE OF SERIES 2012 BONDS TO STABILIZE THEIR MARKET PRICES, THE PURCHASE OF SERIES 2012 BONDS TO COVER UNDERWRITER SHORT POSITIONS AND THE IMPOSITION OF PENALTY BIDS. SUCH TRANSACTIONS, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME.***

Neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the Board or the University since the date hereof.

This Official Statement is not to be construed as a contract with the purchasers of the Series 2012 Bonds.

The Underwriter has provided the following sentence for inclusion in this Official Statement. The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY IS A CRIMINAL OFFENCE.

This Official Statement contains “forward-looking statements” that are based upon the University’s current expectations and its projections about future events. When used in this Official Statement, the words “project,” “estimate,” “intend,” “expect,” “scheduled,” “pro forma” and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.



**\$28,680,000\***  
**IDAHO STATE UNIVERSITY**  
**GENERAL REVENUE REFUNDING BONDS, SERIES 2012**

**THE IDAHO STATE BOARD OF EDUCATION AND  
THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY**

Kenneth Edmunds.....	President
Don Soltman.....	Vice President
Emma Atchley.....	Secretary
Bill Goesling.....	Board Member
Roderic W. Lewis.....	Board Member
Tom Luna.....	Board Member
Milford Terrell.....	Board Member
Richard Westerberg.....	Board Member

**UNIVERSITY OFFICIALS**

Arthur C. Vailas.....	President
Barbara Adamcik.....	Interim Provost and Vice President for Academic Affairs
James A. Fletcher.....	Vice President for Finance and Administration
Kent Tingey.....	Vice President for University Advancement
Richard T. Jacobsen.....	Interim Executive Director for Research and Technology Transfer
Patricia Terrell.....	Vice President of Student Affairs
Bradley H. Hall, Esq.....	University Counsel
Roger H. Egan.....	Director for Treasury, Investments, Tax, Real Estate & Policy

**BOND COUNSEL**

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**IDAHO STATE UNIVERSITY**

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**TRUSTEE, PAYING AGENT AND REGISTRAR**

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(801) 534-6083  
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**UNDERWRITER**

Barclays  
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Seattle, Washington 98104  
(206) 344-5838  
(212) 520-0837 (Fax)

\* Preliminary; subject to change.

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**OFFICIAL STATEMENT**

**RELATING TO**

**\$28,680,000\***

**IDAHO STATE UNIVERSITY**

**GENERAL REVENUE REFUNDING BONDS, SERIES 2012**

**INTRODUCTION**

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. See “APPENDIX A” for definitions of certain words and terms used herein. See “APPENDIX B” for a summary of certain provisions of the Resolution (as defined below).

The attached Appendices are integral parts of this Official Statement and should be read in their entirety: “APPENDIX A—GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT”; “APPENDIX B—SUMMARY OF THE RESOLUTION”; “APPENDIX C—STUDENT FEE AND TUITION SCHEDULE”; “APPENDIX D—FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2010 AND 2011 AND INDEPENDENT AUDITOR’S REPORT”; “APPENDIX E—FORM OF OPINION OF BOND COUNSEL”; “APPENDIX F—PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM”; and “APPENDIX G—FORM OF CONTINUING DISCLOSURE AGREEMENT.”

**Idaho State University**

Idaho State University (the “University”) is a publicly supported multi-disciplinary institution of higher education located in Pocatello, Idaho. It has served the citizens of the State of Idaho (the “State”) since 1901, when it was first established as the Academy of Idaho. It was renamed the Idaho Technical Institute in 1915 and reorganized as the Southern Branch of the University of Idaho in 1927. It became Idaho State College in 1947, and was established as Idaho State University in 1963. The University is governed by the State Board of Education, whose members serve as the Board of Trustees for the University (the “Board”). In addition to the University Place campus in Idaho Falls, the University operates outreach centers in Meridian and Twin Falls.

**Authorization and Purpose of the Official Statement**

This Official Statement, including the cover page and the financial and other information contained in the Appendices hereto, is furnished in connection with the offering of the University’s General Revenue Refunding Bonds, Series 2012 (the “Series 2012 Bonds”). The University is authorized by the Educational Institutions Act of 1935, Chapter 38, Title 33 Idaho Code, together with Section 57-504 of the Idaho Code, as amended (together, the “Act”), to issue bonds to refund bonds previously issued by the University. The Series 2012 Bonds are being issued pursuant to such statutory authorization and pursuant to the supplemental resolution (the “Supplemental Resolution”) to be adopted by the Board on June \_\_\_\_, 2012. The Series 2012 Bonds are being issued as “Additional Bonds” under a bond resolution adopted September 17, 1992, as amended and restated on August 12, 2004 (the “Original Resolution”). The Original Resolution, together with the Supplemental Resolution and the previous supplemental resolutions authorizing the issuance of Additional Bonds, are referred to collectively herein as the “Resolution.”

\* Preliminary; subject to change.

### **Purpose of the Series 2012 Bonds**

The Series 2012 Bonds are being issued by the University to (i) refund certain outstanding bonds of the University to achieve debt service savings and (ii) pay the costs of issuance of the Series 2012 Bonds. See “PLAN OF REFUNDING” herein.

### **Outstanding Parity Bonds**

Pursuant to the Original Resolution, to provide funds to finance and refinance certain projects, the University has previously issued various bonding series, a portion of which are currently outstanding (collectively, the “Outstanding Parity Bonds”). The Series 2012 Bonds will be issued on a parity with the Outstanding Parity Bonds and any additional bonds, notes or other obligations that may be issued from time to time under the Original Resolution (the “Additional Bonds”), such that the Series 2012 Bonds, Outstanding Parity Bonds and Additional Bonds will be payable from and secured by an equal lien pledge of the Pledged Revenues (defined herein). See “SECURITY FOR THE SERIES 2012 BONDS” herein. The Series 2012 Bonds, the Outstanding Parity Bonds and any Additional Bonds are collectively referred to herein as the “Bonds.”

### **Payment and Security for the Series 2012 Bonds**

The Series 2012 Bonds are secured on a parity with the Outstanding Parity Bonds by a pledge of the Pledged Revenues, as designated by the Board, including the University’s Tuition Fee, formerly referred to as the Matriculation Fee (the “Tuition Fee”), the Student Facilities Fee/Facilities (the “Student Facilities Fee/Facilities”), Revenues of the Housing System and CAES Base Rent, (as defined in the Resolution), all investment income derived from the Revenue Fund and the Bond Fund, and proceeds from the sale of a series of bonds and money and investment earnings thereon. Hereinafter, the Tuition Fee and the Student Facilities Fee/Facilities are referred to collectively as the “Pledged Fees.” See “SECURITY FOR THE SERIES 2012 BONDS” herein.

### **Redemption**

The Series 2012 Bonds are subject to optional [and mandatory sinking fund] redemption as described under the caption “THE SERIES 2012 BONDS—Redemption” herein.]

### **Bondowners’ Risks**

The purchase of the Series 2012 Bonds involves investment risks, certain of which are described in this Official Statement.

### **Registration, Manner of Payment**

The Series 2012 Bonds are issuable only as fully registered bonds without coupons and, when issued, will be registered in the name of Cede & Co., as nominee for The Depository Trust Company, New York, New York (“DTC”), which will act as initial securities depository of the Series 2012 Bonds. Purchases of Series 2012 Bonds will be made in book-entry form only, through brokers and dealers who are, or who act through, DTC Participants. Beneficial Owners of the Series 2012 Bonds will not be entitled to receive physical delivery of bond certificates so long as DTC or a successor securities depository acts as the securities depository with respect to the Series 2012 Bonds.

Principal and purchase price (as applicable) of, premium, if any, and interest on the Series 2012 Bonds are payable through U.S. Bank National Association, as Paying Agent and Registrar, to DTC, which will in turn be responsible to remit such principal and interest to its Participants, for subsequent disbursements to the Beneficial Owners of the Series 2012 Bonds, as described under the caption “APPENDIX F—PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM” hereto.

**Conditions of Delivery, Anticipated Date, Manner and Place of Delivery**

The Series 2012 Bonds are offered, subject to prior sale, when, as and if issued and received by the Underwriter subject to the approval of legality by Ballard Spahr LLP, as Bond Counsel to the University, and certain other conditions. Certain legal matters will be passed upon for the University by University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. Certain legal matters will be passed upon for the Underwriter by its counsel Hawley Troxell Ennis and Hawley LLP, Boise, Idaho. It is expected that the Series 2012 Bonds, in book-entry form, will be available for delivery to DTC or its agent on or about July \_\_, 2012.

**Continuing Disclosure**

The University, for the benefit of the owners and Beneficial Owners of the Series 2012 Bonds, has covenanted to provide certain annual information and notice of the occurrence of certain events in order to enable the Underwriter to make the determinations required by Rule 15c2-12 of the Securities and Exchange Commission (the "Rule"). See "CONTINUING DISCLOSURE" herein and "APPENDIX G—FORM OF CONTINUING DISCLOSURE AGREEMENT" attached hereto.

**Contact Persons**

The chief contact person for the University concerning the Series 2012 Bonds is:

Mr. Roger H. Egan  
 Director for Treasury, Investments, Tax, Real Estate & Policy  
 Idaho State University  
 921 South 8th Avenue, Stop 8219  
 Pocatello, Idaho 83209-8219  
 Telephone: (208) 282-2512  
 Fax: (208) 282-4725  
 E-mail: [eganroge@isu.edu](mailto:eganroge@isu.edu)

The chief contact person for the Underwriter concerning the Series 2012 Bonds is:

Mr. Richard B. King  
 Director  
 Barclays Capital Inc.  
 701 Fifth Avenue, Suite 7101  
 Seattle, Washington 98104  
 Telephone: (206) 344-5838  
 Fax: (212) 520-0837  
 E-mail: [richard.b.king@barclays.com](mailto:richard.b.king@barclays.com)

**Other Matters**

The descriptions and summaries of the Resolution, the Series 2012 Bonds and various other documents herein set forth do not purport to be comprehensive or definitive, and reference is made to each document for the complete details of its terms and conditions. All statements herein are qualified in their entirety by reference to such documents. Capitalized terms used, but not otherwise defined, herein have the same meaning as ascribed to them in the Resolution. Descriptions of the Resolution and the Series 2012 Bonds are qualified by reference to bankruptcy laws affecting the remedies for the enforcement of the rights and security provided therein and the effect of the exercise of the police power by any entity having jurisdiction. See "APPENDIX B—SUMMARY OF THE RESOLUTION" herein.

## THE SERIES 2012 BONDS

### Description of the Series 2012 Bonds

The Series 2012 Bonds will be dated the date of their delivery and are issuable in fully registered form, book-entry-only, in the aggregate principal amount of \$28,680,000\*. The Series 2012 Bonds bear interest from the date of issuance, payable semiannually on April 1 and October 1 of each year, commencing October 1, 2012. Payment will be made to Beneficial Owners through the Book-Entry-Only System described below. For a further description of certain terms of the Resolution authorizing the issuance of the Series 2012 Bonds, please refer to "APPENDIX B—SUMMARY OF THE RESOLUTION."

### Redemption

Optional Redemption. The Series 2012 Bonds maturing on or prior to April 1, 20\_\_ are not subject to redemption prior to maturity. The Series 2012 Bonds maturing on or after April 1, 20\_\_ are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after \_\_\_\_\_ and if in part, in such order of maturity as may be directed by the University at a redemption price equal to 100% of the principal amount of the Series 2012 Bonds to be redeemed plus accrued interest to the date of redemption.

[Mandatory Sinking Fund Redemption] The Series 2012 Bonds maturing on \_\_\_\_\_ are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date ( <u>April 1</u> )	Principal <u>Amount</u>
---------------------------------------	----------------------------

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† Final maturity]

[Upon redemption of any Series 2012 Bonds maturing on April 1, 20\_\_ other than by application of such mandatory sinking fund redemption, an amount equal to the principal amount so redeemed will be credited toward a part or all of any one or more of such mandatory sinking fund redemption amounts for the Series 2012 Bonds maturing on April 1, 20\_\_, in such order of mandatory sinking fund date as shall be directed by the University.]

### Notice of Redemption

When the Series 2012 Bonds are called for redemption notice must be sent by the Trustee, postage prepaid, by first class mail not less than thirty-five (35) nor more than sixty (60) days prior to the redemption date to the registered owners of the Series 2012 Bonds to be redeemed at the address shown on the Bond Register. As provided in the Resolution, the Trustee may give further notice of redemption at least thirty-five (35) days before the redemption date by registered or certified mail or overnight delivery service to certain registered national securities depositories and national information services; provided, however that no defect in such further notice or failure to give all or any portion of such further notice will in any manner defeat the effectiveness of a call for redemption.

Each notice of redemption may further state, in the case of optional redemption, that such redemption shall be conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of moneys sufficient to pay the principal of and interest on such Series 2012 Bonds to be redeemed and that if such moneys shall not have been so received said notice shall be of no force and effect and such Series 2012 Bonds shall not be required to be

\* Preliminary; subject to change.

redeemed. In the event that such notice of redemption contains such a condition and such moneys are not so received, the redemption shall not be made and the Trustee shall within a reasonable time thereafter give notice, one time, in the same manner in which the notice of redemption was given, that such moneys were not so received.

### **Book-Entry-Only System**

The Series 2012 Bonds will be available only in book-entry-only form in the principal amounts shown on the inside cover page of this Official Statement. The Depository Trust Company (“DTC”) will act as Securities Depository for the Series 2012 Bonds. The ownership of one fully registered Series 2012 Bond for each maturity as set forth on the inside cover page of this Official Statement, in the aggregate principal amount of each maturity of the Series 2012 Bonds, will be registered in the name of Cede & Co., as nominee for DTC. See “APPENDIX F—PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM.”

### **Funds and Accounts Created under the Resolution**

The Revenue Fund. The Resolution creates the Revenue Fund to be held by the University into which Pledged Revenues shall be deposited. Monies in the Revenue Fund shall be disbursed in the following order of priority:

1. To transfer to the Trustee for deposit in the Debt Service Account of the Bond Fund for payment of any interest, principal, or redemption premium, if any, coming due on the Bonds;
2. Amounts remaining in the Revenue Fund in excess of the amounts necessary to make payments required by subsection (1) above may be applied by the University, free and clear of the lien of the Resolution, for any other lawful purpose of the University.

The Bond Fund. The Resolution creates a Bond Fund consisting of a Debt Service Account held by the Trustee to be used for paying the principal of, premium, if any, and interest on the Bonds.

The Construction Fund. The Resolution provides for a Construction Fund to be held, disbursed and invested by the University, into which proceeds from any series of Bonds issued to fund Projects being built or acquired with a series of Bonds issued under the Resolution are deposited. Upon completion of a Project, any unexpended monies held in the Construction Fund will be transferred to the Debt Service Account of the Bond Fund.

The Series 2012 Bonds Cost of Issuance Fund. The Supplemental Resolution creates the Series 2012 Bonds Cost of Issuance Fund to be held by the University for costs of issuance of the Series 2012 Bonds to be paid from.

The Rebate Fund. The Resolution creates a Rebate Fund to be held and administered by the University, separate and apart from other funds and accounts of the University. The University shall make deposits into the Rebate Fund of all amounts necessary to make payments to the United States required under the Code.

### **Additional Bonds**

The Resolution currently provides that Additional Bonds (such as the Series 2012 Bonds) secured by Pledged Revenues may be issued by the University upon the satisfaction of various conditions specified therein. The amount of Additional Bonds that may be issued is limited neither by law nor by the Resolution.

The Resolution provides for the issuance of Additional Bonds to finance Projects or to refund the Bonds or Additional Bonds issued under the Resolution upon satisfaction of certain conditions.

In connection with the issuance of Additional Bonds to finance Projects, the University is required to file, among other things, the following documents with the Trustee:

1. a copy of the Supplemental Resolution authorizing such Additional Bonds;
2. a certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms or provisions of the Resolution or any of the Bonds;
3. a Written Certificate of the University signed by an Authorized Officer of the University, setting forth the then estimated completion date and the then estimated cost of construction of the Project(s), if any, being financed by the Additional Bonds;
4. either (a) an Accountant's Certificate which demonstrates that, for any twelve-month period in the preceding twenty-four months, Revenues Available for Debt Service shall have equaled at least 110% of the Maximum Annual Debt Service for all Bonds then Outstanding and any Additional Bonds proposed to be issued; or  
 (b) a Written Certificate of the University showing that Estimated Revenues Available for Debt Service (assuming completion of the proposed Project on its then estimated Completion Date) will equal at least 110% of the Maximum Annual Debt Service on all Bonds then Outstanding and the Additional Bonds proposed to be issued for (i) each of the Fiscal Years of the University during which any of the Bonds will be Outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized; or (ii) the University's current Fiscal Year and any succeeding Fiscal Year during which any of the Bonds will be Outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized.

In addition to Additional Bonds issued to finance Projects as described above, the University may issue Additional Bonds (such as the Series 2012 Bonds) for the purpose of refunding any Outstanding Parity Bonds, provided that the Debt Service in each year on the refunding bonds does not exceed by more than \$25,000 the Debt Service on the Bonds to be refunded.

### **Payment Agreements**

As described in "APPENDIX B" hereto, under the caption "Payment Agreements," the University is permitted under the Resolution to enter into swaps and other derivatives (as described in the definition of Payment Agreements contained therein) under requirements substantially similar to those for the issuance of Additional Bonds and taking into account the payments and receipts expected with respect to the Payment Agreement. The University currently has no Payment Agreements outstanding and currently has no intent of entering into a Payment Agreement within the foreseeable future.

### **SECURITY FOR THE SERIES 2012 BONDS**

The Series 2012 Bonds are secured by Pledged Revenues pursuant to the Resolution on a parity with all Bonds issued under the Resolution. Pledged Revenues include: (i) Pledged Fees; (ii) Revenues of the Housing System and CAES Base Rent; (iii) other revenues of other University enterprises or sources of funds as shall be designated by the Board; (iv) any investment income derived from the Revenue Fund and the Bond Fund; and (v) proceeds from the sale of a series of Bonds and money and investment earnings thereon. In addition, the University has covenanted that Revenues Available for Debt Service will equal 110% of Annual Debt Service on a year by year basis. See also "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE" herein. Pledged Revenues do not include State appropriations, which by law cannot be pledged.

### **Pledged Fees**

The Board is empowered to establish and collect tuition charges for students attending the University and to establish and collect student fees from both resident and non-resident students. The Pledged Fees consist of the University's Tuition Fee, formerly referred to as the Matriculation Fee (the "Tuition Fee") and the Student Facilities Fee/Facilities (the "Student Facilities Fee/Facilities"). Student fees and tuition charges are not subject to a referendum by students or approval by any other governmental entity. The Board has established a policy that the University may not request more than a 10% annual increase in the total full-time student fees unless otherwise



authorized by the Board. Although Board policy provides that fee changes will be considered when appropriate or necessary, the Board has traditionally adjusted fees annually, with fee adjustments effective for the subsequent fall term each year. The 2012-2013 fee schedule, which was approved by the Board at the April 2012 Board meeting is attached as “APPENDIX C—STUDENT FEE AND TUITION SCHEDULE.” See “SOURCES OF FUNDING FOR THE UNIVERSITY—Fees and Tuition” for a comparison of full-time fees over the fiscal years 2009 through 2013.

Pursuant to the Resolution, the University’s two largest fees, Tuition and the Student Facilities Fee/Facilities, are pledged to the Bonds. Below is a description of each fee and the estimated revenue generated.

Student Facilities Fee/Facilities. The Student Facilities Fee/Facilities is an existing student fee charged to full-time students established by the Board and constitutes a portion of Pledged Revenues under the Resolution. For the fiscal years 2011 and 2012, the Student Facilities Fee/Facilities rate is \$243 per student, per semester for full-time students, and produced revenue of \$4,189,215 for the fiscal year ending June 30, 2011, and is expected to produce \$4,302,324 for the fiscal year ending June 30, 2012. The Student Facilities Fee/Facilities is \$255 per student, per semester for full-time students for the fiscal year ending June 30, 2013.

Tuition. Tuition is an existing fee charged to full-time and part-time students attending the University and is pledged under the Resolution. The Tuition Fee was previously referred to (including in the Resolution) as the Matriculation Fee. This fee is used to provide general operating revenues for the University. The Tuition fee for the 2011-2012 academic year was \$2,089.76 per semester for each full-time student and \$248.45 per semester-hour for part-time and summer-session students. The University received \$42,600,426 in Revenues from Tuition in the fiscal year ended June 30, 2011, and expects to receive approximately \$46,860,469 in the fiscal year ending June 30, 2012. For the fiscal year ending June 30, 2013, the tuition fee is \$2,208.51 per student, per semester for full-time students.

### **Revenues of the Housing System**

The University owns and operates all student housing facilities on the Pocatello campus. See “THE UNIVERSITY—Student Housing” herein. Housing fees for residence hall residents for the 2011-2012 academic year range from \$2,680 to \$3,100 per semester per student and include the cost of meal plans, in which housing residents are required to participate. Housing fees for residence hall residents for the 2012-2013 academic year range from \$2,801 to \$3,211 per semester. Housing fees for suite-style residence hall rooms for the 2011-2012 academic year are \$383 per month, which does not include the cost of meal plans. Housing fees for suite-style residence hall rooms for the 2012-2013 academic year will increase to \$401 per month. Housing fees for residents of University apartments for the 2011-2012 academic year range from \$490 to \$605 per month, which does not include the costs of meal plans. For the 2012-2013 academic year these fees will increase to \$490 to \$625. Revenues of the Housing System for the fiscal years ending June 30, 2010 and June 30, 2011 were \$4,951,674 and \$5,104,221 respectively, and are expected to be approximately \$5,332,968 for the fiscal year ending June 30, 2012. As the Resolution provides for a pledge of the Revenues of the Housing System for payment of debt service prior to the payment of operation and maintenance costs of the Housing System, these numbers reflect gross revenues of the Housing System. The Housing System has shown increasing profits on a net revenue basis for each of the past four fiscal years and is on schedule to maintain this trend for fiscal year 2012.

### **CAES Project and CAES Lease Payments**

In 2006, the University issued its General Revenue Bonds (Federally Taxable), Series 2006 (the “Series 2006 Bonds”) to finance the construction of a facility to house the Center for Advanced Energy Studies at the Idaho Falls Center for Higher Education Campus (the “CAES Project”), which jointly occupied by a consortium of the three Idaho research universities and Battelle Energy Alliance, LLC (“BEA”). Pursuant to a Lease Agreement dated as of October 23, 2006 between the University and BEA (the “CAES Lease”), the University has leased to BEA approximately 70% of the CAES Project and BEA has agreed to pay lease payments (the “CAES Lease Payments”) which are intended to equal the payments of principal and interest on the Series 2006 Bonds. Under certain circumstances, payment of the CAES Lease Payments under the CAES Lease is guaranteed by Battelle Memorial Institute and the Washington Group International. The consortium remains in place with all members intact. The CAES Lease Payments have, to date, been made as scheduled. For the 2012 fiscal year, the CAES Lease Payments total approximately \$850,000.

### Use of Pledged Revenues and Other Revenues Not Otherwise Obligated

After the University has made the payments and deposits required under the Resolution, amounts remaining in the Revenue Fund in excess of the amounts necessary to make the required payments thereunder may be used for any legal purpose of the University, including the redemption or purchase of the Bonds, subject to policies adopted by the Board.

### Limited Obligation

The Series 2012 Bonds are limited obligations of the Board and do not constitute a debt or liability of the State of Idaho, its Legislature, or any of its political subdivisions or agencies other than the University and then only to the extent herein described. The Board is not authorized to levy or collect any taxes or assessments other than the revenues and fees described herein to pay the Series 2012 Bonds. The Board has no taxing power.

### PLAN OF REFUNDING

A portion of the proceeds from the sale of the Series 2012 Bonds is being used to provide funds sufficient to refund certain outstanding bonds of the University to achieve debt service savings. See “ESTIMATED SOURCES AND USES OF FUNDS” set forth below.

The Supplemental Resolution provides for the current refunding of all of the remaining \$5,030,000\* principal amount of the University’s Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 which mature April 1, 2017 and April 1, 2022 (the “Series 1998 Refunded Bonds”).

The Supplemental Resolution also provides for the advance refunding (i) of \$21,340,000\* principal amount of the University’s General Refunding and Improvement Revenue Bonds, Series 2003, with maturity dates and principal amounts as shown below (the “Series 2003 Refunded Bonds”); (ii) of \$2,890,000\* principal amount of the University’s General Revenue Bonds, Series 2004A, with maturity dates and principal amounts as shown below (the “Series 2004A Refunded Bonds”); and (iii) of \$485,000\* principal amount of the University’s General Revenue Bonds, Series 2004B, with maturity dates and principal amounts as shown below (the “Series 2004B Refunded Bonds”).

#### The Series 2003 Refunded Bonds\*

Maturity (April 1)	Principal	Interest Rate
2014**	\$1,040,000	5.00%
2015**	1,880,000	5.00
2016**	1,975,000	5.00
2017**	2,070,000	5.00
2018**	2,175,000	5.00
2019**	2,290,000	5.00
2020**	1,875,000	5.00
2021	2,410,000	4.25
2022	2,510,000	4.25
2023	3,115,000	5.00

\*\* Partially refunded.

\* Preliminary; subject to change.

## The Series 2004A Refunded Bonds\*

Maturity (April 1)	Principal	Interest Rate
2015	\$275,000	4.000%
2016	285,000	4.000
2017	295,000	4.000
2018	305,000	4.000
2019	320,000	4.000
2020	330,000	4.125
2021	345,000	4.250
2022	360,000	4.250
2023	375,000	4.375

## The Series 2004B Refunded Bonds\*

Maturity (April 1)	Principal	Interest Rate
2023	\$265,000	4.625%

The Series 1998 Refunded Bonds, the Series 2003 Refunded Bonds, the Series 2004A Refunded Bonds, and the Series 2004B Refunded Bonds are collectively referred to herein as the “Refunded Bonds.”

The Supplemental Resolution authorizing the Series 2012 Bonds authorizes the University to enter into an Escrow Agreement with respect to the Refunded Bonds (the “Escrow Agreement”) with U.S. Bank National Association, as escrow agent. A portion of the proceeds of the Series 2012 Bonds will be deposited into the escrow account created under the Escrow Agreement for the Refunded Bonds (the “Escrow Account”). The amounts so deposited in the Escrow Account will be invested in governmental obligations of the United States of America or obligations whose principal and interest are unconditionally guaranteed by the United States of America maturing in amounts and at rates sufficient to pay, when due, the principal of and interest on all of (i) the Series 1998 Refunded Bonds through the redemption of the Series 1998 Refunded Bonds on October 1, 2012; (ii) the Series 2003 Refunded Bonds through the redemption thereof on April 1, 2013; (iii) the Series 2004A Refunded Bonds through the redemption thereof on April 1, 2014; and (iv) the Series 2004B Refunded Bonds through the redemption thereof on October 1, 2014.

Certain mathematical computations regarding the sufficiency of and the yield on the investments held in the Escrow Account will be verified by The Arbitrage Group, Inc. Certified Public Accountants. See “ESCROW VERIFICATION” herein.

\* Preliminary; subject to change.

**ESTIMATED SOURCES AND USES OF FUNDS**

The estimated sources and uses of funds for the Series 2012 Bonds are as follows:

**Sources**

Par Amount of Series 2012 Bonds .....\$  
 [Plus/Less original issue premium/discount].....  
 Total.....\$

**Uses**

Deposit to Escrow Account.....\$  
 Costs of Issuance<sup>(1)</sup>.....  
 Total.....\$

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<sup>(1)</sup> Including underwriter's discount, legal fees, trustee fees, escrow agent fees, escrow verification fees, rating agency fees, printing fees and other miscellaneous costs of issuance.

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**DEBT SERVICE SCHEDULE**

The following table sets forth the Annual Debt Service Requirements for the Outstanding Parity Bonds and the Series 2012 Bonds:

<u>Series 2012 Bonds</u>				
<u>Fiscal Year</u>	<u>Principal*</u>	<u>Interest<sup>(1)</sup></u>	<u>Outstanding Parity Bonds<sup>(1, 2)*</sup></u>	<u>Total Debt Service<sup>(1)</sup></u>
2013	\$1,285,000		\$4,396,752	
2014	1,965,000		3,355,946	
2015	2,455,000		2,817,757	
2016	2,550,000		2,823,309	
2017	2,650,000		2,820,308	
2018	2,760,000		2,824,011	
2019	2,875,000		2,816,961	
2020	2,455,000		2,825,852	
2021	3,000,000		2,384,677	
2022	3,175,000		2,335,699	
2023	3,510,000		2,179,339	
2024	—		2,401,902	
2025	—		2,405,649	
2026	—		2,400,067	
2027	—		2,400,382	
2028	—		1,651,418	
2029	—		805,956	
2030	—		806,463	
2031	—		809,888	
2032	—		811,675	
2033	—		356,825	
2034	—		<u>361,388</u>	
Total	<u>\$28,680,000</u>		<u>\$46,792,217</u>	

<sup>(1)</sup> Amounts are rounded to the nearest dollar.

<sup>(2)</sup> See "SOURCES OF FUNDING FOR THE UNIVERSITY—University Debt."

\* Preliminary; subject to change.

### HISTORICAL PLEDGED REVENUES AND DEBT SERVICE

The following table shows the amounts of revenues pledged under the Resolution on a historical basis. The table also presents Debt Service on all Bonds secured by Pledged Revenues for the fiscal years ended June 30, 2007-2012. The information presented is derived from the University's internal records used to prepare its financial statements and may differ slightly from the audited financial statements.

<u>Revenues</u> <sup>(1)</sup>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	Estimated <u>2012</u>
Housing System Revenues	\$3,524,614	\$4,237,734	\$4,598,791	\$4,951,674	\$5,104,221	\$5,332,968
Pledged Fees:						
Tuition	27,147,385	28,450,604	31,145,718	37,433,993	42,600,426	46,860,469
Student Facilities Fee/Facilities	3,654,015	3,584,696	3,655,546	4,103,373	4,189,215	4,302,324
CAES Lease Payment	—	—	522,857	850,104	850,104	850,104
Investment Income <sup>(2)</sup>	<u>546,881</u>	<u>804,250</u>	<u>144,404</u>	<u>10,864</u>	—	—
Total Revenues Available for Debt Service	<u>\$34,872,895</u>	<u>\$37,077,284</u>	<u>\$40,067,316</u>	<u>\$47,350,008</u>	<u>\$52,743,966</u>	<u>\$57,345,865</u>
Total Debt Service Requirements	4,801,273	5,853,980	6,366,294	6,684,613	6,684,556	6,690,048

(1) Amounts have been rounded.

(2) Includes interest on undisbursed Bond proceeds.

### THE UNIVERSITY

Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, Idaho and at locations in Meridian, Idaho Falls and Twin Falls, the University offers access to high-quality education and training in more than 280 programs. Almost 14,500 students attend the University (including students enrolled in non-traditional programs such as high school dual enrollment programs, work-force training programs, and less than semester-length programs). The University is housed in approximately 100 buildings on 1,140 acres in the city of Pocatello, which serves as an economic center for the southeastern part of the State.

The University serves a diverse population that includes traditional students entering the University directly from high school, non-traditional students who have delayed their university education, working professionals and senior citizens. The University provides both general education and specialized programs in the arts, humanities, sciences, the professions and technologies. Bachelor's and master's degrees are awarded in a variety of fields by the Colleges of Arts and Letters, Business, Education, Science and Engineering, Technology, as well as the Graduate School and the Division of Health Professions. Terminal degrees offered include: Master of Business Administration; Master of Fine Arts; Doctor of Pharmacy; Doctor of Philosophy; Doctor of Arts; and Doctor of Education. Through its programs in pharmacy, health professionals and the Family Practice Medical Residency, the University is a center for education in the health professions. The University also has the first Dental Residency Program and the first and only Dentistry Degree Program in the State.

### Student Body

The University admits all Idaho residents who graduate from accredited high schools in the State with an overall grade point average of at least 2.5, or who received a math score of at least 18 on the ACT or 490 on the SAT, an English score of at least 18 on the ACT or 500 on the SAT writing exam, and who have successfully met all Idaho Core Requirements and statewide admission standards established by the Board. Approximately 89.3% of the University's fall 2011 student body were residents of Idaho. The table on the following page sets out certain statistics concerning the University's enrollment for the fall terms of the years indicated. The vast majority of the

University's students attend its main Pocatello campus; approximately 78% of fall 2011 enrollment, measured by head count, were located on the Pocatello campus. The remaining 22% are located on the Idaho Falls, Meridian, and Twin Falls campuses.

While the University's main campus in southeast Idaho serves students with a wide variety of programs in many locations through a variety of traditional and technological strategies, the University provides educational services to students in communities throughout the State. Many students take courses in more than one location; for example, they might complete general education requirements with the University in the Snake River Valley or Magic Valley, before completing a program on the main campus in Pocatello. Most off-site students are traditional, full-time undergraduate students, but many are mid-career professionals seeking new skills or other educational fulfillment by taking individual courses.

The University's Early College Program offers academic enrichment opportunities for qualified high school students. Dual or concurrent enrollment allows high school students to enroll in college level courses while continuing their high school courses and activities.

### Five-Year Historical Enrollment Summary

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b>Students</b>	<b><u>Fall Semester, 10th Day of Class</u></b>				
Full Time Equivalents (FTE)	10,214	10,128	10,893	10,848	10,827
Head Count	13,208	12,653	13,493	12,595	12,587
<b>Undergraduate Students</b>	<b><u>Academic Head Count 10th Day of Class, Fall Semester</u></b>				
FTE	8,726	8,630	9,272	9,240	9,204
Head Count	11,024	10,547	11,258	10,526	10,536
<b>Graduate Students</b>					
FTE	1,488	1,498	1,621	1,608	1,623
Head Count	<u>2,184</u>	<u>2,106</u>	<u>2,235</u>	<u>2,069</u>	<u>2,051</u>
<b><u>No. of Freshmen</u></b>	<b><u>Freshman Class Statistics, Fall Semester</u></b>				
Applying	3,713	3,477	3,889	2,809 <sup>(1)</sup>	3,253 <sup>(1)</sup>
Accepted	2,978	2,695	2,846	2,596 <sup>(2)</sup>	3,036 <sup>(2)</sup>
Enrolled	2,720	2,397	2,477	1,642	1,828
Resident					
Average ACT Score	21	21	21	21	21
Average High School GPA	3.33	3.25	3.21	3.10	3.16
Percentage graduating in the top 25% of their high school class	34%	33%	31%	27%	28%

<sup>(1)</sup> In August 2010, the University implemented new resource planning software (the SunGard Banner Enterprise Resources Planning system) which, among other things, more accurately tracks student applications. The number of applications appears to drop under the new system because it does not include incomplete or otherwise rejected applications that had previously been counted.

<sup>(2)</sup> Freshman enrollment shows a decline from 2010 to 2011, primarily due to changes in how enrollment is calculated. Primary among these changes are (i) the new resource planning software mentioned in note (1) above caused anomalies in comparisons with previous years under the prior system (for example, second trimester registrations in the Early College Program for students who take year-long courses after the fall term reports are created are not counted in the fall statistics); (ii) the Idaho State Board of Education decided to stop counting high school students taking professional technical courses (known as Tech Prep) in the University's headcount numbers; and (iii) a priority enrollment system implemented in fall 2010 designed to

maximize classroom space and offer more options for students needing to add courses disenrolls students that have not paid fees prior to the 10th day of classes (prior to fall 2010, students were not disenrolled for non-payment prior to the tenth day, and were thus counted as enrolled). Notwithstanding the changes the University reports that overall applications and enrollments have increased or remained stable in 2010 and 2011.

(Source: The University.)

As the preceding information illustrates, full-time undergraduate enrollment at the University, based upon full-time equivalents (FTE), has had a net increase over the last five years. After experiencing an increase of 7.5% in 2009, FTE enrollment declined slightly, but remained relatively stable over the last two years. While total headcount for the fall of 2011 was essentially unchanged, the University experienced notable increases in enrollment categories where fees tend to be higher such as international students (up 52% or 490 vs. 322), health professions (5.5% increase in headcount and 7.2% increase in credit hours); and science and engineering (an increase of 4.0% in headcount).

To improve enrollment numbers, the University has implemented ongoing enhanced recruitment, retention and student success efforts. These efforts are starting to be felt particularly in the science, technology, engineering and math disciplines and in the health fields. Following are brief descriptions of some of the University's most important efforts in this area:

- The University Recruitment, Retention and Branding Task Force tracks student retention data and institutional activities to improve tracking of students who leave for the Armed Forces and church missions and find mechanisms to keep them with their cohort.
- The Early College Program, which offers college credit courses to high school students, launched a new era at the University with a presence on Facebook and Twitter and is exploring additional delivery methods for dual enrollment courses, including online and conferencing. These developments, along with an increased focus on articulation agreements with high schools in southeast Idaho, have resulted in increases in Early College Program headcount enrollment by 17.7% for fall 2011 (1,258 students in fall 2010 to 1,481 students in fall 2011).
- The new Career Path Internship program, which targets campus employment opportunities to student career paths, is being vastly expanded from \$300,000 in fiscal year 2011, to \$1,400,000 in fiscal year 2012.
- Additional initiatives include new credit-transfer and online articulation tools that provide online access to specific transfer credit and course information. A new transfer evaluation system provides a faster and streamlined process for transfer evaluation, facilitating transfer of credits from other schools. The University Veterans Sanctuary assists veterans with program selection and course registration, GI Bill educational benefits, and the transition from military to campus life. The University has developed targeting recruiting efforts to veterans nationwide.
- The University also shares its story through various media outlets. In addition to commercial advertising, the University publishes the *Idaho State University Magazine*. The University is the only university in the State to produce a television show that airs statewide on a major network. "Idaho State of Mind," a weekly 30-minute broadcast over Idaho Public Television, features the faculty and events at the University. The University also markets through the radio on a monthly program, "First Monday Forum," which showcases the best events and expertise at the University. The University licensing program has grown substantially. The University is also growing its social media presence and it currently connects to nearly 7,000 alumni, students and friends through Facebook.

Recent results of these efforts include (i) increased headcount for fall 2011 end of term in health sciences by 7.2%, (ii) increased headcount for fall 2011 end of term in science and engineering by 5.1%, and (iii) increased headcount for fall 2011 end of term in the College of Technology by 1.9%.

The University also notes that it has experienced an increase in overall freshmen enrollment (not just first-time full-time freshmen, but also transfer students and students who suspended their studies and are returning) of



6.0% from fall 2010 to fall 2011. There were a total of 3,171 new enrollees in fall 2010 and 3,361 in fall 2011, an increase of 190 or 6.0%. Another large gain in enrollment was in the post-baccalaureate category (students that have a prior bachelor degree) In fall 2010 there were 473 post-baccalaureate students and in fall 2011 there were 603, an increase of 130 or 27.5%. International student and non-resident student enrollment has also increased: in fall 2010 there were 1,450 students and in fall 2011 there were 1,528, an increase of 78 or 5.4%.

The University is empowered to set fees and tuition, but the University cannot directly control the number of students enrolled in any year. A period of continued declining enrollment could impact the ability of the University to collect sufficient Pledged Revenues to pay principal and interest on the Bonds.

### Degrees Conferred

The University anticipates awarding approximately 2,363 total degrees in 2012 and has awarded the following degrees in the preceding five years:

<u>Degree Awarded</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Technical Certificates	289	216	195	179	204
Associate	272	307	293	300	340
Bachelor	1,127	1,046	1,043	1,095	1,064
Master	417	341	375	438	404
Doctorate	<u>117</u>	<u>130</u>	<u>129</u>	<u>133</u>	<u>143</u>
Total	2,222	2,040	2,035	2,145	2,155

### Student Housing

The University operates a dormitory system consisting of six traditional residence halls accommodating up to 855 students, most of whom are undergraduates. The residence halls include traditional dormitory style rooms (555 beds) and suite-style residences (300 beds, grouped in 78 3- and 4-bedroom units). The residence halls are intended primarily for freshmen and sophomores and offer a strong community atmosphere and student interaction through educational, social, and cultural programming. The University's residency hall charges are adjusted annually to an amount deemed necessary by University officials to pay operation, maintenance and debt amortization expenses. During the last three fiscal years the Housing System has improved the facilities and programs within the residence halls, resulting in increased revenues. The University anticipates that ongoing actions, including the remodel of rooms in Dyer Hall, which have been unavailable for use for several years and which will provide an additional 56 beds for occupancy in the fall of 2012, will continue to bolster the cash flow position. As of the end of April 2012, the number of residence hall applications is 19% above the number of applications at the same point in 2011.

Meal plans are required for all freshmen and sophomores living in the residence halls. Meal plans are optional for juniors, seniors and graduate students, as well as for all students 21 years and older. Students can use their meal plan at the Garrison-Turner Dining Hall, Rendezvous Food Court, and the Pond Student Union. The food service operations are provided through a management contract with Chartwells.

The University currently has six on-campus apartment complexes, with a total of 377 rental units. These apartments consist of a mix of efficiency, studio, one and two bedroom rental units. Apartments are available to non-traditional students and students who have already completed their first year at the University. Rental charges are collected monthly and continuing students are allowed to remain in the apartments during the summer term, even if the student does not attend summer sessions. Rental rates are reviewed and adjusted at the end of each fiscal year.

All of the dormitory and apartment facilities of the University are professionally maintained and kept in a sound state of repair. The University has no current plans to construct additional housing facilities.

For the past five years the average occupancy rate for the residence halls is 62%. However, as a result of improvements in the facilities and in the residency programs, occupancy rates have trended up in each of those

years. The average occupancy rate for the residence halls for the 2011-2012 academic year is 74%, compared to 51% for 2008.

For the past five years, the average occupancy rate for on-campus apartments is 84%. In 2008 and 2009 the rate was down to 64% and 74%, respectively, due to the opening of a new private, off-campus complex in 2008. However, since 2008 the occupancy rate has steadily increased and for 2012 is 94% .

## **Employees**

During the 2011-2012 academic term, the University had approximately 1,130 full-time, professional and non-classified employees and 606 full-time, classified employees. The University is not a party to any collective bargaining agreement, although there are employee associations that bring issues and concerns to the attention of the University. The University considers its relations with its employees to be good.

## **Employee Retirement Benefits**

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State’s “Public Employees’ Retirement System of Idaho” (“PERSI”) or the “Optional Retirement Program” (“ORP”), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI The University’s classified employees, including faculty hired prior to July 1, 1990, are covered under PERSI. Additionally, new faculty and professional staff who are vested in PERSI have the option of remaining in or returning to PERSI with written affirmation of this decision within 60 days of employment. PERSI is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the “PERSI Board”), appointed by the governor and confirmed by the legislature, manages the system, including by selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policies for asset allocation and other investment guidelines. The PERSI Board is charged with the fiduciary responsibility of administering the plan.

On July 1, 2011, PERSI had 65,798 active members, 25,489 inactive members (of which 10,468 are entitled to vested benefits), and 35,334 annuitants. PERSI collects contributions from employees and employers to fund retirement, disability, death and separation benefits, as provided by Chapter 13, Title 59, Idaho Code. As of July 1, 2010, there were 737 public employers in Idaho who were PERSI members.

As of July 1, 2011, PERSI’s actuarial value of assets totaled \$11,360,100,000 and the actuarial liabilities funded by PERSI totaled \$12,641,200,000. This means that, as of July 1, 2011, PERSI was 90.2% funded. GASB Statement 25 (Reporting Standards for Defined Benefit Pension Plans) has replaced Projected Benefits Obligations (“PBO”) as the measure of pension plan funding status. As required by GASB Statement 25, the PERSI Schedule of Funding Progress shows a funded ratio of 90.2% of the PERSI Base Plan. The funded ratio includes the effect of a mandated cost of living adjustment (COLA), but not the additional discretionary COLA. The Schedule of Employer Contributions shows that PERSI employers have contributed at least 100% of the Actuarially Required Contributions (ARC).

For general members of PERSI, as of July 1, 2011, the employer contribution rate in effect is 10.39% of pay and the employee contribution rate is 6.23%.

The University’s required and paid contributions to PERSI for the fiscal years ended June 30, 2009 through 2011 were \$3,135,557, \$2,742,751, and \$2,649,006, respectively.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at [www.persi.idaho.gov/documents/investments/FY11/AR-FY2011.pdf](http://www.persi.idaho.gov/documents/investments/FY11/AR-FY2011.pdf). No representation is made herein as to the accuracy of this report.

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a one-time opportunity in 1990 to withdraw from PERSI and join the ORP. The ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF) and Variable Annuity Life Insurance Company (VALIC). The total contribution rate is the same for all employees, with a portion of the employer's contribution for ORP members being credited to the employee's account and a portion to the PERSI unfunded liability until 2025.

Contribution requirements for the ORP are based on a percentage of total payroll. The University's contribution rate for the fiscal year ending June 30, 2012 is 10.39% of covered payroll, which is the same contribution rate for fiscal years ended June 30, 2010 and 2011.

For the fiscal years ended June 30, 2009 through 2011, the University's required and paid contributions to ORP were \$5,536,217, \$5,463,978, and \$5,430,019, respectively. The employee contribution rate for the current fiscal year is 6.96% of covered payroll, which is the same as the contribution rate for the fiscal years ended June 30, 2010 and 2011. These employer and employee contributions, in addition to earnings from investments, fund the ORP benefits. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions that it is required to make to ORP to date.

For a further discussion of the University's retirement plans and certain other employment obligations, see "APPENDIX D—FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2010 AND 2011 AND INDEPENDENT AUDITOR'S REPORT—Footnote 9. Retirement Plans and Termination Payments"

### **Other Post-Employment Benefits**

The University participates in other post-employment benefit plans relating to health and disability that are administered by the State of Idaho as agent, and it participates in a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The most recent actuarial valuation relating to these benefits is as of June 30, 2010. At June 30, 2010, the University had approximately \$16,187,000 in unfunded accrued liability. The University's annual required contribution for the fiscal year ending June 30, 2011, was approximately \$1,511,000 of which the University contributed approximately \$604,000. The University has not set aside any assets to pay future benefits; the University funds these benefits on a pay-as-you-go basis. Additional details regarding these benefits can be found in APPENDIX D—FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE YEARS ENDED JUNE 30, 2010 AND 2011 AND INDEPENDENT AUDITOR'S REPORT—Note 10. Postemployment Benefits Other Than Pensions."

### **Insurance**

Through the State of Idaho Risk Management Program, the University maintains liability and property, and employee fidelity insurance in amounts deemed adequate by State and University officials. The University has a risk management staff that coordinates insurance coverage and claims with the State of Idaho Risk Management Program officials, and reviews the adequacy of such coverage and verifies the University's compliance with applicable agreements. As of April 30, 2012, the total insured replacement value of the University's buildings, contents and improvements was approximately \$930,980,000.

### **Budget Process**

The University operates on an annual budget system. Its fiscal year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the office of the President and Vice President for Finance and Administration, in collaboration with the departmental faculty and administrative officers. The internal budget process begins with a general budget proposal for the following fiscal year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the fiscal year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards for the other institutions of higher education, approves the annual budgets for those institutions, as well.

### SOURCES OF FUNDING FOR THE UNIVERSITY

The University relies on a number of sources of funding to achieve its educational and research missions. The principal sources of revenues are: direct appropriation of State revenues by the Idaho Legislature, the fees and nonresident tuition it charges its students, federal government appropriations, grants and contracts, gifts to the University, revenues derived from investments and property holdings of the University, and the revenues derived from the sale of certain products and services managed or owned by the University. These revenue sources are more fully discussed below.

#### State Appropriations

Legislatively approved State general account and State endowment appropriations represent approximately 33% of the University's total revenues for fiscal year 2011. Such revenues are not pledged as security for the Bonds. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year, beginning the following July. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting. If in the course of a fiscal year prior to the commencement of the legislative session, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor by executive order may reduce ("Holdback") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State or request a reversion ("Reversion") of appropriations back to the State to balance the State budget. The most recent Holdbacks occurred during fiscal year 2009 and 2010; there were no Reversions for those years. There were no Holdbacks or Reversions for fiscal years 2011 or 2012. The table below sets forth the legislative appropriations from the State General Fund for all higher education institutions and for the University, net of one-time funding, Reversions and Holdbacks.

#### Schedule of State General Account and State Endowment Appropriations

<u>Fiscal Year</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013<sup>(3)</sup></u>
All Higher Education	\$285,151,500	\$253,278,100	\$217,510,800	\$209,828,300	\$227,950,500
Idaho State University	74,338,600 <sup>(1)</sup>	62,747,200 <sup>(2)</sup>	61,192,800	59,271,700	63,925,300
University's percentage increase (decrease) over prior year	2.9%	(15.6)%	(2.5)%	(3.1)%	7.85%

(1) Net of the Holdback of \$5,060,200.

(2) Net of the Holdback of \$5,183,600.

(3) Budgeted; subject to change. Reversions or Holdbacks could affect this amount.

(Source: The University. )

As shown in the preceding chart, State appropriations have declined largely as a result of the economic downturn the State and nation as a whole have experienced. From the expenditure perspective, the University developed a financial plan to actively pare down costs, streamline processes, and implement new approaches and controls to monitor and address the budget reductions. All of these initiatives remain in place and are active. From the revenue perspective, the University, out of necessity, has increased tuition and fees, while moving to impact students as little as possible. The University continues to leverage other revenue sources as well, including research and partnering activities, more self-support programs, auxiliaries, and fundraising. As a result of these efforts, even in the face of the budget declines, the University has experienced solid increases in net assets over the past several years (see financial statements in APPENDIX D). As the State's economy recovers and with the recently announced increases in higher education budgets, the University is expected to continue to maintain a strong financial position.

## Tuition and Fees

A major component of funding for the University is student tuition and fees, which, for the academic year 2012-2013 are \$3,035 total per semester for full-time undergraduate, resident students (of this amount, only the tuition portion (\$2,208.51) and the Student Facilities Fee/Facilities (\$255) are Pledged Fees). Non-resident students pay per-semester non-resident tuition of \$5,900 in addition to the undergraduate fees (this additional fee is not a Pledged Fee). Additional dedicated fees are charged to students enrolled in graduate programs, pharmacy, physical and occupational therapy, graduate level nursing, graduate level counseling, and the Idaho Dental Education program.

The University expects fees for all students and additional tuition for non-resident students to increase in the future in response to generally higher costs of operating the University.

The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated to the University President approval of certain institutional student fees. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets the Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited.

The following table shows per semester full-time fees from fiscal year 2009 through fiscal year 2013. Pledged Fees are shown in bold.

<u>Full-Time Semester Fees</u> <sup>(1)</sup>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u> <sup>(2)</sup>
<b>Tuition</b>	<b>\$1,557</b>	<b>\$1,659</b>	<b>\$1,900</b>	<b>\$2,090</b>	<b>\$2,209</b>
<b>Student Facilities Fee</b>	<b>217</b>	<b>243</b>	<b>243</b>	<b>\$243</b>	<b>\$255</b>
Campus Technology Fee	75	83	83	83	83
Dedicated Activity Fees	<u>483</u>	<u>499</u>	<u>482</u>	<u>482</u>	<u>488</u>
Total Tuition and Fees	2,332	2,484	2,708	2,898	3,035
Graduate Fee ( <i>additional fee</i> )	540	514	480	514	540
Non-Resident Tuition ( <i>additional fee</i> )	4,602	4,901	5,250	5,618	5,900

<sup>(1)</sup> Amounts have been rounded.

<sup>(2)</sup> Budgeted amounts approved by the Board in its April 2012 meeting.

## Financial Aid

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, tuition waivers, fee reductions and waivers, and deferred payments, is available. The University believes that the amount of available financial aid, which totaled approximately \$124,889,011 in the fiscal year ended June 30, 2011, is adequate to enable students who desire to attend the opportunity to do so. During the 2010-2011 academic year, the direct financial aid to students in the form of scholarships and grants was \$45,889,011 and in the form of loans was \$78,053,641. During the 2011-2012 academic year, the direct financial aid to students in the form of scholarships and grants was approximately \$45,734,466 and in the form of loans was \$77,394,649.

## Grants and Contracts

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's current fund revenues. The use of such funds is usually restricted to specific projects and is not included in the budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships,

scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these various grants and contracts. Such revenues are not pledged as security for the Bonds.

**Auxiliary Enterprises**

Auxiliary enterprise sales and services revenues represents income earned by the University on its income-producing operations such as the University's bookstore, housing, student health center, food service, athletic facility, student union and certain other operations. A portion of these revenues (specifically, revenues of the Housing System) are pledged as security for the Bonds. See "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE" above.

**Sales and Services**

Various University departments provide services and products to the student body and, in some instances, to the community for which payment is received. Such revenues are not pledged as security for the Bonds.

**Idaho State University Foundation, Inc.**

The ISU Foundation is a nonprofit corporation organized under Idaho law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. A 25-member board of directors manages the ISU Foundation. William M. Eames, William Eames and Associates, serves as President of the ISU Foundation.

Financial information concerning the ISU Foundation is contained in Note 14 to the University's financial statements included in "APPENDIX D" hereto. The total fair value of the Foundation's investments at June 30, 2011 was \$41,051,000, of which \$40,996,687 represent Permanent Endowments.

The ISU Foundation issued its Multi-Mode Variable Rate Revenue Bonds on May 30, 2001 (the "ISU Bonds") in the amount of \$22,170,000 for the construction, furnishing, equipping and improving of certain real and personal property comprising the L.E. and Thelma Stephens Performing Arts Center. The ISU Bonds have a final maturity date of May 1, 2021 and are secured by donations, pledges and other funds held under the bond indenture relating to these bonds. The total interest expense on the ISU Bonds during 2011 was \$135,080. The outstanding balance on these bonds as of June 30, 2011 was \$6,000,000. The revenues pledged to the payment of the ISU Bonds are not pledged as security for the Bonds and the Revenues securing the Bonds are not pledged under the indenture securing the ISU Bonds.

**Future Capital Plans**

The University may not undertake any capital project or long-term financing without prior Board approval. The University currently has no plans to incur additional indebtedness or undertake any major capital projects in the next 24 to 36 months.

**University Debt\***

Prior to the issuance of the Series 2012 Bonds, the University had \$65,255,000 of Bonds outstanding secured by Pledged Revenues as of June 30, 2011. Set forth below is the University's schedule of outstanding indebtedness as of June 1, 2012, assuming the issuance of the Bonds and the refunding of the Refunded Bonds.

<u>Outstanding Indebtedness</u>	<u>Date Incurred</u>	<u>Final Maturity Date</u>	<u>Amount of Original Indebtedness</u>	<u>Amount of Debt Outstanding as of June 1, 2012<sup>(1)</sup></u>
Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 <sup>(1)</sup>	1998	2012 <sup>(1)</sup>	\$12,400,000	\$0
General Refunding and Improvement Revenue Bonds, Series 2003 <sup>(1)</sup>	2003	2023 <sup>(1)</sup>	35,895,000	4,290,000
General Revenue Bonds, Series 2004A <sup>(1)</sup>	2004	2014 <sup>(1)</sup>	4,980,000	520,000
General Revenue Bonds, Series 2004B <sup>(1)</sup>	2004	2034	3,305,000	3,040,000
General Revenue Bonds (Taxable), Series 2004C	2004	2034	2,305,000	1,560,000
General System Revenue Bonds (Federally Taxable), Series 2006	2006	2028	10,000,000	8,990,000
General Revenue Bonds, Series 2007	2007	2032	16,120,000	13,765,000
General Revenue Refunding Bonds, Series 2012	2012	2023*	28,680,000*	<u>28,680,000*</u>
Total Bonded Indebtedness Upon Issuance of Series 2012 Bonds				<u>\$60,845,000*</u>

<sup>(1)</sup> All or a portion of these bonds will be refunded with proceeds of the Series 2012 Bonds. Final maturity date assumes refunding of Refunded Bonds.

\* Preliminary; subject to change.  
(Source: The University.)

**Other Obligations**

The University implemented an enterprise resource planning ("ERP") system in order to provide increased integration and functionality for the University. Koch Financial Corporation was selected as the financing institution based on its expertise in financing information system installations and comparisons with other vendors. The University entered into a Master Lease Purchase Agreement in 2007 with Koch Financial Corporation under which payments for the financed ERP system became an obligation of the University, payable from legally available funds. The total amount requested to finance the ERP system was \$9,328,157, financed over a term of 10 years. The University imposed an additional student fee of \$40.50 per student in fiscal year 2009 to support the lease payments. As of the end of fiscal year 2011, the balance remaining on the lease purchase agreement was \$4,895,440.

**UNIVERSITY GOVERNANCE AND ADMINISTRATION**

The responsibility for overall management and determination of University policy and standards is vested with the Board of Trustees of Idaho State University who also serve as the Idaho State Board of Education and simultaneously, among other duties, as the Regents of the University of Idaho, the Trustees for Boise State University and Lewis-Clark State College in Lewiston and as the State Board for Professional-Technical Education. The Governor appoints seven of the members to the Board for five-year terms. The elected State Superintendent of

Public Instruction serves ex officio as the eighth member of the Board for a four-year term. The membership, terms, residences and occupations of the current board members are listed below.

#### **The Board of Trustees of Idaho State University and The State Board of Education**

<u>Name</u>	<u>Residence</u>	<u>Occupation</u>	<u>Term Expires</u>
Kenneth Edmunds (President)	Twin Falls	Real Estate Developer	March 2013
Don Soltman (Vice President)	Twin Lakes	Retired Hospital Executive	March 2014
Emma Atchley (Secretary)	Ashton	Community Leader	March 2015
Bill Goesling	Moscow	Retired Financial Consultant and Naval Aviator	March 2016
Roderic W. Lewis	Boise	VP of Legal Affairs, General Counsel, and Corporate Secretary, Micron Technology, Inc.	March 2015
Tom Luna*	Boise	State Superintendent of Public Instruction	March 2014
Milford Terrell	Boise	Owner/President of DeBest Plumbing	March 2017
Richard Westerberg	Preston	PacifiCorp Officer (retired)	March 2014

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\* Mr. Luna serves ex-officio to the State Board of Education in his capacity as State Superintendent of Public Instruction, which is a statewide elective office.

The State Board of Education has a full time professional staff of approximately 21 individuals and is headed by Mike Rush, Executive Director. Mr. Rush was appointed Executive Director in 2008.

#### **University Officers**

The affairs of the University are managed by the President of the University and the staff. The President is appointed by, reports to, and serves at the pleasure of the Board. Following is a brief biographical resume of President Vailas and his cabinet:

Arthur C. Vailas, President. Dr. Vailas assumed the position of President of Idaho State University on July 1, 2006. Dr. Vailas previously was vice chancellor of all five University of Houston (UH) System campuses, and vice president for research and intellectual property management at the UH main campus. He joined the University of Houston in 1995 as vice provost for graduate studies, and professor and distinguished chair in biology and biochemistry. From 1988 to 1994, he held numerous positions at the University of Wisconsin–Madison. They included associate dean for research and development in the School of Education; professor of surgery, division of orthopedic surgery, College of Medicine; professor of kinesiology, School of Education; professor, department of poultry science, College of Agriculture; and professor and director of the Biodynamics Laboratory. His Ph.D. degree is from the University of Iowa with an area of emphasis in connective tissue physiology.

Barbara Adamcik, Interim Provost and Vice President for Academic Affairs. Dr. Adamcik oversees all academic aspects of the University. She works with University leadership and the State Board of Education to advance campus initiatives-leading to excellence in pursuing the University's mission. She is the University Accreditation Liaison to the Northwest Commission on Colleges and University's mission. Dr. Adamcik is a tenured professor in the College of Pharmacy and has been at University since January 1985. She has been associated with the Office of Academic Affairs for the past ten years. Prior to coming to the University, she worked for 21 years at the University of Southern California School of Medicine.

James A. Fletcher, Vice President for Finance and Administration. Mr. Fletcher was appointed to the position of Vice President for Finance and Administration in July, 2007. Mr. Fletcher most recently served as the Vice Chancellor of Administration at the Texas A&M System in College Station, Texas. He has also previously



served at Howard University, University of Colorado, and Morehouse College. Prior to that, he worked in senior financial administration positions at the IBM and Unisys Corporations.

Kent M. Tingey, Vice President for University Advancement. Dr. Tingey was appointed to the position of Vice President for University Advancement in 1998. Dr. Tingey joined the University as Director of University Relations in 1989, after having served as Executive Assistant to U.S. Congressman Wayne Owens in Washington, D.C. Prior to that, he served as Director of Public Relations at Dixie College in St. George, Utah, and BYU-Hawaii Campus.

Richard T. Jacobsen Interim Executive Director for Research and Technology Transfer. Dr. Jacobsen, a tenured professor of Nuclear Engineering, supports campus-wide research and related efforts while a national search for a Vice President for Research and Economic Development is conducted. He recently served as Technology Transfer Officer and Associate Director of the Center for Advanced Energy Studies (CAES), and previously served as Dean of Engineering at the University, Dean of Engineering at the University of Idaho, Chief Scientist and Deputy and Associate Laboratory Director at the Idaho National Engineering and Environmental Laboratory, now known as the Idaho National Laboratory. Dr. Jacobsen was also the Director of the University of Idaho Center for Applied Thermodynamic Studies, and has held several elected national offices in The American Society of Mechanical Engineers.

Patricia Smith Terrell, Vice President of Student Affairs. Dr. Terrell was appointed Vice President for Student Affairs in July 2011. She is responsible for co-curricular services, activities and programs that enhance the quality of student life, facilitate and advance learning, and contribute to the University's mission to develop global citizens who provide leadership to enrich a diverse society. She previously served as the chief student affairs officer at the University of Kentucky and Utah State University and in student affairs administrative roles at Southern Methodist University and the University of Louisville.

Roger H. Egan, Director for Treasury, Investments, Tax, Real Estate & Policy. Mr. Egan was appointed to his current position in October 2011. Mr. Egan joined the University in September 1999, serving initially as the Director of Auditing Services and then as Financial Controller for the University. Previously, Mr. Egan was employed in the private sector in executive financial positions and as a CPA in public accounting.

## TAX MATTERS

Federal Income Tax. In the opinion of Ballard Spahr LLP, Bond Counsel to the University, interest on the Series 2012 Bonds is excludable from gross income for purposes of federal income tax under existing laws as enacted and construed on the date of initial delivery of the Series 2012 Bonds, assuming the accuracy of the certifications of the University and continuing compliance by the University with the requirements of the Internal Revenue Code of 1986. Interest on the Series 2012 Bonds is not an item of tax preference for purposes of either individual or corporate federal alternative minimum tax ("AMT"); however, interest on Series 2012 Bonds held by a corporation (other than an S corporation, regulated investment company, or real estate investment trust) may be indirectly subject to federal AMT because of its inclusion in the adjusted current earnings of a corporate holder.

*Original Issue Premium.* Certain of the Series 2012 Bonds may be offered at a premium ("original issue premium") over their principal amount. For federal income tax purposes, original issue premium is amortizable periodically over the term of such Series 2012 Bond through reductions in the holder's tax basis for such Series 2012 Bond for determining taxable gain or loss from sale or from redemption prior to maturity. Amortization of premium does not create a deductible expense or loss. Holders should consult their tax advisors for an explanation of the amortization rules.

*Original Issue Discount.* Certain of the Series 2012 Bonds may be offered at a discount ("original issue discount") equal generally to the difference between public offering price and principal amount. Original issue discount on a Series 2012 Bond accrues as tax-exempt interest periodically over the term of the Series 2012 Bond. The accrual of original issue discount increases the holder's tax basis in the Series 2012 Bond for determining taxable gain or loss from sale or from redemption prior to maturity. Series 2012 Bondholders should consult their tax advisors for an explanation of the accrual rules.

State of Idaho Income Tax. Bond Counsel is also of the opinion that interest on the Series 2012 Bonds is exempt from State of Idaho income taxes under currently existing law.

No Further Opinion. Bond Counsel expresses no opinion regarding any other tax consequences relating to ownership or disposition of, or the accrual or receipt of interest on, the Series 2012 Bonds.

Changes in Federal and State Tax Laws. From time to time, there are Presidential proposals, proposals of various federal committees, and legislative proposals in the Congress and in the states that, if enacted, could alter or amend the federal and state tax matters referred to herein or adversely affect the marketability or market value of the Series 2012 Bonds or otherwise prevent holders of the Series 2012 Bonds from realizing the full benefit of the tax exemption of interest on the Series 2012 Bonds. Further, such proposals may impact the marketability or market value of the Series 2012 Bonds simply by being proposed. It cannot be predicted whether or in what form any such proposal might be enacted or whether if enacted it would apply to Series 2012 Bonds issued prior to enactment. In addition, regulatory actions are from time to time announced or proposed and litigation is threatened or commenced which, if implemented or concluded in a particular manner, could adversely affect the market value, marketability or tax status of the Series 2012 Bonds. It cannot be predicted whether any such regulatory action will be implemented, how any particular litigation or judicial action will be resolved, or whether the Series 2012 Bonds would be impacted thereby.

Purchasers of the Series 2012 Bonds should consult their tax advisors regarding any pending or proposed legislation, regulatory initiatives or litigation. The opinions expressed by Bond Counsel are based upon existing legislation and regulations as interpreted by relevant judicial and regulatory authorities as of the date of issuance and delivery of the Series 2012 Bonds, and Bond Counsel has expressed no opinion as of any date subsequent thereto or with respect to any proposed or pending legislation, regulatory initiatives or litigation.

#### **UNDERWRITING**

Barclays Capital Inc. (the “Underwriter”), has agreed, subject to certain conditions, to purchase all of the Series 2012 Bonds from the University at a purchase price of \$\_\_\_\_\_. Upon the issuance of the Series 2012 Bonds, the University will pay the Underwriter [an underwriting fee of \$\_\_\_\_\_]. The Underwriter has advised the University that the Series 2012 Bonds may be offered and sold to certain dealers (including dealers depositing the Series 2012 Bonds into investment trusts) at prices lower than the initial public offering prices reflected on the cover page of this Official Statement and that such public offering prices may be changed from time to time.

#### **RATINGS**

Moody’s Investors Service (“Moody’s”) and Standard & Poor’s Financial Services LLC, a subsidiary of the McGraw-Hill Companies (“S&P”) have assigned their municipal bond ratings of “\_\_\_\_\_” and “\_\_\_\_\_,” respectively, to the Series 2012 Bonds.

Such ratings reflect only the views of the rating agencies furnishing the same. Any explanation of the significance of such ratings may only be obtained from the rating agency furnishing the same. The above ratings are not recommendations to buy, sell or hold the Series 2012 Bonds.

There is no assurance such ratings will continue for any given period of time or that such ratings will not be revised downward or withdrawn entirely by the rating agencies, if in the judgment of such rating agencies, circumstances so warrant. Any such downward revision or withdrawal of such ratings may have an adverse effect on the market price of the Series 2012 Bonds.

#### **TRUSTEE**

By appointment of the University, U.S. Bank National Association, Salt Lake City, Utah, shall act as the trustee, bond registrar, authenticating agent, paying agent and transfer agent with respect to the Series 2012 Bonds.

The Trustee is to carry out those duties assignable to it under the Resolution. Except for the contents of this section, the Trustee has not reviewed or participated in the preparation of this Official Statement and assumes no responsibility for the nature, content, accuracy or completeness of the information set forth in this Official Statement or for the recitals contained in the Resolution or the Series 2012 Bonds, or for the validity, sufficiency, or legal effect of any of such documents.

Furthermore, the Trustee has no oversight responsibility, and is not accountable, for the use or application by the University of any of the Series 2012 Bonds authenticated or delivered pursuant to the Resolution or for the use or application of the proceeds of such Series 2012 Bonds by the University. The Trustee has not evaluated the risks, benefits, or propriety of any investment in the Series 2012 Bonds and makes no representation, and has reached no conclusions, regarding the value or condition of any assets or revenues pledged or assigned as security for the Series 2012 Bonds or the investment quality of the Series 2012 Bonds, about all of which the Trustee expresses no opinion and expressly disclaims the expertise to evaluate.

### **CONTINUING DISCLOSURE**

The University and the Trustee are expected to enter into a “Continuing Disclosure Agreement” (in substantially the form attached hereto as APPENDIX G) pursuant to which the University will provide to the Trustee within 180 days following the end of its fiscal year a copy of its annual audited financial statements and such other financial, statistical and operating data for such fiscal year in form and scope similar to the financial, statistical and operating data included in this Official Statement as described in the agreement. The University also has agreed to deliver to the Trustee notice of the events described in paragraph (b)(5)(i)(C) of Rule 15c2-12 as promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended (the “Rule”). The Trustee has agreed to deliver the information and the notices described in the preceding two sentences upon receipt thereof from the University to the Municipal Securities Rulemaking Board, and to deliver any notice of an event described in paragraph (b)(5)(i)(C) of Rule 15c2-12. The Trustee also agrees that if it has knowledge that the University has not delivered its annual audited financial statements or has not provided the financial, statistical and operating data as described above or if it has knowledge of the occurrence of material events described in Rule 15c2-12, it will directly notify the MSRB of the University’s failure to deliver such information or the occurrence of such event. See “APPENDIX G—FORM OF CONTINUING DISCLOSURE AGREEMENT.”

A failure by the University to comply with the Disclosure Agreement will entitle any Bondholder (including any Beneficial Owner) to bring an action for specific performance and to take such other remedies as are provided in the Disclosure Agreement.

[The University reports that (i) certain of its annual reports did not include all of the required information and (ii) it was late in filing notice of a credit rating downgrade on the bond insurer insuring certain of its bonds. ]

A failure by the University to comply with the Disclosure Agreement must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the Series 2012 Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the Series 2012 Bonds and their market price.

### **LITIGATION**

The University has reported as of the date hereof that there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance, sale, execution or delivery of the Series 2012 Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the Series 2012 Bonds, the pledge and application of Pledged Revenues or the existence or powers of the University.

## **LEGAL MATTERS**

All legal matters incident to the authorization and issuance of the Series 2012 Bonds are subject to the approval of Ballard Spahr LLP, as Bond Counsel to the University whose approving opinions will be delivered with the Series 2012 Bonds. Certain legal matters will be passed upon for the University by its University Counsel, Bradley H. Hall, Esq., Pocatello, Idaho. Certain legal matters will be passed on for the Board and the University by the office of the Attorney General of the State. Certain legal matters will be passed upon for the Underwriter by its counsel Hawley Troxell Ennis and Hawley LLP, Boise, Idaho. A copy of the opinion of Bond Counsel in substantially the form set forth in "APPENDIX E" of this Official Statement will be available from the University upon request.

Other than the form of such opinion, Bond Counsel has not assumed responsibility for any of the remaining material in the Official Statement and has not undertaken to review or independently verify the information set out therein. In addition, Bond Counsel has not assumed responsibility for any agreement, representation, offering circulars or other material of any kind not mentioned in this paragraph, relating to the offering of the Series 2012 Bonds for sale.

## **INDEPENDENT AUDITORS**

The audited financial statements of the University as of and for the fiscal years ended June 30, 2011, and June 30, 2010, included in this Official Statement as Appendix D, have been audited by Moss Adams LLP, independent auditor, as stated in their report appearing therein. These financial statements are the most recent audited financial statements of the University. Moss Adams has not been engaged to perform and has not performed, since the date of the report included herein, any procedures on the financial statements addressed in that report. Moss Adams also has not performed any procedures relating to this Official Statement and has not consented to the use of the financial statements of the University in this Official Statement.

## **NO DEFAULTED BONDS**

The University has never failed to pay principal and interest when due on its bonded indebtedness or other obligations.

## **MISCELLANEOUS**

The Appendices are integral parts of this Official Statement and must be read together with all other parts of this Official Statement. The references herein to the Resolution, the Series 2012 Bonds and the Act, are brief outlines of certain provisions thereof. Such outlines do not purport to be complete and reference is made to such documents and Act for full and complete statements of their provisions. Copies of these documents and Act are available for inspection at the principal corporate trust office of the Trustee in Salt Lake City, Utah and during the offering period for the Series 2012 Bonds from the Underwriter.

Any statements in this Official Statement involving matters of opinion or of estimates, whether or not so expressly stated, are set forth as such and not as representations of fact, and no representation is made that any estimates will be realized.

This Preliminary Official Statement is in a form "deemed final" by the University for purposes of Rule 15c2-12 of the Securities and Exchange Commission.

This Official Statement and its distribution and use by the Underwriter has been duly authorized by the Board and the University.

IDAHO STATE UNIVERSITY

By: \_\_\_\_\_  
Vice President for Finance and  
Administration

## APPENDIX A

GLOSSARY OF CERTAIN TERMS USED IN THE  
RESOLUTION AND OFFICIAL STATEMENT

The following terms are used as defined terms in the Resolution and the Official Statement. The defined terms should be read in conjunction with APPENDIX B—SUMMARY OF THE RESOLUTION.

“Accountant’s Certificate” shall mean a certificate signed by an independent certified public accountant of recognized standing or a firm of independent public accountants of recognized standing, selected by the University and acceptable to the Trustee (which acceptance shall not be unreasonably withheld), who may be the accountant or firm of accountants who regularly audit the books of the University, provided that, if the Trustee shall fail to so accept, it shall deliver to the University a statement of its reasons for such nonacceptance.

“Act” shall mean the Educational Institutions Act of 1935, codified in Title 33, Chapter 38, Idaho Code, as the same shall be amended from time to time.

“Additional Bonds” shall mean Bonds issued pursuant to Article VII of the Resolution secured by Pledged Revenues.

“Authorized Officer of the University” shall mean the Bursar or a representative designated by the Bursar.

“Board” shall mean the Board of Trustees of the Idaho State University.

“Bond Fund” shall mean the fund referred to in the Bond Resolution, consisting of the Debt Service Account.

“Bond Register” shall mean the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Bonds.

“Bond Resolution” or “Resolution” shall mean the Bond Resolution, adopted by the Board on September 17, 1992, providing for the issuance of General Revenue Bonds, as restated on August 12, 2004 and as from time to time supplemented by Supplemental Resolutions.

“Bond Year” means the one-year period (or, in the case of the first Bond Year, the shorter period from the date of issue of the Bonds) selected by the University. If no date is selected by the University within five years of the date of delivery of a series of Bonds, each Bond Year shall end at the close of business on the date preceding the anniversary of the date of delivery of a series of Bonds.

“Bonds” shall mean the initial bonds issued under the Resolution and any Additional Bonds.

“Bursar” means the officer so designated by the University as chief financial officer of the University, currently the Vice President for Finance and Administration of the University, including any acting Bursar designated by the University.

“Business Day” shall mean a day, other than Saturday or Sunday, on which banks located in the states of Idaho, Minnesota, Utah and Washington, or in the city where the principal corporate trust office of the Trustee is located, are open for the purpose of conducting commercial banking business.

“CAES Base Rent” shall mean the base rent payable by Battelle Energy Alliance, LLC a Delaware limited liability company under its Lease Agreement No. 00049377 with the University.

“Code” shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

“Construction Fund” shall mean the special account created by the Bond Resolution, from which the Cost of Acquisition and Construction of a Project shall be paid.

“Cost of Acquisition and Construction,” with respect to a Project, shall include together with any other proper item of cost not specifically mentioned therein, the cost of demolition, the cost of acquisition and construction of the Project and the financing thereof, the cost, whether incurred by the University or another, of field surveys and advance planning undertaken in connection with the Project, and the cost of acquisition of any land or interest therein required as the sites thereof or for use in connection therewith, the cost of preparation of the sites thereof and of any land to be used in connection therewith, the cost of any indemnity and surety bonds and insurance premiums, allocable administrative and general expenses of the University, allocable portions of inspection expenses, financing charges, legal fees, and fees and expenses of financial advisors and consultants in connection therewith, cost of audits, the cost of all machinery, apparatus and equipment, cost of engineering, the cost of utilities, architectural services, design, plans, specifications and surveys, estimates of cost, the payment of any notes of the University (including any interest and redemption premiums) issued to temporarily finance the payment of any item or items of cost of the Project and payable from the proceeds of the Bonds, and all other expenses necessary or incident to determining the feasibility or practicability of the Project, and such other expenses not specified herein as may be necessary or incident to the construction and acquisition of the Project, the financing thereof and the placing of the same in use and operation.

“Cost(s) of Issuance” shall mean printing, rating agency fees, legal fees, underwriting fees, fees and expenses of the Trustee, bond insurance premiums, if any, and all other fees, charges, and expenses with respect to or incurred in connection with the issuance, sale, and delivery of a series of Bonds.

“Cross-over Date” means with respect to Cross-over Refunding Bonds the date on which the principal portion of the related Cross-over Refunded Bonds is to be paid or redeemed from the proceeds of such Cross-over Refunding Bonds.

“Cross-over Refunded Bonds” means Bonds refunded by Cross-over Refunding Bonds.

“Cross-over Refunding Bonds” means Bonds issued for the purpose of refunding Bonds if the proceeds of such Cross-over Refunding Bonds are irrevocably deposited in escrow in satisfaction of the requirements of Section 57-504, Idaho Code, to secure the payment on an applicable redemption date or maturity date of the Cross-over Refunded Bonds (subject to possible use to pay principal of the Cross-over Refunding Bonds under certain circumstances) and the earnings on such escrow deposit are required to be applied to pay interest on the Cross-over Refunding Bonds until the Cross-over Date.

“Debt Service” for any period shall mean, as of any date of calculation, an amount equal to the Principal Installment and interest accruing during such period on the Bonds, plus any Payment due under a Parity Payment Agreement as defined in the Resolution. Such Debt Service on the Bonds shall be calculated on the assumption that no portion of the Bonds Outstanding at the date of calculation will cease to be Outstanding except by reason of the payment of the Principal Installment on the Bonds on the due date thereof. For any series of Variable Rate Bonds bearing interest at a variable rate which cannot be ascertained for any particular Fiscal Year, it shall be assumed that such series of Variable Rate Bonds will bear interest at a fixed rate equal to the higher of (i) the average of the variable rates applicable to such series of Variable Rate Bonds during any twenty-four month period ending within thirty (30) days prior to the date of computation, or (ii) 110% of the Bond Buyer 25 Revenue Bond Index most recently published prior to the computation date but bearing interest at a fixed rate. There shall be excluded from “Debt Service” (i) interest on Bonds (whether Cross-over Refunding Bonds or Cross-over Refunded Bonds) to the extent that Escrowed Interest is available to pay such interest, and (ii) principal on Cross-over Refunded Bonds to the extent that the proceeds of Cross-over Refunding Bonds are on deposit in an irrevocable escrow in satisfaction of the requirements of Section 57-504, Idaho Code, and such proceeds or the earnings thereon are required to be applied to pay such principal (subject to the possible use to pay the principal of the Cross-over Refunding Bonds under certain circumstances) and such amounts so required to be applied are sufficient to pay such principal.

“Debt Service Account” shall mean the account of that name created within the Bond Fund by the Bond Resolution.

“Defeasance Securities” shall mean and include any of the following securities:

1. Cash.
2. U.S. Treasury Certificates, Notes and Bonds (including State and Local Government Series - (SLGs)).
3. Direct obligations of the U.S. Treasury which have been stripped by the U.S. Treasury itself.
4. Resolution Funding Corp. (“REFCORP”). Only the interest component of REFCORP strips which have been stripped by request to the Federal Reserve Bank of New York in book entry form are acceptable.
5. Pre-refunded municipal bonds rated “Aaa” by Moody’s and “AAA” by S&P. If, however, the issue is only rated by S&P (i.e., there is no Moody’s rating) then the pre-refunded bonds must have been prerefunded with cash, direct U.S. or U.S. guaranteed obligations, or AAA rated pre-refunded municipals to satisfy this condition.
6. Obligations issued by the following agencies which are backed by the full faith and credit of the U.S.:
  - a. *U.S. Export-Import Bank (Eximbank)*  
Direct obligations or fully guaranteed certificates of beneficial ownership
  - b. *Farmers Home Administration (FmHA)*
  - c. *Federal Financing Bank*
  - d. *General Services Administration*  
Participation Certificates
  - e. *U.S. Maritime Administration*  
Guaranteed Title XI financing
  - f. U.S. Department of Housing and Urban Development (HUD)  
Project Notes  
Local Authority Bonds  
New Communities Debentures – U.S. government guaranteed debentures
  - g. *U.S. Public Housing Notes and Bonds – U.S. government guaranteed public housing notes and bonds*

“Escrowed Interest” means (i) amounts irrevocably deposited in escrow in accordance with the requirements of Section 57-504, Idaho Code, in connection with the issuance of Bonds or Cross-over Refunding Bonds or earnings on such amounts which are required to be applied to pay interest on such Cross-over Refunding Bonds or the related Cross-over Refunded Bonds, and (ii) amounts required by the Resolution to be deposited to pay interest on Bonds for a Project.

“Estimated Pledged Revenues” means, for any year, the Estimated Pledged Revenues for such year, based upon estimates prepared by the Bursar and approved in accordance with procedures established by the Board. In computing Estimated Pledged Revenues, Pledged Revenues may be adjusted as necessary to reflect any changed schedule of fees or other charges adopted and to become effective not later than the next succeeding Fiscal Year of the University and any estimated gain in enrollments of students subject to payment of fees in the academic year



next succeeding the delivery of a series of bonds in connection with which an estimate is made. The estimated Operation and Maintenance Expenses shall not be considered in computing Estimated Pledged Revenues unless Operation and Maintenance Expenses are expected to be paid from Pledged Revenues.

“Estimated Revenues Available for Debt Service” shall mean, for any year, the Revenues Available for Debt Service for such year, based upon estimates prepared by the Bursar and approved in accordance with procedures established by the Board. In computing Estimated Revenues Available for Debt Service, Pledged Revenues may be adjusted as necessary to reflect any changed schedule of fees or other charges adopted and to become effective not later than the next succeeding Fiscal Year of the University and any estimated gain in enrollments of students subject to payment of fees in the academic year next succeeding the delivery of a series of bonds in connection with which an estimate is made.

“Event of Default” shall mean one or more of the events enumerated in the Bond Resolution.

“Facilities” means (i) the Holt Arena stadium facility, (ii) the Reed Gymnasium, (iii) the Student Union Buildings, (iv) the CAES Project, (v) the Meridian Project, (vi) the Recreation Project and (vii) any Project financed with the proceeds of the Bonds, together with all appurtenances, equipment and related facilities useful or necessary to the operation of such Facilities.

“Fiscal Year” shall mean the annual accounting period of the University, beginning July 1 in a year and ending June 30 of the following year.

“Generally Accepted Accounting Principles” shall mean those accounting principles applicable in the preparation of financial statements of business corporations as promulgated by the Financial Accounting Standards Board or such other body recognized as authoritative by the American Institute of Certified Public Accountants.

“Housing System” shall mean the University’s system of (i) student housing facilities and related facilities, including family student housing and apartments; (ii) the University’s on-campus residence hall housing facilities, food service and dining facilities and related and subordinate facilities; and (iii) additions and improvements thereto.

“Investment Securities” shall mean and include any securities authorized to be acquired by the Treasurer of the State of Idaho pursuant to Section 67-1210 and 67-1210A, Idaho Code, or any successor Code section specifying legal investments.

“Mandatory Redemption Amount(s)” shall mean the mandatory deposits so designated in a Supplemental Resolution. The portion of any Mandatory Redemption Amount remaining after the deduction of any amounts credited pursuant to the Resolution (or the original amount of any such Mandatory Redemption Amount if no such amounts shall have been credited toward the same) shall constitute the unsatisfied balance of such Mandatory Redemption Amount for the purpose of calculation of Mandatory Redemption Amounts due on a future date.

“Matriculation Fee(s)” shall mean the student matriculation fee established by the Board for maintenance and operation of physical plant, student services, and institutional support for full-time students enrolled in academic credit courses and vocational pre-employment, preparatory programs at the University, as said fee now exists and may hereafter be revised by the Board. The Matriculation Fee shall include general education fees for part-time and summer students which are currently designated by the Board as the “Part-time Educational Fee” and “Summer School Fee.” The Matriculation Fee is also referred to as the “Tuition Fee.”

“Maximum Annual Debt Service” shall mean an amount equal to the greatest annual Debt Service with respect to the Bonds for the current or any future Bond Year.

“Meridian Project” means the acquisition and renovation of a portion of a building in Meridian, Idaho to be used for instructional purposes.

“Moody’s” shall mean Moody’s Investors Service, a corporation organized and existing under the laws of the State of Delaware, its successors and assigns.

“Net Proceeds,” when used with reference to any series of Bonds, shall mean the aggregate principal amount of the series of Bonds, less the Costs of Issuance.

“Net Revenues of the Housing System” shall mean the Revenues of the Housing System, less Operation and Maintenance Expenses.

“Operation and Maintenance Expenses” with respect to the Housing System shall mean all actual operation and maintenance expenses incurred by the University in any particular Fiscal Year or period to which said term is applicable or charges made therefor during such Fiscal Year or period, but only if such charges are made in conformity with Generally Accepted Accounting Principles.

Operation and Maintenance Expenses include, but are not limited to, costs for ordinary repairs, renewals and replacements of the Housing System, for salaries and wages, employees’ health, hospitalization, pension and retirement expenses, fees for services, materials and supplies, rents, administrative and general expenses, insurance expenses, legal, engineering, accounting and financial advisory fees and expenses and costs of other consulting and technical services, fees and charges of financial, banking or other institutions for letters of credit, standby credit facilities, reimbursement agreements and remarketing, indexing and tender agent agreements to secure any series of Bonds, training of personnel, taxes and other governmental charges imposed by other than the University, fuel costs, and any other current expenses or obligations required to be paid by the University under the provisions of the Resolution or by law, all to the extent properly allocable to the Housing System.

Notwithstanding the first sentence of this definition, Operation and Maintenance Expenses do not include depreciation or obsolescence charges or reserves therefor; amortization of intangibles or other bookkeeping entries of a similar nature; interest charges and charges for the payment or amortization of principal of bonded or other indebtedness of the University; costs or charges which under Generally Accepted Accounting Principles are properly chargeable to the capital account or the reserve for depreciation and do not include losses from the sale, abandonment, reclassification, revaluation or other disposition of any part of the Housing System or such property items which are capitalized pursuant to the then existing accounting practice of the University.

“Outstanding,” when used with reference to the Bonds, as of any particular date, shall mean the Bonds which have been issued, sold and delivered under the Bond Resolution, except (i) the Bonds (or portion thereof) cancelled because of payment or redemption prior to their stated date of maturity, and (ii) the Bonds (or portion thereof) for the payment or redemption of which there has been separately set aside and held money for the payment thereof.

“Payment Date” shall mean the date upon which a payment of Debt Service on the Bonds shall be due and payable.

“Pledged Revenues” shall include (i) the Student Facilities Fee/Facilities, (ii) the Matriculation Fee (also referred to as the Tuition Fee) and other fees as shall be designated by the Board as Pledged Revenues; (iii) Revenues of the Housing System and CAES Base Rent, (iv) other revenues of other University enterprises or sources of funds as shall be designated by the Board as Pledged Revenues, (v) any investment income deposited from the Revenue Fund and the Debt Service Fund; and (vi) proceeds from the sale of a series of Bonds and moneys and investment earnings thereon, except as otherwise provided in the Bond Resolution or a Supplemental Resolution. Upon approval of the annual budget by the Board, the amounts of fees and other revenues so approved by the Board shall become Pledged Revenues and, when deposited into the Revenue Fund, shall become available for payment into the Bond Fund for payment of Debt Service in accordance with the Bond Resolution.

“Principal Installment” shall mean, as of any date of calculation and with respect to any series of Bonds then Outstanding, (A) the principal amount of Bonds of such series due on a certain future date for which no Mandatory Redemption Amounts have been established, or (B) the unsatisfied balance (determined as provided in the definition of Mandatory Redemption Amount in this section) of any Mandatory Redemption Amount due on a certain future date for Bonds of such series, plus the amount of the mandatory redemption premiums, if any, which would be applicable upon redemption of such Bonds on such future date in a principal amount equal to such unsatisfied balance of such Mandatory Redemption Amount, or (C) if such future dates coincide as to different

Bonds of such series, the sum of such principal amount of Bonds and of such unsatisfied balance of such Mandatory Redemption Amount due on such future date plus such applicable redemption premiums.

“Project” shall mean any “project” as defined in the Act that is financed with the proceeds of Bonds issued under the Resolution.

“Project Account” shall mean an account established by the University within the Construction Fund for a Project.

“Rebate Fund” means the fund by that name established by the Resolution.

“Record Date” shall mean the 15th day of the calendar month next preceding any interest payment date, as provided in the Resolution.

“Recreation Project” means the construction and equipping of additions to an existing recreation facility.

“Registered Owner” or “Owner(s)” shall mean the person or persons in whose name or names the Bonds shall be registered in the Bond Register maintained by the Trustee in accordance with the terms of the Bond Resolution.

“Revenue Fund” shall mean the Revenue Fund established by the Bond Resolution.

“Revenues Available for Debt Service” shall mean revenues in clauses (i), (ii), (v) and (vi) of the definition of Pledged Revenues, plus Net Revenues of the Housing System, plus revenues described in clause (iv) of the definition of Pledged Revenues less Operation and Maintenance Expenses of any University enterprises the revenues of which have been included in Pledged Revenues by virtue of such clause (iv).

“Revenues of the Housing System” shall mean all rentals, revenues, fees, tolls, charges, income, receipts and profits derived by the University from or attributable to the Housing System including, without limitation, all revenues derived from or attributable to any lease or other contractual arrangement with respect to the use or occupancy of the Housing System or the services, output or capacity thereof, or from the sale of any property of the Housing System permitted under the Resolution, and the proceeds of any insurance covering business interruption loss relating to the Housing System, all as determined in accordance with Generally Accepted Accounting Principles.

“S&P” shall mean Standard & Poor’s Corporation, a corporation organized and existing under the laws of the State of New York, its successors and assigns.

“Series 1998 Bonds” means the \$12,400,000 principal amount of Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998, of the University authorized by the Series 1998 Supplemental Resolution.

“Series 1998 Supplemental Resolution” means the Supplemental Resolution of the University adopted on February 19, 1998, authorizing the Series 1998 Bonds.

“Series 2003 Bonds” means the \$35,895,000 General Refunding and Improvement Revenue Bonds, Series 2003, of the University authorized by the Series 2003 Supplemental Resolution.

“Series 2003 Supplemental Resolution” means the Supplemental Resolution of the University adopted on June 26, 2003, authorizing the Series 2003 Bonds.

“Series 2004A Bonds” means the \$4,980,000 General Revenue Bonds, Series 2004A, of the University authorized by the Series 2004A Supplemental Resolution.

“Series 2004A Supplemental Resolution” means the Supplemental Resolution of the University adopted on August 12, 2004, authorizing the Series 2004A Bonds.

“Series 2004B Bonds” means the \$3,305,000 General Revenue Bonds, Series 2004B, of the University authorized by the Series 2004B-C Supplemental Resolution.

“Series 2004B-C Bonds” means collectively, the Series 2004B Bonds and the Series 2004C Bonds.

“Series 2004C Bonds” means the \$2,305,000 General Revenue Bonds (Taxable), Series 2004C, of the University authorized by the Series 2004B-C Supplemental Resolution.

“Series 2004B-C Supplemental Resolution” means the Supplemental Resolution of the University adopted on October 21, 2004, authorizing the Series 2004B-C Bonds.

“Series 2006 Bonds” means the \$10,000,000 principal amount of General Revenue Bonds (Taxable), Series 2006 of the University authorized by the Series 2006 Supplemental Resolution.

“Series 2006 Supplemental Resolution” means the Supplemental Resolution of the University adopted on November 30, 2006, authorizing the Series 2006 Bonds.

“Series 2007 Bonds” means the \$16,120,000 principal amount of General Revenue Bonds, Series 2007, of the University authorized by the Series 2007 Supplemental Resolution.

“Series 2007 Supplemental Resolution” means the Supplemental Resolution of the University adopted on August 9, 2007, authorizing the Series 2007 Bonds.

“Series 2012 Bonds” means the \$\_\_\_\_\_ principal amount of Refunding Bonds, Series 2012 of the University authorized by the Series 2007 Supplemental Resolution.

“Series 2012 Cost of Issuance Fund” means the special account created by the Series 2012 Supplemental Resolution, from which the Costs of Issuance of the Series 2012 Bonds shall be paid.

“Series 2012 Supplemental Resolution” means the Supplemental Resolution of the University adopted on June \_\_\_\_, 2012, authorizing the Series 2012 Bonds.

“Student Facilities Fee/Facilities” shall mean the student facilities fee/facilities established by the Board and pledged as Pledged Revenues for payment of Additional Bonds, as said fee now exists and as may hereafter be revised by the Board.

“Supplemental Resolution” means any resolution amending or supplementing the terms of the Resolution in full force and effect which has been duly adopted and approved by the University under the Act; but only if and to the extent that such Supplemental Resolution is adopted in accordance with the provisions of the Resolution.

“Trustee” shall mean U.S. Bank National Association, which shall also act as bond registrar, authenticating agent, paying agent and transfer agent with respect to the Bonds, or its successors in functions, as now or hereafter designated.

“2004B/2004C Insurer” means Financial Security Assurance Inc., as insurer of the Series 2004B-C Bonds.

“2004B/2004C Policy” means the municipal bond insurance policy issued by the 2004B/2004C Insurer guaranteeing the scheduled payment of principal and interest on the Series 2004B-C Bonds when due.

“University” means Idaho State University, at Pocatello, Idaho, a body politic and corporate pursuant to the provisions of Section 33-3001, Idaho Code.

“Variable Rate Bonds” means as of any date of calculation, Bonds, the terms of which on such date of calculation are such that interest thereon for any future period of time is expressed to be calculated at a rate which is not susceptible of precise determination.

“Written Certificate of the University” means an instrument in writing signed on behalf of the University by a duly authorized officer thereof. Every Written Certificate of the University, and every certificate or opinion of counsel, consultants, accountants or engineers provided for herein shall include: (A) a statement that the person making such certificate, request, statement or opinion has read the pertinent provisions of the Bond Resolution to which such certificate, request, statement or opinion relates; (B) a brief statement as to the nature and scope of the examination or investigation upon which the certificate, request, statement or opinion is based; (C) a statement that, in the opinion of such person, he has made such examination or investigation as is necessary to enable him to express an informed opinion with respect to the subject matter referred to in the instrument to which his signature is affixed; and (D) with respect to any statement relating to compliance with any provision hereof, a statement whether or not, in the opinion of such person, such provision has been complied with.

**APPENDIX B****SUMMARY OF THE RESOLUTION**

Capitalized terms used herein and not otherwise defined are used as defined in “APPENDIX A—GLOSSARY OF CERTAIN TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT.”

The following is a summary of certain provisions of the Resolution and is not to be considered a full statement thereof. The Resolution and all supplements thereto, are on file at the University, c/o Vice President for Finance and Administration, ISU Financial Services, 921 South 8<sup>th</sup> Avenue, Stop 8219, Building #10, 2nd Floor, Pocatello, Idaho 83209; or at the office of the Trustee, U.S. Bank National Association, 170 South Main Street, Suite 200, Salt Lake City, Utah 84101.

**GENERAL PROVISIONS RELATING TO THE BONDS****Authorization of Bonds**

Bonds designated as “General Revenue Bonds” are authorized to be issued by the University under the Resolution. The maximum principal amount of the Bonds which may be issued under the Resolution is not limited; provided, however, that the University reserves the right to limit or restrict the aggregate principal amount of the Bonds which may at any time be issued or Outstanding under the Resolution. Bonds may be issued in such series as from time to time shall be established and authorized by the University subject to the provisions of the Resolution. The Bonds may be issued in one or more series pursuant to one or more Supplemental Resolutions. The designation of the Bonds shall include, in addition to the name “General Revenue Bonds,” such further appropriate particular designation added to or incorporated in such title for the Bonds of any particular series as the University may determine. Each Bond shall bear upon its face the designation so determined for the series to which it belongs. Each Bond shall recite in substance that it is payable from and secured by the Pledged Revenues of the University pledged for the payment thereof.

**Terms of Bonds**

The principal of and interest on, and the redemption price of the Bonds shall be payable in lawful money of the United States of America at the principal corporate trust office of the Trustee or of any Paying Agent at the option of a Registered Owner. Payment of interest on any fully registered Bond shall be (i) made to the Registered Owner thereof and shall be paid by check or draft mailed to the Registered Owner thereof as of the close of business on the Record Date at his address as it appears on the registration books of the Trustee or at such other address as is furnished to the Trustee in writing by such Registered Owner, or (ii) with respect to units of \$500,000 or more of Bonds, made by wire transfer to the Registered Owner as of the close of business on the Record Date next preceding the interest payment date if such Registered Owner shall provide written notice to the Trustee not less than 15 days prior to such interest payment date at such wire transfer address as such Registered Owner shall specify, except, in each case, that, if and to the extent that there shall be a default in the payment of the interest due on any interest payment date, such defaulted interest shall be paid to the Registered Owners in whose name any such Bond is registered at the close of business on the fifth Business Day next preceding the date of payment of such defaulted interest.

The Bonds of any series may be issued only in fully registered form without coupons in authorized denominations.

**Transfer or Exchange of Bonds**

Any Bond shall be transferable by the Registered Owner thereof in person, or by his attorney duly authorized in writing, upon presentation and surrender of such Bond at the principal corporate trust office of the Trustee for cancellation and issuance of a new Bond registered in the name of the transferee, in exchange therefor. Provided, however, that the Trustee shall not be required to transfer the Bonds within 15 calendar days of a principal or interest payment.

### **Lost, Stolen, Mutilated or Destroyed Bonds**

In case any Bond shall be lost, stolen, mutilated or destroyed, the Trustee may authenticate and deliver a new Bond or Bonds of like date, denomination, interest rate, maturity, number, tenor and effect to the Registered Owner thereof upon the Registered Owner's paying the expenses and charges of the University and the Trustee in connection therewith and upon his filing with the University and the Trustee evidence satisfactory to the University and the Trustee of his ownership thereof, and upon furnishing the University and the Trustee with indemnity satisfactory to the University and the Trustee.

### **Notice of Redemption**

A. Notice of Redemption. Notice of any redemption of Bonds shall be sent by the Trustee by first-class mail, postage prepaid, not less than thirty-five (35) nor more than sixty (60) days prior to the date fixed for redemption, to the Registered Owner of each Bond to be redeemed at the address shown on the Bond Register. This requirement shall be deemed to be complied with when notice is mailed as herein provided, regardless of whether or not it is actually received by the Registered Owner of any Bond to be redeemed.

B. Effect of Redemption. When so called for redemption, such Bonds shall cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such Bonds shall not be deemed to be Outstanding as of such redemption date.

C. Open Market Purchase. The University reserves the right to purchase the Bonds on the open market at a price equal to or less than par. In the event the University shall purchase Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the Bonds so purchased shall be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University shall purchase term Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the term Bonds so purchased shall be credited against the Mandatory Redemption Amounts next becoming due. All Bonds so purchased shall be cancelled.

### **Additional Bonds**

The University reserves the right to issue Additional Bonds, including the Series 2012 Bonds, secured equally and ratably with outstanding Bonds under the Resolution by a pledge of (i) Pledged Revenues and (ii) the funds established by the Resolution, upon the conditions set forth in Article VII of the Resolution and as described in the Official Statement.

### **Payment Agreements**

For purposes of this Payment Agreements Section, the following words have the following definitions:

(1) "Payment" means any payment required to be made by or on behalf of the University under a Payment Agreement and which is determined according to a formula set forth in the Payment Agreement.

(2) "Parity Payment Agreement" means a Payment Agreement under which the University's payment obligations are expressly stated to be secured by a pledge of and lien on Pledged Revenues on an equal and ratable basis with the Pledged Revenues required to be paid into the Bond Fund to pay and secure the payment of the principal of and interest on Outstanding Bonds.

(3) "Payment Agreement" means a written agreement, for the purpose of managing or reducing the University's exposure to fluctuations or levels of interest rates, currencies or commodities or for other interest rate, investment, asset or liability management purposes, entered into on either a current or forward basis by the University and a Qualified Counterparty, all as authorized by any applicable laws of the State, such agreement may or may not be characterized by a structure of reciprocity of payment.

(4) “Payment Agreement Payment Date” means any date specified in the Payment Agreement on which a Payment or Receipt is due and payable under the Payment Agreement.

(5) “Receipt” means any payment (designated as such by a resolution) to be made to, or for the benefit of, the University under a Payment Agreement by the Payor.

(6) “Payor” means a Qualified Counterparty to a Payment Agreement that is obligated to make one or more payments thereunder.

(7) “Qualified Counterparty” means a party (other than the University or a party related to the University) who is the other party to a Payment Agreement that has or whose obligations are unconditionally guaranteed by a party that has at least an investment grade rating from Moody’s and S&P and who is otherwise qualified to act as the other party to a Payment Agreement under any applicable laws of the State.

A Payment Agreement Payment made under a Payment Agreement may be on a parity of lien with the payment of the Bonds if the Payment Agreement satisfies the requirements for Additional Bonds as described in the Resolution, taking into consideration regularly scheduled Payment Agreement Payments and Receipts (if any) under the Payment Agreement.

The Payment Agreement may oblige the University to pay, on one or more scheduled and specified Payment Agreement Payment Dates, the Payments in exchange for the Payor’s obligation to pay or to cause to be paid to the University, on scheduled and specified Payment Agreement Payment Dates, the Receipts. The University may also enter into Payment Agreements that are not reciprocated by the other party to the agreement.

If the University enters into a Parity Payment Agreement, Payments shall be made from the Debt Service Account and annual Debt Service shall include any regularly scheduled University Payments adjusted by any regularly scheduled Receipts during a Fiscal Year. Receipts shall be paid directly into the Debt Service Account. Obligations to make unscheduled payments, such a termination payments, may not be entered into on a parity with the Bonds. To the extent that a Parity Payment Agreement has been designated as a hedge of the interest rate features of either fixed rate bonds or Bonds bearing variable rates of interest, annual Debt Service during the term of such Parity Payment Agreement shall be modified to reflect such Parity Payment Agreement.

The University is not precluded from entering into Payment Agreements with a claim on Pledged Revenues junior to that of the Bonds or from entering into obligations on a parity with the Bonds in connection with the use of Payment Agreements or similar instruments if the University obtains an opinion of Bond Counsel that the obligations of the University thereunder are consistent with the Resolution.

## **PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS; INVESTMENT OF FUNDS**

### **Pledge of Pledged Revenues**

In the Resolution, the University pledges for the payment of the Bonds, equally and ratably, the Pledged Revenues and all money in the Bond Fund. The Pledged Revenues and other money in the Revenue Fund and the Bond Fund, if any, shall not, except as provided in the Resolution, be used for any other purpose while any of the Bonds remain Outstanding. This pledge shall constitute a first and exclusive lien on the Pledged Revenues and such other moneys in the Revenue Fund and the Bond Fund, if any, for the payment of the Bonds in accordance with the terms of the Resolution.

### **Confirmation and Establishment of Funds**

The following Funds are established under the Resolution:

- A. Revenue Fund to be held by the University;



- B. Construction Fund to be held by the University;
- C. Bond Fund, consisting of a Debt Service Account to be held by the Trustee;
- D. Cost of Issuance Fund to be held by the University; and
- E. Rebate Fund to be held by the University.

The Trustee may establish one or more separate and segregated sub-accounts within the Accounts and Funds from time to time as shall be necessary. The Series 2012 Supplemental Resolution creates a "Series 2012 Cost of Issuance Fund" to be held by the University from which the expenses of issuing the Series 2012 Bonds shall be paid.

#### **Revenue Fund; Bond Fund; Flow of Funds**

A. Required Deposits. The University shall deposit as received all Pledged Revenues into the Revenue Fund. The University shall deposit into the Debt Service Account in the Bond Fund the accrued interest, if any, received from the sale of a series of Bonds to the initial purchasers thereof. The University shall also deposit into the Debt Service Account the portion, if any, of the Net Proceeds designated as capitalized interest on a series of Bonds.

B. Permitted Deposits. At any time the University may deposit into the Revenue Fund or the Bond Fund such other funds and revenues that do not constitute Pledged Revenues, as the University may in its discretion determine.

C. Required Transfers. Moneys in the Revenue Fund shall first be transferred to the Trustee for deposit in the Debt Service Account in the Bond Fund not later than five (5) days before any Payment Date, an amount equal to Debt Service coming due on such Payment Date. There may be credited against the foregoing transfer, however, any moneys deposited in the Debt Service Account which are available to pay Debt Service on the Bonds and which have not previously been taken as a credit against the required transfers.

The Trustee shall pay out of the Debt Service Account to the Registered Owners of the Bonds entitled to such payment on or before each Payment Date the amount of Debt Service payable on such date.

Amounts remaining in the Revenue Fund at any time in excess of the amounts necessary to make the payments required above may be applied by the University, free and clear of the lien of the Resolution, to the extent permitted by law, (i) to the redemption of Bonds, or (ii) for any other lawful purpose of the University.

#### **Construction Fund**

There shall be paid into the Construction Fund the amounts required to be so paid by the provisions of the Resolution or any Supplemental Resolution.

The University may establish within the Construction Fund separate Project Accounts and may establish one or more subaccounts in each Project Account. The Series 2007 Supplemental Resolution designates a "Series 2007 Project Account" in the Construction Fund. Income received from the investment of moneys in the Project Account in the Construction Fund shall be credited to the Project Account. Upon completion of the Project, the Project Account shall be closed, and all remaining amounts in the Project Account shall be transferred to the Debt Service Account in the Bond Fund.

Before any payment is made from the Project Account in the Construction Fund, the University shall execute a Written Certificate showing with respect to each payment to be made the name of the person to whom payment is due and the amount to be paid and certifying that the obligation to be paid was incurred and is a proper charge against the Project Account in the Construction Fund and in a reasonable amount against the Project Account in the Construction Fund and has not been theretofore included in a prior Written Certificate, and that insofar as any

such obligation was incurred for work, materials, equipment or supplies, such work was actually performed, or such materials, equipment or supplies were actually installed in furtherance of the acquisition of the Project or delivered at the site of the Project for that purpose or delivered for storage or fabrication or as a progress payment due on equipment being fabricated to order.

### **Investment of Funds**

Moneys held in any fund or account shall be invested and reinvested by the University or the Trustee to the fullest extent practicable in Investment Securities which mature not later than such times as shall be necessary to provide moneys when needed for payments to be made from such fund or account.

The Trustee shall make investments only in accordance with instructions received from an Authorized Officer of the University. Except as provided to the contrary in the Resolution, income received from the investment of moneys in any fund or account shall be credited to such fund or account.

## **COVENANTS OF THE UNIVERSITY**

So long as any Bonds are Outstanding, the University covenants as follows:

### **Punctual Payment of Bonds**

The University will punctually pay or cause to be paid the principal or redemption price and the interest to become due in respect of all the Bonds, in strict conformity with the terms of the Bonds and of the Resolution.

### **Covenant Regarding Pledged Revenues**

The University shall establish and maintain the Pledged Revenues sufficient, together with other revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of the Debt Service on the Bonds Outstanding for each such Fiscal Year.

### **Existence of University**

The University will maintain its corporate identity and shall make no attempt to cause its corporate existence to be abolished.

### **Accounts and Reports**

A. The University will at all times keep, or cause to be kept, proper books of record and accounts in accordance with generally accepted accounting principles in which complete and accurate entries shall be made of all transactions relating to the Operation and Maintenance Expenses of the Facilities, the allocation and application of the Pledged Revenues. Such books of record and accounts shall at all times during business hours be subject to the inspection of the Trustee or the Registered Owners of not less than five percent of the Bonds then Outstanding, or their representatives authorized in writing.

B. The University will place on file with the Trustee promptly upon the receipt thereof by the University and in any event annually within six (6) months after the close of each Fiscal Year, a copy of its annual audit report covering the operations of the University and certified by a Certified Public Accountant. Such report shall provide such information as is necessary to evidence compliance with applicable agreements and covenants made by the University in the Resolution.

C. The reports, statements, and other documents required to be furnished to the Trustee pursuant to any provisions of the Resolution shall be available for the inspection of Registered Owners at the principal trust office of the Trustee and shall be mailed to each Registered Owner, investment banker, security dealer, or other person interested in the Bonds who shall file a written request therefor with the University.

D. The University shall file with the Trustee (i) forthwith upon becoming aware of any Event of Default under the Resolution, a Written Certificate of the University specifying such Event of Default; and (ii) no later than five months following the end of each Fiscal Year a Written Certificate of the University stating that, to the best of the knowledge and belief of the authorized officer of the University executing such Written Certificate, except for any Event of Default then existing which shall have been specified in the Written Certificate of the University referred to in (i) above, the University has kept, observed, performed, and fulfilled each and every one of its covenants and obligations contained in the Resolution, and there does not exist at the date of such Written Certificate any Event of Default by the University under the Resolution or other event which, with the lapse of time specified in the Resolution, would become an Event of Default under Article XI of the Resolution, or, if any such Event of Default under Article XI of the Resolution or other event shall so exist, specifying the same and the nature and status thereof.

### **Compliance With the Resolution**

The University will not issue, or permit to be issued, any Bonds in any manner other than in accordance with the provisions of the Resolution and will not suffer or permit any default to the Resolution, but will faithfully observe and perform all the covenants, conditions, and requirements thereof. The University will make, execute, and deliver any and all such further resolutions, instruments, and assurances as may be reasonably necessary or proper to carry out the intention or facilitate the performance of the Resolution, and for better assuring and confirming unto the registered Owners of the Bonds of the rights, benefits, and security provided in the Resolution. The University for itself, its successors and assigns, represents, covenants, and agrees with the Registered Owners of the Bonds, as a material inducement to the purchase of the Bonds, that so long as any of the Bonds shall remain Outstanding and the principal or redemption price thereof or interest thereon shall be unpaid or unprovided for, it will faithfully perform all of the covenants and agreements contained in the Resolution and the Bonds.

### **Power to Issue Bonds and to Pledge Pledged Revenues and Other Funds**

The University is duly authorized under all applicable laws to issue the Bonds and to adopt the Resolution and to pledge the Pledged Revenues and other moneys, securities, and funds purported to be pledged by the Resolution in the manner and to the extent provided in the Resolution. The Bonds and the provisions of the Resolution are and will be the valid and legally enforceable obligations of the University in accordance with their terms and the terms of the Resolution. The University shall at all times, to the extent permitted by law, defend, preserve, and protect the pledge of the Pledged Revenues and other moneys, securities, and funds pledged under the Resolution and all the rights of the Registered Owners under the Resolution against all claims and demands of all persons whomsoever.

### **Power to Own and Operate the Facilities and Collect Fees**

The University has, and will have so long as any Bonds are Outstanding, good right and lawful power to own and operate the Housing System and to fix and collect the Pledged Revenues.

## **MODIFICATION OR AMENDMENT OF RESOLUTION**

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may be modified or amended at any time by a Supplemental Resolution and pursuant to the affirmative vote at a meeting of Registered Owners, or with the written consent without a meeting, (1) of the Registered Owners of at least sixty percent (60%) in aggregate principal amount of the Bonds then Outstanding, (2) in case less than all of the several series of Bonds then Outstanding are affected by the modification or amendment, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of each series so affected and then Outstanding, and (3) in case the modification or amendment changes the terms of any Mandatory Redemption Amounts, of the Registered Owners of at least sixty percent (60%) in principal amount of the Bonds of the particular series and maturity entitled to such Mandatory Redemption Amounts and then Outstanding; provided, however, that if such modification or amendment will, by its terms, not take effect so long as any Bonds of any specified series remain Outstanding, the consent of the Registered Owners of Bonds of such series shall not be required and Bonds of such series shall not be deemed to be Outstanding for the purpose of any calculation of Outstanding Bonds under this section. No such modification or amendment shall (x) extend the fixed

maturity of any Bond, or reduce the principal amount or redemption price thereof, or reduce the rate or extend the time of payment of interest thereon, without the consent of the Registered Owner of each Bond so affected, or (y) reduce the aforesaid percentage of Bonds required for the affirmative vote or written consent to an amendment or modification of the Resolution, without the consent of the Registered Owners of all of the Bonds then Outstanding, or (z) without its written consent thereto, modify any of the rights or obligations of the Trustee.

The Resolution or any Supplemental Resolution and the rights and obligations of the University and of the Registered Owners of the Bonds may also be modified or amended at any time by a Supplemental Resolution, without the consent of any Registered Owners, but only to the extent permitted by law and only for any one or more of the following purposes:

- (1) to add to the covenants and agreements of the University in the Resolution contained, other covenants and agreements thereafter to be observed, or to surrender any right or power reserved to or conferred upon the University;
- (2) to make such provisions for the purpose of curing any ambiguity, or of curing or correcting any defective provision contained in the Resolution, or in regard to questions arising under the Resolution, as the University may deem necessary or desirable, and which shall not adversely affect the interests of the Trustee or the Registered Owners of the Bonds;
- (3) to provide for the issuance of a series of Bonds, and to provide the terms and conditions under which such series of Bonds may be issued, subject to and in accordance with the provisions of Article VII of the Resolution;
- (4) to provide for the issuance of the Bonds pursuant to a book-entry system or as uncertificated public obligations pursuant to the provisions of the Registered Public Obligations Act, chapter 9 of Title 57, Idaho Code; and
- (5) during the term of any credit enhancement agreements (including, without limitation, standby bond purchase agreements and letters of credit) permitted in Section 57-231, Idaho Code, to amend any provisions of the Resolution which is intended solely to be for the benefit of the issuer of the credit enhancement agreement.

Such Supplemental Resolution shall become effective as of the date of its adoption or such later date as shall be specified in such Supplemental Resolution.

## **EVENTS OF DEFAULT AND REMEDIES OF REGISTERED OWNERS**

### **Events of Default**

If any one or more of the following Events of Default shall occur, it is an “event of default” under the Resolution:

- (1) failure to make the due and punctual payment of any Principal Installment of a Bond when and as the same shall become due and payable, whether at maturity, by call for redemption, or declaration or otherwise;
- (2) failure to make the due and punctual payment of any installment of interest on any Bond or any Mandatory Redemption Amount, when and as such interest installment or any Mandatory Redemption Amount shall become due and payable;
- (3) failure by the University to perform or observe any other of the covenants, agreements, or conditions on its part in the Resolution or in the Bonds contained, and such default shall continue for a period of thirty (30) days after written notice thereof to the University by the Trustee specifying such failure and requiring the same to be remedied;

(4) a judgment for the payment of money shall be rendered against the University, and any such judgment shall not be discharged within one hundred twenty (120) days of the entry thereof, or an appeal shall not be taken therefrom or from the order, decree or process upon which or pursuant to which such judgment shall have been granted or entered, in such manner as to set aside or stay the execution of or levy under such judgment, or order, decree or process or the enforcement thereof;

(5) dissolution or liquidation of the University or the filing by the University of a voluntary petition in bankruptcy, or the commission by the University of any act of bankruptcy, or adjudication of the University as a bankrupt, or assignment by the University for the benefit of its creditors, or the entry by the University into an agreement of composition with its creditors, or the approval by a court of competent jurisdiction of a petition applicable to the University in any proceeding for its reorganization instituted under the provisions of the federal bankruptcy act, as amended, or under any similar act in any jurisdiction which may now be in effect or which may hereafter be enacted;

(6) if an order or decree shall be entered, with the consent or acquiescence of the University, appointing a receiver or receivers of a Project, or any part thereof, or if such order or decree, having been entered without the consent and acquiescence of the University, shall not be vacated or discharged or stayed within ninety (90) days after the entry thereof;

(7) any event of default specified in a Supplemental Resolution,

the Trustee (by thirty (30) days' written notice to the University), or the Registered Owners of not less than twenty-five percent (25%) of the Bonds then Outstanding (by notice in writing to the University and the Trustee) may (subject to limitations imposed by bond insurers) declare the Bonds then Outstanding, and the interest accrued thereon, to be due and payable immediately, and upon any such declaration the same shall become and be immediately due and payable, anything in the Resolution or in the Bonds contained to the contrary notwithstanding.

#### **Application of Funds and Moneys in Event of Default**

A. If an Event of Default shall happen and shall not have been remedied, the University, upon demand of the Trustee, shall pay over or cause to be paid over to the Trustee (i) forthwith, all moneys, securities, and funds then held by the University in any Fund under the Bond Resolution, and (ii) all Pledged Revenues as promptly as practicable after receipt thereof.

B. During the continuance of an Event of Default, the Trustee shall apply all moneys, securities, funds and Pledged Revenues received by the Trustee pursuant to any right given or action taken under the provisions of this Section as follows and in the following order:

(1) To the payment of the reasonable and proper compensation, charges, expenses and liabilities of the Trustee;

(2) To the payment of the amounts required for reasonable and necessary Operation and Maintenance Expenses as necessary, in the judgment of the Trustee, to prevent deterioration of the Project or loss of Pledged Revenues therefrom. For this purpose the books or record and accounts of the University relating to the Project shall at all times be subject to the inspection of the Trustee and its representatives and agents during the continuance of such Event of Default;

(3) To the payment of the interest and principal or redemption price then due on the Bonds as indicated in the Resolution.

C. If and whenever all overdue installments of interest on the Bonds, together with the reasonable and proper charge, expenses and liabilities of the Trustee, and all other sums payable by the University under this Bond Resolution, including the principal and redemption price of and accrued unpaid interest on the Bonds which shall then be payable by declaration or otherwise, shall either be paid by the Trustee for the account of the University, or provision satisfactory to the Trustee shall be made for such

payment, and all Events of Default under this Bond Resolution shall be made good or secured to the satisfaction of the Trustee or provision deemed by the Trustee to be adequate shall be made therefor, the University and the Trustee shall be restored, respectively, to their former positions and rights under this Bond Resolution. No such restoration of the University and the Trustee in their former positions and rights shall extend to or affect any subsequent Events of Default under this Bond Resolution or impair any right consequent thereon.

### **Rights and Remedies of Registered Owners**

A. No Registered Owner of any Bond shall have any right to institute any proceeding, judicial or otherwise, with respect to the Resolution, or for the appointment of a receiver or trustee, or for any other remedy thereunder, unless

- (1) such Registered Owner has previously given written notice to the Trustee of a continuing Event of Default;
- (2) the Registered Owners of not less than twenty-five percent (25%) in principal amount of the Bonds shall have made written request to the Trustee
- (3) to institute proceedings in respect of such Event of Default in its own name as Trustee;
- (4) such Registered Owners have offered to the Trustee reasonable indemnity against the costs, expenses, and liabilities to be incurred in compliance with such request;
- (5) the Trustee for sixty (60) days after its receipt of such notice, request, and offer of indemnity has failed to institute any such proceedings; and
- (6) no direction inconsistent with such written request has been given to the Trustee during such sixty-day period by the Registered Owners of a majority in principal amount of the Bonds; it being understood and intended that no one or more Registered Owner of Bond shall have any right in any manner whatever by virtue of, or by availing of, any provision of the Resolution to affect, disturb, or prejudice the rights of any other Registered Owner of Bonds, or to obtain or to seek to obtain priority or preference over any other Registered Owner, or to enforce any right under the Resolution, except in the manner therein provided and for the equal and ratable benefit of all the Registered Owners of Bonds.

B. The Registered Owners of a majority in principal amount of the Outstanding Bonds shall have the right to direct the time, method, and place of conducting any proceeding for any remedy available to the Trustee or exercising any trust or power conferred on the Trustee, provided that:

- (1) such direction shall not be in conflict with any rule of law or the Resolution,
- (2) the Trustee shall not determine that the action so directed would be unjustly prejudicial to the Registered Owners not taking part in such direction, and
- (3) the Trustee may take any other action deemed proper by the Trustee which is not inconsistent with such direction.

### **DEFEASANCE**

#### **Discharge of Indebtedness**

A. If the University shall pay or cause to be paid, or there shall otherwise be paid, to the Registered Owners of all Bonds the principal of or redemption price, if applicable, and interest due or to become due thereon, if applicable, at the times and in the manner stipulated therein and in the Resolution, or such Bonds shall have been deemed to have been paid as provided in the Supplemental Resolution authorizing a series of Bonds, then the pledge

of any Pledged Revenues, and other moneys, securities and funds pledged under the Resolution and all covenants, agreements and other obligations of the University to the Registered Owners, shall thereupon cease, terminate and become void and be discharged and satisfied. In such event, the Trustee shall cause an accounting for such period or periods as shall be requested by the University to be prepared and filed with the University and, upon the request of the University, shall execute and deliver to the University all such instruments as may be desirable to evidence such discharge and satisfaction, and the Trustee shall pay over or deliver to the University all moneys or securities held by it pursuant to the Resolution which are not required for the payment of principal or redemption price, if applicable, on Bonds.

B. Bonds or interest installments the payment or redemption of which moneys shall have been set aside and shall be held in trust by the Trustee (through deposit by the University of funds for such payment or redemption or otherwise) at the maturity or redemption date thereof shall be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section. All Outstanding Bonds of any series shall prior to the maturity or redemption date thereof be deemed to have been paid within the meaning and with the effect expressed in subsection (A) of this section if (1) in case any of said Bonds are to be redeemed on any date prior to their maturity, the University shall have given to the Trustee, in form satisfactory to it, irrevocable instructions to mail to the Registered Owners of such Bonds, notice of redemption of such Bonds on said date, (2) there shall have been deposited with the Trustee either moneys in an amount which shall be sufficient, or Defeasance Securities the principal of and the interest on which when due will provide moneys which, together with the moneys, if any, deposited with the Trustee at the same time, shall be sufficient, to pay when due the principal or redemption price, as applicable, and interest due and to become due, if applicable, on said Bonds on and prior to the redemption date or maturity date thereof, as the case may be, without adversely affecting the tax-exempt status of the interest (if any) on said Bonds taxable under the Code, and (3) in the event said Bonds are not by their terms subject to redemption within the next succeeding sixty (60) days, the University shall have given the Trustee in form satisfactory to it irrevocable instructions to mail, first class postage prepaid, a notice to the Registered Owners of such Bonds that the deposit required by (2) above has been made with the Trustee and that said Bonds are deemed to have been paid in accordance with this section and stating such maturity or redemption date upon which moneys are to be available for the payment of the principal, or redemption price, as applicable and interest due and to become due if applicable on said Bonds.

## APPENDIX C

## STUDENT FEE AND TUITION SCHEDULE

The 2011-2012 fee schedule reflected an approximately 7.0 % overall increase to student fees from the 2010-2011 academic year, including an approximately 10.0% increase to Tuition. The 2012-2013 fee schedule reflects an approximately 4.7% overall increase to student fees from the 2011-2012 academic year, including an approximately 5.7% increase to Tuition. The University bases the Estimated Annual Revenue to be collected from each of the fees on budgeting assumptions of the student fees approved for the current academic year (2011-2012 with the exception of fees from the summer session, which are based on the 2010-2011 fee schedule), and the number of full-time and part-time students for the previous academic year (2010-2011). The number of students obtained by dividing the Estimated Annual Revenue line items for full-time students on the fee schedules is less than the full-time equivalents and fall semester full-time enrollees for fall 2011 shown under the heading “THE UNIVERSITY—Five-Year Historical Enrollment Summary.” This is consistent with historic budgeting assumptions, including consideration of the University’s policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. The University’s estimates include certain assumptions concerning refunds, late fees and other variables in individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University’s best estimate of fee revenues. As more fully discussed under the heading “THE UNIVERSITY—Five-Year Historical Enrollment Summary,” the University’s enrollment has remained relatively stable for the past three years, but has seen an overall increase over the last five years. While the University is empowered to set fees and tuition, it cannot control the number of students enrolled in any year and continued, significant declines in enrollment could impact the ability of the University to collect sufficient Pledged Revenues to pay principal and interest on the Bonds. Pledged Fees are shown in bold on the following table.

Full-time undergraduate fees are charged to undergraduate students taking 12 or more credit hours. Full-time graduate fees are charged to graduate students taking nine or more credit hours. Part-time credit hour fees are charged to students taking fewer than full-time credit hours. For summer, the part-time credit hour fee is charged regardless of the number of credits.

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## ACADEMIC YEAR 2012-2013

	Full-Time Fees		Part-Time Fees			Total Annual Estimated Revenue
	Fall and Spring	Annual Estimated Revenue	Rate Per Credit Hour Fall and Spring	Rate Per Credit Hour Summer	Annual Estimated Revenue	
FACILITY FEES						
Student Facilities Fee	\$255.00	\$4,386,000	—	—	—	\$4,386,000
Campus Technology	83.40	1,434,480	\$6.15	\$6.15	\$295,200	1,729,680
GENERAL EDUCATION						
Tuition	2,208.51	37,986,372	256.19	256.19	12,297,120	50,283,492
ACTIVITY FEES						
Intercollegiate Athletics	116.41	2,002,252	3.30	3.30	158,400	2,160,652
Student Health Center	62.56	1,076,032	5.30	5.30	254,400	1,330,432
Student Union	130.39	2,242,708	6.79	6.79	325,920	2,568,628
ASISU Activities	56.12	965,264	3.66		124,440	1,089,704
Assoc. Student Body/ Programming (Summer Only)	—	—	—	6.00	84,000	84,000
Student ID Card	5.36	92,192	0.84	0.84	40,320	132,512
Childcare Services	14.41	247,852	2.00	2.00	96,000	343,852
Gender Resource Center	5.16	88,752	0.85	0.85	40,800	129,552
Leadership and Counselor Training	3.04	52,288	0.65	0.65	31,200	83,488
Marching Band	7.20	123,840	0.90	—	30,600	154,440
Debate Team	4.85	83,420	—	—	—	83,420
Intramural/Recreation	43.25	743,900	4.44	2.34	183,720	927,620
Student Band/Choir	5.22	89,784	—	—	—	89,784
Student Support	7.26	124,872	0.77	0.58	34,300	159,172
Alumni Activities	2.45	42,140	—	—	—	42,140
Scholarships	16.73	287,756	—	—	—	287,756
Stadium Operations	—	—	10.00	10.00	480,000	480,000
Outreach Program	—	—	1.47	0.22	53,060	53,060
Wellness Program	4.54	78,088	0.69	0.69	33,120	111,208
CW HOG	3.14	54,008				54,008
Subtotal Activity Fees	488.09		304.00			
Subtotal Student Fees	3,035.00					
OTHER FEES/TUITION						
Graduate/Professional	540.00	934,200	54.00		394,740	1,328,940
In-Service						
Undergraduate			96.00		633,600	633,600
Non-Resident Tuition	5,900.00	3,044,400	190.00		323,000	3,367,400
TOTAL ALL FEES						\$72,094,540
Total Estimated Pledged Revenues from Pledged Fees						\$54,669,492

**APPENDIX D**

**FINANCIAL STATEMENTS OF THE UNIVERSITY  
FOR THE YEARS ENDED JUNE 30, 2010 AND 2011  
AND INDEPENDENT AUDITOR'S REPORT**



## *Idaho State University*

*Financial Statements for the Years  
Ended June 30, 2011 and 2010  
and Independent Auditor's Report*

IDAHO STATE UNIVERSITY  
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## REPORT OF INDEPENDENT AUDITORS

The Idaho State Board of Education  
Idaho State University

We have audited the accompanying financial statements of Idaho State University (University) and its discretely presented component unit, Idaho State University Foundation, Inc. (the Foundation) as of and for the years ended June 30, 2011 and 2010, as listed in the table of contents. These financial statements are the responsibility of the University's and Foundation's management. Our responsibility is to express an opinion on these financial statements based on our audits. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 14. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it related to the amounts included for that component unit, is based solely on the report of other auditors.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe our audits and the reports of other auditors provide a reasonable basis for our opinion.

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University and its discretely presented component unit as of June 30, 2011 and 2010, and the changes in its financial position and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

The Management's Discussion and Analysis on pages 2 through 11 and certain information in Note 10, *Postemployment Benefits Other Than Pensions*, that is labeled as "required supplementary information" is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2011

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## IDAHO STATE UNIVERSITY

### Management's Discussion and Analysis For the fiscal year ended June 30, 2011

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#### INTRODUCTION

This Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of Idaho State University for the fiscal year ended June 30, 2011. It is intended to promote greater understanding of Idaho State University's (ISU or the University) financial activities and position. The MD&A includes the University's condensed and comparative statements, along with related graphs and charts. It should be read in conjunction with the financial statements and related footnote disclosures that follow the discussion. The financial statements, footnotes, and this discussion are the responsibility of management.

As a comprehensive public institution of higher learning, Idaho State University, located in Pocatello, Idaho, has served the citizens of the State since 1901, when it was first established as the Academy of Idaho. The University provides both general education and specialized programs in arts, humanities, sciences, the professions, and technologies and contributes to the State and nation through related research and public service programs. Idaho State University offers a diverse range of degree programs from baccalaureate to post-doctoral levels through the Colleges of Science and Engineering, Arts and Letters, Business, Education, Health Professions, Pharmacy, Technology, and the Graduate School. Through its programs in Health Professions, Pharmacy, the Family Practice Medical Residency, and the Idaho Dental Education Program, the University represents the primary higher educational institution for health professions in the state of Idaho.



#### OVERVIEW

The University's financial statements have been prepared in accordance with the Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, as amended by GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*.

The financial statements are comprised of the following components as explained briefly below.

**Independent Auditor's Report** – Presents an unqualified opinion rendered by an independent certified public accounting firm as to the fairness (in all material respects) of the financial statements. The audit firm is selected and engaged by the Idaho State Board of Education.

**Statement of Net Assets** – The statement of net assets includes all assets and liabilities of the University. Assets and liabilities are generally reported at their book value, on an accrual basis, as of the statement date. This statement also identifies any major categories of restrictions on the net assets of the University.

**Statement of Revenues, Expenses, and Changes in Net Assets** – The statement of revenues, expenses, and changes in net assets presents the revenues earned and expenses incurred during the year on an accrual basis, categorized as operating and nonoperating.

**Statement of Cash Flows** – The statement of cash flows presents the inflows and outflows of cash for the year; summarized by operating, non-capital financing, capital and related financing, and investing activities.

**Notes to the Financial Statements** – The Notes provide important additional information that expands and clarifies the financial statement data.

**Component Unit** – The Idaho State University Foundation, Incorporated (the Foundation) is a key partner and contributor to the University's educational mission and holds significant economic resources that benefit the University. It is the only affiliated organization that qualifies as a component unit of the University. Because the Foundation is a non-governmental entity, their financial statements are based upon reporting standards promulgated by the Financial Accounting Standards Board (FASB) and are audited by separate independent auditors. For purposes of this report, their financial information is presented on separate pages immediately following the corresponding university information.



## ***STATEMENT OF NET ASSETS***

The *Statement of Net Assets* reflects the financial position of the University at the end of the fiscal year. The difference between total assets and total liabilities represents net assets. Changes in net assets occur over time and are one indicator of the financial condition of the University. Net Assets are presented in three major categories on the statement, each of which is described in more detail within the footnotes to the statements. A summary comparison of the assets, liabilities, and net assets for the years ended June 30, 2011, 2010, and 2009, is presented below.



Schedule of Net Assets			
	<u>June 30, 2011</u>	<u>June 30, 2010</u>	<u>June 30, 2009</u>
Assets:			
Current Assets	\$ 94,971,188	\$ 80,612,923	\$ 69,902,072
Noncurrent Assets	196,119,584	191,955,047	192,081,655
Total Assets	291,090,772	272,567,970	261,983,727
Liabilities:			
Current Liabilities	28,439,127	27,585,649	28,214,198
Noncurrent Liabilities	71,749,739	75,445,975	78,931,975
Total Liabilities	100,188,866	103,031,624	107,146,173
Net Assets:			
Invested in capital assets, net of related debt	123,571,307	113,836,708	108,043,090
Restricted, expendable	6,558,524	8,479,940	13,023,152
Unrestricted	60,772,075	47,219,698	33,771,312
Total Net Assets	\$ 190,901,906	\$ 169,536,346	\$ 154,837,554

As shown in the schedule above, the University's total net assets increased by approximately \$21.4 million from the prior fiscal year. The increase results from a variety of issues, but the major contributing factors are holding costs relatively flat, stable enrollment, and reducing debt, coupled with increases in tuition and fees, grants, and additions to capital assets. The overall increase was offset by the continuing decline in state funding.



### ***REVENUES, EXPENSES, AND CHANGES IN NET ASSETS***

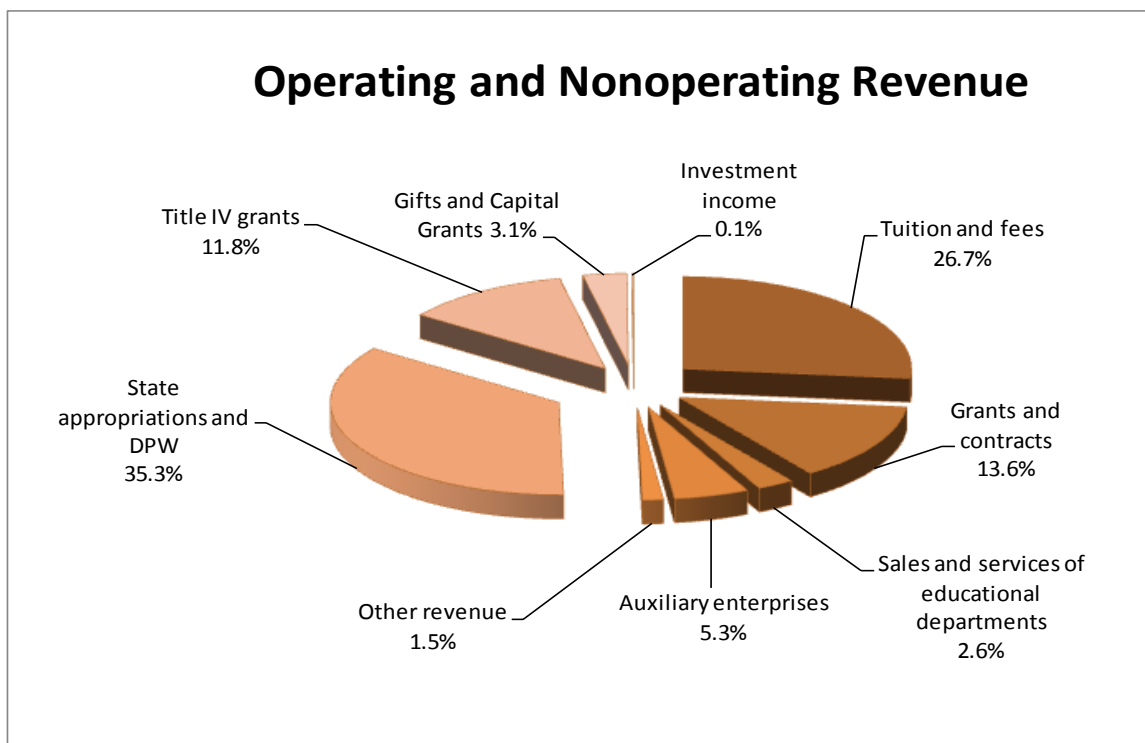
A comparative statement summarizing the University's revenues, expenses, and changes in net assets for the years ended June 30, 2011, 2010, and 2009, is shown below.

<b>Summary Statement of Revenues, Expenses &amp; Changes in Net Assets</b>			
	<b><u>FY 2011</u></b>	<b><u>FY 2010</u></b>	<b><u>FY 2009</u></b>
Operating revenues			
Student tuition and fees (net of scholarship discounts and allowances)	\$ 62,525,361	\$ 57,721,128	\$ 52,694,142
Federal grants and contracts	13,653,117	14,166,811	13,734,296
State and local grants and contracts	9,786,215	9,813,602	9,822,969
Private grants and contracts	8,532,830	6,719,031	6,932,162
Sales and services of educational activities	6,066,029	5,543,843	4,233,153
Sales and services of auxiliary enterprises	12,426,182	12,444,156	12,222,735
Other	3,470,991	2,821,388	3,349,149
Total operating revenues	116,460,725	109,229,959	102,988,606
Operating expenses	209,724,689	207,824,538	211,124,375
Operating income (loss)	(93,263,964)	(98,594,579)	(108,135,769)
Nonoperating revenues (expenses)			
State appropriations	75,402,147	78,816,476	88,048,039
State Department of Public Works	7,375,601	3,892,864	11,962,205
Title IV grants	27,767,664	24,301,307	15,515,208
Gifts	5,396,289	5,959,068	6,705,788
Net investment income	252,720	238,229	614,313
Amortization of bond financing costs	(60,954)	(60,953)	(60,953)
Interest on capital asset related debt	(3,355,101)	(3,507,755)	(3,502,128)
Net nonoperating revenues (expenses)	112,778,366	109,639,236	119,282,472
Other revenue and expenses			
Capital gifts and grants	1,937,104	3,639,092	84,764
Gain or (loss) on disposal of fixed assets	(85,946)	15,043	(76,953)
Net other revenues and expenses	1,851,158	3,654,135	7,811
Increase in net assets	21,365,560	14,698,792	11,154,514
Net assets - beginning of year	169,536,346	154,837,554	143,683,040
Net assets - end of year	\$ 190,901,906	\$ 169,536,346	\$ 154,837,554

### ***Revenue***

Operating revenues received by the University are the result of providing goods and services to the various customers and constituencies of the University. Student tuition and fees, as well as research grants and contracts, are prime examples of operating revenues. Nonoperating revenues are those monies received for which goods and services are not provided. For example, as a public institution, one of ISU's primary sources of revenue is appropriations provided by the state of Idaho, which, as directed by GASB standards, are classified as nonoperating revenue. As a result, the University's financial statements typically show an operating loss. A more comprehensive assessment of the operations of the University is reflected in the change in net assets at the end of the year.

Total revenues for the year ended June 30, 2011, were \$234.6 million, representing an increase of 3.8% from fiscal year 2010. Below is a graphic illustration of revenues by source (both operating and non-operating) for the year ended June 30, 2011.



Fiscal year 2011, continued the trend in reduced general and programmatic appropriations from the State of Idaho. This is reflected by a 4.3% reduction in appropriated funding, which equates to \$3.4 million. When combined with the Department of Public Works (DPW), total state funding is relatively flat. However, this is a factor of one-time funding of \$5.2 million from the DPW for completion of the Meridian remodel project.



To help offset appropriated funding reductions, all state-supported institutions of higher education in Idaho increased tuition and fees in fiscal year 2011. This increase at ISU, coupled with the on-going cost reduction initiatives, were strategic steps considered necessary to sustain the institution and build reserves to face the challenging and uncertain economic times, and maintain a course that ensures educational excellence for our students. In addition, revenue from federal title IV grant funds delivered as aid to students rose during the year by \$3.5 million, or 14.3%.

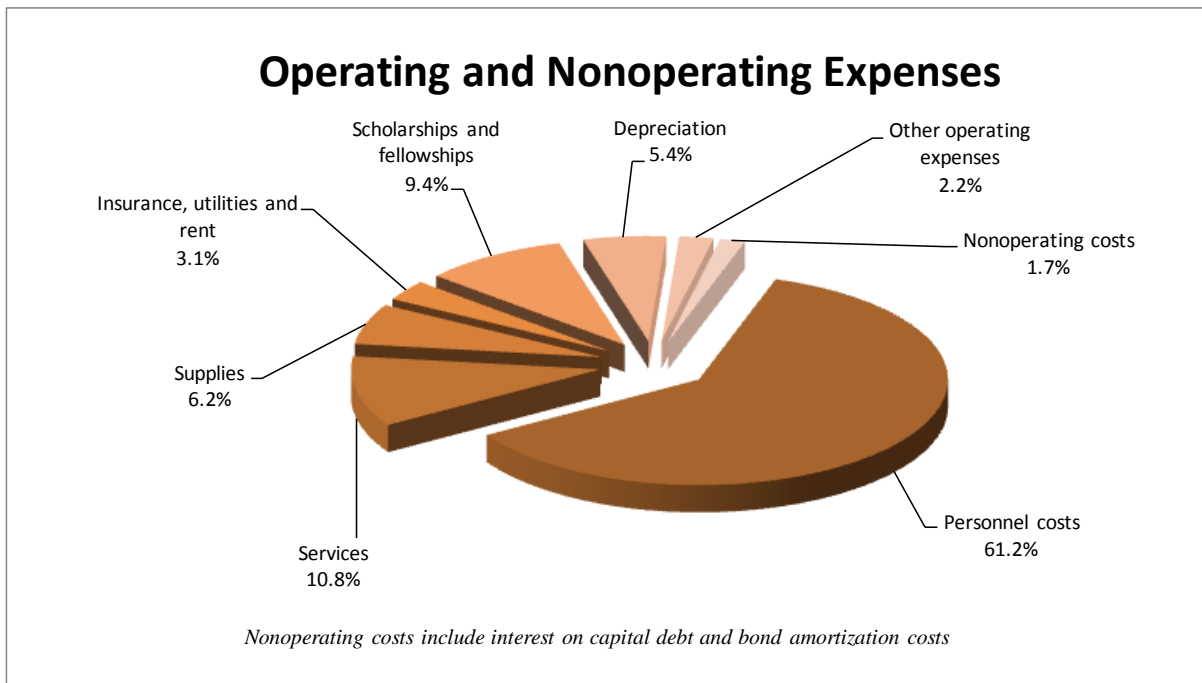
Revenue from research grants was up 4.1%, or about \$1.3 million. The institution continues its strong commitment to research, as evidenced by the Carnegie Foundation's classification of Idaho State University as a Research University-High status. ISU is only one of 98 institutions in the country in this prestigious group. As part of our commitment to research, the University purchased a 209,000 square foot building located in the University Research Park to house the Idaho Joint Research Center. The center

will provide a multidisciplinary approach to energy research, including material sciences, electrical engineering, and nuclear engineering.

### *Expenses*

Operating expenses represent the costs associated with providing goods and services to enable us to carry out the mission of the University. A comparative summary of expenses for the years ended June 30, 2011, 2010, and 2009 is presented below, along with a graphic of expenditures by natural classification.

<b><u>Summary Statement of Expenses</u></b>			
	<b><u>2011</u></b>	<b><u>2010</u></b>	<b><u>2009</u></b>
<b>Operating</b>			
Personnel costs	\$ 130,457,000	\$ 133,372,372	\$ 137,900,068
Services	23,073,330	21,246,038	22,905,039
Supplies	13,257,589	11,200,367	12,311,174
Insurance, utilities and rent	6,660,260	7,172,329	7,913,599
Scholarships and fellowships	20,084,127	20,067,882	15,048,716
Depreciation Expense	11,462,198	10,832,307	10,047,530
Other operating Expenses	4,730,185	3,933,243	4,998,249
Total operating expenses	<u>209,724,689</u>	<u>207,824,538</u>	<u>211,124,375</u>
<b>Nonoperating</b>			
Amortization of bond financing costs	60,954	60,953	60,953
Loss (gain) on disposal of fixed assets	85,946	(15,043)	76,953
Interest on capital asset related debt	3,355,101	3,507,755	3,502,128
Total nonoperating expenses	<u>\$ 3,502,001</u>	<u>\$ 3,553,665</u>	<u>\$ 3,640,034</u>



At \$209.7 million, fiscal year 2011 operating expenditures increased by less than 1%. Holding operating costs at a relatively flat position is once again indicative of the initiatives the University implemented to

meet the challenges of the declining economy and budget holdbacks and prepare for additional financial challenges in the future. Where feasible, delayed hiring and the use of temporary employees helped to maintain stable personnel costs. The majority of the \$2.9 million dollar decrease in these costs is related to state insurance premium reprieves during the year. This was partially offset by increases in supplies, which were driven by much needed non-capital expenditures in computer labs and centers, instructional media, and the Center for Advanced Energy Studies research facility. Increased outlays for services were primarily the result of completing necessary repair and maintenance efforts through the DPW and an increase in costs stemming from subcontract work on sponsored grants and projects.

In addition to the natural classification of expenses presented previously, the three-year comparative summary of expenses categorized by functional classification provides additional insight into the nature of University expenditures. While there were no material changes over the prior year, it is noteworthy that expenditures for student services continue to increase. This reflects the infusion of \$380,000 in the Career Path Internship program and enhanced efforts for international students and advising.

<b><u>Summary Statement of Operating Expenses by Function</u></b>				
	<b><u>2011</u></b>	<b><u>2010</u></b>	<b><u>2009</u></b>	
Instruction	\$ 80,931,125	\$ 81,513,589	\$ 86,851,409	
Research	18,092,340	17,394,610	17,282,465	
Public Service	4,064,941	4,291,417	5,127,353	
Academic Support	11,025,514	11,351,090	11,306,932	
Libraries	2,400,075	2,522,461	2,552,186	
Student Services	8,269,463	7,443,122	7,428,907	
Institutional Support	17,620,322	17,526,844	17,824,842	
Maintenance and Operations	14,027,825	13,572,310	16,005,877	
Auxiliary Enterprises	21,746,759	21,308,706	21,648,158	
Scholarships and Fellowships	20,084,127	20,068,082	15,048,716	
Depreciation	11,462,198	10,832,307	10,047,530	
Total Functional Expenses	<u>\$ 209,724,689</u>	<u>\$ 207,824,538</u>	<u>\$ 211,124,375</u>	

## ***CASH FLOWS***

The various sources of cash, along with their application and use, are presented in the *Statement of Cash Flows*. This analytical perspective is useful in assessing the ability of the university to satisfy its financial obligations as they come due. The statement classifies the flow of cash in the following four categories.

Operating activities - Displays the net cash flow required to conduct the day-to-day operating activities of the institution and reflects the continued need for funding from the state of Idaho.

Noncapital financing activities - Reflects the net cash flow of non-operating transactions not related to investing or capital financing activities, and includes funds provided by state appropriations.

Capital and related financing activities - Includes payments for the acquisition of capital assets, proceeds from long-term debt, and debt repayment.



Investing activities – Details the funds involved in the purchase and sale of investments and reflects the change in rates of return on invested funds.

The statement summarizes the net cash flow and reconciles to the operating income or loss, as reflected on the *Statement of Revenues, Expenses, and Changes in Net Assets*.

A summary of the *Statement of Cash Flows* for the year ended June 30, 2011, is presented below.

<b><u>Summary Statement of Cash Flows</u></b>			
	<b><u>FY 2011</u></b>	<b><u>FY 2010</u></b>	<b><u>FY 2009</u></b>
Cash and cash equivalents (used in) or provided by:			
Operating activities	\$ (77,316,030)	\$ (86,116,976)	\$ (91,536,212)
Noncapital financing activities	107,537,874	105,911,573	109,034,526
Capital and related financing activities	(16,803,973)	(14,241,614)	(21,467,964)
Investing activities	214,823	217,735	539,831
Net increase (decrease) in cash	13,632,694	5,770,718	(3,429,819)
Cash and cash equivalents, beginning of year	62,597,060	56,826,342	60,256,161
Cash and cash equivalents, end of year	<u>\$ 76,229,754</u>	<u>\$ 62,597,060</u>	<u>\$ 56,826,342</u>

For purposes of the *Statement of Cash Flows*, the University considers all highly liquid investments with an original maturity of three months or less and all non-negotiable certificates of deposit to be cash equivalents.

### ***CAPITAL ASSET AND DEBT ACTIVITIES***

The University considers the effective management of the institution's physical resources as a fundamental element of its financial stewardship, including the prudent use of debt to finance such resources. The development and maintenance of our physical resources is a key factor in creating and sustaining a learning environment that permits education to flourish. Idaho State University's total capital assets before depreciation increased by \$14.0 million; from \$326.0 million in 2010, to \$340.0 million in 2011.

Total institutional long-term debt declined by \$4.3 million from \$75.1 million at June 30, 2010, to \$70.8 million at June 30, 2011. The University incurred no new long-term debt and continued to pay down existing debt according to the debt schedule detailed in the notes of this report.



## ***ECONOMIC OUTLOOK***

Despite the challenges experienced during the economic downturn in the nation and world, ISUs overall financial position remains relatively strong. The University has incurred no new debt in recent years and continues to monitor and minimize expenditures wherever and whenever it makes sense to do so. Managing multiple, consecutive years of reductions in state appropriated dollars has been, and continues to be challenging. Along with cost containment, alternative revenue sources have been utilized to maintain and sustain quality educational programs. As the cost of delivering these programs continues to rise, the University must depend on private gifts, research grants, and tuition and fees for incremental revenue.

The University continued its efforts and progress on many initiatives during the fiscal year. The research efforts of faculty and others continue to produce exemplary results. For example, there will be more family doctors in Idaho due to a \$960,000 grant awarded this fall to the Family Medicine Residency Program. The grant is designed to increase the number of primary care physicians in the state and will increase the total number of medical residents in the residency program from 18 to 21 over the next five years.

The College of Technology received a \$1.2 million dollar "Go On" grant from the J.A. and Kathryn Albertson Foundation to improve Idaho's student retention rates. Under the program, students will work with the Center for New Directions to develop an educational and career plan and counselors and faculty will serve as mentors. Scholarships will be available for further credit courses and various business and industry representatives will frequently meet with students about their career options and choices.



The Idaho Museum of Natural History, located on the Pocatello campus, was awarded full accreditation by the American Association of Museums. The museum met rigid standards in all areas and was cited as making impressive changes, especially in terms of university support. The Association stated the museum has become not only "...one of the finest in Idaho, but also one of the best in America."



Efforts by University researchers were bolstered by a \$1.0 million grant from the National Science Foundation dealing with "virtual zooarchaeology." The grant furthers development of an online two and three-dimensional archeological collection of Arctic animal bones and will provide tools necessary to assist more efficient, accurate, and cost-effective analyses by researchers around the world.

The NCAA Division I Committee on Athletics Certification awarded the Department of Athletics NCAA Certification without condition. In meeting the NCAA requirements, the University increased the number of women's athletic scholarships, increased funding for the program, and improved the women's softball complex and the intercollegiate locker rooms for women's volleyball, softball, and basketball.



Since the University is ultimately subject to the same economic variables that affect other financial entities, it is not possible to predict future outcomes. We have a number of challenges ahead and maintaining the ambitious course we have set will not be a simple task. However, we remain confident that through careful stewardship of our resources, exercising thoughtful and prudent decision making, and continuing to work together with the various stakeholders and constituencies that support Idaho State University, we will continue to offer outstanding educational opportunities for our students.



*The audited financial statements included in this report, along with the accompanying notes to the financial statements, provide pertinent information and details related to the financial activities discussed in this analysis.*



**IDAHO STATE UNIVERSITY**  
**STATEMENT OF NET ASSETS**  
**AS OF JUNE 30, 2011 AND 2010**

	2011	2010
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 46,469,047	\$ 45,898,241
Cash with Treasurer	29,760,707	16,698,819
Student loans receivable	251,780	299,594
Accounts receivable and unbilled charges, less allowance for doubtful accounts of \$1,358,432 and \$510,614, respectively	13,209,650	11,225,799
Due from state agencies	4,048,548	5,661,440
Interest receivable	128,615	90,718
Inventories	276,492	251,702
Prepaid expenses	826,349	486,610
Total current assets	<u>94,971,188</u>	<u>80,612,923</u>
NONCURRENT ASSETS:		
Student loans receivable, less allowance for doubtful loans of \$504,502 and \$488,852	1,527,146	1,564,654
Assets held in trust	269,941	1,512,602
Deferred bond financing costs	1,037,808	1,125,445
Property, plant, and equipment, net	193,284,689	187,752,346
Total noncurrent assets	<u>196,119,584</u>	<u>191,955,047</u>
TOTAL ASSETS	<u>\$ 291,090,772</u>	<u>\$ 272,567,970</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable and accrued liabilities	\$ 2,685,986	\$ 2,223,049
Due to state agencies	546,367	1,541,318
Accrued salaries and benefits payable	9,452,002	8,915,073
Compensated absences payable	4,288,645	4,594,205
Deposits	179,794	152,637
Funds held in custody for others	698,243	694,740
Deferred revenue	5,300,724	4,438,141
Accrued interest payable	864,961	917,425
Notes and bonds payable	4,422,405	4,109,061
Total current liabilities	<u>28,439,127</u>	<u>27,585,649</u>
NONCURRENT LIABILITIES:		
Other post-employment benefits payable	5,360,000	4,453,000
Notes and bonds payable	66,389,739	70,992,975
Total noncurrent liabilities	<u>71,749,739</u>	<u>75,445,975</u>
TOTAL LIABILITIES	<u>100,188,866</u>	<u>103,031,624</u>
NET ASSETS:		
Invested in capital assets, net of related debt	123,571,307	113,836,708
Restricted, expendable	6,558,524	8,479,940
Unrestricted	60,772,075	47,219,698
Total net assets	<u>190,901,906</u>	<u>169,536,346</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 291,090,772</u>	<u>\$ 272,567,970</u>

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

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IDAHO STATE UNIVERSITY FOUNDATION  
STATEMENT OF FINANCIAL POSITION  
AS OF JUNE 30, 2011 AND 2010

ASSETS	2011	2010
Cash and cash equivalents	\$ 2,419,802	\$ 642,044
Cash and cash equivalents-restricted	851,039	735,366
Investments	41,051,000	37,757,721
Gift Pledges receivable, net	3,233,981	3,768,157
Cash surrender value	44,219	40,062
Miscellaneous receivables	20,001	40,509
Capitalized bond issuance costs, net	165,154	188,945
Property held for sale and investments	1,697,327	1,999,271
Total Assets	<u>\$ 49,482,523</u>	<u>\$ 45,172,075</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable	\$ 58,904	\$ 57,953
Scholarships and other payables to ISU	785,724	787,018
Obligations to beneficiaries under split-interest agreements	710,014	1,216,702
Funds held in custody for others	49,310	42,073
Long term debt	6,000,000	9,260,000
Total liabilities	7,603,952	11,363,746
NET ASSETS		
Unrestricted	(4,793,872)	(10,267,059)
Temporarily restricted	16,622,396	16,127,084
Permanently restricted	30,050,047	27,948,304
Total net assets	<u>41,878,571</u>	<u>33,808,329</u>
Total Liabilities and net assets	<u>\$ 49,482,523</u>	<u>\$ 45,172,075</u>

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY

STATEMENT OF REVENUES EXPENSES AND CHANGES IN NET ASSETS  
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
OPERATING REVENUES		
Student tuition and fees (net of scholarship discounts and allowances of \$22,998,668 and \$21,643,103 respectively)	\$ 62,525,361	\$ 57,721,128
Federal grants and contracts	13,653,117	14,166,811
State and local grants and contracts	9,786,215	9,813,602
Private grants and contracts	8,532,830	6,719,031
Sales and services of educational activities	6,066,029	5,543,843
Sales and services of auxiliary enterprises	12,426,182	12,444,156
Other	3,470,991	2,821,388
Total operating revenues	116,460,725	109,229,959
OPERATING EXPENSES		
Personnel costs	130,457,000	133,372,372
Services	23,073,330	21,246,038
Supplies	13,257,589	11,200,367
Insurance, utilities and rent	6,660,260	7,172,329
Scholarships and fellowships	20,084,127	20,067,882
Depreciation	11,462,198	10,832,307
Miscellaneous	4,730,185	3,933,243
Total operating expenses	209,724,689	207,824,538
OPERATING LOSS	(93,263,964)	(98,594,579)
NONOPERATING REVENUES (EXPENSES)		
State appropriations:		
State general account - general education	61,632,435	64,586,565
Endowment income	2,124,036	2,124,326
Other state appropriations	2,646,998	2,580,092
Professional technical education	8,998,678	9,525,493
Department of Public Works	7,375,601	3,892,864
Title IV grants	27,767,664	24,301,307
Gifts (including \$5,064,955 and \$4,876,757 respectively, from Idaho State University Foundation)	5,396,289	5,959,068
Net investment income	252,720	238,229
Amortization of bond financing costs	(60,954)	(60,953)
Interest on capital asset related debt net of capitalized	(3,355,101)	(3,507,755)
Net nonoperating revenues	112,778,366	109,639,236
INCOME BEFORE OTHER REVENUES AND EXPENSES	19,514,402	11,044,657
OTHER REVENUES AND EXPENSES		
Capital gifts and grants (including \$0 and \$3,354,000, respectively from Idaho State University Foundation)	1,937,104	3,639,092
Gain or (loss) on disposal of fixed assets	(85,946)	15,043
Net other revenues and expenses	1,851,158	3,654,135
INCREASE IN NET ASSETS	21,365,560	14,698,792
NET ASSETS, BEGINNING OF YEAR	169,536,346	154,837,554
NET ASSETS, END OF YEAR	\$ 190,901,906	\$ 169,536,346

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

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**IDAHO STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2011**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Contributions and gifts	\$ 2,861,739	\$ 2,444,905	\$ 2,047,129	\$ 7,353,773
Contributed services	745,262	-	-	745,262
Interest and dividends	252,304	391,828	-	644,132
Net realized/unrealized gains on investments	1,046,043	4,891,465	-	5,937,508
Fees, charges, and miscellaneous	670,103	9,176	-	679,279
Net change in value of annuity and life insurance	-	893,447	43,835	937,282
Total revenues and gains	5,575,451	8,630,821	2,090,964	16,297,236
Board and donor designated transfers	(4,067)	(6,712)	10,779	-
Net assets released from program restrictions	8,128,797	(8,128,797)	-	-
Total revenues	13,700,181	495,312	2,101,743	16,297,236
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	2,764,353	-	-	2,764,353
Scholarships	1,041,106	-	-	1,041,106
Athletic	317,685	-	-	317,685
ISU department support	1,644,096	-	-	1,644,096
Support services				
Management and general	468,819	-	-	468,819
Fundraising	1,990,935	-	-	1,990,935
Total expenses	8,226,994	-	-	8,226,994
CHANGE IN NET ASSETS	5,473,187	495,312	2,101,743	8,070,242
NET ASSETS, beginning of year	(10,267,059)	16,127,084	27,948,304	33,808,329
NET ASSETS, end of year	\$ (4,793,872)	\$ 16,622,396	\$ 30,050,047	\$ 41,878,571

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

**IDAHO STATE UNIVERSITY FOUNDATION**  
**STATEMENT OF ACTIVITIES**  
**YEAR ENDED JUNE 30, 2010**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
<b>REVENUES</b>				
Contributions and gifts	\$ 3,422,840	\$ 1,925,483	\$ 1,632,330	\$ 6,980,653
Contributed services	617,336	-	-	617,336
Interest and dividends	243,420	675,014	-	918,434
Net realized/unrealized gains/loss on investments	436,283	1,562,663	-	1,998,946
Fees, charges, and miscellaneous	677,436	-	-	677,436
Net change in value of annuity and life insurance	-	262,769	15,373	278,142
Total revenues and gains	5,397,315	4,425,929	1,647,703	11,470,947
Board and donor designated transfers	336,863	(320,109)	(16,754)	-
Net assets released from program restrictions	8,331,636	(8,331,636)	-	-
Total revenues	14,065,814	(4,225,816)	1,630,949	11,470,947
<b>EXPENSES</b>				
Program support to Idaho State University				
Donations/transfers	6,453,396	-	-	6,453,396
Scholarships	1,046,811	-	-	1,046,811
Athletic	280,483	-	-	280,483
Department support	1,856,561	-	-	1,856,561
Support services				
Management and general	929,337	-	-	929,337
Fundraising	1,013,796	-	-	1,013,796
Total expenses	11,580,384	-	-	11,580,384
CHANGE IN NET ASSETS	2,485,430	(4,225,816)	1,630,949	(109,437)
NET ASSETS, beginning of year	(12,752,489)	20,352,900	26,317,355	33,917,766
NET ASSETS, end of year	\$ (10,267,059)	\$ 16,127,084	\$ 27,948,304	\$ 33,808,329

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY

STATEMENT OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010

	2011	2010
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Student fees	\$ 53,207,671	\$ 50,069,170
Grants and contracts	32,609,310	30,022,009
Sales and services of educational activities	4,873,212	5,379,116
Sales and services from auxiliary enterprises	12,519,251	12,437,410
Other operating revenue	3,825,364	2,514,656
Collection on loans to students	405,447	531,456
Payments to and on behalf of employees	(128,159,792)	(130,463,238)
Payments to suppliers	(43,555,989)	(42,127,255)
Payments for scholarships and fellowships	(12,693,141)	(14,024,438)
Loans issued to students	(347,363)	(455,862)
Net cash used by operating activities	(77,316,030)	(86,116,976)
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES</b>		
State appropriations	75,596,855	79,101,114
Gifts	4,770,009	4,494,451
Title IV grants	28,499,455	23,522,731
Agency account receipts	19,360,495	65,859,565
Agency account payments	(21,094,332)	(66,164,858)
Direct lending receipts	77,351,376	78,416,464
Direct lending payments	(76,945,984)	(79,317,894)
Net cash provided by noncapital financing activities	107,537,874	105,911,573
<b>CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Capital gifts and grants	294,781	3,403,961
Capital Purchases	(10,670,641)	(12,414,974)
Transfer from Bond trustee	1,242,661	2,076,195
Principal paid on capital debt	(4,109,061)	(3,575,834)
Interest paid on capital debt	(3,561,713)	(3,730,962)
Net cash used by financing activities	(16,803,973)	(14,241,614)
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Investment income	214,823	217,735
Net cash provided by investing activities	214,823	217,735
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	13,632,694	5,770,718
<b>CASH AND CASH EQUIVALENTS--Beginning of year</b>	62,597,060	56,826,342
<b>CASH AND CASH EQUIVALENTS--End of year</b>	\$ 76,229,754	\$ 62,597,060
<b>RECONCILIATION OF NET OPERATING LOSS TO NET CASH AND CASH EQUIVALENTS USED IN OPERATING ACTIVITIES</b>		
Operating Loss	\$ (93,263,964)	\$ (98,594,579)
Adjustments to reconcile net operating loss to net cash used by operating activities		
Depreciation	11,462,198	10,832,307
Maintenance costs paid by Department of Public Works and other	2,710,159	2,022,568
Change in assets and liabilities		
Accounts receivable, net	(22,526)	(2,577,615)
Prepaid expenses	(339,739)	50,165
Student loans receivable, net	85,323	62,850
Inventory	(24,790)	27,325
Accounts payable and accrued liabilities	431,241	239,202
Accrued salaries and benefits payable	1,126,470	(162,191)
Deposits	27,157	(1,263)
Deferred revenue	492,441	1,984,255
Net cash used in operating activities	\$ (77,316,030)	\$ (86,116,976)
<b>SUPPLEMENTAL SCHEDULE OF NONCASH CAPITAL AND RELATED FINANCING ACTIVITIES</b>		
Assets acquired from the Department of Public Works	\$ 5,329,471	\$ 2,543,419
Donated capital assets	\$ 1,642,323	\$ 235,131

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY COMPONENT UNIT

**IDAHO STATE UNIVERSITY FOUNDATION  
STATEMENT OF CASHFLOWS  
FOR THE YEARS ENDED JUNE 30, 2011 AND 2010**

	<u>2011</u>	<u>2010</u>
<b>CASH FLOWS FROM (USED FOR) OPERATING ACTIVITIES</b>		
Change in net assets	\$ 8,070,242	\$ (109,437)
Adjustments to reconcile increase in net assets to net cash from (used by) operating activities		
Unrealized gain on investments	(5,133,360)	(2,661,545)
Realized gain on investments	(92,822)	-
Realized gain on sale of property held for sale and investment	(711,325)	-
Donated assets held for sale	(100,954)	(285,022)
Write down of property held for sale	-	662,599
Change in value of split interest agreements	(909,537)	(266,594)
Other	4,020	(874)
Amortization expense	23,791	21,338
Changes in assets and liabilities		
Obligations to beneficiaries	506,688	87,040
Payments to beneficiaries	(136,263)	(232,478)
Gift pledges receivable	141,726	355,417
Cash surrender value	(4,157)	(11,548)
Miscellaneous receivable	20,508	45,504
Accounts payable	951	(23,423)
Scholarships and other payables to ISU	(1,294)	787,018
Funds held for others	7,237	5,612
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<u>1,685,451</u>	<u>(1,626,393)</u>
<b>CASH FLOWS FROM (USED FOR) INVESTING ACTIVITIES</b>		
Proceeds from sale of investments	3,033,000	74,771
Restricted cash	(115,673)	1,558,211
Purchase of investments	(703,290)	(828,984)
Proceeds from sale of land	1,138,270	67,657
<b>NET CASH PROVIDED BY INVESTING ACTIVITIES</b>	<u>3,352,307</u>	<u>871,655</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Payment on bonds payable	(3,260,000)	(1,550,000)
<b>NET CASH USED BY FINANCING ACTIVITIES</b>	<u>(3,260,000)</u>	<u>(1,550,000)</u>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	1,777,758	(2,304,738)
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>642,044</u>	<u>2,946,782</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 2,419,802</u>	<u>\$ 642,044</u>
<b>SUPPLEMENTAL DISCLOSURES</b>		
Cash paid for interest	<u>\$ 20,301</u>	<u>\$ 23,288</u>
Pledge receivable reclassified as land held for sale	<u>\$ -</u>	<u>\$ 346,400</u>

See Accompanying Notes to Financial Statements

## IDAHO STATE UNIVERSITY

Notes To Financial Statements  
Years Ended June 30, 2011 And 2010

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**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Idaho State University (the University) is part of the public system of higher education in the State of Idaho (the State). The system is considered part of the State of Idaho financial reporting entity. The State Board of Education (SBOE), appointed by the Governor and affirmed by the legislature, directs the system. The University is located in Pocatello, Idaho. Significant accounting policies are described below to enhance the usefulness of the financial statements to the reader.

**Reporting Entity** – The Idaho State University Foundation, Inc. (the Foundation) is considered a component unit of the University as defined by GASB Statement No 39, *Determining Whether Certain Organizations are Component Units*. As such, the Foundation is discretely presented for fiscal years ended June 30, 2011 and 2010. Additional detail and discussion related to the Foundation can be found in Note 13 of this report.

**Basis of Accounting** – For financial reporting purposes, the University is considered a special-purpose government engaged only in business-type activities. Accordingly, the University's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All significant intra-agency transactions have been eliminated.

The University has the option to apply all Financial Accounting Standards Board (FASB) pronouncements issued after November 30, 1989, unless FASB conflicts with the GASB. The University has elected not to apply FASB pronouncements issued after the applicable date.

**Cash Equivalents** – The University considers all liquid investments with a remaining maturity of three months or less at the date of acquisition and all non-negotiable certificates of deposit to be cash equivalents.

**Cash with Treasurer**—Balances classified as Cash with Treasurer are amounts that are required to be remitted to the State of Idaho as a result of the student fee collection process and, once remitted, these balances are under the control of the State Treasurer. Interest accruing on the balance is maintained in a separate fund and must be appropriated by the legislature before any expenditure can occur.

**Student Loans Receivable** – Loans receivable from students bear interest at rates ranging from 3.00% to 7.00% and are generally payable to the University in installments over a 5 to 10 year period, commencing 6 or 9 months after the date of separation from the University.

**Accounts Receivable** – Accounts receivable consist of fees charged to students as well as auxiliary enterprise services provided to students, faculty and staff, the majority of each residing in the State of Idaho. Accounts receivable also include amounts due from the federal government, state and local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the University's grants and contracts. Accounts receivable are recorded net of estimated uncollectible amounts.



**Property, Plant and Equipment** – Capital assets are stated at cost when purchased or constructed, or if acquired by gift, at the estimated fair value at date of the gift. The University's capitalization policy includes all items with a unit cost of \$5,000 or more, and an estimated useful life of greater than one year. Renovations to buildings and land improvements that significantly increase the value or extend the useful life of the structure are capitalized. Routine repairs and maintenance are charged to operating expense in the period in which the expense was incurred.

Depreciation is computed using the straight-line method over the estimated useful lives of the assets, generally 50 years for buildings, 12 to 25 years for land improvements, 10 years for library books, and 5 to 13 years for equipment.

In fiscal year 2010, in accordance with the requirements and definitions of GASB No. 51, *Accounting and Financial Reporting for Intangible Assets*, the University adopted a policy of capitalizing any intangible assets \$200,000 or greater in value that have an expected useful life of three years or longer. The University adopted this policy in compliance with the State of Idaho guidelines related to the requirements of implementation for GASB No. 51.



The University houses collections at the Idaho Museum of Natural History that it does not capitalize. These collections adhere to the University's policy to (a) maintain them for public exhibition, education, or research; (b) protect, keep unencumbered, care for, and preserve them; and (c) require proceeds from their sale to be used to acquire other collection items. The University charges these collections to operations at the time of purchase, in accordance with generally accepted accounting principles.

**Deferred Revenues** – Deferred revenues include amounts received for tuition and fees and certain auxiliary activities prior to the end of the fiscal year, but related to the subsequent accounting period. Deferred revenues also include amounts received from grant and contract sponsors that have not yet been earned.

**Compensated Absences** – Employee vacation pay that is earned but unused is accrued at year-end for financial statement purposes. Amounts included in accrued salaries and benefits payable in the statement of net assets are \$4,288,645 and \$4,594,205 at June 30, 2011 and 2010, respectively.

**Noncurrent Liabilities** – Noncurrent liabilities include the principal portions of revenue bonds payable, notes payable with contractual maturities greater than one year, and the net amount of other post-employment benefits payable.

**Net Assets** – The University's net assets are classified as follows.

*Invested in Capital Assets, Net of Related Debt* – This represents the University's total investment in capital assets, net of outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included as a component of invested in capital assets, net of related debt.

*Restricted, Expendable* – Restricted expendable net assets include resources which the University is legally or contractually obligated to use in accordance with restrictions imposed by external third parties.

*Unrestricted* – Unrestricted net assets represent resources derived from student fees, state appropriations, and sales and services of educational departments and auxiliary enterprises. These resources are used for transactions related to the educational and general operations of the University, and may be used at the discretion of the institution to meet current expenses for any lawful purpose and in accordance with SBOE policy.

***Income and Unrelated Business Income Taxes*** – The University, as a political subdivision of the State of Idaho, is excluded from Federal income taxes under Section 115(1) of the Internal Revenue Code, as amended. The University is liable for tax on its unrelated business income. Defined by the Internal Revenue Code, unrelated business income is income from a trade or business, regularly carried on, that is not substantially related to the performance by the organization of its exempt purpose or function. The University did not incur unrelated business income tax expense in the fiscal years ended June 30, 2011 or 2010.

***Classification of Revenues*** – The University has classified its revenues as either operating or nonoperating revenues according to the following criteria:

*Operating Revenues* – Operating revenues include activities that have the characteristics of exchange transactions, such as (1) student fees net of scholarship discounts and allowances, (2) sales and services of auxiliary enterprises, (3) most federal, state and local grants and contracts and federal appropriations, and (4) interest on institutional student loans.

*Nonoperating Revenues* – Nonoperating revenues include activities that have the characteristics of nonexchange transactions such as gifts and contributions, and other revenue resources defined as nonoperating revenues by GASB Statement No. 9, *Reporting Cash Flows of Proprietary and Nonexpendable Trust Funds and Governmental Entities That Use Proprietary Fund Accounting*, and GASB Statement No. 34, such as state appropriations and investment income.

***Scholarship Discounts and Allowances*** – Student fee revenues are reported net of scholarship discounts and allowances in the statements of revenues, expenses, and changes in net assets. Scholarship discounts and allowances are the difference between the stated charge for goods and services provided by the University, and the amount paid by students and/or other third parties making payments on the students' behalf. Certain governmental grants, such as Pell grants and other federal, state, or nongovernmental programs, are recorded as either operating or nonoperating revenues in the University's financial statements. To the extent that revenues from such programs are used to satisfy student fees and related charges, the University has recorded a scholarship discount and allowance.



***Use of Accounting Estimates*** – The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent liabilities at the date of the financial statements, and revenues and expenses during the year. Actual results could differ from those estimates.

**New Accounting Standards** – The GASB issued Statement No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans* in 2009. This statement addresses issues related to the use of the alternative measurement method and the frequency and timing of measurements by employers that participate in agent multiple-employer OPEB plans. The requirements of this statement are effective for the fiscal year ending June 30, 2012. Management has not yet determined the impact this standard will have on the University's financial statements.

The GASB issued Statement No. 60, *Accounting and Financial Reporting for Service Concession Arrangements*, in 2010. This statement provides accounting and financial reporting guidance for service concession arrangements. The requirements of this statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact this standard will have on the University's financial statements.



The GASB issued Statement No. 61, *The Financial Reporting Entity: Omnibus - and amendment of GASB Statements No. 14 and No. 34*, in 2010. This Statement will improve the information presented about the financial reporting entity. The requirements of this Statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact this standard will have on the University's financial statements.

The GASB issued Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989, FASB and AICPA Pronouncements* in 2010. This Statement combines all previous applicable FASB and AICPA guidance into the GASB codification. The requirements of this Statement are effective for the fiscal year ending June 30, 2013. Management has not yet determined the impact these standards will have on the University's financial statements.

## 2. CASH WITH TREASURER, CASH AND CASH EQUIVALENTS, AND OTHER DEPOSITS

Cash with treasurer is under the control of the Idaho State Treasurer and is carried at cost. The University's deposits are maintained in commercial checking accounts which, as of June 30, 2011 and 2010, have unlimited coverage through the Federal Deposit Insurance Corporation (FDIC) under the Temporary Liquidity Guarantee Program, which provides full deposit insurance coverage for non-interest bearing deposit transaction accounts in institutions insured by the FDIC, regardless of dollar amount. After all debit and credit transactions have posted at the end of each business day, excess balances are automatically moved to the Automated Repurchase Investment Sweep account for overnight investment at competitive market rates to maximize the use of idle funds, including the cash float from outstanding checks. The investments in the sweep account consist of direct obligations or those that are fully guaranteed as to the principal and interest by the U.S. Government or its agencies and are collateralized at 100% of market value. At June 30, 2011 and June 30, 2010, total deposits consisted of the following:

	<u>2011</u>	<u>2010</u>
Cash	\$ 596,717	\$ 331,959
Non-negotiable certificates of deposit	749,293	749,293
Obligations of the U.S. Government and its agencies	47,850,000	46,814,047
Cash equity with the State Treasurer	<u>29,760,707</u>	<u>16,698,819</u>
Total deposits	<u>\$ 78,956,717</u>	<u>\$ 64,594,118</u>

There were no deposit amounts subject to custodial credit risk at June 30, 2011 and June 30, 2010.

At June 30, 2011 and June 30, 2010, the University had \$100,997 and \$90,882, respectively, of cash on hand in various change funds. The carrying amount of the University's cash and cash equivalents at June 30, 2011 and June 30, 2010, was \$76,229,754 and \$62,597,060, respectively. The net difference between deposits and the carrying amount of cash and cash equivalents is primarily a reflection of investment of the daily float.

### 3. ACCOUNTS RECEIVABLE AND DUE FROM STATE AGENCIES

Accounts receivable and due from state agencies consisted of the following at June 30:

	<u>2011</u>	<u>2010</u>
Accounts receivable	\$ 14,568,082	\$ 11,736,413
Due from state agencies	<u>4,048,548</u>	<u>5,661,440</u>
	18,616,630	17,397,853
Less allowance for doubtful accounts	<u>(1,358,432)</u>	<u>(510,614)</u>
Net accounts receivable and Due from state agencies	<u>\$ 17,258,198</u>	<u>\$ 16,887,239</u>

### 4. STUDENT LOANS RECEIVABLE

Student loans made through the Federal Perkins Loan Program (the Program) comprise substantially all of the loans receivable at June 30, 2011 and 2010. Under this Program, the federal government provides approximately 75% of the funding for the Program, with the University providing the balance. The program provides cancellation provisions for borrowers engaging in teaching, public service, service in the military or law enforcement, as well as other disciplines. The Department of Education reimburses the University each year for the principal and interest canceled in its Perkins Loan Fund for all of the cancellation provisions except death, total and permanent disability, and bankruptcy. The University must deposit this reimbursement into its Perkins loan fund. In the event the University should withdraw from the Federal Perkins Loan Program or the government were to cancel the Program, the amount the University would be liable for as of June 30, 2011 and 2010, is \$1,989,979 and \$1,976,001, respectively.

As the University determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are assigned to the U.S. Department of Education. The University has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. At June 30, 2011 and 2010, the allowance for uncollectible loans was approximately \$504,502 and \$488,852, respectively.

In the spring of 2007, the University began participation in the Nursing Faculty Loan Program (NFLP), a federal loan program authorized under Title VIII of the Public Health Service Act, to increase the number of qualified nursing faculty. In the event the University should withdraw from the NFLP Program, or the government was to cancel the Program, the amount the University would be liable for as of June 30, 2011 and 2010, is \$21,801 and \$24,855. Loans receivable from students bear interest at rates ranging from 5.00% to

10.00% and are generally repayable in installments to the University over a 5 to 10 year period commencing 3 to 9 months after the date of separation from the University.

## 5. PROPERTY, PLANT AND EQUIPMENT

Following are the changes in property, plant and equipment for the years ended June 30:

	2010			2011			
	Balance at June 30, 2009	Additions	Retirements	Balance at June 30, 2010	Additions	Transfers & Retirements	Balance at June 30, 2011
Property, plant and equipment:							
Land	\$ 4,064,973	\$ -	\$ -	\$ 4,064,973	\$ 947,580	\$ -	\$ 5,012,553
Construction in progress	10,154,168	5,385,561	(23,783)	15,515,946	1,175,053	(15,465,985)	1,225,014
Total property, plant and equipment not being depreciated	14,219,141	5,385,561	(23,783)	19,580,919	2,122,633	(15,465,985)	6,237,567
Other property, plant and equipment:							
Buildings and improvements	215,088,267	2,567,203	(307,761)	217,347,709	8,791,716	15,465,985	241,605,410
Intangibles	2,214,462	-	-	2,214,462	-	-	2,214,462
Furniture, fixtures and equipment	38,626,231	2,667,850	(220,309)	41,073,772	3,800,885	(3,084,805)	41,789,852
Library materials	43,096,624	2,642,718	-	45,739,342	2,368,753	-	48,108,095
Total other property, plant and equipment	299,025,584	7,877,771	(528,070)	306,375,285	14,961,354	12,381,180	333,717,819
Less accumulated depreciation and amortization:							
Buildings and improvements	(69,506,413)	(5,443,455)	-	(74,949,868)	(6,014,206)	-	(80,964,074)
Intangibles	(55,361)	(110,724)	-	(166,085)	(110,723)	-	(276,808)
Furniture, fixtures and equipment	(25,335,648)	(3,055,104)	220,309	(28,170,443)	(3,041,465)	2,995,358	(28,216,550)
Library materials	(32,694,437)	(2,223,025)	-	(34,917,462)	(2,295,804)	-	(37,213,266)
Total accumulated depreciation and amortization	(127,591,859)	(10,832,308)	220,309	(138,203,858)	(11,462,198)	2,995,358	(146,670,698)
Other property, plant and equipment net of accumulated depreciation	171,433,725	(2,954,537)	(307,761)	168,171,427	3,499,156	(89,447)	187,047,121
Property, Plant and Equipment Summary:							
Property, plant and equipment not being depreciated	14,219,141	5,385,561	(23,783)	19,580,919	2,122,633	(15,465,985)	6,237,567
Other property, plant and equipment at cost	299,025,584	7,877,771	(528,070)	306,375,285	14,961,354	12,381,180	333,717,819
Total property, plant and equipment	313,244,725	13,263,332	(551,853)	325,956,204	17,083,987	(3,084,805)	339,955,386
Less accumulated depreciation and amortization	(127,591,859)	(10,832,308)	220,309	(138,203,858)	(11,462,198)	2,995,358	(146,670,698)
Property, plant and equipment, net	\$ 185,652,866	\$ 2,431,024	\$ (331,544)	\$ 187,752,346	\$ 5,621,789	\$ (89,447)	\$ 193,284,688

The Performing Arts Center was constructed by the Foundation with contributions and the proceeds from the Foundation's Multi-Mode Variable Rate Revenue Bond, issued in 2001. The facility was constructed on land leased by the Foundation from the University for \$1 a year for a 20 year term. The land and improvements were, in turn, leased back to the University for \$1 a year for 20 years, with a provision that title to the improvements transfers to the University at the earlier of the end of the lease or retirement of the bonds. A security interest in the land and improvements is held through a Deed





of Trust issued by the Foundation to Wells Fargo Bank, N.A. The excess of the fair value of the improvements (i.e., cost) over the gross rents payable by the University were recorded as an asset of the University in recognition of the permanent transfer of rights of use to the University for only nominal consideration.

In addition to accounts payable for construction in progress, the estimated cost to complete property authorized or under construction at June 30, 2011, is approximately \$1,100,401. These costs will be financed by available resources of Idaho State University and through General Refunding and Improvement Revenue Bond proceeds.



## 6. DEFERRED REVENUE

Deferred revenue consists of the following at June 30:

	<u>2011</u>	<u>2010</u>
Student Fees	\$ 2,987,975	\$ 2,588,321
Auxiliary enterprises	316,723	70,336
Grants and contracts	1,974,067	1,733,172
Other ticket sales	<u>21,959</u>	<u>46,312</u>
	<u>\$ 5,300,724</u>	<u>\$ 4,438,141</u>

Notes and bonds payable at June 30 consisted of the following:

Description	Balance Outstanding 6/30/2009	Additions	Reductions	Balance Outstanding 6/30/2010	Additions	Reductions	Balance Outstanding 6/30/2011	Amounts Due Within One Year
Note payable to a bank, due in annual amounts varying from a maximum of \$11,200 to \$8,082 plus interest of 8.5% through 08/01/2011	\$ 28,755	\$ -	\$ (8,769)	\$ 19,986	\$ -	\$ (9,513)	\$ 10,473	\$ 10,473
Note payable to a financial institution due in annual amounts varying from a maximum of \$209,629 to \$200,270 plus interest of 2.64% through 10/13/2009	205,557	-	(205,557)	-	-			
Note payable to a financial institution due in semi-annual installments varying from maximum of \$2,993,916 to \$16,696 plus interest of 5.08% through 09/01/2016	5,706,496	-	(111,508)	5,594,988	-	(699,548)	4,895,440	846,933
Student Facilities Fee Revenue Bonds, Series 1998, (original balance of \$12,400,000), consisting of serial and term bonds (either directly or through sinking funds) in annual amounts increasing periodically from \$585,000 to a maximum of \$920,000, plus interest from 4.875% to 5.00% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	7,430,000	-	(765,000)	6,665,000	-	(800,000)	5,865,000	835,000
General Refunding and Improvement Revenue Bonds, Series 2003 (original balance of \$35,895,000), consisting of serial bonds payable in annual amounts increasing periodically from \$715,000 to a maximum of \$3,115,000, plus interest from 3.00% to 5.00% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	29,780,000	-	(1,315,000)	28,465,000	-	(1,385,000)	27,080,000	1,450,000
General Revenue Bonds, Series 2004A (original balance of \$4,980,000), consisting of serial bonds payable in annual amounts increasing periodically from \$210,000 to a maximum of \$375,000, plus interest from 2.00% to 4.375% through the year 2023. All bonds are collateralized by certain student fees and other revenues.	4,120,000	-	(230,000)	3,890,000	-	(235,000)	3,655,000	245,000
General Revenue Bonds, Series 2004B (original balance of \$3,305,000), consisting of serial and term bonds payable in annual amounts increasing periodically from \$55,000 commencing in 2022 to a maximum of \$345,000, plus interest from 4.50% to 4.75% through the year 2034. All bonds are collateralized by certain student fees and other revenues.	3,305,000	-		3,305,000	-		3,305,000	
General Revenue Bonds, Series 2004C (original balance of \$2,305,000), consisting of term bonds payable in annual amounts increasing periodically from \$95,000 to a maximum of \$190,000, plus interest of 4.88% through the year 2022. All bonds are collateralized by certain student fees and other revenues.	1,910,000	-	(110,000)	1,800,000	-	(115,000)	1,685,000	125,000
General Revenue Bonds, Series 2006 (original balance of \$10,000,000), consisting of term bonds payable in annual amounts increasing periodically from \$320,000 to a maximum of \$805,000, plus interest of 5.26% through the year 2028. All bonds are collateralized by certain student fees and other revenues.	10,000,000	-	(320,000)	9,680,000	-	(335,000)	9,345,000	355,000
General Revenue Bonds, Series 2007 (original balance of \$16,120,000), consisting of term bonds payable in annual amounts increasing periodically from \$270,000 to a maximum of \$1,055,000, plus interest from 3.90% to 5.00% through the year 2032. All bonds are collateralized by certain student fees and other revenues.	15,360,000	-	(510,000)	14,850,000	-	(530,000)	14,320,000	555,000
	77,845,808	-	(3,575,834)	74,269,974	-	(4,109,061)	70,160,913	4,422,406
Original issue discount on Note payable	(1,630)	1,630	-	-	-	-	-	-
Premium on bonds	1,301,077	-	(226,687)	1,074,390	-	(199,889)	874,501	
Discount on bonds	(261,446)	19,118	-	(242,328)	19,058	-	(223,270)	
Totals	\$ 78,883,809	\$ 20,748	\$ (3,802,521)	\$ 75,102,036	\$ 19,058	\$ (4,308,950)	\$ 70,812,144	\$ 4,422,406

There are a number of limitations and restrictions contained in the various bond indentures. Management believes there were no conditions of noncompliance with any terms or debt covenants.

Principal and interest maturities on notes and bonds payable in future periods for the year ending June 30, 2011, are as follows:

	Bonds		Notes	
	Principal	Interest	Principal	Interest
2012	\$ 3,565,000	\$ 3,125,048	\$ 857,405	\$ 238,945
2013	3,730,000	2,956,920	895,567	194,433
2014	3,905,000	2,777,994	941,639	148,361
2015	3,990,000	2,592,724	924,257	100,743
2016	4,185,000	2,401,616	946,488	53,512
2017-2021	23,090,000	8,780,107	340,557	8,650
2022-2026	15,855,000	3,479,660	-	-
2027-2031	5,520,000	954,106	-	-
2032-2034	1,415,000	114,886	-	-
	<u>\$ 65,255,000</u>	<u>\$ 27,183,061</u>	<u>\$ 4,905,913</u>	<u>\$ 744,644</u>

**Pledged Revenue**—As disclosed, the University currently has two bond issues outstanding: the Student Facilities Fee Revenue Bond (Series 1998) and the General Refunding and Improvement Revenue Bonds, which were issued pursuant to a Resolution adopted by the State Board of Education on September 17, 1992, providing for the issuance of revenue bonds (the “Original Resolution”). The Original Resolution provided for the issuance of an initial series of facility revenue bonds and authorized the issuance of additional series of revenue bonds pursuant to Supplemental Resolutions.



Currently outstanding issuances are Series 2003, 2004A, 2004B, 2004C, 2006, and 2007. The University has pledged certain revenues as collateral for these bonds. The pledged revenue amounts as of June 30 are as follows:

Pledged Revenues	2011		
	Student Facility Fee Revenue Bonds		
	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007		Total
	Series 1998		
Matriculation fee	\$ -	\$ 42,600,426	\$ 42,600,426
Student facilities fee	3,706,507	482,708	4,189,215
Revenue of student housing system	-	5,104,221	5,104,221
CAES lease payment	-	850,104	850,104
	<u>\$ 3,706,507</u>	<u>\$ 49,037,459</u>	<u>\$ 52,743,966</u>
Debt Service	<u>\$ 1,123,710</u>	<u>\$ 5,566,338</u>	<u>\$ 6,690,048</u>
Debt service coverage	330%	881%	788%
Coverage requirement	110%	110%	110%



2010			
Student Facility Fee Revenue Bonds			
Pledged Revenues	Series 1998	Series 2003, 2004C, 2004A, 2004B, 2006 and 2007	Total
Matriculation fee	\$ -	\$ 37,433,993	\$ 37,433,993
Student facilities fee	3,630,557	472,816	4,103,373
Revenue of student housing system	-	4,951,674	4,951,674
CAES lease payment	-	850,104	850,104
Investment income	-	10,864	10,864
	<u>\$ 3,630,557</u>	<u>\$ 43,719,451</u>	<u>\$ 47,350,008</u>
Debt Service	<u>\$ 1,126,118</u>	<u>\$ 5,558,496</u>	<u>\$ 6,684,614</u>
Debt service coverage	322%	787%	708%
Coverage requirement	110%	110%	110%

As indicated, the Student Facilities Fee is pledged for Series 1998, Series 2003, Series 2004A, Series 2004B, Series 2004C, Series 2006, and Series 2007 bonds. The Revenue of the Housing System is pledged for the Series 2003 bond and the Center for Advanced Energy Studies (CAES) lease payments are pledged for Series 2006 bonds.

## 8. ACCOUNTING FOR LEASES

The University is a lessor under a ground lease agreement with Portneuf Medical Center (lessee). The lease is for 20 years, expiring on August 11, 2012, with a renewal option for an additional 20 years, exercisable in the final year of the original lease term. The lease allows for the construction of a sports medicine facility (the Facility) on the premises, which was completed in September 1994. The lessee pays rent of \$1 per year for the ground lease, payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution.

The University leases a weight/training room and associated common areas from Portneuf Medical Center (lessor). The lease term is 20 years, with a renewal option for an additional 20 years, exercisable if the lessor exercises its option to renew, as provided in the ground lease agreement. Rent for the weight/training room portion of the lease is \$1 per year. Rent for shared use of the common areas is \$14,000 per year. Rents for the initial term and optional lease term are payable on the date of the execution of the lease and annually thereafter on the anniversary date of such execution. Upon expiration of the lease term, the Facility shall become the property of the University.



ISU leases building and office facilities under various non-cancelable operating leases. Total costs for such leases were \$306,017 and \$512,463 for the years ended June 30, 2011 and 2010, respectively.

Future minimum lease payments at June 30, 2011 for all leases are as follows:

<b>Fiscal Years</b>	<b>Payments</b>
2012	\$ 250,597
2013	239,540
2014	139,857
2015	13,355
Totals	<u>\$ 643,349</u>

In 2006, Idaho State University (lessor) entered into a lease agreement with Battelle Energy Alliance, LLC (lessee) for facilities located in the newly constructed CAES facility. The lease commenced September 2009, and extends through March 5, 2028.

Future minimum rental income on this operating lease is as follows:

<b>Fiscal Years</b>	
2012	\$ 850,104
2013	850,104
2014	850,104
2015	850,104
2016	850,104
2017-2028	9,988,722
Totals	<u>\$ 14,239,242</u>

Battelle Energy Alliance, LLC makes all lease payments directly to the trustee. Rental income is restricted and is to be used solely for debt service on the 2006 Revenue bonds, the proceeds from which were used to construct the facility. As on June 30, 2011, the book value of the building is \$16,827,981, which is net of accumulated depreciation in the amount of \$872,868.

## 9. RETIREMENT PLANS AND TERMINATION PAYMENTS

**Public Employee Retirement System of Idaho** – The Public Employee Retirement System of Idaho (“PERSI”), a cost-sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the member and the employer contribute. The plan provides benefits based on members’ years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with

PERSI. The benefits and obligations to contribute to the plan were established, and may be amended by, the Idaho State Legislature. Financial reports for the plan are available from PERSI's website at [www.persi.idaho.gov](http://www.persi.idaho.gov).

After 60 months of credited service, members become fully vested in retirement benefits earned to date and receive a lifetime benefit at retirement. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.00% of the average monthly salary for the highest consecutive 42 months.

Contributions for the three years ended June 30 are as follows:

	2011	2010	2009
University contributions required and paid	\$ 2,565,255	\$ 2,666,184	\$ 2,862,506
Employee contributions	1,538,160	1,597,805	1,716,406
Total contributions	\$ 4,103,415	\$ 4,263,989	\$ 4,578,912
University required contribution rate	10.39%	10.39%	10.39%
Employee contribution rate	6.23%	6.23%	6.23%

**Optional Retirement Plan** – Effective July 1, 1990, the Idaho State Legislature authorized the Idaho State Board of Education to establish an Optional Retirement Plan (ORP), a defined contribution plan, for faculty and exempt employees. The employee contribution requirement for the ORP is based on a percentage of the total payroll. Employer contributions are determined by the State of Idaho. The plan provisions were established by, and may be amended by, the State of Idaho.

New faculty and exempt employees hired on or after July 1, 1990, automatically enroll in the ORP and select a vendor option. Faculty and exempt employees hired before July 1, 1990, had a one-time opportunity to enroll in the ORP. Enrollees in the ORP no longer belong to PERSI. Vendor options in the ORP include the *Teachers Insurance and Annuity Association - College Retirement Equities Fund* and the *Variable Annuity Life Insurance Company*.

Participants are immediately fully vested in the ORP. Retirement benefits are available as either a lump sum or any portion thereof upon attaining 55 years of age.

Contributions required and paid are as follows:

	2011	2010	2009
University contributions required and paid	\$ 5,430,019	\$ 5,463,978	\$ 5,536,217
Employee contributions	4,082,768	4,108,157	4,164,171
Total Contribution	\$ 9,512,787	\$ 9,572,135	\$ 9,700,388
University required contribution rate	9.30%	9.30%	9.30%
Employee contribution rate	6.96%	6.96%	6.97%

Although enrollees in the ORP no longer belong to PERSI, the University is required to contribute a percentage of the annual covered payroll to PERSI. Effective July 1, 2007, the percentage was

changed from 3.03% to 1.49%, allowing the difference of 1.54% to be used to increase the University's contribution to ORP retirement accounts. In addition, the payoff period of the unfunded liability obligation was extended from July 1, 2015, to July 1, 2025. During the years ended June 30, 2011 and 2010, supplemental funding payments to PERSI were \$874,510 and \$879,094, respectively. These amounts are not included in the regular University PERSI contribution discussed previously.

**Termination Payments** – Employees who qualify for retirement under PERSI or ORP are eligible to use 50% of the cash value of their unused sick leave to continue their medical insurance coverage through the University. The University partially funds these obligations by depositing 0.65% of employee gross payroll to PERSI, who administers the plan for all participating ISU employees and retirees under a trust fund. The total contributions for the years ended June 30, 2011 and 2010, were \$541,976 and \$549,987, respectively.

## 10. POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

### *Summary of Plans*

The University participates in other postemployment benefit plans relating to health and disability administered by the State of Idaho as agent multiple-employer defined benefit plans. The life insurance benefit is a single-employer defined benefit plan. Idaho Code, Sections 67-5760 to 67-5767 and 72-1335, establish the benefits and contribution obligations. Each of these benefits is provided by the University to retired or disabled employees. The most recent actuarial valuation is as of June 30, 2010. The University has not set aside any assets to pay future benefits; the University funds these benefits on a pay-as-you-go basis. Details of the plans can be found in the Comprehensive Annual Report of the State of Idaho, which may be obtained as follows:

Office of the Idaho State Controller  
700 W State Street, 4<sup>th</sup> Floor  
P.O. Box 83720  
Boise, ID 83720-0011  
[www.sco.idaho.gov](http://www.sco.idaho.gov)



### *Plan Descriptions and Funding Policy*

**Retiree Healthcare Plan** – A retired employee of the University who is eligible to retire under the Public Employee Retirement System of Idaho (PERSI) may elect to purchase the retiree health insurance coverage for themselves and eligible dependents. Employees must enroll within 60 days of the date of their retirement. Additionally, the unreduced PERSI monthly benefit at the time of retirement must meet or exceed the monthly cost of single retiree health insurance coverage, or employees must have 10 or more years (20,800 or more hours) of credited state service. An employee must have been an active employee on or before June 30, 2009, and must retire directly from State service. Coverage is not available to Medicare-eligible retirees or their Medicare-eligible dependents. Retirees eligible for medical health insurance pay the majority of the premium

cost; however, the retiree plan costs are subsidized by the active employee plan. The maximum benefit is \$1,860 per retiree per year. The University contributed \$16.44 per active employee per month towards the retiree premium cost.

**Long-Term Disability Plan** – Disabled employees are defined as being unable to perform each of the substantial and material duties of the job for which they were hired and unable to earn more than 70% of their monthly salary for the first 30 months of disability. If after 30 months, the employee is unable to perform any job for which they are reasonably qualified by experience, education, or training; and unable to earn more than 60% of their monthly salary, the employee is considered totally disabled. To qualify for long-term disability benefits, the waiting period of the greater of 26 weeks of continuous total disability or the exhaustion of the employee's accrued sick leave must be met.

The plan provides long-term disability income benefits to active employees who become disabled, generally up to a maximum age of 70. The gross benefit equals 60% of monthly pre-disability salary or \$4,000, whichever is less. The benefit does not increase with inflation and may be offset by other sources of income, such as Social Security, worker's compensation, unemployment benefits, and certain retirement benefits. The State of Idaho is self-insured for employees who became disabled prior to July 1, 2003; the state pays 100% of the cost of this benefit. The amount of the contribution is based on active claims and the number of insured individuals.



Employees disabled after July 1, 2003, are insured by Principal Life Insurance Company and the obligation for the payment of benefits has been effectively transferred. The University pays 100% of the cost of the premiums. The University's contribution for the period was 0.324% of payroll in fiscal year 2011. This portion of the long-term disability income benefit is not included in the actuarial estimate.

For up to 30 months following the date of disability, an employee is entitled to continue healthcare coverage under the state plan. The University pays 100% of the University's share of medical and dental premiums while the employee remains disabled. The employee is required to pay the normal active employee contribution for the plan and rate category in which the employee is enrolled. The University's contribution for the period was \$6.96 per active employee per month in fiscal year 2011.

This plan also provides basic life insurance and dependent life coverage to disabled employees, generally up to a maximum age of 70. The life insurance benefit amount is generally 100% of annual salary, but not less than \$20,000. In addition, a \$2,000 life insurance benefit is provided for spouses, and a \$1,000 life insurance benefit is provided for dependent children. These benefits do not increase with inflation. The University pays 100% of the premiums; the contribution is actuarially determined based on actual claims experience.

**Retiree Life Insurance Plan** – This plan provides basic life insurance for certified retired employees. In general, the employee must have completed at least 30 years of credited service or the sum of his/her age and years of credited service must total at least 80 to qualify for this benefit. Eligible retirees receive basic life insurance coverage equal to 100% of their annual salary at retirement. The University pays 100% of the cost of basic life insurance for eligible retirees. The University's contribution for the period as a percent of payroll was 1.177% for retirees under 65

years of age, 0.0894% for retirees between the ages of 65 and 69, and 0.0600% for retirees over age 70.

### ***Annual OPEB Cost***

The Annual OPEB Cost (AOC) is actuarially determined based on the Annual Required Contribution (ARC) of the employer in accordance with GASB Statement Nos. 43 and 45. The following tables illustrate the annual OPEB cost, the amount of the contributions made, the increase (decrease) in the net OPEB obligation (NOO), and the NOO (funding excess) for the years ended June 30, 2011 and 2010.

#### **Annual OPEB Cost and Net OPEB Obligation 2011**

*(dollars in thousands)*

	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Life Insurance Plan</b>	<b>Total</b>
		<b>Income</b>	<b>Healthcare</b>	<b>Life Insurance</b>		
Annual Required Contributions	\$402	\$83	\$132	\$77	\$913	\$1,607
Interest	113	(2)	6	0	78	195
Adjustment to ARC	(169)	3	(9)	0	(116)	(291)
Total Annual OPEB Cost	346	84	129	77	875	\$1,511
Contributions Made	(155)	(76)	(110)	(115)	(148)	(604)
Increase (Decrease) in NOO	191	8	19	(38)	727	907
NOO – Beginning of Year	2,473	(39)	138	(9)	1,890	4,453
NOO (Funding Excess) – End of Year	\$2,664	(\$31)	\$157	(\$47)	\$2,617	\$5,360

#### **Annual OPEB Cost and Net OPEB Obligation 2010**

*(dollars in thousands)*

	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>	<b>Total</b>
		<b>Income</b>	<b>Healthcare</b>	<b>Life Insurance</b>		
Annual Required Contributions	\$298	\$86	\$157	\$68	\$881	\$1,490
Interest	108	(3)	3	(0)	56	164
Adjustment to ARC	(145)	4	(4)	0	(75)	(220)
Total Annual OPEB Cost	261	87	156	68	862	\$1,434
Contributions Made	(153)	(69)	(87)	(73)	(223)	(605)
Increase (Decrease) in NOO	108	18	69	(5)	639	829
NOO – Beginning of Year	2,365	(57)	69	(4)	1,251	3,624
NOO (Funding Excess) – End of Year	\$2,473	(\$39)	\$138	(\$9)	\$1,890	\$4,453



### ***Annual OPEB Cost Comparison***

The following table compares the OPEB cost, the percentage of annual OPEB cost contributed, and the net OPEB obligation (funding excess) for the current and prior year.

Annual OPEB Cost and Net OPEB Obligation (NOO) Comparison (dollars in thousands)							
		Retiree Healthcare Plan	Long-Term Disability Plan			Retiree Life Insurance Plan	Total
			Healthcare	Life Insurance	Income		
Annual OPEB Cost	2009	\$294	\$161	\$72	\$92	\$832	\$1,451
	2010	261	156	68	87	862	1,434
	2011	346	129	77	84	875	1,511
Percentage of AOC Contributed	2009	111.02%	96.06%	147.37%	96.03%	24.89%	60.76%
	2010	58.79%	56.65%	107.47%	79.71%	25.89%	42.23%
	2011	44.80%	85.27%	149.35%	90.48%	16.91%	39.97%
NOO (Funding Excess) – End of Year	2009	\$2,365	\$69	(\$4)	(\$57)	\$1,251	\$3,624
	2010	2,472	139	(9)	(39)	1,890	4,453
	2011	2,664	157	(47)	(31)	2,617	5,360

***Funded Status and Funding Progress*** - The following table illustrates the funded status and the funding progress for the University (dollars in thousands):

Funded Status and Funding Progress (dollars in thousands)					
	Retiree Healthcare Plan	Long-Term Disability Plan			Retiree Life Insurance Plan
		Income	Healthcare	Life Insurance	
Actuarial Valuation Date	7/1/2010	7/1/2010	7/1/2010	7/1/2010	7/1/2010
Actuarial Value of Assets	\$0	\$0	\$0	\$0	\$0
Accrued Liability (AAL)	2,417	558	876	974	11,362
Unfunded AAL (UAAL) (2) - (1)	2,417	558	876	974	11,362
Funded Ratios (1) : (2)	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Covered Payroll	\$83,360	\$83,360	\$83,360	\$83,360	\$83,360
UAAL as a Percentage of Covered Payroll (3) : (5)	2.90%	0.67%	1.05%	1.17%	13.63%

### ***Actuarial Methods and Assumptions***

Actuarial valuations involve estimates of the value of reported amounts and assumptions about the probability of events far into the future. Actuarially determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary contains multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits. Calculations are based on the types of benefits provided under the terms of the plan at the time of each valuation and on the



pattern of sharing costs between the employer and plan members. Any variations in future experience from that expected from these assumptions will result in corresponding changes in the estimated costs of the benefits. The projection of benefits for financial reporting purposes does not incorporate the potential effects of legal funding limitations on the pattern of cost sharing between the employer and plan members in the future. Actuarial calculations reflect a long-term perspective and actuarial methods and assumptions used include techniques that are designed to reduce short-term volatility in actuarial accrued liabilities and the actuarial value of assets.

The following table presents the significant methods and assumptions for all plans.

	<b>Significant Methods and Actuarial Assumptions</b>				
	<b>Retiree Healthcare Plan</b>	<b>Long-Term Disability Plan</b>			<b>Retiree Life Insurance Plan</b>
		<b>Healthcare</b>	<b>Life</b>	<b>Income</b>	
Actuarial Cost Method	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit	Projected Unit Credit
Amortization Method	Level Percentage of Payroll	Level Percentage of Payroll	Level Percentage of Payroll	Level Dollar Amount	Level Percentage of Payroll
Amortization Period	11 years, Closed	30 years, Open	30 years, Open	8 years, Closed	30 years, Open
<b>Assumptions:</b>					
Inflation Rate	3.0%	3.0%	3.0%	3.0%	3.0%
Investment Return	4.00%	4.00%	4.00%	4.00%	4.00%
OPEB Increases	N/A	N/A	N/A	N/A	N/A
Projected Salary Increases	3.50%	3.50%	3.50%	3.50%	3.50%
Healthcare Cost Initial Trend Rate	10.00%	10.00%	N/A	N/A	N/A
Healthcare Cost Ultimate Trend Rate	5.00%	5.00%	N/A	N/A	N/A





**Required Supplementary Information****Schedule of Funding Progress** (*dollars in thousands*):

<b>OPEB Plan</b>	<b>Actuarial Valuation Date</b>	<b>(1) Actuarial Value of Assets</b>	<b>(2) Accrued Liability (AAL)</b>	<b>(3) Unfunded AAL (UAAL) (2) - (1)</b>	<b>(4) Funded Ratios (1) : (2)</b>	<b>(5) Annual Covered Payroll</b>	<b>(6)</b>
							<b>UAAL as a Percentage of Covered Payroll (3) : (5)</b>
Retiree Healthcare	7/1/2006	\$0	\$33,223	\$33,223	0.0%	\$86,470	38.42%
	7/1/2008	\$0	\$2,228	\$2,228	0.0%	\$84,670	2.63%
	7/1/2010	\$0	\$2,417	\$2,417	0.0%	\$83,360	2.90%
Long-Term Disability:							
Life Insurance	7/1/2006	\$0	\$999	\$999	0.0%	\$86,470	1.16%
	7/1/2008	\$0	\$1,029	\$1,029	0.0%	\$84,670	1.21%
	7/1/2010	\$0	\$974	\$974	0.0%	\$83,360	1.17%
Healthcare	7/1/2006	\$0	\$941	\$941	0.0%	\$86,470	1.09%
	7/1/2008	\$0	\$860	\$860	0.0%	\$84,670	1.02%
	7/1/2010	\$0	\$876	\$876	0.0%	\$83,360	1.05%
Income	7/1/2006	\$0	\$600	\$600	0.0%	\$86,470	0.69%
	7/1/2008	\$0	\$599	\$599	0.0%	\$84,670	0.71%
	7/1/2010	\$0	\$558	\$558	0.0%	\$83,360	0.67%
Retiree Life Insurance	7/1/2006	\$0	\$8,587	\$8,587	0.0%	\$86,470	9.93%
	7/1/2008	\$0	\$9,753	\$9,753	0.0%	\$84,670	11.52%
	7/1/2010	\$0	\$11,362	\$11,362	0.0%	\$83,360	13.63%

Effective July 1, 2009, legislative changes to the Retiree Healthcare Plan regarding eligibility stipulate that an officer or employee must be an active employee on or before June 30, 2009, and retire directly from State service; the maximum benefit is \$1,860 per retiree per year. Additionally, any retiree will remain eligible until they are eligible for Medicare. Beginning January 1, 2010, coverage was not available to Medicare-eligible retirees or their Medicare-eligible dependents.

**Schedule of Employer Contributions** (*dollars in thousands*):

<b>OPEB Plan</b>	<b>Fiscal Year Ended</b>	<b>Annual Required Contribution (ARC)</b>	<b>Actual Contributions</b>	<b>Actual</b>
				<b>Contributions as Percentage of ARC</b>
Life Insurance	06/30/09	\$832	\$207	24.88%
	06/30/10	\$862	\$223	25.87%
	06/30/11	\$875	\$148	16.91%

## 11. NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATION

2011								
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 69,988,650	\$ 5,742,119	\$ 3,917,682	\$ 243,132	\$ -	\$ -	\$ 1,039,542	\$ 80,931,125
Research	11,948,816	3,550,068	1,801,218	137,351	-	-	654,887	18,092,340
Public services	3,291,391	384,309	191,313	100,716	-	-	97,212	4,064,941
Academic support	7,617,260	1,575,314	1,641,316	6,733	-	-	184,891	11,025,514
Libraries	2,139,742	152,868	95,091	-	-	-	12,374	2,400,075
Student services	6,763,393	778,588	436,304	40,317	-	-	250,861	8,269,463
Institutional support	12,728,825	2,564,283	1,416,377	85,245	-	-	825,592	17,620,322
Maintenance and operations	5,624,328	2,880,317	1,568,498	3,955,249	-	-	(567)	14,027,825
Auxiliary enterprises	10,354,595	5,445,464	2,189,790	2,091,517	-	-	1,665,393	21,746,759
Scholarships and fellowships	-	-	-	-	20,084,127	-	-	20,084,127
Depreciation	-	-	-	-	-	11,462,198	-	11,462,198
Total expenses	<u>\$ 130,457,000</u>	<u>\$ 23,073,330</u>	<u>\$ 13,257,589</u>	<u>\$ 6,660,260</u>	<u>\$ 20,084,127</u>	<u>\$ 11,462,198</u>	<u>\$ 4,730,185</u>	<u>\$ 209,724,689</u>

2010								
	Personnel Costs	Services	Supplies	Insurance, Utilities and Rent	Scholarships and Fellowships	Depreciation	Miscellaneous	Operating Expenses Totals
Instruction	\$ 71,685,567	\$ 5,428,243	\$ 3,300,327	\$ 211,328	\$ -	\$ -	\$ 888,124	\$ 81,513,589
Research	12,324,484	2,780,309	1,558,916	184,649	-	-	546,252	17,394,610
Public services	3,369,945	342,517	352,930	105,853	-	-	120,172	4,291,417
Academic support	8,256,116	1,559,786	1,195,964	28,190	-	-	311,034	11,351,090
Libraries	2,325,247	114,890	70,325	-	-	-	11,999	2,522,461
Student services	6,489,784	550,471	214,551	17,125	-	-	171,191	7,443,122
Institutional support	13,011,417	2,995,627	1,057,630	145,072	-	-	317,098	17,526,844
Maintenance and operations	5,574,623	2,529,755	1,192,941	4,257,773	-	-	17,218	13,572,310
Auxiliary enterprises	10,335,189	4,944,440	2,256,783	2,222,339	-	-	1,549,955	21,308,706
Scholarships and fellowships	-	-	-	-	20,067,882	-	200	20,068,082
Depreciation	-	-	-	-	-	10,832,307	-	10,832,307
Total expenses	<u>\$ 133,372,372</u>	<u>\$ 21,246,038</u>	<u>\$ 11,200,367</u>	<u>\$ 7,172,329</u>	<u>\$ 20,067,882</u>	<u>\$ 10,832,307</u>	<u>\$ 3,933,243</u>	<u>\$ 207,824,538</u>

## 12. CONTINGENCIES AND LEGAL MATTERS

Revenue from federal research and service grants includes amounts for the recovery of overhead and other costs allocated to these projects. The University may be required to make refunds of amounts received for overhead and other costs reimbursed as a result of audits by agencies of the federal government. University officials are of the opinion that the effect of these refunds, if any, will not have a significant effect on the financial position of the University.

The University is a defendant in litigation arising from the normal course of operations. Based on present knowledge, the University's administration believes any ultimate liability in these matters will not materially affect the financial position of the University.

## 13. RISK MANAGEMENT

The University participates in the State of Idaho Risk Management Program, which manages property and general liability risk. That program provides liability (cap) protection to \$500,000 per occurrence. Insurance premium payments are made to the state risk management program based on rates determined by a state agency's loss trend experience and asset value covered. Presently, Idaho State University's total insured property value is \$823,569,521.

The University obtains worker's compensation coverage from the Idaho State Insurance Fund. The University's worker's compensation premiums are based on its payroll, its own loss experience, as well as that of the State of Idaho as a whole.

The University carries commercial insurance for other risks of loss, including but not limited to employee bonds and crime, out of state worker's compensation, business interruption, media liability and automobile physical damage insurance.

## 14. COMPONENT UNIT DISCLOSURE

The Foundation is discretely presented within the financial statements as a component unit.

The Foundation has adopted a policy of preparing its financial statements based upon generally accepted accounting principles in accordance with standards issued by the Financial Accounting Standards Board. The information disclosed hereafter is related to Foundation items that are determined to be significant to the reporting entity as a whole, but is not wholly inclusive. Separate, audited financial statements are prepared for the Foundation and may be obtained in their entirety by contacting the Idaho State University Foundation, 921 S. 8th Ave, Stop 8050, Pocatello, ID 83209-8050.

### *Foundation Operations*

The Foundation was established in March 1967 to provide support for the private fundraising efforts of the University and to manage privately donated funds. The Foundation is a not-for-profit corporation incorporated in accordance with the laws of the State of Idaho and managed by a volunteer Board of Trustees. Under the Idaho State Board of Education's administrative rules, the Foundation must be independent of, and cannot be controlled by, the University. A memorandum of understanding between the Foundation and the University defines the relationship between the two entities in accordance to the State Board of Education's rules.

### ***Basis of Accounting***

The Foundation financial statements included in this report have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America, whereby revenue is recorded when earned and expenses are recorded when materials or services are received. Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Foundation and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor-imposed restrictions.

Temporarily Restricted Net Assets – Net assets that are subject to donor-imposed stipulations that will be met either by actions of the Foundation and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restriction.

Permanently Restricted Net Assets – Net assets that are subject to donor-imposed restrictions that they be maintained permanently by the Foundation.

### ***Investments***

Investments are recorded in accordance with FASB Accounting Standards Codification Topic (ASC) ASC 958-320 *Investments – Debt and Equity Securities Held by Not-for-Profit Organizations*.

Investments in equity and debt securities that have readily determinable fair values are recorded at quoted market prices. Investment securities without quoted market prices are valued at estimated fair value using appropriate valuation methods that consider the underlying assets and financial reports.

Investment securities, in general, are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the near-term could materially affect account balances and the amounts reported in the accompanying financial statements.

### ***Pledges Receivable***

Unconditional promises to give (pledges) are recognized as an asset and contribution revenue in the period the promise is received. Pledges to be received after one year are discounted at rates commensurate with risks involved. Amortization of the discount is recorded as additional contribution revenue in accordance with donor-imposed restrictions, if any.

### ***Obligations under Split Interest Agreements***

The Foundation administers such life income agreements as charitable remainder trusts where an income beneficiary is the lifetime recipient of income and the Foundation is the remainder beneficiary. Upon receipt of the gift, a liability is established for the estimated net present value of the lifetime recipient's interest using applicable mortality tables and a discount rate commensurate with the risks involved. A contribution is recognized for the estimated remainder interest.



***Fair Value Measurements***

The Foundation has determined the fair value of certain assets and liabilities in accordance with the provisions of ASC 820-10, *Fair Value Measurements*, which provides a framework for measuring fair value under generally accepted accounting principles.

***Capitalized Bond Issuance Costs***

Capitalized bond issuance costs consist of legal costs, underwriting fees, printing and other costs incurred to obtain, secure and rate the multi-mode variable rate revenue bonds issued for the construction of the L.E. and Thelma Stephens Performing Arts Center on May 30, 2001. The issuance costs for the bonds have an original cost of \$570,000 at May 30, 2001, and are amortized over the term of the bonds, using the effective interest rate method. Accumulated amortization of these bond costs at the end of June 30, 2011 and 2010 were \$404,846 and \$381,055, respectively.

***Fair Value of Assets and Liabilities***

The fair value option was chosen to measure pledges and annuities in order to mitigate volatility in reported changes in net assets. Assets and liabilities measured at fair value on a recurring basis at June 30, 2011 and 2010 are shown below.

	<u>2011</u>	<u>2010</u>
Investment securities		
Mutual funds	\$ 2,079,143	\$ 1,591,289
Fixed income investments	264,451	285,023
Co-mingled and pooled marketable investment funds	36,591,760	34,419,059
Hedge Funds	<u>2,115,646</u>	<u>1,462,350</u>
Total assets	<u>\$41,051,000</u>	<u>\$37,757,721</u>

Assets and liabilities measured at fair value on a nonrecurring basis at June 30, 2011 and 2010 are as follows.

	<u>2011</u>	<u>2010</u>
Gift pledges receivable	\$ 44,458	\$ 3,768,157
Property held for sale and investments	<u>125,000</u>	<u>821,401</u>
Total assets	<u>\$ 169,458</u>	<u>\$ 4,589,558</u>



The related fair value of these assets and liabilities as of June 30, 2011, is determined as follows.

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 2,079,143	\$ -	\$ -	\$ 2,079,143
Fixed income investments	124,460	139,991	-	264,451
Co-mingled and pooled marketable investment funds	-	36,591,760	-	36,591,760
Hedge funds	-	-	2,115,646	2,115,646
	<u>\$ 2,203,603</u>	<u>\$ 36,731,751</u>	<u>\$ 2,115,646</u>	<u>\$ 41,051,000</u>

The related fair value of these assets and liabilities as of June 30, 2010, are determined as follows.

	Quoted Prices in Active Markets (Level 1)	Significant Other Observable Inputs (Level	Significant Unobservable Inputs (Level 3)	Total
Mutual funds				
Index fund	\$ 1,591,289	\$ -	\$ -	\$ 1,591,289
Fixed income investments	156,434	128,589	-	285,023
Co-mingled and pooled marketable investment funds	-	34,419,059	-	34,419,059
Hedge funds	-	-	1,462,350	1,462,350
	<u>\$ 1,747,723</u>	<u>\$ 34,547,648</u>	<u>\$ 1,462,350</u>	<u>\$ 37,757,721</u>

The fair value for mutual fund investments is determined based on quoted market prices. For fixed income investments, fair value is determined based on the value of the underlying investments. For co-mingled and pooled marketable investment funds, fair value is obtained by using the net asset value of the underlying investments. At this level, the underlying assets have a direct market reference price that is traceable. For hedge funds, fair value is determined with independent, third part valuations occurring monthly to every six months,



depending upon the investment type. Property held for sale and investments are valued based on property sold that had a similar use, size, and location as the property held by the Foundation. The value of pledges receivable is determined at the present value of expected future cash flows and is fair valued at the time of the gift. In subsequent years, the value is amortized over the life of the pledge.

Assets measured at fair value on a recurring and nonrecurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2011, are shown below.

	<u>Hedge Funds</u>
Beginning balance	\$ 1,462,350
Total unrealized gains and losses included in earnings (or changes in net assets)	109,283
Calls	<u>544,013</u>
Ending balance	<u>\$ 2,115,646</u>

Assets measured at fair value on a recurring and nonrecurring basis using significant unobservable inputs (level 3) for the year ended June 30, 2010, are as follows.

	<u>Hedge Funds</u>
Beginning balance	\$ 2,438,978
Total unrealized gains and losses included in earnings (or changes in net assets)	(998,061)
Calls	<u>21,433</u>
Ending balance	<u>\$ 1,462,350</u>



## APPENDIX E

## FORM OF OPINION OF BOND COUNSEL

Upon the issuance of the Series 2012 Bonds, Ballard Spahr LLP, Bond Counsel to the University, proposes to issue its opinion in substantially the following form:

We have acted as bond counsel to Idaho State University (the “University”) in connection with the issuance by the University of its General Revenue Refunding Bonds, Series 2012 in the aggregate principal amount of \$\_\_\_\_\_ (the “Series 2012 Bonds”). The Series 2012 Bonds are being issued pursuant to (i) Title 33, Chapter 38, and Section 57-504 of the Idaho Code, as amended; and (ii) a Resolution, adopted by the Board of Trustees of the University (the “Board”) on September 17, 1992 and restated by the Board on August 12, 2004, as heretofore supplemented and amended and as further supplemented and amended by a supplemental resolution of the Board adopted on \_\_\_\_\_, 2012 (collectively, the “Resolution”). The Series 2012 Bonds are being issued for the purpose of (i) refunding certain outstanding bonds of the University, and (ii) paying costs of issuance of the Series 2012 Bonds. Capitalized terms not otherwise defined herein shall have the meanings set forth in the Resolution.

Our services as bond counsel have been limited to the preparation of the legal proceedings and supporting certificates authorizing the issuance of the Series 2012 Bonds under the applicable laws of the State of Idaho and to a review of the transcript of such proceedings and certificates. As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation. Our examination has been limited to the foregoing as they exist or are in effect as of the date hereof. Our opinion is limited to the matters expressly set forth herein, and we express no opinion concerning any other matters.

Based on our examination and the foregoing, we are of the opinion as of the date hereof and under existing laws as follows:

1. The Resolution has been duly adopted by the University and constitutes a valid and binding obligation of the University enforceable upon the University.
2. The Resolution creates a valid lien on the amounts pledged thereunder for the security of the Series 2012 Bonds.
3. The Series 2012 Bonds are valid and binding limited obligations of the University, payable solely from the Pledged Revenues and other amounts pledged therefor under the Resolution.
4. Interest on the Series 2012 Bonds is excludable from gross income for purposes of federal income tax under existing laws as enacted and construed on the date of initial delivery of the Series 2012 Bonds, assuming the accuracy of the certifications of the University and continuing compliance by the University with the requirements of the Internal Revenue Code of 1986. Interest on the Series 2012 Bonds is not an item of tax preference for purposes of either individual or corporate federal alternative minimum tax (“AMT”); however, interest on Series 2012 Bonds held by a corporation (other than an S corporation, regulated investment company, or real estate investment trust) may be indirectly subject to federal AMT because of its inclusion in the adjusted current earnings of a corporate holder.
5. Interest on the Series 2012 Bonds is exempt from State of Idaho income taxes.

In rendering our opinion, we wish to advise you that:

- (a) The rights of the Owners of the Series 2012 Bonds and the enforceability thereof and of the Resolution may be subject to bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors’ rights heretofore or hereafter



enacted to the extent constitutionally applicable, and their enforcement may also be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases;

(b) We express no opinion herein as to the accuracy, adequacy, or completeness of the Official Statement or any other offering material relating to the Series 2012 Bonds; and

(c) Except as set forth above, we express no opinion regarding any other tax consequences relating to the ownership or disposition of, or the accrual or receipt of interest on, the Series 2012 Bonds.

Respectfully Submitted,

## APPENDIX F

## PROVISIONS REGARDING BOOK-ENTRY-ONLY SYSTEM

DTC will act as securities depository for the Series 2012 Bonds. The Series 2012 Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully registered Bond certificate will be issued for each maturity of the Series 2012 Bonds, each in the aggregate principal amount of such maturity, and will be deposited with DTC.

DTC, the world's largest depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations and certain other organizations. DTC is a wholly owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has Standard & Poor's rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at [www.dtcc.com](http://www.dtcc.com).

Purchases of Series 2012 Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Series 2012 Bonds on DTC's records. The ownership interest of each actual purchaser of each Bond ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Series 2012 Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Series 2012 Bonds, except in the event that use of the book-entry system for the Series 2012 Bonds is discontinued.

To facilitate subsequent transfers, all Series 2012 Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Series 2012 Bonds with DTC and their registration in the name of Cede & Co. or such other nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Series 2012 Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Series 2012 Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Series 2012 Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Series 2012 Bonds, such as redemptions, tenders, defaults, and proposed amendments to the Bond documents. For example, Beneficial Owners of Series 2012 Bonds may wish to ascertain that the nominee holding the Series 2012 Bonds for their benefit has agreed to obtain and transmit notices

to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Series 2012 Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Series 2012 Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the University as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Series 2012 Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds, distributions, and dividend payments on the Series 2012 Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the University or the Paying Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the University, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and interest payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the University or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Series 2012 Bonds at any time by giving reasonable notice to the University or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered.

The University may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the University believes to be reliable, but the University takes no responsibility for the accuracy thereof.

## APPENDIX G

## FORM OF CONTINUING DISCLOSURE AGREEMENT

This Continuing Disclosure Agreement (the “Disclosure Agreement”) is executed and delivered by Idaho State University (the “Issuer”), in connection with the issuance by the Issuer of its \$\_\_\_\_\_ General Revenue Refunding Bonds, Series 2012 (the “Bonds”). The Bonds are being issued pursuant to a resolution adopted by the Board of Trustees of the Issuer on September 17, 1992, as supplemented, amended and restated, and a Supplemental Resolution adopted June \_\_\_\_\_, 2012 (collectively, the “Resolution”), which provides for the issuance of the Bonds and names U.S. Bank National Association, as trustee (the “Trustee”).

The Issuer hereby acknowledges that it is an “obligated person” within the meaning of the hereinafter defined Rule and the only “obligated person” with respect to the Bonds. In connection with the aforementioned transactions, the Issuer and the Trustee covenant and agree as follows:

Section 1. Purpose of the Disclosure Agreement. This Disclosure Agreement is being executed and delivered by the Issuer and the Trustee for the benefit of the Bondholders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriters in complying with the Rule (each as defined herein).

Section 2. Definitions. In addition to the definitions set forth in the Resolution or parenthetically defined herein, which apply to any capitalized term used in this Disclosure Agreement unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report of the Issuer” means the Annual Report of the Issuer provided by the Issuer pursuant to, and as described in Sections 3 and 4 of this Disclosure Agreement.

“Beneficial Owner” shall mean any person which has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries).

“Dissemination Agent” shall mean the Trustee, acting in its capacity as Dissemination Agent hereunder, or any of its successors or assigns.

“EMMA” means the MSRB’s Electronic Municipal Market Access System (“EMMA”) at <http://emma.msrb.org>, or such other nationally recognized municipal securities information repository recognized by the Securities Exchange Commission from time to time pursuant to Rule 15c2-12.

“Listed Events” shall mean any of the events listed in Section 5(a) or 5(b) of this Disclosure Agreement.

“MSRB” shall mean the Municipal Securities Rulemaking Board, the address of which is currently 1900 Duke Street, Suite 600, Alexandria, Virginia 22314; Telephone (703) 797-6600; Fax (703) 797-6700; and the Internet address of which is [www.msrb.org](http://www.msrb.org).

“Official Statement” shall mean the Official Statement of the Issuer dated \_\_\_\_\_, 2012, relating to the Bonds.

“Participating Underwriter” shall mean each broker, dealer, or municipal securities dealer acting as an underwriter in the primary offering of the Bonds.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

Section 3. Provision of Annual Reports.

(a) The Issuer shall prepare an Annual Report of the Issuer and shall, or shall cause the Dissemination Agent to, not later than one hundred eighty (180) days after the end of each fiscal year of the Issuer (presently June 30), commencing with the fiscal year ended June 30, 2012, provide to the MSRB, the Annual Report of the Issuer which is consistent with the requirements of Section 4 of this Disclosure Agreement. Not later than fifteen (15) Business Days prior to said date, the Issuer shall provide the Annual Report of the Issuer to the Dissemination Agent. In each case, the Annual Report of the Issuer may be submitted as a single document or as separate documents comprising a package, and may include by reference other information as provided in Section 4 of this Disclosure Agreement; provided that the audited financial statements of the Issuer may be submitted separately from the balance of the Annual Report, and later than the date required above for the filing of the Annual Report if they are not available by that date. If the Issuer's fiscal year changes, it shall give notice of such change in the same manner as for Listed Event under Section 5(f).

(b) If by fifteen (15) Business Days prior to the date specified in Section 3(a) for providing the Annual Report of the Issuer to the MSRB, the Dissemination Agent has not received a copy of the Annual Report of the Issuer, the Dissemination Agent shall contact the Issuer to determine if the Issuer is in compliance with Section 3(a).

(c) If the Dissemination Agent is unable to verify that the Annual Report of the Issuer has been provided to the MSRB by the dates required in Section 3(a), the Dissemination Agent shall, in a timely manner, send a notice of a failure to file the Annual Report to the MSRB in an electronic format.

(d) The Dissemination Agent shall:

(i) determine each year prior to the dates for providing the Annual Report of the Issuer, the website address to which the MSRB directs the Annual Report to be submitted; and

(ii) file reports with the Issuer, as appropriate, certifying that their Annual Report has been provided pursuant to this Disclosure Agreement, stating the date it was provided and listing the website address to which it was provided.

Section 4. Content of Annual Reports. The Annual Report of the Issuer shall contain or incorporate by reference the following:

(a) A copy of its annual financial statements prepared in accordance with generally accepted accounting principles and audited by a certified public accountant or a firm of certified public accountants. If the Issuer's audited annual financial statements are not available by the time specified in Section 3(a) above, unaudited financial statements will be provided as part of the Annual Report of the Issuer and audited financial statements will be provided when and if available.

(b) An update of the financial and operating information in the Official Statement relating to the Issuer of the type contained in "SECURITY FOR THE SERIES 2012 BONDS," "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE," "SOURCES OF FUNDING FOR THE UNIVERSITY," and "APPENDIX C—STUDENT FEE AND TUITION SCHEDULE" and, in the event the Bonds are called, the financial data contained in "DEBT SERVICE SCHEDULE" of the Issuer's Official Statement.

Any or all of the items listed above may be included by specific reference to other documents, including Official Statements of debt issues of the Issuer, as appropriate or related public entities, which have been submitted to the MSRB or the Securities and Exchange Commission. If the document included by reference is a final Official Statement, it must be available from the MSRB. The Issuer, as appropriate, shall clearly identify each such other document so incorporated by the reference.

The Issuer hereby covenants that it will disseminate, or cause to be disseminated, its Annual Reports to the MSRB in such manner and format and accompanied by identifying information as prescribed by the MSRB or the

Securities Exchange Commission at the time of delivery of such information and by such time so that such entities receive the information by the dates specified. MSRB Rule G-32 requires all EMMA filings to be in word searchable PDF format. This requirement extends to all documents to be filed with EMMA, including financial statements and other externally prepared reports.

Section 5. Reporting of Significant Events.

(a) Pursuant to the provisions of this Section 5(a), the Issuer shall give or cause to be given, notice of the occurrence of any of the following Listed Events with respect to the Bonds in a timely manner but not more than ten (10) Business Days after the Listed Event:

- (i) Principal and interest payment delinquencies;
- (ii) Unscheduled draws on debt service reserves reflecting financial difficulties;
- (iii) Unscheduled draws on credit enhancements reflecting financial difficulties;
- (iv) Substitution of credit or liquidity providers, or their failure to perform;
- (v) Adverse tax opinions or the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the security;
- (vi) Defeasances;
- (vii) Tender offers;
- (viii) Bankruptcy, insolvency, receivership or similar proceedings; \* or
- (ix) Rating changes.

(b) Pursuant to the provisions of this Section 5(b), the Issuer shall give or cause to be given, notice of the occurrence of any of the following Listed Events with respect to the Bonds in a timely manner not more than ten (10) Business Days after the Listed Event, if material:

- (i) The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms;
- (ii) Appointment of a successor or additional trustee or the change of the name of a trustee;

\*

For the purposes of the event identified in paragraph (a)(viii) above, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the obligated person.

- (iii) Non-payment related defaults;
- (iv) Modifications to the rights of the owners of the Bonds;
- (v) Bond calls; or
- (vi) Release, substitution or sale of property securing repayment of the Bonds.

(c) Whenever the Issuer obtains knowledge of the occurrence of a Listed Event under Section 5(b), whether because of a notice from the Trustee or otherwise, the Issuer shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the Issuer has determined that knowledge of the occurrence of a Listed Event under Section 5(b) would be material under applicable federal securities laws, the Issuer shall promptly notify the Dissemination Agent in writing. Such notice shall instruct the Dissemination Agent to report the occurrence pursuant to subsection (f).

(e) If the Issuer determines that the Listed Event under Section 5(b) would not be material under applicable federal securities laws, the Issuer shall so notify the Dissemination Agent in writing and instruct the Dissemination Agent not to report the occurrence pursuant to subsection (f).

(f) If the Dissemination Agent has been instructed by the Issuer to report the occurrence of a Listed Event, the Dissemination Agent shall file a notice of such occurrence with the MSRB in an electronic format in a timely manner not more than ten (10) Business Days after the Listed Event.

The Issuer hereby covenants that it will disseminate, or cause to be disseminated, its Listed Events information to the MSRB in a timely manner (not in excess of ten (10) Business Days after occurrence of the Listed Event) to the MSRB in such manner as prescribed by the MSRB or the Securities Exchange Commission at the time of delivery of such information. MSRB Rule G-32 requires all EMMA filings to be in word searchable PDF format. This requirement extends to all documents to be filed with EMMA, including financial statements and other externally prepared reports.

Section 6. Termination of Reporting Obligation. The Issuer's obligations under this Disclosure Agreement shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the Issuer shall give notice of such termination in the same manner as for a Listed Event under Section 5(f).

Section 7. Dissemination Agent. The Issuer may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Disclosure Agreement, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent. The Issuer hereby appoints the Trustee as Dissemination Agent under this Disclosure Agreement.

Section 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Agreement, the Issuer may amend this Disclosure Agreement and any provision of this Disclosure Agreement may be waived, provided that the following conditions are satisfied:

- (a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an "obligated person" (as defined in the Rule) with respect to the Bonds, or the type of business conducted;
- (b) The Disclosure Agreement, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(c) The amendment or waiver either (i) is approved by the Holders of the Bonds in the same manner as provided in the Resolution for amendments to the Resolution with the consent of Holders, or (ii) does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds.

In the event of any amendment or waiver of a provision of this Disclosure Agreement, the Issuer shall describe such amendment in the next Annual Report of the Issuer, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the Issuer, as applicable. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(f), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

Section 9. Additional Information. Nothing in this Disclosure Agreement shall be deemed to prevent the Issuer from disseminating any other information, using the means of dissemination set forth in this Disclosure Agreement or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Agreement. If the Issuer chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Agreement, the Issuer shall have no obligation under this Disclosure Agreement to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

Section 10. Default. In the event of a failure of the Issuer or the Dissemination Agent to comply with any provision of this Disclosure Agreement, any Bondholder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the Issuer or Dissemination Agent, as the case may be, to comply with its obligations under this Disclosure Agreement. A default under this Disclosure Agreement shall not be deemed an "event of default" under the Resolution, and the sole remedy under this Disclosure Agreement in the event of any failure of the Issuer or the Dissemination Agent to comply with this Disclosure Agreement shall be an action to compel performance.

Section 11. Duties Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Agreement, and the Issuer agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorneys fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's gross negligence or willful misconduct. The obligations of the Issuer under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds.

Section 12. Beneficiaries. This Disclosure Agreement shall inure solely to the benefit of the Issuer, the Dissemination Agent, the Participating Underwriter and the Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Section 13. Counterparts. This Disclosure Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Date: \_\_\_\_\_, 2012.

IDAHO STATE UNIVERSITY

By: \_\_\_\_\_  
Vice President for Finance and Administration

U.S. BANK NATIONAL ASSOCIATION

By: \_\_\_\_\_  
Its: \_\_\_\_\_



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THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY

Supplemental Resolution  
Authorizing the Issuance and Sale of  
\$ \_\_\_\_\_  
General Revenue Refunding Bonds,  
Series 2012  
of  
The Board of Trustees of Idaho State University

Adopted June 20, 2012

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EXHIBIT A FORM OF SERIES 2012 BOND ..... A-133

## SUPPLEMENTAL RESOLUTION

A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of \$\_\_\_\_\_ General Revenue Refunding Bonds, Series 2012 of the Board of Trustees of Idaho State University; making certain findings under Title 33, Chapter 38 and Title 57, Chapter 5 of the Idaho Code, and by the Resolution for the issuance of additional bonds; setting forth the issue date, interest payment dates, interest rates, maturity dates, maturity amounts and redemption amounts of the Series 2012 Bonds; authorizing the execution and delivery of a bond purchase agreement, an escrow agreement and other related documents; and providing for other matters relating to the Series 2012 Bonds.

WHEREAS, Idaho State University (the “University”) is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Board of Trustees of the University (the “Board”) is authorized, pursuant to the Educational Institutions Act of 1935, the same being Title 33, Chapter 38, Idaho Code (the “Act”), and the Constitution of the State of Idaho, to issue bonds for “projects” as defined in said Act; and

WHEREAS, on September 17, 1992, the Board adopted a Resolution (the “1992 Resolution”) relating to the issuance and sale of \$10,000,000 Student Facilities Fee Revenue Bonds, Series 1992 (the “Series 1992 Bonds”), and providing among other things for the issuance of additional Student Facilities Fee Revenue Bonds for future projects (“Additional Bonds”); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds for refunding purposes upon compliance with the requirements of Section 7.3 of the Resolution; and

WHEREAS, pursuant to Supplemental Resolutions which have amended and supplemented the 1992 Resolution, the Board has authorized the issuance of the University’s (i) Student Facilities Fee Revenue Bonds, Series 1993 (the “Series 1993 Bonds”), (ii) Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 (the “Series 1998 Bonds”), (iii) General Refunding and Improvement Revenue Bonds, Series 2003 (the “Series 2003 Bonds”), (iv) General Revenue Bonds, Series 2004A (the “Series 2004A Bonds”), (v) General Revenue Bonds, Series 2004B (the “Series 2004B Bonds”), (vi) General Revenue Bonds (Taxable), Series 2004C (the “Series 2004C Bonds”), (vii) General System Revenue Bonds (Federally Taxable), Series 2006 (the “Series 2006 Bonds”) and (viii) General Revenue Bonds, Series 2007 (the “Series 2007 Bonds”); and

WHEREAS, the Board has determined that the Series 1998 Bonds and certain of the Series 2003 Bonds, Series 2004A Bonds and Series 2004B Bonds, all as more fully described herein (collectively, the “Refunded Bonds”) can be refunded in accordance

with the Act to achieve a debt service savings that the Board finds to be beneficial to the University in accordance with Section 57-504 Idaho Code; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF IDAHO STATE UNIVERSITY AS FOLLOWS:

## ARTICLE I

## DEFINITIONS

Section 1.1 Definitions.

(a) Except as provided in subparagraph (b) of this Section 1.1, all defined terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

“Bond Purchase Agreement” means the Bond Purchase Agreement dated \_\_\_\_\_, 2012, between the Board and the Underwriter pursuant to which the Series 2012 Bonds are to be sold.

“Bond Register” means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the Series 2012 Bonds.

“Book-Entry System” means the book-entry system of registration of the Series 2012 Bonds described in Section 2.10 of this Supplemental Resolution.

“Cede & Co.” means Cede & Co., as nominee of The Depository Trust Company, New York, New York.

“Code” means the Internal Revenue Code of 1986, as amended.

“DTC Participants” means those financial institutions for whom the Securities Depository effects book-entry transfers and pledges of securities deposited with the Securities Depository, as such listing of Participants exists at the time of such reference.

“Escrow Account” means the account established under the Escrow Agreement.

“Escrow Agent” shall mean U.S. Bank National Association, or its successor in function, as now or hereafter designated, which shall supervise the Escrow Account pursuant to the Escrow Agreement.

“Escrow Agreement” means the agreement between the Board and the Escrow Agent, providing for the refunding and redemption of the Refunded Bonds.

“Information Reporting Agreement” means the agreement with respect to the Series 2012 Bonds, between the University and the Trustee and authorized by Section 2.5 of this Supplemental Resolution.

“Refunded Bonds” means, collectively, (i) all of University’s Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998, (ii) that portion of the

Board's General Refunding and Improvement Revenue bonds, Series 2003 maturing on the dates and in the principal amounts as follows:

[insert table of 2003 Refunded Bonds when known]

, (iii) that portion of the Board's General Revenue Bonds, Series 2004A maturing on the dates and in the principal amounts as follows:

[insert table of 2004A Refunded Bonds when known]

, and (iv) that portion of the Board's General Revenue Bonds, Series 2004B maturing on the dates and in the principal amounts as follows:

[insert table of 2004B Refunded Bonds when known]

"Representation Letter" means the Blanket Representation Letter dated June 26, 2003, from the University to DTC.

"Resolution" means the 1992 Resolution, as amended and supplemented by Supplemental Resolutions thereto, including the Restatement.

"Restatement" means the restatement of the 1992 Resolution, as amended and supplemented by Supplemental Resolutions, which restatement was adopted by the Board on August 12, 2004.

"Securities Depository" means The Depository Trust Company, New York, New York, or any successor Securities Depository appointed pursuant to Section 2.9.

"Series 2012 Bondholder" means the Holder of any Series 2012 Bond.

"Series 2012 Bonds" means the \$\_\_\_\_\_ principal amount of General Revenue Refunding Bonds, Series 2012 authorized to be issued pursuant to this Supplemental Resolution.

"Series 2012 Cost of Issuance Fund" means the special account created by Section 3.1 of this Supplemental Resolution, from which the Costs of Issuance of the Series 2012 Bonds shall be paid.

"Supplemental Resolution" means this Supplemental Resolution of the Board adopted on June 20, 2012, authorizing the Series 2012 Bonds.

"Trustee and Paying Agent" means U.S. Bank National Association, and its successors and permitted assigns under the Resolution.

"Underwriter" means Barclays Capital Inc.

The terms "hereby," "hereof," "hereto," "herein," "hereunder," and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.



Section 1.2 Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act, Section 57-504 Idaho Code and the Resolution.

## ARTICLE II

## AUTHORIZATION, TERMS AND ISSUANCE OF SERIES 2012 BONDS

Section 2.1 Authorization of Series 2012 Bonds, Principal Amount, Designation and Series. In order to provide sufficient funds for (i) the refunding of the Refunded Bonds and (ii) paying costs of issuance, and in accordance with and subject to the terms, conditions and limitations established in the Resolution, as previously amended, a series of Additional Bonds is hereby authorized to be issued in the aggregate principal amount of \$\_\_\_\_\_ and shall be designated "Idaho State University General Revenue Refunding Bonds, Series 2012." The Series 2012 Bonds shall be issued only in fully registered form, without coupons.

Section 2.2 Finding and Purpose. The Board hereby finds, determines and declares:

(a) pursuant to Section 33-3804(i) and Section 57-504, Idaho Code, the Refunded Bonds can be refunded with a debt service savings and to the benefit and advantage of the University;

(b) pursuant to Section 33-3809, Idaho Code, this Supplemental Resolution does not contract a debt on behalf of, or in any way obligate the State of Idaho, or pledge, assign or encumber in any way, or permit the pledging, assigning or encumbering in any way of, appropriations made by the Legislature, or revenue derived from the investment of the proceeds of the sale, and from the rental of such lands as have been set aside by the Idaho Admission Bill approved July 3, 1890, or other legislative enactments of the United States, for the use and benefit of the respective state educational institutions;

(c) pursuant to Section 33-3810, Idaho Code, the Series 2012 Bonds shall be exclusively obligations of the University, payable only in accordance with the terms thereof and shall not be obligations general, special or otherwise of the State of Idaho; and

(d) the requirements of Section 7.3 of the Resolution, as amended, will have been complied with upon the delivery of the Series 2012 Bonds, in that the Debt Service on the Series 2012 Bonds in each year does not exceed [by more than \$25,000] the Debt Service on the Refunded Bonds in such years. The consent of the 1998 Insurer and the 2003 Insurer are not required because the issuance of the Series 2012 Bonds and the refunding of the Refunded Bonds results in a Debt Service savings.

Section 2.3 Issue Date. The Series 2012 Bonds shall be dated as of the date of their initial delivery.

Section 2.4 Series 2012 Bonds.

(a) The Series 2012 Bonds shall mature on April 1 of each of the years and in the principal amounts, and shall bear interest at the rates, as set forth in the following table:

<u>Year of Maturity</u>	<u>Principal Amount</u>	<u>Rate of Interest</u>
	\$	%

(b) The Series 2012 Bonds shall bear interest from the date of delivery thereof, payable on October 1, 2012 and semiannually thereafter on each April 1 and October 1.

Section 2.5 Sale of Series 2012 Bonds. The Series 2012 Bonds authorized to be issued herein are hereby sold to the Underwriter at an aggregate purchase price equal to \$\_\_\_\_\_ (representing the par amount of the Series 2012 Bonds, plus an original issue premium of \$\_\_\_\_\_ [and less an underwriter's discount of \$\_\_\_\_\_]) on the terms and conditions set forth in the Bond Purchase Agreement. [Under the Bond Purchase Agreement, the Underwriter is to be paid a fee of \$\_\_\_\_\_ for purchasing the Series 2012 Bonds.]

To evidence the acceptance of the Bond Purchase Agreement, the Bursar is hereby authorized to execute and deliver, and the Secretary to attest, the Bond Purchase Agreement in the form presented at this meeting.

The final Official Statement of the University for the sale of the Series 2012 Bonds, in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the Bursar shall sign such final Official Statement and deliver such final Official Statement to the Underwriter for distribution to prospective purchasers of the Series 2012 Bonds and other interested persons, which signature shall evidence such approval. The form and content of, and the use of, the Preliminary Official Statement dated \_\_\_\_\_, 2012, by the Underwriter and the actions of the University, including the certification by the Bursar as to the "deemed finality" of the Preliminary Official Statement pursuant to SEC Rule 15c2-12 in connection with the offering of the Series 2012 Bonds, are hereby acknowledged, approved and ratified.

In order to comply with subsection (b)(5) of SEC Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the Series 2012 Bonds that the University and the Trustee shall have executed and delivered the Information Reporting Agreement. The Information Reporting Agreement is hereby ratified and approved in all respects and the President, Vice President for Finance and Administration or the Bursar are hereby authorized to execute and deliver the Information Reporting Agreement in the form of Exhibit B to the Bond Purchase Agreement.

The Vice President for Finance and Administration of the University and the President and Secretary of the Board are, and each of them is, hereby authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

Section 2.6 Delivery of Series 2012 Bonds. The Series 2012 Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution, at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement. The Series 2012 Bonds shall be executed as provided in Section 3.2 of the Resolution.

Section 2.7 [Redemption of Series 2012 Bonds Prior to Maturity.]

(a) Optional Redemption. The Series 2012 Bonds maturing on or prior to \_\_\_\_\_ are not subject to redemption prior to maturity. The Series 2012 Bonds maturing on or after \_\_\_\_\_ are subject to redemption prior to maturity at the option of the University in whole or in part on any date on and after \_\_\_\_\_ and if in part, in such order of maturity as may be directed by the University and by lot within each maturity at a redemption price equal to 100% of the principal amount of the Series 2012 Bonds to be redeemed plus accrued interest to the date of redemption

(b) Mandatory Sinking Fund Redemption. The Series 2012 Bonds maturing on \_\_\_\_\_ are subject to mandatory sinking fund redemption at a redemption price equal to 100% of the principal amount thereof, plus accrued interest thereon to the date of redemption on the dates and in the principal amounts as follows:

Redemption Date ( <u>April 1</u> )	Principal <u>Amount</u>
	\$

\*

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\* Final Maturity

(c) Upon redemption of any Series 2012 Bonds maturing on \_\_\_\_\_, other than by application of such mandatory sinking fund redemption, an amount equal to the principal amount so redeemed will be credited toward a part or all of any one or more of such mandatory sinking fund redemption amounts for the Series 2012 Bonds maturing on \_\_\_\_\_, in such order of mandatory sinking fund date as shall be directed by the University.

(d) Notice of Redemption. When the Series 2012 Bonds are called for redemption, notice must be sent by the Trustee, postage prepaid, by first class mail not less than thirty-five (35) nor more than sixty (60) days prior to the redemption date to the registered owners of the Series 2012 Bonds to be redeemed at the address shown on the Bond Register. As provided in the Resolution, the Trustee may give further notice of redemption at least thirty-five (35) days before the redemption or distribution date by registered or certified mail or overnight delivery service to certain registered national securities depositories and national information services; provided, however that no defect in such further notice or failure to give all or any portion of such further notice will in any manner defeat the effectiveness of a call for redemption.

(e) Conditional Notice of Redemption. In addition to the items required by the Resolution, each notice of redemption may further state, in the case of optional redemption, that such redemption shall be conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of moneys sufficient to pay the principal of and interest on such Series 2012 Bonds to be redeemed and that if such moneys shall not have been so received said notice shall be of no force and effect and such Series 2012 Bonds shall not be required to be redeemed. In the event that such notice of redemption contains such a condition and such moneys are not so received, the redemption shall not be made and the Trustee shall within a reasonable time thereafter give notice, one time, in the same manner in which the notice of redemption was given, that such moneys were not so received.]

Section 2.8 Form of Series 2012 Bond. The form of Series 2012 Bond is attached to this Supplemental Resolution as Exhibit A, and is incorporated herein by this reference.

Section 2.9 Submittal to Attorney General. There shall promptly be submitted to the Attorney General of the State of Idaho by the Secretary of the Board a certified copy of this Supplemental Resolution, together with the proceedings had in their adoption, in order that the Attorney General may examine into and pass upon the validity of the Series 2012 Bonds and the regularity of such proceedings, in the manner and with the effect specified in Chapter 38 of Title 33, Idaho Code, as amended.

Section 2.10 Book-Entry Only System.

(a) The Series 2012 Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository,

and no Beneficial Owner will receive certificates representing their respective interests in the Series 2012 Bonds, except in the event the Trustee issues Replacement Bonds as provided below. It is anticipated that during the term of the Series 2012 Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the Series 2012 Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the Series 2012 Bonds are registered in the name of Cede & Co., as nominee of the DTC, all payments with respect to principal of, premium, if any, and interest on the Series 2012 Bonds and all notices with respect to the Series 2012 Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the Series 2012 Bonds and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the book-entry system of the Securities Depository, the University shall execute and the Trustee shall authenticate and deliver one or more Series 2012 Bond certificates (the “Replacement Bonds”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners’ interests in the Series 2012 Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one Series 2012 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to Series 2012 Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

- (i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;
- (ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the Series 2012 Bonds;
- (iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the Series 2012 Bonds; or
- (iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the Series 2012 Bonds.

(d) The University has previously executed and delivered to DTC the Representation Letter in connection with the issuance of its Bonds, including the Series 2012 Bonds. Such Representation Letter is for the purpose of effectuating the initial Book-Entry System for the Series 2012 Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 2.11 Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the University, may appoint a successor Securities Depository, and shall deliver notice of such appointment to the Trustee. Any such successor Securities Depository shall be a securities depository which is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the Series 2012 Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of Series 2012 Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

Section 2.12 Tax Exemption of Bonds.

(a) The University's Vice President for Finance and Administration and Bursar is hereby authorized and directed to execute such Tax Certificates as shall be necessary to establish that (i) the Series 2012 Bonds are not "arbitrage bonds" within the meaning of Section 148 of the Code and the Regulations, (ii) the Series 2012 Bonds are not and will not become "private activity bonds" within the meaning of Section 141 of the Code, (iii) all applicable requirements of Section 149 of the Code are and will be met, (iv) the covenants of the Board contained in this Section 2.13 will be complied with and (v) interest on the Series 2012 Bonds is not and will not become includible in gross income for federal income tax purposes under the Code and applicable Regulations.

(b) The Board and the University covenant and certify to and for the benefit of the Series 2012 Bondholders from time to time of the Series 2012 Bonds that:

(i) the University will at all times comply with the provisions of any Tax Certificates;

(ii) the University will at all times comply with the rebate requirements contained in Section 148(f) of the Code, including, without limitation, the entering into any necessary rebate calculation agreement to provide for the calculations of amounts required to be rebated to the United States, the keeping of records necessary to enable such calculations to be made and the timely payment to the United States, of all amounts, including any applicable penalties and interest, required to be rebated;

(iii) no use will be made of the proceeds of the issue and sale of the Series 2012 Bonds, or any funds or accounts of the University which may be deemed to be proceeds of the Series 2012 Bonds, pursuant to Section 148 of the Code and applicable Regulations, which use, if it had been reasonably expected on the date of issuance of the Series 2012 Bonds, would have caused the Series 2012 Bonds to be classified as “arbitrage bonds” within the meaning of Section 148 of the Code;

(iv) the University will not use or permit the use of any of its facilities or properties in such manner that such use would cause the Series 2012 Bonds to be “private activity bonds” described in Section 141 of the Code;

(v) no bonds or other evidences of indebtedness of the University that are reasonably expected to be paid out of substantially the same source of funds as the Series 2012 Bonds have been or will be issued, sold or delivered within a period beginning 15 days prior to the sale of the Series 2012 Bonds and ending 15 days following the delivery of the Series 2012 Bonds, other than the Series 2012 Bonds; and

(vi) the University will not take any action that would cause interest on the Series 2012 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2012 Bondholders of the Series 2012 Bonds as provided in Section 103 of the Code, nor will it omit to take or cause to be taken, in timely manner, any action, which omission would cause interest on the Series 2012 Bonds to be or to become ineligible for the exclusion from gross income of the Series 2012 Bondholders of the Series 2012 Bonds as provided in Section 103 of the Code.

Pursuant to these covenants, the Board and the University obligate themselves to comply throughout the term of the issue of the Series 2012 Bonds with the requirements of Section 103 of the Code and the Regulations proposed or promulgated thereunder.



## ARTICLE III

## CREATION OF ACCOUNTS; APPLICATION OF SERIES 2012 BOND PROCEEDS

Section 3.1 Creation of Accounts. In accordance with Section 5.4B of the Resolution, there is hereby established a "Series 2012 Cost of Issuance Fund," to be held by the University.

Section 3.2 Application of Proceeds of Series 2012 Bonds. The proceeds of the sale of the Series 2012 Bonds shall be paid or deposited as follows:

(a) Bond proceeds in the amount of \$\_\_\_\_\_ to the University for deposit into the Series 2012 Cost of Issuance Fund; and

(b) Bond Proceeds in the amount of \$\_\_\_\_\_ shall be transferred to the Escrow Agent for investment as contemplated by the Escrow Agreement (as hereinafter approved) and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash), and the obligations in which such proceeds are so invested and any remaining cash shall be deposited in trust by the Escrow Agent as required by the Escrow Agreement.

Section 3.3 Series 2012 Cost of Issuance Fund. The Series 2012 Cost of Issuance Fund shall be held by the University for payment of the Costs of Issuance of the Series 2012 Bonds, [including the Underwriting fees], such costs either paid by the University or paid by the Trustee on behalf of the University. Any balance remaining in the Series 2012 Cost of Issuance Fund after payment of the Costs of Issuance, and no later than \_\_\_\_\_, shall be transferred to the University and the Series 2012 Cost of Issuance Fund shall be closed.

## ARTICLE IV

## PLAN OF REFUNDING

Section 4.1 Defeasance of Refunded Bonds. In accordance with the provisions of the Resolution, it is hereby found and determined that pursuant to the Escrow Agreement, moneys and Defeasance Securities permitted under the Act and under the Resolution, the principal and interest on which, when due, will provide moneys which shall be sufficient to pay, when due, the principal or redemption price or prepayment amount, if applicable, as provided therein, and interest due and to become due on the Refunded Bonds on and prior to the applicable redemption or prepayment dates or maturity thereof will have been deposited with the Escrow Agent, and that upon compliance with the provisions of the Resolution, as provided for in the Escrow Agreement, all Refunded Bonds shall be deemed to have been paid within the meaning and with the effect expressed in the Resolution. After all the Refunded Bonds shall have become due and payable upon maturity or pursuant to call for redemption, any investments remaining in the Escrow Account shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of Refunded Bonds not yet presented for payment, including interest due and payable, shall be paid over to the Trustee for deposit into the Bond Fund. As contemplated by Section 12.1 of the Resolution, none of the Refunded Bonds are payable from amounts drawn under credit enhancement as provided in Section 57-231 of the Idaho Code.

Section 4.2 Redemption of Refunded Bonds. The Refunded Bonds shall be irrevocably called for redemption pursuant to the Escrow Agreement, and notice of redemption shall be given as provided in the Escrow Agreement.

Section 4.3 Approval of Escrow Agreement; Deposits Into Escrow Account.

(a) The Escrow Agreement, in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the Bursar shall sign such Escrow Agreement, which signature shall evidence such approval. The Bursar is hereby authorized to do or perform all such acts as may be necessary or advisable to comply with the Escrow Agreement and to carry the same into effect.

(b) The proceeds of the sale of the Series 2012 Bonds, [together with other available funds of the University], shall be invested or reinvested as contemplated in the Act (except for any amount to be retained as cash), the Resolution and the Escrow Agreement and the obligations in which such moneys are so invested and any remaining cash shall be deposited into the Escrow Account created under the Escrow Agreement in trust with the Escrow Agent. The Investment Securities in which such moneys are so invested shall comply in all respects with the provisions of Section 57-504, Idaho Code.

(c) Upon establishment of the Escrow Account, the money, securities and funds pledged under the Resolution, and all covenants, agreements and

obligations of the University to the holders of the Refunded Bonds shall thereupon cease, terminate and thereupon become void and be discharged and satisfied.

## ARTICLE V

## MISCELLANEOUS

Section 5.1 Governing Law. By the acceptance of the Series 2012 Bonds, the Series 2012 Bondholders shall be deemed to agree that their respective rights shall be governed by the laws of the State of Idaho.

Section 5.2 Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in this Supplemental Resolution on the part of the University (or of the Trustee or of any Paying Agent) to be performed should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of this Supplemental Resolution or of the Series 2012 Bonds; but the Series 2012 Bondholders shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 5.3 Savings Clause. Except as amended by this Supplemental Resolution, the Resolution shall remain in full force and effect.

Section 5.4 Conflicting Resolutions; Effective Date. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

Section 5.5 Perfection of Security Interest.

(a) The Resolution creates a valid and binding pledge and assignment of security interest in all of the Pledged Revenues under the Resolution as security for payment of the Series 2012 Bonds, enforceable by the Board in accordance with the terms thereof.

(b) Under the laws of the State of Idaho, such pledge and assignment and security interest is automatically perfected by Section [57-234] 57-232, Idaho Code, as amended, and is and shall have priority as against all parties having claims of any kind in tort, contract, or otherwise hereafter imposed on the Pledged Revenues.

ADOPTED AND APPROVED this 20<sup>th</sup> day of June, 2012.

THE BOARD OF TRUSTEES OF IDAHO  
STATE UNIVERSITY

---

President

ATTEST:

---

Secretary

EXHIBIT A

## FORM OF SERIES 2012 BOND

R-\_\_\_\_\_

\$\_\_\_\_\_

UNITED STATES OF AMERICA  
STATE OF IDAHO  
IDAHO STATE UNIVERSITY  
REFUNDING BONDS  
SERIES 2012

Interest RateMaturity DateDated DateCUSIP

Registered Owner: CEDE &amp; CO.

Principal Amount: \_\_\_\_\_ DOLLARS\*\*\*\*\*

KNOW ALL MEN BY THESE PRESENTS that Idaho State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund hereinafter defined, to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on October 1, 2012, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

This Bond is an obligation of the University payable solely in accordance with the terms hereof and is not an obligation, general, special, or otherwise of the State of Idaho, does not constitute a debt, legal, moral, or otherwise, of the State of Idaho, and is not enforceable against the State, nor shall payment hereof be enforceable out of any funds of the University other than the revenues, fees, and charges pledged thereto in the Bond Resolution (defined herein). Pursuant to the Bond Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund (as defined in the Bond Resolution) to provide for the prompt payment of the principal of, interest on, and redemption price of the Bonds of which this Bond is a part. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security afforded thereby, reference is made to the provisions of the Bond Resolution.

Both principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall

appear on the registration books of the University (the “Bond Register”) maintained by the Corporate Trust Department of U.S. Bank National Association (the “Trustee”), in Salt Lake City, Utah. Interest shall be paid to the registered owner whose name appears on the Bond Register on the fifteenth day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid by check or draft of the Trustee mailed to such registered owner on the due date at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of a duly authorized issue of Bonds of like date, tenor, and effect, except for variations required to state numbers, denominations, rates of interest, and dates of maturity, aggregating \$\_\_\_\_\_ in principal amount. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly Chapter 38, Title 33 and Section 57-504, Idaho Code, and proceedings duly adopted and authorized by the Board on behalf of the University, more particularly the Resolution adopted by the Board on September 17, 1992, as previously amended, supplemented and restated from time to time, including with respect to the Bonds by a Supplemental Resolution by the Board on June 20, 2012, authorizing the issuance of the Bonds (collectively, the “Bond Resolution”).

This Bond is one of the General Revenue Refunding Bonds, Series 2012, of the University issued under the provisions of Chapter 38, Title 33 and Section 57-504, Idaho Code, for the purpose of providing funds with which to (i) refund certain outstanding bonds of the University and (ii) pay expenses properly incident thereto and to the issuance of the Bonds. The principal of, interest on, and redemption price of the Bonds is payable from revenues and funds of the University pledged therefor and consisting generally of the University’s tuition, Student Facilities Fee/Facilities, Net Revenues of the Housing System, certain revenues from leasing the CAES Project and certain other fees and revenues, as more particularly set forth in the Bond Resolution.

[The Series 2012 Bonds are subject to redemption at the time, in the amounts and at the prices and with such notice all as provided in the Resolution.]

**\*\*The Bonds are initially issued in the form of a separate single certificated fully registered Bond for each maturity, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”).\*\***

**\*\*Unless this Bond is presented by an authorized representative of DTC to the University or its agent for registration of transfer, exchange, or payment, and any certificate issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest herein.\*\***

**\*\*Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Series 2012 Bond or shall make an appropriate notation on this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.\*\***

**\*\*The Series 2012 Bonds shall not be transferable or exchangeable except as set forth in the Resolution.\*\***

[This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.]

Reference is hereby made to the Bond Resolution for the covenants and declarations of the University and other terms and conditions under which this Bond and the bonds of this issue have been issued. The covenants contained herein and in the Bond Resolution may be discharged by making provisions at any time for the payment of the principal of and interest on this Bond in the manner provided in the Bond Resolution.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond have happened, been done, and performed, and that the issuance of this Bond and the Bonds of this issue does not violate any Constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.



IN WITNESS WHEREOF, the Board of Trustees of Idaho State University (the "Board"), has caused this Bond to be executed by the manual or facsimile signature of the President of the Board and of the Bursar of the University and attested by the manual or facsimile signature of the Secretary of the Board, and a facsimile or original of the official seal of the University to be imprinted hereon, as of the dated date set forth above.

## IDAHO STATE UNIVERSITY

By: \_\_\_\_\_  
 President of the Board of Trustees  
 of Idaho State University

## COUNTERSIGNED:

(SEAL)

By: \_\_\_\_\_  
 Bursar

## ATTEST:

By: \_\_\_\_\_  
 Secretary of the Board of Trustees  
 of Idaho State University

## CERTIFICATE OF AUTHENTICATION

This Bond is one of the General Revenue Refunding Bonds, Series 2012, of Idaho State University, described in the within-mentioned Bond Resolution.

U.S. BANK NATIONAL ASSOCIATION,  
 as Trustee

By: \_\_\_\_\_  
 Authorized Signature

Date of Authentication: \_\_\_\_\_

## VALIDATION CERTIFICATE

I hereby certify that I have examined a certified copy of the record of proceedings taken preliminary to and in the issuance of the within bond; that such proceedings and such bond conform to and show lawful authority for the issuance thereof in accordance with the provisions of Title 33, Chapter 38 and Section 57-504, Idaho Code, as amended. Such bond has been issued in accordance with the Constitution and laws of the State of Idaho and shall in any suit, action or proceeding involving its validity be conclusively deemed to be fully authorized by Title 33, Chapter 38 and Section 57-504, Idaho Code, and to have been issued, sold, executed, and delivered in conformity with the Constitution and laws of the State of Idaho and to be valid and binding and enforceable in accordance with its terms, and such bond is incontestable for any cause.

---

Hon. Lawrence G. Wasden  
Attorney General

## ASSIGNMENT

FOR VALUE RECEIVED, \_\_\_\_\_,  
the undersigned sells, assigns and transfers unto:

\_\_\_\_\_  
(Social Security or Other Identifying Number of Assignee)

\_\_\_\_\_  
(Please Print or Typewrite Name and Address of Assignee)

the within Bond and hereby irrevocably constitutes and appoints \_\_\_\_\_  
of \_\_\_\_\_ to transfer the said bond on the books kept for  
registration thereof with full power of substitution in the premises.

Dated: \_\_\_\_\_

Signature: \_\_\_\_\_

NOTICE: The signature on this assignment must correspond with the name(s) of the Registered owner as it appears upon the face of the within Bond in every particular without alteration or enlargement or any change whatsoever.

## SIGNATURE GUARANTEED:

\_\_\_\_\_  
NOTICE: Signature(s) must be guaranteed by a member firm of the New York Stock Exchange or a commercial bank or trust company and must correspond with the name as it appears upon the face of the within bond in every particular, without alteration or enlargement or any change whatever.

## PREPAYMENT PANEL

The following installments of principal (or portions thereof) of this Bond have been prepaid in accordance with the terms of the Resolution.

[illegible]

**\*\* Include when Bonds registered with DTC.\*\***  
[Bracketed text deleted when Bonds DTC-registered.]

(End of Form of Series 2012 Bond)

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IDAHO STATE UNIVERSITY  
\$ \_\_\_\_\_  
GENERAL REVENUE REFUNDING BONDS,  
SERIES 2012

**BOND PURCHASE AGREEMENT**

\_\_\_\_\_, 2012

Idaho State University  
Attn:  
921 South 8<sup>th</sup> Avenue, Stop 8219  
Pocatello, Idaho 83209-3000

Ladies and Gentlemen:

The undersigned, Barclays Capital Inc., as underwriter (the "*Underwriter*"), hereby offers to enter into this Bond Purchase Agreement (the "*Purchase Agreement*") with Idaho State University (the "*University*"), which, upon the acceptance by the University of this offer, shall be in full force and effect in accordance with its terms and shall be binding upon the University and the Underwriter.

This offer is made subject to your acceptance and approval on or before 5:00 p.m. Mountain Time on the date hereof, and until so accepted will be subject to withdrawal by the Underwriter upon notice delivered to the University by the Underwriter at any time prior to the execution and acceptance hereof by the University. Terms not otherwise defined herein shall have the same meanings as are set forth in the hereinafter defined Resolution.

**ARTICLE I**

*Section 1.1. Purchase and Sale.* Upon the terms and conditions and upon the basis of the representations, warranties and covenants herein set forth, the Underwriter hereby agrees to purchase from the University, and the University hereby agrees to sell to the Underwriter, all, but not less than all, of the University's \$ \_\_\_\_\_ General Revenue Refunding Bonds, Series 2012 (the "*Bonds*"), for a purchase price of \$ \_\_\_\_\_, representing the principal amount of the Bonds, plus original issue premium of \$ \_\_\_\_\_ (the "*Purchase Price*"). In consideration for its services, the University agrees to pay to the Underwriter a fee of \$ \_\_\_\_\_ (the "*Underwriter's Fee*").

*Section 1.2. The Bonds.* The Bonds are being issued for the purpose of refunding certain outstanding bonds of the University (the "*Refunded Bonds*") and to pay costs of issuance of the Bonds.

The Bonds shall be dated as of their date of delivery, shall bear interest at the rates, mature in the amounts and on the dates as set forth in SCHEDULE I hereto, and shall be subject to redemption prior to maturity as set forth in the Supplemental Resolution (defined below). The Bonds shall be issued pursuant to the Resolution adopted September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a Supplemental Resolution adopted on June \_\_, 2012 (the “*Supplemental Resolution*” and, together with the Master Resolution, the “*Resolution*”) by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the “*Board*”), substantially in the form heretofore delivered to the Underwriter, with only such changes therein as shall be mutually agreed upon between us.

The Bonds will be payable from and secured by a pledge of certain revenues of the University (as defined in the Resolution, the “*Pledged Revenues*”), on a parity with all bonds now outstanding under the Resolution and any additional bonds hereafter issued under the Resolution.

*Section 1.3. Official Statement; Continuing Disclosure.* (a) The Bonds shall be offered pursuant to an Official Statement of even date herewith (which, together with the cover page and all appendices thereto, and with such changes therein and supplements thereto which are consented to in writing by the Underwriter is herein called the “*Official Statement*”).

(b) The University has previously deemed the Official Statement “final” as of its date for purposes of paragraph (b)(1) of Rule 15c2-12 of the Securities and Exchange Commission (“*Rule 15c2-12*”), and the University hereby authorizes the use of the Official Statement by the Underwriter in connection with the public offering and sale of the Bonds. The University agrees to provide to the Underwriter, on or prior to the Closing Date, and in any event not later than seven business days after the date hereof, sufficient copies of the Official Statement to enable the Underwriter to comply with the requirements of Rule 15c2-12 and Rule G-32 of the Municipal Securities Rulemaking Board.

(c) If at any time prior to 25 days after the “end of the underwriting period” (as defined below), any event shall occur, or any preexisting fact shall become known, of which the University has knowledge which might or would cause the Official Statement as then supplemented or amended to contain any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading, the University, at its expense, shall notify the Underwriter, and if, in the opinion of the Underwriter, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the University will (i) supplement or amend the Official Statement in a form and in a manner approved by the Underwriter and (ii) provide the Underwriter with such certificates and legal opinions as shall be requested by the Underwriter in order to evidence the accuracy and completeness of the Official Statement as so supplemented or amended. If the Official Statement is so supplemented or amended prior to the Closing (defined below), such approval by the Underwriter of a supplement or amendment to the Official Statement shall not preclude the Underwriter from thereafter terminating this Purchase Agreement, and if the Official Statement is so amended or supplemented subsequent to the date hereof and prior to the Closing, the Underwriter may

terminate this Purchase Agreement by written notification delivered to the University by the Underwriter at any time prior to the Closing if, in the judgment of the Underwriter, such amendment or supplement has or will have a material adverse effect on the marketability of the Bonds.

(d) For purposes of this Purchase Agreement, the “end of the underwriting period” shall mean the day of the Closing, or, if the University has been notified in writing by the Underwriter on or prior to the date of the Closing that the “end of the underwriting period” within the meaning of Rule 15c2-12 will not occur on the date of the Closing, such later date on which the “end of the underwriting period” within such meaning has occurred. In the event that the University has been given notice pursuant to the preceding sentence that the “end of the underwriting period” will not occur on the date of the Closing, the Underwriter agrees to notify the University in writing of the date it does occur as soon as practicable following the “end of the underwriting period” for all purposes of Rule 15c2-12; *provided, however*, that if the Underwriter has not otherwise so notified the University of the “end of the underwriting period” by the 90th day after the Closing, then the “end of the underwriting period” shall be deemed to occur on such 90th day unless otherwise agreed to by the University.

(e) In order to enable the Underwriter to comply with the requirements of paragraph (b)(5) of Rule 15c2-12 in connection with the offering of the Bonds, the University covenants and agrees with the Underwriter that it will execute and deliver a Continuing Disclosure Undertaking with respect to the Bonds (the “*Continuing Disclosure Undertaking*” and, collectively with this Purchase Contract, the hereinafter defined Escrow Agreement, and the Resolution, the “*Bond Documents*”) in substantially the form attached as APPENDIX E to the Preliminary Official Statement dated \_\_\_\_\_, 2012 (the “*Preliminary Official Statement*”), on or before the Closing Date.

*Section 1.4. Public Offering.* The Underwriter agrees to make an initial public offering of all the Bonds at the public offering prices set forth on the inside cover page of the Official Statement. The Underwriter may, however, change such initial offering prices or yields as it may deem necessary in connection with the marketing of the Bonds and offer and sell the Bonds to certain dealers (including dealers depositing the Bonds into investment trusts) and others at prices lower than the initial offering prices or yields set forth on the inside cover page of the Official Statement. The Underwriter also reserves the right (a) to over-allot or effect transactions that stabilize or maintain the market prices of the Bonds at levels above those which might otherwise prevail in the open market and (b) to discontinue such stabilizing, if commenced, at any time without prior notice.

*Section 1.5. Closing.* The “*Closing Date*” shall be \_\_\_\_\_, 2012, or such other date as the University and the Underwriter shall mutually agree upon. The delivery of and payment for the Bonds and the other actions described in Sections 1.5 and 3.1 of this Purchase Agreement are referred to herein as the “*Closing*.” The Closing shall take place at the offices of \_\_\_\_\_ in \_\_\_\_\_. On the Closing Date, the University will deliver the Bonds or cause the Bonds to be delivered to or for the account of The Depository Trust Company (“*DTC*”), duly executed and authenticated. The University will also deliver to the Underwriter at the Closing the other documents described below and, subject to the terms and



conditions hereof, the Underwriter will accept such delivery and pay the purchase price of the Bonds as set forth in Paragraph 1.1 hereof in federal funds payable to the order of the University. The Bonds will be registered in the name of Cede & Co., as nominee of DTC.

## ARTICLE II

### REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY

To induce the Underwriter to enter into this Purchase Agreement, the University represents and warrants to the Underwriter as follows:

*Section 2.1.* The University has been duly organized and is validly existing under the Constitution and laws of the State of Idaho and has all power and authority to consummate the transactions contemplated by this Purchase Agreement and the Official Statement, including the execution, delivery and approval of all documents and agreements referred to herein or therein.

*Section 2.2.* The execution and delivery of the Bonds and the Bond Documents, the adoption of the Resolution, and compliance with the provisions on the University's part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University is or to which any of its property or assets are otherwise subject, nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the University to be pledged to secure the Bonds or under the terms of any such law, regulation or instrument, except as provided by the Bonds and the Resolution.

*Section 2.3.* (a) By all necessary official action of the University taken prior to or concurrently with the acceptance hereof, the University has duly authorized (i) the adoption of the Resolution and the issuance and sale of the Bonds, (ii) the execution and delivery of, and the performance by the University of the obligations on its part, contained in the Bonds and the Bond Documents, (iii) the distribution and use of the Preliminary Official Statement and the execution, distribution and use of the Official Statement for use by the Underwriter in connection with the public offering of the Bonds, and (iv) the consummation by it of all other transactions described in the Official Statement, the Bond Documents and any and all such other agreements and documents as may be required to be executed, delivered and/or received by the University in order to carry out, give effect to, and consummate the transactions described herein and in the Official Statement.

(b) This Purchase Agreement has been duly authorized, executed and delivered, the Resolution has been duly adopted, and this Purchase Agreement and the Resolution constitute the legal, valid and binding obligations of the University, enforceable in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; and the

Continuing Disclosure Undertaking, when duly executed and delivered, will constitute the legal, valid and binding obligation of the University, enforceable in accordance with its terms.

(c) The Bonds, when issued, delivered and paid for in accordance with the Resolution and this Purchase Agreement, will have been duly authorized, executed, issued and delivered by the University and will constitute the valid and binding obligations of the University, enforceable against the University in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; upon the issuance, authentication and delivery of the Bonds as aforesaid, the Resolution will provide, for the benefit of the holders, from time to time, of the Bonds, the legally valid and binding pledge of and lien it purports to create as set forth in the Resolution.

(d) All authorizations, approvals, licenses, permits, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction of the matter which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect the approval or adoption, as applicable, of the Bond Documents, the issuance of the Bonds or the due performance by the University of its obligations under the Bond Documents and the Bonds, have been duly obtained.

*Section 2.4.* Except as disclosed in the Preliminary Official Statement and the Official Statement, there is no litigation, action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, government agency, public board or body, pending or, to the best knowledge of the University, threatened against the University: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the Bonds, (iii) in any way contesting or affecting the validity or enforceability of the Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the Bonds for federal income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the Bonds, the adoption of the Resolution or the execution and delivery of the Bond Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the Bonds or the Bond Documents.

*Section 2.5.* The University is not in breach of or in default under any existing constitutional provision, law, court or administrative regulation, judgment, decree or order, or any loan agreement, indenture, bond, note, resolution mortgage, lease, sublease, agreement, or other instrument to which the University is a party or by which it or its property is or may be bound, and no event has occurred or is continuing which, with the passage of time or the giving of notice, or both, would constitute a default or an event of default thereunder, in either case in any manner or to such extent as could have a material adverse effect on the financial condition of the University or the transactions contemplated by this Purchase Agreement and the Official Statement, or would have an adverse effect on the validity or enforceability in accordance with their respective terms of the Bonds or the Bond Documents, or would in any way adversely

affect the existence or powers of the University, or would in any way adversely affect the tax-exempt status of interest on the Bonds.

*Section 2.6.* The Bonds and the Resolution conform to the descriptions thereof contained in the Preliminary Official Statement and the Official Statement under the captions, “THE SERIES 2012 BONDS” and “SECURITY FOR THE SERIES 2012 BONDS”; the proceeds of the sale of the Bonds will be applied generally as described in the Preliminary Official Statement and the Official Statement under the caption, “ESTIMATED SOURCES AND USES OF FUNDS.” The University has the legal authority to apply, and will apply or cause to be applied, the proceeds from the sale of the Bonds as provided in and subject to all of the terms and provisions of the Resolution, and will not take or omit to take any action which action or omission will adversely affect the exclusion from gross income for federal income tax purposes of the interest on the Bonds.

*Section 2.7* The Preliminary Official Statement, as supplemented and amended through the date hereof, did not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. At the time of the University’s acceptance hereof and (unless the Official Statement is amended or supplemented pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement) at all times subsequent thereto during the period up to and including the date of Closing, the Official Statement does not and will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If the Official Statement is supplemented or amended pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto to and including the date that is 25 days after the “end of the underwriting period,” the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which made, not misleading.

*Section 2.8.* The University will furnish such information and execute such instruments and take such action in cooperation with the Underwriter, at no expense to the University, as the Underwriter may reasonably request (a) to (i) qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions in the United States as the Underwriter may designate and (ii) determine the eligibility of the Bonds for investment under the laws of such states and other jurisdictions and (b) to continue such qualifications in effect so long as required for the distribution of the Bonds (provided, however, that the University will not be required to qualify as a foreign corporation or to file any general or special consents to service of process under the laws of any jurisdiction) and will advise the Underwriter immediately of receipt by the University of any written notification with respect to the suspension of the qualification of the Bonds for sale in any jurisdiction or the initiation or threat of any proceeding for that purpose.

*Section 2.9.* The University has not failed during the previous five years to comply with any previous undertakings in a written continuing disclosure contract or agreement under Rule 15c2-12.

*Section 2.10.* (a) The financial statements of, and other financial information regarding, the University in the Preliminary Official Statement and in the Official Statement fairly present the financial position and results of the University as of the dates and for the periods therein set forth. The financial statements of the University have been prepared in accordance with generally accepted accounting principles consistently applied, and except as noted in the Preliminary Official Statement and in the Official Statement, the other historical financial information set forth in the Preliminary Official Statement and in the Official Statement has been presented on a basis consistent with that of the University's audited financial statements included in the Preliminary Official Statement and in the Official Statement. Except as described in the Preliminary Official Statement, since June 30, 2011, there has been no material adverse change in the condition, financial or otherwise, of the University from that set forth in the audited financial statements as of and for the period ended that date; and except as described in the Preliminary Official Statement, the University, since June 30, 2011, has not incurred any material liabilities, directly or indirectly, except in the ordinary course of the University's operations.

(b) Prior to the Closing, the University will not take any action within or under its control that will cause any adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the University. The University will not, prior to the Closing, offer or issue any bonds, notes or other obligations for borrowed money or incur any material liabilities, direct or contingent, except in the ordinary course of business, without the prior approval of the Underwriter.

*Section 2.11.* Each representation, warranty or agreement stated in any certificate signed by any officer of the University and delivered to the Underwriter at or before the Closing shall constitute a representation, warranty or agreement by the University upon which the Underwriter shall be entitled to rely.

### ARTICLE III

#### CLOSING CONDITIONS

*Section 3.1.* The Underwriter has entered into this Purchase Agreement in reliance upon the representations and warranties herein and the performance by the University of its obligations hereunder, both as of the date hereof and as of the Closing Date. The Underwriter's obligations under this Purchase Agreement are and shall be subject to the following conditions:

(a) The representations and warranties of the University contained herein shall be true, complete and correct in all material respects at the date hereof and on the Closing Date, as if made on the Closing Date. At the time of Closing (i) the Official Statement, the Resolution and this Purchase Agreement shall be in full force and effect

and shall not have been amended, modified or supplemented, except as therein permitted or as may have been agreed to in writing by the Underwriter, and (ii) the proceeds of sale of the Bonds shall be paid to the Trustee of the Bonds for deposit or use as described in the Official Statement. On the Closing Date, no “Event of Default” shall have occurred or be existing under the Resolution nor shall any event have occurred which, with the passage of time or the giving of notice, or both, shall constitute an Event of Default under the Resolution, nor shall the University be in default in the payment of principal of or interest on any of its obligations for borrowed money.

(b) The Underwriter shall have the right to terminate this Purchase Agreement by written notification delivered to the University by the Underwriter, if at any time on or prior to the Closing Date:

(i) the Official Statement shall have been amended, modified or supplemented without the consent of the Underwriter;

(ii) any event shall occur, or any information shall become known, which makes untrue any statement of a material fact in the Official Statement or makes an omission of a fact that should be included in the Official Statement in order to make the statements in the Official Statement, in light of the circumstances under which they were made, not misleading,

(iii) any material adverse change in the affairs or financial condition of the University shall have occurred since the date of this Purchase Agreement (except for changes which the Official Statement discloses are expected to occur) that, in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(iv) any legislation, ordinance, rule or regulation shall be introduced in, or be enacted by any governmental body, department or agency of the State of Idaho (the “*State*”), or a decision by any court of competent jurisdiction within the State shall be rendered which materially adversely affects the market price of the Bonds;

(v) a stop order, ruling, regulation or official statement by, or on behalf of, the Securities and Exchange Commission or any other governmental agency having jurisdiction of the subject matter shall be issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, including all underlying obligations, as contemplated hereby or by the Official Statement, is in violation or would be in violation of any provision of the federal securities laws, including the Securities Act of 1933, as amended and as then in effect (the “*Securities Act*”), or that the Resolution needs to be qualified under the Trust Indenture Act of 1939, as amended and as then in effect (the “*Trust Indenture Act*”);

(vi) legislation shall be enacted by the Congress of the United States of America, or a decision by a court of the United States of America shall be rendered, to the effect that the Bonds or obligations of the general character of the Bonds are not exempt from registration under the Securities Act, or that the Resolution is not exempt from qualification under the Trust Indenture Act;

(vii) legislation shall have been passed by or introduced in the Congress of the United States or recommended to the Congress for passage by the President of the United States or the United States Department of the Treasury or the Internal Revenue Service or any member of the United States Congress, or the State Legislature, or a decision shall have been rendered by a court of the United States or of the State or by the Tax Court of the United States, or a ruling or an official statement (including a press release) or proposal shall have been made or a regulation shall have been proposed or made by or on behalf of the Treasury Department of the United States or the Internal Revenue Service or other federal or State authority, with respect to federal or State taxation upon revenues or other income of the general character to be derived by the University pursuant to the Resolution, or with respect to federal or State taxation of interest received on securities of the general character of the Bonds or which would have the effect of changing, directly or indirectly, the federal or State tax consequences of receipt of interest on securities of the general character of the Bonds in the hands of the owners thereof, which in the opinion of the Underwriter would adversely affect the market price of the Bonds or the ability to enforce contracts for the sale of the Bonds, or other action or events shall have transpired which may have the purpose or effect, directly or indirectly, of changing the federal income tax consequences or State income tax consequences of any of the transactions contemplated in connection herewith, or any other action or events shall have occurred which, in the judgment of the Underwriter, materially adversely affect the market for the Bonds or the market price generally of obligations of the general character of the Bonds;

(viii) additional material restrictions not in force as of the date hereof shall have been imposed upon trading in securities generally by any governmental authority or by any national securities exchange, which in the reasonable judgment of the Underwriter, materially adversely affect the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(ix) a general banking moratorium shall have been established by federal, State or New York authorities, or there shall have occurred a general suspension of trading in securities on the New York Stock Exchange or any other national securities exchange, the establishment of minimum or maximum prices on any such national securities exchange, the establishment of material restrictions (not in force as of the date hereof) upon trading securities generally by any governmental authority or any national securities exchange, or any material increase of restrictions now in force (including, with respect to the extension of

credit by, or the charge to the net capital requirements of, the Underwriter), or a disruption in securities settlement, payment or clearance services shall have occurred, which in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds;

(x) there shall have occurred any new material outbreak of hostilities (including, without limitation, an act of terrorism) or new material other national or international calamity or crisis, or any material adverse change in the financial, political or economic conditions affecting the United States, including, but not limited to, an escalation of hostilities that existed prior to the date hereof, the effect of which would, in the reasonable opinion of the Underwriter, affect materially or adversely the ability of the Underwriter to market the Bonds;

(xi) there shall have occurred any downgrading or published negative credit watch or similar published information from a rating agency that at the date of this Purchase Agreement has published a rating (or has been asked to furnish a rating on the Bonds) on any of the University's debt obligations, which action reflects a change or possible change, in the ratings accorded any such obligations of the University (including any rating to be accorded the Bonds); or

(xii) any action, suit or proceeding described in Section 2.4 or 3.1(c)(4) shall have been commenced which, in the reasonable judgment of the Underwriter, materially adversely affects the market price or marketability of the Bonds or the ability of the Underwriter to enforce contracts for the sale of the Bonds.

(c) At or prior to the Closing for the Bonds, the Underwriter shall receive the following documents:

(1) The approving opinion of Ballard Spahr LLP ("*Bond Counsel*"), dated the date of Closing, in substantially the form included as APPENDIX F to the Official Statement;

(2) (A) The opinion of Ballard Spahr LLP, as Disclosure Counsel, dated the date of Closing and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit A* and (B) the opinion of Hawley Troxell Ennis & Hawley LLP ("*Underwriter's Counsel*"), dated the date of Closing and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit C*;

(3) The opinion of Bradley H. Hall, Esq., counsel to the University, in substantially the form attached hereto as *Exhibit B*;

(4) The University's certificate or certificates signed by its Vice-President for Finance and Administration and Bursar dated the date of the Closing to the effect that (A) no litigation is pending or, to its knowledge,

threatened: (i) to restrain or enjoin the collection of Pledge Revenues under the Resolution; (ii) in any way contesting or affecting any authority for the issuance of the Bonds, the validity of the Bonds, the Resolution, this Purchase Agreement, the exemption from federal income taxation of interest on the Bonds; or (iii) in any way contesting the powers or operation of the University; (B) to the best of his or her knowledge, the descriptions and information contained in the Preliminary Official Statement and the Official Statement relating to the University and its operational and financial and other affairs and the application of the proceeds of sale of the Bonds are correct in all material respects, as of their respective dates and as of the date of Closing; (C) such descriptions and information, as of the respective dates of the Preliminary Official Statement and Official Statement, did not, and, as of the date of Closing, do not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; (D) at the time of the Closing, no default or event of default has occurred and is continuing which, with the lapse of time or the giving of notice, or both, would constitute a default or an event of default under the Resolution, this Purchase Agreement or any other material agreement or material instrument to which the University is a party or by which it is or may be bound or to which any of its property or other assets is or may be subject; (E) the Resolution of the University authorizing or approving the execution of this Purchase Agreement, the Continuing Disclosure Undertaking, the Official Statement, and the form of the Bonds has been duly adopted by the University and has not been modified, amended or repealed; (F) no event affecting the University has occurred since the respective dates of the Preliminary Official Statement and Official Statement that either makes untrue, as of the date of Closing, any statement or information relating to the same and contained in the Preliminary Official Statement or Official Statement or that should be disclosed therein in order to make the statements and information therein, in light of the circumstances under which they were made, not misleading; and (G) the representations of the University herein are true and correct in all material respects as of the date of Closing;

(5) A copy of the transcript of all proceedings of the University, including the Supplemental Resolution, relating to the authorization and issuance of the Bonds, certified by appropriate officials of the University;

(6) A certificate of the University relating to matters affecting the tax-exempt status of interest on the Bonds, including the use of proceeds of sale of the Bonds and matters relating to arbitrage rebate pursuant to Section 148 of the Code and the applicable regulations thereunder, in form and substance satisfactory to Bond Counsel;

(7) Satisfactory evidence that the Bonds are rated “[\_\_\_\_]” and “[\_]” by Moody’s Investors Service, Inc. and Standard & Poor’s, respectively;



(8) Copies of the Official Statement related to the Bonds executed on behalf of the University;

(9) An executed counterpart of the Continuing Disclosure Undertaking;

(10) A specimen Bond;

(11) An executed copy of Internal Revenue Service Form 8038-G and evidence of filing thereof;

(12) An executed counterpart of the Escrow Agreement between the University and U.S. Bank National Association with respect to the refunding of the Refunded Bonds;

(13) Escrow verification report issued by \_\_\_\_\_ (the “Verifier”);  
and

(14) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter or Bond Counsel may reasonably request;

If the University shall be unable to satisfy the conditions contained in this Purchase Agreement, or if the obligations of the Underwriter shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement shall terminate and neither the Underwriter nor the University shall be under further obligation hereunder, except as further set forth in Article IV hereof. However, the Underwriter may, in its sole discretion, waive one or more of the conditions imposed by this Purchase Agreement and proceed with the Closing. Acceptance of the Bonds and payment therefor by the Underwriter shall be deemed a waiver of noncompliance with any of the conditions herein.

#### **ARTICLE IV**

##### **FEES AND EXPENSES**

All expenses and costs of the University incident to the performance of its obligations in connection with the authorization, issuance and sale of the Bonds to the Underwriter, including the costs of printing of the Bonds; advertising costs; the costs of posting, printing, duplicating and mailing the Preliminary Official Statement and the Official Statement; the fees of consultants, the rating agencies, and the Verifier; the initial fee of the Trustee in connection with the issuance of the Bonds; and the fees and expenses of Bond Counsel, Disclosure Counsel, and counsel for the University, shall be paid out of funds made available by the University. All out-of-pocket expenses of the Underwriter (except for any expenses of the University advanced by the Underwriter for which the Underwriter will be reimbursed by the University), including advertising expenses in connection with the public offering of the Bonds, travel and other

expenses, and the fees and expenses of Underwriter's Counsel, shall be paid by the Underwriter. To facilitate the Closing, the University hereby authorizes the Underwriter to net from the Purchase Price of the Bonds the Underwriter's Fee and reduce the Purchase Price payable to the University by an equal amount.

## ARTICLE V

### GENERAL PROVISIONS

*Section 5.1. Notices.* Any notice or other communication to be given to the University under this Purchase Agreement may be given by delivering the same in writing to the University's address set forth above, and any such notice or other communication to be given to the Underwriter may be given by delivering the same in writing to Barclays Capital Inc., 701 Fifth Avenue, Suite 7101, Seattle, Washington 98104.

*Section 5.2. Entire Agreement.* This Purchase Agreement, when executed by the University, shall constitute the entire agreement between the University and the Underwriter, and is made solely for the benefit of the University and the Underwriter (including the successors or assigns of the Underwriter). No other person shall acquire or have any right hereunder by virtue hereof.

*Section 5.3. No Recourse.* No recourse shall be had for any claim based on this Purchase Agreement, or any Resolution, certificate, document or instrument delivered pursuant hereto, against any member, officer or employee, past, present or future, of the University or of any successor body of the University.

*Section 5.4. Execution in Counterparts.* This Purchase Agreement may be executed in any number of counterparts, all of which, taken together, shall be one and the same instrument, and any parties hereto may execute this Purchase Agreement by signing any such counterpart.

*Section 5.5. Severability.* The invalidity or unenforceability of any provision hereof as to any one or more jurisdictions shall not affect the validity or enforceability of the balance of this Purchase Agreement as to such jurisdiction or jurisdictions, or affect in any way such validity or enforceability as to any other jurisdiction.

*Section 5.6. Waiver or Modification.* No waiver or modification of any one or more of the terms and conditions of this Purchase Agreement shall be valid unless in writing and signed by the party or parties making such waiver or agreeing to such modification.

*Section 5.7. Governing Law.* This Purchase Agreement shall be governed by and construed in accordance with the laws of the State of Idaho.

*Section 5.8. Effective Date.* This Purchase Agreement shall become effective upon its execution by the Underwriter and the acceptance and approval hereof by the University.

BARCLAYS CAPITAL INC.

By \_\_\_\_\_  
Director

ACCEPTED:

IDAHO STATE UNIVERSITY

By \_\_\_\_\_  
Vice President for Finance and  
Administration

**SCHEDULE I**

[ATTACH FINAL NUMBERS FROM UNDERWRITER]

**EXHIBIT A**

**OPINION OF DISCLOSURE COUNSEL**

[TO BE DATE CLOSING DATE]

Barclays Capital Inc.  
701 Fifth Avenue, Suite 7101  
Seattle, Washington 98104-7016

Re: \$ \_\_\_\_\_  
Idaho State University  
General Revenue Refunding Bonds,  
Series 2012

Ladies and Gentlemen:

We have acted as disclosure counsel in connection with the purchase by Barclays Capital Inc. (the “*Underwriter*”) of \$ \_\_\_\_\_ General Revenue Refunding Bonds, Series 2012 (the “*Bonds*”) issued on this date by Idaho State University (the “*University*”). The Bonds are being issued pursuant to the terms of the Resolution adopted September 17, 1992, as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented by a Supplemental Resolution adopted June \_\_, 2012 (the “*Supplemental Resolution*” and, collectively with the Master Resolution, the “*Resolution*”). Capitalized terms used herein without definition shall have the meanings specified in the Preliminary Official Statement dated \_\_\_\_\_, 2012, relating to the Bonds (the “*Preliminary Official Statement*”) and the Official Statement dated \_\_\_\_\_, 2012, relating to the Bonds (the “*Official Statement*”).

Based upon our examination of such documents and questions of law as we have deemed relevant in connection with the offering and sale of the Bonds under the circumstances described in the Official Statement, we are of the opinion that, under existing law, the Bonds are not required to be registered under the Securities Act of 1933, as amended, and the Resolution is not required to be qualified under the Trust Indenture Act of 1939, as amended.

We have rendered legal advice and assistance to the University as to the requirements of Rule 15c2-12 prescribed under the Securities Exchange Act of 1934, as amended (the “*Rule*”), in connection with the preparation of its Continuing Disclosure Undertaking dated as of the date hereof (the “*Undertaking*”) for purposes of the Rule. Based upon our examination of the Undertaking, the Rule and such other documents and matters of law as we have considered necessary, we are of the opinion that, under existing law, the Undertaking complies in all material respects with the applicable requirements of the Rule.

We have rendered assistance to the University in connection with, and have participated in the preparation of, the Preliminary Official Statement and the Official Statement and certain other matters related to the subject financing. Rendering such assistance involved, among other things, discussions and inquiries concerning various legal and related subjects and a limited review of certain documents, opinions and certificates of officers of the University and other appropriate persons. We also participated in telephone conferences with your representatives and other persons involved in the preparation of information for the Preliminary Official Statement and the Official Statement, during which the contents of the Preliminary Official Statement and the Official Statement and related matters were discussed and revised. The purpose of our professional engagement was not to establish or confirm factual matters set forth in the Preliminary Official Statement or Official Statement, and we have not undertaken any obligation to verify independently any of the factual matters set forth therein, except that in our capacity as Bond Counsel in connection with the issuance of the Bonds, we have reviewed the information contained in the Preliminary Official Statement and Official Statement under the captions, "INTRODUCTION" (apart from the information contained under the caption, "Idaho State University"), "THE SERIES 2012 BONDS (apart from the information relating to The Depository Trust Company and its book-entry only system), "SECURITY FOR THE SERIES 2012 BONDS", "PLAN OF REFUNDING," "TAX MATTERS," and in APPENDICES A, B, D and F, solely to determine whether such information accurately summarizes the matters described therein. Subject to the foregoing, the summary descriptions in the Preliminary Official Statement and the Official Statement under such captions and in such appendices, as of the respective dates of the Preliminary Official Statement and Official Statement and as of the date hereof, insofar as such descriptions purport to describe or summarize the matters to which such descriptions relate, are accurate summaries of such provisions in all material respects. While we are not passing upon, and do not assume responsibility for, the accuracy, completeness or fairness of the statements contained in the Preliminary Official Statement or the Official Statement, except as described in this paragraph, based upon our limited review of documents and participation in conferences as aforesaid, without independent verification, no facts have come to our attention which lead us to believe that the Preliminary Official Statement or the Official Statement (apart from (i) the information relating to The Depository Trust Company and its book-entry only system and (ii) the financial statements or other financial, operating, statistical or accounting data contained therein, as to all of which we do not express any opinion or belief) contained as of its date or contains as of the date hereof any untrue statement of a material fact or omitted or omits to state a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to the Rule) necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading.

This letter is solely for the benefit of the Underwriter. No attorney-client relationship has existed or exists between our firm and the Underwriter in connection with the Bonds or by virtue of this letter. This opinion is given as of the date hereof and we assume no obligation to revise or supplement this opinion to reflect any facts or circumstances that may hereafter come to our attention or any changes in law that may hereafter occur.

Respectfully submitted,

## EXHIBIT B

## OPINION OF COUNSEL TO IDAHO STATE UNIVERSITY

[TO BE DATE CLOSING DATE]

Idaho State University  
921 South 8<sup>th</sup> Avenue  
Stop 8219  
Pocatello, Idaho 83209-8219

Ballard Spahr LLP  
201 South Main Street, Suite 800  
Salt Lake City, Utah 84111

Barclays Capital Inc.  
701 Fifth Avenue, Suite 7101  
Seattle, Washington 98104-7016

Re: \$\_\_\_\_\_

Idaho State University  
General Revenue Refunding Bonds,  
Series 2012

Ladies and Gentlemen:

As counsel to Idaho State University (the “*University*”), I have reviewed certain documents in connection with the issuance and sale by the University of its \$\_\_\_\_\_ General Revenue Refunding Bonds, Series 2012 (the “*Bonds*”), including the Resolution adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the “*Board*”), as previously supplemented and amended (the “*Master Resolution*”), and as further supplemented and amended by the Supplemental Resolution of the Board adopted June \_\_, 2012, authorizing the issuance and sale of the Bonds (the “*Supplemental Resolution*,” and, together with the Master Resolution, the “*Resolution*”); the Preliminary Official Statement dated \_\_\_\_\_, 2012 (the “*Preliminary Official Statement*”); the Official Statement dated \_\_\_\_\_, 2012 (the “*Official Statement*”); the Bond Purchase Agreement, dated \_\_\_\_\_, 2012, between the University and Barclays Capital Inc. (the “*Purchase Agreement*”); the Continuing Disclosure Undertaking with respect to the Bonds (the “*Continuing Disclosure Undertaking*”); the Escrow Agreement dated the date hereof between the University and U.S. Bank National Association (the “*Escrow Agreement*”); and such other

documents as I deemed necessary to render this opinion. Capitalized terms used but not defined in this opinion have the meanings assigned to such terms in the Resolution. This opinion is rendered pursuant to the Purchase Agreement.

Based upon my examination, it is my opinion that:

1. The University is an institution of higher education and a body politic of the State of Idaho, duly and validly created and existing pursuant to the laws of the State of Idaho, with full legal right, power, and authority (i) to issue bonds of the University pursuant to the Resolution; (ii) to adopt the Resolution; (iii) to enter into the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking; (iv) to pledge the Pledged Revenues (as defined in the Resolution) to secure the payment of the principal of and interest on the Bonds; and (v) to carry out and consummate the transactions contemplated by the Resolution, the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking.

2. The meeting of the Board on June \_\_, 2012, at which the Supplemental Resolution was duly adopted by the Board, was called and held pursuant to law, all public notices required by law were given, and the actions taken at the meeting, insofar as such actions relate to the Bonds, were legally and validly taken.

3. The adoption of the Resolution by the Board, the execution and delivery of the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule, regulation, ordinance, judgment, order or decree to which the University or the Board is subject.

4. Based upon conferences with, and representations of officials of, the University, the statements in the Preliminary Official Statement and the Official Statement under the captions, "INTRODUCTION-Idaho State University," "SECURITY FOR THE SERIES 2012 BONDS," "HISTORICAL PLEDGED REVENUES AND DEBT SERVICE," "THE UNIVERSITY," "SOURCES OF FUNDING FOR THE UNIVERSITY," "UNIVERSITY GOVERNANCE AND ADMINISTRATION," AND "LITIGATION," [Add Student Fee Schedule if moved to an appendix] are true and correct in all material respects and did not, as of their respective dates, and do not contain an untrue statement or omission of a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to the Rule), it being understood that, in rendering this opinion, I am not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Preliminary Official Statement and the Official Statement.

5. Except as described in the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity, pending which



(i) questions the existence or powers of the Board or the University or the title to office of any present official of the Board or the University; (ii) seeks to prohibit, restrain or enjoin the sale, issuance or delivery of any of the Bonds or the execution and delivery of the Purchase Agreement, the Escrow Agreement, or the Continuing Disclosure Undertaking; (iii) affects the collection of the Pledged Revenues pledged or to be pledged to pay the principal of and interest on the Bonds, or the pledge of the revenues and other funds and accounts under the Resolution; (iv) contests the completeness or accuracy of the Preliminary Official Statement or the Official Statement; or (v) contests any authority for the issuance of the Bonds, and the adoption of the Resolution, or the execution and delivery of the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking, or the validity of any proceedings taken by the University in connection with the issuance or sale of the Bonds.

Very truly yours,

## EXHIBIT C

## OPINION OF UNDERWRITER'S COUNSEL

\_\_\_\_\_, 2012

Barclays Capital Inc.  
 701 Fifth Avenue, Suite 7101  
 Seattle, WA 98104

Re: \$\_\_\_\_\_ *Idaho State University General Revenue Refunding Bonds,  
 Series 2012*

Ladies and Gentlemen:

We have acted as counsel to you in connection with the issuance of the above-captioned Series 2012 Bonds (the "Bonds") by Idaho State University (the "Issuer"). Unless otherwise defined herein, capitalized terms used herein have the meanings set forth in the Bond Purchase Agreement (the "Purchase Contract") relating to the sale of the Bonds dated \_\_\_\_\_, 2012, between the Issuer and Barclays Capital Inc. (the "Underwriter").

In our capacity as counsel to the Underwriter, we have examined originals, or copies certified or otherwise identified to our satisfaction as being true copies of originals, of the following documents: (i) the Purchase Contract; (ii) the resolution adopted by the Issuer's Board of Trustees (the "Board") on September 17, 1992, as previously amended and supplemented (the "Master Resolution"); (iii) Supplemental Resolution adopted by the Issuer on June \_\_, 2012 authorizing the issuance of the Bonds (the "Supplemental Resolution" and collectively with the Master Resolution, the "Resolutions"); (iv) the Issuer's Preliminary Official Statement relating to the Bonds dated \_\_\_\_\_, 2012 (the "Preliminary Official Statement"); (v) the Issuer's Official Statement relating to the Bonds dated \_\_\_\_\_ 2012 (the "Official Statement"); (vi) the Continuing Disclosure Undertaking dated \_\_\_\_\_, 2012 executed by the Issuer relating to the Bonds (the "Undertaking") and (vii) the various certificates and opinions provided on the date hereof pursuant to the Purchase Contract (collectively, the "Documents").

We have assumed: (i) each party to the Documents validly exists and has and had all necessary legal and corporate authority to execute, deliver and perform the Documents to which it is a party; (ii) the execution and performance of the Documents and such other documents as may be executed in connection therewith by each such party will not violate or breach any corporate or other document or instrument to which such person is party or by which it is bound; (iii) the Documents are legal, valid and binding obligations of each such party to the extent purported to be such, enforceable in accordance with their respective terms; (iv) the genuineness of all signatures on the Documents; (v) the authenticity and completeness of all Documents submitted to us as originals; (vi) the legal competence of all natural persons who have signed the Documents; and (vii) the conformity to original Documents of all Documents submitted to us as copies.

It is our opinion that:

In accordance with our understanding with you, we have rendered assistance to you in the course of your investigation with respect to certain disclosures in the Preliminary Official Statement and the Official Statement. We participated in conferences with you, the representatives of the Issuer and certain other persons involved in the preparation of the information contained in the Preliminary Official Statement and the Official Statement, during which the contents of the Preliminary Official Statement and the Official Statement and related matters were discussed and reviewed. We solicited from the Issuer, and in response received, certain written information about the Issuer and the application of the proceeds of the Bonds (as described in the Resolutions and the Official Statement).

While we are not passing upon, and do not assume responsibility for, the accuracy, completeness or fairness of the statements contained in the Preliminary Official Statement and the Official Statement, on the basis of the information which was developed in the course of the performance of the services referred to above and without having undertaken to verify independently such accuracy, completeness or fairness, nothing has come to our attention that would lead us to believe that the Preliminary Official Statement, as of its date and the date of the Purchase Contract, and the Official Statement, as of its date and the date hereof (apart from the financial statements and other economic, demographic, financial and statistical data, information regarding The Depository Trust Company, contained in the Preliminary Official Statement and the Official Statement, as to which we do not express any opinion or belief) contain or contained any untrue statement of a material fact or omit or omitted to state any material fact required to be stated therein or necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading.

This opinion is furnished by this firm as counsel to the Underwriter and is solely for the benefit of the Underwriter. It is not to be used, circulated, quoted, or otherwise referred to for any purposes except that reference may be made to it in the Purchase Contract or in any list of closing documents pertaining to the delivery of the Bonds. It may not be relied upon by any other party or for any other purpose without our express written consent. This firm assumes no obligation to review or supplement this opinion subsequent to its date.

Sincerely,

HAWLEY TROXELL ENNIS & HAWLEY LLP

Idaho State University  
General Revenue Refunding Bonds, Series 2012  
Preliminary Bond Sizing and Debt Service

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## SOURCES AND USES OF FUNDS

Idaho State University  
General Revenue Refunding Bonds, Series 2012Dated Date 07/11/2012  
Delivery Date 07/11/2012

Sources:	1998 Component	2003 Component	2004A Component	2004B Component	Total
Bond Proceeds:					
Par Amount	4,865,000.00	20,665,000.00	2,875,000.00	275,000.00	28,680,000.00
Premium	334,982.90	1,875,094.00	272,609.30	21,036.80	2,503,723.00
	5,199,982.90	22,540,094.00	3,147,609.30	296,036.80	31,183,723.00
Uses:	1998 Component	2003 Component	2004A Component	2004B Component	Total
Refunding Escrow Deposits:					
Cash Deposit	0.81	0.71	0.69	0.67	2.88
SLGS Purchases	5,153,388.00	22,344,744.00	3,117,494.00	294,153.00	30,909,779.00
	5,153,388.81	22,344,744.71	3,117,494.69	294,153.67	30,909,781.88
Delivery Date Expenses:					
Cost of Issuance	24,325.00	103,325.00	14,375.00	1,375.00	143,400.00
Underwriter's Discount	19,497.15	94,613.91	13,337.43	1,338.09	128,786.58
	43,822.15	197,938.91	27,712.43	2,713.09	272,186.58
Other Uses of Funds:					
Contingency	2,771.94	(2,589.62)	2,402.18	(829.96)	1,754.54
	5,199,982.90	22,540,094.00	3,147,609.30	296,036.80	31,183,723.00

## SUMMARY OF BONDS REFUNDED

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Bond	Maturity Date	Interest Rate	Par Amount	Call Date	Call Price
Student Facs Fee Ref and Improvement Bonds, 1998, 19980301:					
Term Bonds due April 1, 2017, TERM2017	04/01/2013	4.900%	880,000.00	10/01/2012	100.000
	04/01/2014	4.900%	920,000.00	10/01/2012	100.000
	04/01/2015	4.900%	340,000.00	10/01/2012	100.000
	04/01/2016	4.900%	355,000.00	10/01/2012	100.000
	04/01/2017	4.900%	375,000.00	10/01/2012	100.000
Term Bonds due April 1, 2022, TERM2022	04/01/2018	5.000%	390,000.00	10/01/2012	100.000
	04/01/2019	5.000%	410,000.00	10/01/2012	100.000
	04/01/2020	5.000%	430,000.00	10/01/2012	100.000
	04/01/2021	5.000%	455,000.00	10/01/2012	100.000
	04/01/2022	5.000%	475,000.00	10/01/2012	100.000
			5,030,000.00		
General Refunding and Improvement Bonds, 2003, 20030716:					
Serial Bonds, SERIALS	04/01/2014	5.000%	1,040,000.00	04/01/2013	100.000
	04/01/2015	5.000%	1,880,000.00	04/01/2013	100.000
	04/01/2016	5.000%	1,975,000.00	04/01/2013	100.000
	04/01/2017	5.000%	2,070,000.00	04/01/2013	100.000
	04/01/2018	5.000%	2,175,000.00	04/01/2013	100.000
	04/01/2019	5.000%	2,290,000.00	04/01/2013	100.000
	04/01/2020	5.000%	1,875,000.00	04/01/2013	100.000
	04/01/2021	4.250%	2,410,000.00	04/01/2013	100.000
	04/01/2022	4.250%	2,510,000.00	04/01/2013	100.000
	04/01/2023	5.000%	3,115,000.00	04/01/2013	100.000
			21,340,000.00		
General Revenue Bonds, Series 2004A, 2004082A:					
Bonds, BONDS	04/01/2015	4.000%	275,000.00	04/01/2014	100.000
	04/01/2016	4.000%	285,000.00	04/01/2014	100.000
	04/01/2017	4.000%	295,000.00	04/01/2014	100.000
	04/01/2018	4.000%	305,000.00	04/01/2014	100.000
	04/01/2019	4.000%	320,000.00	04/01/2014	100.000
	04/01/2020	4.125%	330,000.00	04/01/2014	100.000
	04/01/2021	4.250%	345,000.00	04/01/2014	100.000
	04/01/2022	4.250%	360,000.00	04/01/2014	100.000
	04/01/2023	4.375%	375,000.00	04/01/2014	100.000
			2,890,000.00		
General Revenue Bonds, Series 2004B, 2004110B:					
Term Bonds due April 1, 2023, TERM2023	04/01/2022	4.625%	55,000.00	10/01/2014	100.000
	04/01/2023	4.625%	210,000.00	10/01/2014	100.000
			265,000.00		
			29,525,000.00		

## SAVINGS

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 07/11/2012 @ 2.4240099%
04/01/2013	2,290,167.52	2,080,780.55	209,386.97	211,256.61
04/01/2014	3,327,047.52	3,041,150.00	285,897.52	275,967.92
04/01/2015	3,764,967.52	3,472,200.00	292,767.52	275,615.56
04/01/2016	3,763,307.52	3,469,000.00	294,307.52	270,332.07
04/01/2017	3,760,762.52	3,467,000.00	293,762.52	263,271.88
04/01/2018	3,757,087.52	3,471,000.00	286,087.52	250,171.68
04/01/2019	3,766,637.52	3,475,600.00	291,037.52	248,270.93
04/01/2020	3,233,837.52	2,940,600.00	293,237.52	244,021.96
04/01/2021	3,679,975.02	3,387,400.00	292,575.02	237,525.14
04/01/2022	3,730,137.52	3,442,400.00	287,737.52	227,948.15
04/01/2023	3,881,868.76	3,650,400.00	231,468.76	178,964.01
	38,955,796.46	35,897,530.55	3,058,265.91	2,683,345.92

Savings Summary

PV of savings from cash flow	2,683,345.92
Plus: Refunding funds on hand	1,754.54
Net PV Savings	2,685,100.46

## SAVINGS

Idaho State University  
1998 Component

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 07/11/2012 @ 2.4240099%
04/01/2013	1,128,630.00	1,089,888.89	38,741.11	39,114.12
04/01/2014	1,125,510.00	1,066,600.00	58,910.00	56,857.99
04/01/2015	500,430.00	444,000.00	56,430.00	53,082.64
04/01/2016	498,770.00	441,000.00	57,770.00	53,023.71
04/01/2017	501,375.00	442,600.00	58,775.00	52,636.72
04/01/2018	498,000.00	443,600.00	54,400.00	47,548.99
04/01/2019	498,500.00	439,000.00	59,500.00	50,729.15
04/01/2020	498,000.00	439,000.00	59,000.00	49,078.69
04/01/2021	501,500.00	443,400.00	58,100.00	47,151.91
04/01/2022	498,750.00	442,000.00	56,750.00	44,930.88
	6,249,465.00	5,691,088.89	558,376.11	494,154.80

Savings Summary

PV of savings from cash flow	494,154.80
Plus: Refunding funds on hand	2,771.94
Net PV Savings	496,926.74



## SAVINGS

Idaho State University  
2003 Component

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 07/11/2012 @ 2.4240099%
04/01/2013	1,030,100.00	865,433.33	164,666.67	165,815.19
04/01/2014	2,070,100.00	1,845,000.00	225,100.00	217,259.09
04/01/2015	2,858,100.00	2,633,800.00	224,300.00	211,219.67
04/01/2016	2,859,100.00	2,634,400.00	224,700.00	206,448.38
04/01/2017	2,855,350.00	2,632,000.00	223,350.00	200,213.30
04/01/2018	2,856,850.00	2,636,600.00	220,250.00	192,624.24
04/01/2019	2,863,100.00	2,642,800.00	220,300.00	187,952.48
04/01/2020	2,333,600.00	2,110,400.00	223,200.00	185,749.30
04/01/2021	2,774,850.00	2,550,800.00	224,050.00	181,897.55
04/01/2022	2,772,425.00	2,550,800.00	221,625.00	175,589.08
04/01/2023	3,270,750.00	3,047,200.00	223,550.00	172,834.47
	28,544,325.00	26,149,233.33	2,395,091.67	2,097,602.74

Savings Summary

PV of savings from cash flow	2,097,602.74
Plus: Refunding funds on hand	(2,589.62)
Net PV Savings	2,095,013.12

## SAVINGS

Idaho State University  
2004A Component

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 07/11/2012 @ 2.4240099%
04/01/2013	119,181.26	112,622.22	6,559.04	6,852.87
04/01/2014	119,181.26	113,800.00	5,381.26	5,193.81
04/01/2015	394,181.26	383,800.00	10,381.26	9,752.74
04/01/2016	393,181.26	383,000.00	10,181.26	9,336.61
04/01/2017	391,781.26	381,800.00	9,981.26	8,934.77
04/01/2018	389,981.26	380,200.00	9,781.26	8,546.76
04/01/2019	392,781.26	383,200.00	9,581.26	8,172.17
04/01/2020	389,981.26	380,600.00	9,381.26	7,810.57
04/01/2021	391,368.76	382,600.00	8,768.76	7,125.22
04/01/2022	391,706.26	384,000.00	7,706.26	6,109.89
04/01/2023	391,406.26	384,800.00	6,606.26	5,109.72
	3,764,731.36	3,670,422.22	94,309.14	82,945.13

Savings Summary

PV of savings from cash flow	82,945.13
Plus: Refunding funds on hand	2,402.18
Net PV Savings	85,347.31

## SAVINGS

Idaho State University  
2004B Component

Date	Prior Debt Service	Refunding Debt Service	Savings	Present Value to 07/11/2012 @ 2.4240099%
04/01/2013	12,256.26	12,836.11	(579.85)	(525.57)
04/01/2014	12,256.26	15,750.00	(3,493.74)	(3,342.97)
04/01/2015	12,256.26	10,600.00	1,656.26	1,560.51
04/01/2016	12,256.26	10,600.00	1,656.26	1,523.36
04/01/2017	12,256.26	10,600.00	1,656.26	1,487.10
04/01/2018	12,256.26	10,600.00	1,656.26	1,451.69
04/01/2019	12,256.26	10,600.00	1,656.26	1,417.13
04/01/2020	12,256.26	10,600.00	1,656.26	1,383.40
04/01/2021	12,256.26	10,600.00	1,656.26	1,350.46
04/01/2022	67,256.26	65,600.00	1,656.26	1,318.31
04/01/2023	219,712.50	218,400.00	1,312.50	1,019.82
	397,275.10	386,786.11	10,488.99	8,643.24

Savings Summary

PV of savings from cash flow	8,643.24
Plus: Refunding funds on hand	(829.96)
Net PV Savings	7,813.28

## SUMMARY OF REFUNDING RESULTS

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Dated Date	07/11/2012
Delivery Date	07/11/2012
Arbitrage yield	2.424010%
Escrow yield	0.169078%
Bond Par Amount	28,680,000.00
True Interest Cost	2.522581%
Net Interest Cost	2.664450%
Average Coupon	3.971167%
Average Life	6.337
Par amount of refunded bonds	29,525,000.00
Average coupon of refunded bonds	4.725735%
Average life of refunded bonds	6.478
PV of prior debt to 07/11/2012 @ 2.424010%	33,910,050.91
Net PV Savings	2,685,100.45
Percentage savings of refunded bonds	9.094328%
Percentage savings of refunding bonds	9.362275%

## SUMMARY OF REFUNDING RESULTS

Idaho State University  
1998 Component

Dated Date	07/11/2012
Delivery Date	07/11/2012
Arbitrage yield	2.424010%
Escrow yield	0.080886%
Bond Par Amount	4,865,000.00
True Interest Cost	2.258030%
Net Interest Cost	2.386151%
Average Coupon	3.860479%
Average Life	4.398
Par amount of refunded bonds	5,030,000.00
Average coupon of refunded bonds	4.973035%
Average life of refunded bonds	4.599
PV of prior debt to 07/11/2012 @ 2.424010%	5,640,106.60
Net PV Savings	496,926.74
Percentage savings of refunded bonds	9.879259%
Percentage savings of refunding bonds	10.214321%

## SUMMARY OF REFUNDING RESULTS

Idaho State University  
2003 Component

Dated Date	07/11/2012
Delivery Date	07/11/2012
Arbitrage yield	2.424010%
Escrow yield	0.159636%
Bond Par Amount	20,665,000.00
True Interest Cost	2.547814%
Net Interest Cost	2.690611%
Average Coupon	3.984050%
Average Life	6.661
Par amount of refunded bonds	21,340,000.00
Average coupon of refunded bonds	4.765339%
Average life of refunded bonds	6.803
PV of prior debt to 07/11/2012 @ 2.424010%	24,706,243.79
Net PV Savings	2,095,013.12
Percentage savings of refunded bonds	9.817306%
Percentage savings of refunding bonds	10.137978%

## SUMMARY OF REFUNDING RESULTS

Idaho State University  
2004A Component

Dated Date	07/11/2012
Delivery Date	07/11/2012
Arbitrage yield	2.424010%
Escrow yield	0.209118%
Bond Par Amount	2,875,000.00
True Interest Cost	2.551307%
Net Interest Cost	2.694712%
Average Coupon	3.997822%
Average Life	6.920
Par amount of refunded bonds	2,890,000.00
Average coupon of refunded bonds	4.171166%
Average life of refunded bonds	6.982
PV of prior debt to 07/11/2012 @ 2.424010%	3,241,463.59
Net PV Savings	85,347.31
Percentage savings of refunded bonds	2.953194%
Percentage savings of refunding bonds	2.968602%

## SUMMARY OF REFUNDING RESULTS

Idaho State University  
2004B Component

Dated Date	07/11/2012
Delivery Date	07/11/2012
Arbitrage yield	2.424010%
Escrow yield	0.238169%
Bond Par Amount	275,000.00
True Interest Cost	3.161465%
Net Interest Cost	3.290468%
Average Coupon	3.994342%
Average Life	10.177
Par amount of refunded bonds	265,000.00
Average coupon of refunded bonds	4.625000%
Average life of refunded bonds	10.515
PV of prior debt to 07/11/2012 @ 2.424010%	322,236.93
Net PV Savings	7,813.28
Percentage savings of refunded bonds	2.948408%
Percentage savings of refunding bonds	2.841193%



## BOND DEBT SERVICE

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Dated Date 07/11/2012  
Delivery Date 07/11/2012

Period Ending	Principal	Coupon	Interest	Debt Service
10/01/2012	-	-	244,855.55	244,855.55
04/01/2013	1,285,000	2.000%	550,925.00	1,835,925.00
10/01/2013	-	-	538,075.00	538,075.00
04/01/2014	1,965,000	3.000%	538,075.00	2,503,075.00
10/01/2014	-	-	508,600.00	508,600.00
04/01/2015	2,455,000	4.000%	508,600.00	2,963,600.00
10/01/2015	-	-	459,500.00	459,500.00
04/01/2016	2,550,000	4.000%	459,500.00	3,009,500.00
10/01/2016	-	-	408,500.00	408,500.00
04/01/2017	2,650,000	4.000%	408,500.00	3,058,500.00
10/01/2017	-	-	355,500.00	355,500.00
04/01/2018	2,760,000	4.000%	355,500.00	3,115,500.00
10/01/2018	-	-	300,300.00	300,300.00
04/01/2019	2,875,000	4.000%	300,300.00	3,175,300.00
10/01/2019	-	-	242,800.00	242,800.00
04/01/2020	2,455,000	4.000%	242,800.00	2,697,800.00
10/01/2020	-	-	193,700.00	193,700.00
04/01/2021	3,000,000	4.000%	193,700.00	3,193,700.00
10/01/2021	-	-	133,700.00	133,700.00
04/01/2022	3,175,000	4.000%	133,700.00	3,308,700.00
10/01/2022	-	-	70,200.00	70,200.00
04/01/2023	3,510,000	4.000%	70,200.00	3,580,200.00
	28,680,000		7,217,530.55	35,897,530.55

## BOND PRICING

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Yield to Maturity	Call Date	Call Price	Premium (-Discount)	Takedown
Serial Bonds:										
	04/01/2013	1,285,000	2.000%	0.700%	100.934	-	-	-	12,001.90	1.250
	04/01/2014	1,965,000	3.000%	1.010%	103.388	-	-	-	66,574.20	2.500
	04/01/2015	2,455,000	4.000%	1.290%	107.224	-	-	-	177,349.20	2.500
	04/01/2016	2,550,000	4.000%	1.510%	108.977	-	-	-	228,913.50	3.250
	04/01/2017	2,650,000	4.000%	1.760%	110.105	-	-	-	267,782.50	3.250
	04/01/2018	2,760,000	4.000%	2.020%	110.646	-	-	-	293,829.60	3.250
	04/01/2019	2,875,000	4.000%	2.220%	111.055	-	-	-	317,831.25	3.750
	04/01/2020	2,455,000	4.000%	2.470%	110.693	-	-	-	262,513.15	3.750
	04/01/2021	3,000,000	4.000%	2.680%	110.202	-	-	-	306,060.00	3.750
	04/01/2022	3,175,000	4.000%	2.830%	109.880	-	-	-	313,690.00	3.750
	04/01/2023	3,510,000	4.000%	3.120%	107.327 C	3.187%	04/01/2022	100.000	257,177.70	3.750
28,680,000									2,503,723.00	

Dated Date	07/11/2012	
Delivery Date	07/11/2012	
First Coupon	10/01/2012	
Par Amount	28,680,000.00	
Premium	2,503,723.00	
Production	31,183,723.00	108.729857%
Underwriter's Discount	(128,786.58)	(0.449047%)
Purchase Price	31,054,936.42	108.280810%
Accrued Interest	-	
Net Proceeds	31,054,936.42	

## BOND SUMMARY STATISTICS

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Dated Date 07/11/2012  
 Delivery Date 07/11/2012  
 Last Maturity 04/01/2023

Arbitrage Yield 2.424010%  
 True Interest Cost (TIC) 2.522581%  
 Net Interest Cost (NIC) 2.664450%  
 All-In TIC 2.605455%  
 Average Coupon 3.971167%

Average Life (years) 6.337  
 Duration of Issue (years) 5.660

Par Amount 28,680,000.00  
 Bond Proceeds 31,183,723.00  
 Total Interest 7,217,530.55  
 Net Interest 4,842,594.13  
 Total Debt Service 35,897,530.55  
 Maximum Annual Debt Service 3,650,400.00  
 Average Annual Debt Service 3,347,956.22

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	Duration	PV of 1 bp change
Serial Bonds	28,680,000.00	108.730	3.971%	6.337	11/11/2018	4.093	16,940.15
	28,680,000.00			6.337			16,940.15

	TIC	All-In TIC	Arbitrage Yield
Par Value	28,680,000.00	28,680,000.00	28,680,000.00
+ Accrued Interest	-	-	-
+ Premium (Discount)	2,503,723.00	2,503,723.00	2,503,723.00
- Underwriter's Discount	(128,786.58)	(128,786.58)	
- Cost of Issuance Expense		(143,400.00)	
- Other Amounts	-	-	-
Target Value	31,054,936.42	30,911,536.42	31,183,723.00
Target Date	07/11/2012	07/11/2012	07/11/2012
Yield	2.522581%	2.605455%	2.424010%

## COST OF ISSUANCE

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Cost of Issuance	\$/1000	Amount
Costs of Issuance (est.)	5.00	143,400.00
	5.00	143,400.00

## UNDERWRITER'S DISCOUNT

Idaho State University  
General Revenue Refunding Bonds, Series 2012

Underwriter's Discount	\$/1000	Amount
Average Takedown	3.30657	94,832.50
Management Fee	0.50000	14,340.00
CUSIP	0.01280	367.00
Dalcomp EOE	0.00872	250.00
Dalcomp System Fee	0.06180	1,772.42
Dalcomp Wire & Service	0.00262	75.00
DTC	0.01743	500.00
Interest on Day Loan	0.02265	649.66
Underwriter's Counsel	0.52301	15,000.00
Travel/Closing/Misc. (est.)	0.03487	1,000.00
	4.49047	128,786.58

ESCROW DEPOSIT AGREEMENT

THIS ESCROW DEPOSIT AGREEMENT, entered into as of \_\_\_\_\_ 1, 2012 (the “Agreement”), between Idaho State University (the “Issuer”), and U.S. Bank National Association, as escrow agent (the “Escrow Agent”),

WITNESSETH:

WHEREAS, the Issuer has been duly created and validly exists as an institution of higher education of the State of Idaho organized under the laws of the State of Idaho; and

WHEREAS, the Escrow Agent is a national banking association organized and existing under the laws of the United States, having a principal corporate trust office in Salt Lake City, Utah; and

WHEREAS, the Issuer has previously issued its (i) Student Facilities Fee Refunding and Improvement Revenue Bonds, Series 1998 (the “Series 1998 Bonds”), (ii) General Refunding and Improvement Revenue Bonds, Series 2003 (the “Series 2003 Bonds”); (iii) General Revenue Bonds, Series 2004A (the “Series 2004A Bonds”), and its (iv) General Revenue Bonds, Series 2004B (the “Series 2004B Bonds”); and

WHEREAS, the Issuer desires to refund all of the outstanding Series 1998 Bonds (the “Series 1998 Refunded Bonds”) on \_\_\_\_\_ (the “Series 1998 Refunded Redemption Date”); and

WHEREAS, the Issuer desires to refund certain of the outstanding Series 2003 Bonds, (the “Series 2003 Refunded Bonds”) and to redeem the Series 2003 Refunded Bonds on \_\_\_\_\_ (the “Series 2003 Refunded Redemption Date”), as described below:

The Series 2003 Refunded Bonds

Maturity (April 1)	Principal	Interest Rate
2014**	\$1,040,000	5.00%
2015**	1,880,000	5.00
2016**	1,975,000	5.00
2017**	2,070,000	5.00
2018**	2,175,000	5.00
2019**	2,290,000	5.00
2020**	1,875,000	5.00
2021	2,410,000	4.25
2022	2,510,000	4.25
2023	3,115,000	5.00

\*\* Partially refunded.

WHEREAS, the Issuer and desires to refund certain of the outstanding Series 2004A Bonds, (the “Series 2004A Refunded Bonds”) and to redeem the Series 2004A Refunded Bonds on \_\_\_\_\_ (the “Series 2004A Refunded Redemption Date”), as described below:

The Series 2004A Refunded Bonds

Maturity ( <u>April 1</u> )	<u>Principal</u>	Interest <u>Rate</u>
2015	\$275,000	4.000%
2016	285,000	4.000
2017	295,000	4.000
2018	305,000	4.000
2019	320,000	4.000
2020	330,000	4.125
2021	345,000	4.250
2022	360,000	4.250
2023	375,000	4.375

WHEREAS, the Issuer and desires to refund certain of the outstanding Series 2004B Bonds, (the “Series 2004B Refunded Bonds”) and to redeem the Series 2004B Refunded Bonds on \_\_\_\_\_ (the “Series 2004B Refunded Redemption Date”), as described below:

The Series 2004B Refunded Bonds

Maturity ( <u>April 1</u> )	<u>Principal</u>	Interest <u>Rate</u>
2023	\$265,000	4.625%

; and

WHEREAS, the Issuer has determined to refund the Series 1998 Refunded Bonds, the Series 2003 Refunded Bonds, the Series 2004A Refunded Bonds, and the Series 2004B Refunded Bonds (collectively, the “Refunded Bonds”) (among others) by issuing \$\_\_\_\_\_ aggregate principal amount of its General Revenue Refunding Bonds, Series 2012 (the “Series 2012 Bonds”) to be issued pursuant to a Resolution adopted by the (the “Issuer”) on September 17, 1992, as amended and restated on August 12, 2004, and as supplemented by a Supplemental Resolution of the Issuer adopted on \_\_\_\_\_, \_\_\_\_\_, 2012 (collectively, the “Resolution”); and

WHEREAS, the refunding of the Refunded Bonds will be accomplished by causing to be deposited with the Escrow Agent proceeds of the Series 2012 Bonds in the amount of \$\_\_\_\_\_, which is sufficient to pay when due, the principal of and interest on all of (i) the Series 1998 Refunded Bonds through the redemption thereof on the Series 1998 Refunded Bonds Redemption Date; (ii) the Series 2003 Refunded Bonds through the redemption thereof on the Series 2003 Refunded Bonds Redemption Date; (iii) the Series 2004A Refunded Bonds through the redemption thereof on the Series

2004A Refunded Bonds Redemption Date; and (iv) the Series 2004B Refunded Bonds through the redemption thereof on the Series 2004B Refunded Bonds Redemption Date; and

WHEREAS, the Issuer and the Escrow Agent, acting in its capacity as escrow agent, desire to enter into this Agreement to provide for the taking of certain actions so as to accomplish the refunding of the Refunded Bonds with proceeds of the Series 2012 Bonds;

NOW THEREFORE, in consideration of the mutual covenants herein contained, the parties hereto, intending to be legally bound hereby, covenant and agree as follows:

Section 1. The Escrow Agent hereby accepts the Escrow Fund (hereinafter described) created hereunder and acknowledges receipt from the Issuer of the sum of \$\_\_\_\_\_ from proceeds of the Series 2012 Bonds, \$\_\_\_\_\_ of which shall be used to purchase obligations of the United States of America—State and Local Government Series (the “Government Obligations,” described in Exhibit A hereto) and the remaining \$\_\_\_\_\_ to be deposited as a cash deposit. The Government Obligations and cash shall be deposited in the Escrow Fund hereinafter defined, in accordance with the terms of the Resolution.

Section 2. There is hereby created and established with the Escrow Agent a special and irrevocable escrow fund designated the “Idaho State University General Revenue Refunding Bonds, Series 2012, Escrow Fund” (the “Escrow Fund”) to be held by the Escrow Agent, acting as escrow agent, as a trust fund for the benefit of the holders of the Refunded Bonds. The Escrow Fund shall be held by the Escrow Agent separate and apart from other funds of the Issuer or the Escrow Agent.

Section 3. All costs and expenses related to the issuance of the Series 2012 Bonds and the refunding of the Refunded Bonds shall be paid by the Issuer as provided in the Resolution.

Section 4. The Escrow Agent, acting in its capacity as escrow agent, agrees that the total principal amount of the Government Obligations will be held in trust for the holders of the Refunded Bonds and irrevocably agrees to apply said principal amount to the payment of the principal, premium, if any, and interest requirements on the Refunded Bonds through their final maturities or prior redemption date.

Section 5.

(a) The Escrow Agent agrees to transfer funds to the paying agent(s) of the Refunded Bonds to pay principal of and interest on the Refunded Bonds as aforesaid notwithstanding any failure by the Issuer to pay when due any further fees or expenses of the Escrow Agent or any Paying Agent relating to the Refunded Bonds. It is expressly understood that any such fees or expenses incurred by the Escrow Agent acting as escrow agent will be reimbursed by the Issuer as provided in this Section 5 and in Section 11 hereof.



(b) The Issuer agrees to pay to the Escrow Agent upon the execution and delivery of this Agreement such amounts as may be necessary to pay the fees and expenses of the Escrow Agent acting as escrow agent.

Section 6. Except as provided in Section 7 hereof, the Escrow Agent shall not have power or duty to invest any funds held under this Agreement or to sell, transfer, or otherwise dispose of or make substitutions of the Government Obligations.

Section 7.

(a) This Agreement may be amended or supplemented, the Government Obligations or any portion thereof or proceeds thereof sold, redeemed, invested, or reinvested, or proceeds thereof disbursed, in any manner (any such amendment, supplement, or direction to sell, redeem, invest, or disburse to be referred to as a “Subsequent Action”), upon submission to the Escrow Agent of each of the following:

(i) A certified copy of the proceedings of the Issuer authorizing the Subsequent Action and a copy of the document effecting the Subsequent Action signed by duly designated officers of the Issuer.

(ii) An opinion of nationally recognized bond counsel or tax counsel nationally recognized as having an expertise in the area of tax-exempt municipal bonds to the effect that the Subsequent Action will not cause the interest on the Series 2012 Bonds or Refunded Bonds to become taxable under the laws of the United States of America providing for taxation of income nor violate the covenants of the Issuer nor to cause the Series 2012 Bonds or the Refunded Bonds to become “arbitrage bonds” under Section 148 of the Internal Revenue Code of 1986, as amended, and that the Subsequent Action does not materially adversely affect the legal rights of the holders of the Series 2012 Bonds or Refunded Bonds.

(iii) An independent report to the effect that the amounts (which will consist of cash or deposits on demand held in trust or receipts from direct full faith and credit obligations of the United States of America, not callable or redeemable at the option of the issuer thereof), available or to be available for payment of the Refunded Bonds will remain sufficient to pay when due all principal of and interest on the Refunded Bonds after the taking of the Subsequent Action.

(b) Except as provided in Paragraph (a) hereof, all of the rights, powers, duties, and obligations of the Escrow Agent hereunder shall be irrevocable and shall not be subject to amendment by the Escrow Agent and shall be binding on any successor to the Escrow Agent during the term of this Agreement.

(c) Except as provided in Paragraph (a) hereof, all of the rights, powers, duties, and obligations of the Issuer hereunder shall be irrevocable and shall not be subject to amendment by the Issuer and shall be binding on any successor to the officials now comprising the members of the Issuer during the term of this Agreement.

Section 8. The Issuer hereby irrevocably instructs the Escrow Agent to direct the paying agent for the Refunded Bonds (the “Paying Agent”) to mail a notice in substantially the form attached hereto as Exhibit B, to the holders of the Refunded Bonds, the Municipal Securities Rulemaking Board, and the Bond Insurer for the Refunded Bonds that provisions for the retirement of all of the Refunded Bonds have been made as provided in this Agreement. Such notice shall be mailed by the Paying Agent as required and in accordance with the provisions of the proceedings which authorized the issuance of the Refunded Bonds as soon as practicable after the execution and delivery hereof.

Section 9. The Issuer hereby irrevocably elects that the Refunded Bonds be called for redemption on their respective Redemption Dates, at a redemption price of one hundred percent (100%) of the principal amount thereof to be redeemed plus accrued interest to the date of redemption.

The Issuer hereby irrevocably directs the Escrow Agent to instruct the Paying Agent for the Refunded Bonds on behalf of the Issuer, to mail notice of redemption of the Refunded Bonds as provided in the Resolution. All moneys on deposit in the Escrow Fund shall be transferred by the Escrow Agent to the paying agent of the Refunded Bonds to effectuate such redemption. Thereafter, all remaining moneys and securities in the Escrow Fund shall be transferred by the Escrow Agent to the Issuer. The Escrow Agent shall not invest or reinvest any of the funds or securities so transferred.

The notice of redemption shall be substantially the form set forth as Exhibit C hereto.

Section 10. The Escrow Fund created hereby shall be irrevocable and the holders of the Refunded Bonds shall have an express lien on and security interest in all amounts deposited in the Escrow Fund, including all amounts representing principal and all amounts representing interest on the Government Obligations in the Escrow Fund until used and applied in accordance herewith.

Section 11.

(a) The Escrow Agent shall be compensated for its reasonable fees, expenses, and disbursements, including legal fees, incurred with respect to services rendered hereunder, based upon itemized invoices submitted to the Issuer for payment. This right to receive compensation notwithstanding, the Escrow Agent acknowledges that it has no claim for any such payment under the Resolution, and that it has no lien on the moneys in the Escrow Fund for any such payment.

(b) The Escrow Agent may act in reliance upon any signature believed by it to be genuine, and may assume that any person purporting to give any notice or receipt of advice or make any statements in connection with the provisions hereof has been duly authorized to do so.

(c) The Escrow Agent may act relative hereto in reliance upon advice of nationally recognized bond counsel in reference to any matter connected herewith, and shall not be liable for any mistake of fact or error of judgment, or for any acts or omissions of any kind, unless caused by its willful misconduct or gross negligence.

(d) The Escrow Agent may resign and be discharged of its duties hereunder provided that: (i) it has given thirty (30) days written notice to the Issuer of such resignation; (ii) the Issuer has appointed a successor to the Escrow Agent hereunder; (iii) the Escrow Agent and the Issuer have received an instrument of acceptance executed by the successor to the Escrow Agent hereunder; and (iv) the Escrow Agent has delivered to its successor hereunder all of the escrowed documents, Government Obligations, moneys and investments held by the Escrow Agent in the Escrow Fund. Such resignation shall take effect only upon the occurrence of all of the events listed in clauses (i) through (iv) above. Upon receipt by the Issuer of the written notice described in clause (i) above, the Issuer shall use its best efforts to obtain a successor to the Escrow Agent hereunder as soon as possible.

(e) If at any time the Escrow Agent or its legal successor or successors should become unable, through operation of law or otherwise, to act as escrow agent hereunder, or if its property and affairs shall be taken under the control of any state or federal court or administrative body because of insolvency or bankruptcy or for any other reason, a vacancy shall forthwith exist in the office of Escrow Agent hereunder. In such event, the Issuer, by appropriate action, promptly shall appoint an Escrow Agent to fill such vacancy. If no successor Escrow Agent shall have been appointed by the Issuer within sixty (60) days, a successor may be appointed by the owners of a majority in principal amount of the Refunded Bonds then outstanding by an instrument or instruments in writing filed with the Issuer, signed by such owners or by their duly authorized attorneys-in-fact. If, in a proper case, no appointment of a successor Escrow Agent shall be made pursuant to the foregoing provisions of this section within three months after a vacancy shall have occurred, the owner of any Refunded Bond may apply to any court of competent jurisdiction to appoint a successor Escrow Agent. Such court may thereupon, after such notice, if any, as it may deem proper, prescribe and appoint a successor Escrow Agent.

Any successor Escrow Agent shall be a corporation organized and doing business under the laws of the United States or the State of Idaho, authorized under such laws to exercise corporate trust powers, having its principal office and place of business in the State of Idaho, having a combined capital and surplus of at least \$25,000,000 and subject to the supervision or examination by federal or state authority.

Any successor Escrow Agent shall execute, acknowledge, and deliver to the Issuer and the Escrow Agent an instrument accepting such appointment hereunder, and the Escrow Agent shall execute and deliver an instrument transferring to such successor Escrow Agent, subject to the terms of this Agreement, all the rights, powers, and trusts of the Escrow Agent hereunder. Upon the request of any such successor Escrow Agent, the Issuer shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor Escrow Agent all such rights, powers, and duties.

The obligations assumed by the Escrow Agent pursuant to this Agreement may be transferred by the Escrow Agent to a successor Escrow Agent if (i) the requirements of this Section 12(e) are satisfied; (ii) the successor Escrow Agent has assumed all the obligations of the Escrow Agent under this Agreement; and (iii) all of the Government Obligations and money held by the Escrow Agent pursuant to this Agreement have been duly transferred to such successor Escrow Agent.

Section 12. The liability of the Escrow Agent to transfer funds for the payment of the principal of an interest on the Refunded Bonds shall be limited to the proceeds of the Government Obligations and the cash balances from time to time on deposit in the Escrow Fund. Notwithstanding any provision contained herein to the contrary, the Escrow Agent shall have no liability whatsoever for the insufficiency of funds from time to time in the Escrow Fund or any failure of the obligors of the Government Obligations to make timely payment thereon, except for the obligation to notify the Issuer promptly of any such occurrence.

The recitals herein and in the proceedings authorizing the Series 2012 Bonds shall be taken as the statements of the Issuer and shall not be considered as made by, or imposing any obligation or liability upon, the Escrow Agent.

The Escrow Agent makes no representations as to the value, conditions, or sufficiency of the Escrow Fund, or any part thereof, or as to the title of the Issuer thereto, or as to the security afforded thereby or hereby, and the Escrow Agent shall not incur any liability or responsibility in respect to any of such matters.

It is the intention of the parties hereto that the Escrow Agent shall never be required to use or advance its own funds or otherwise incur personal financial liability in the performance of any of its duties or the exercise of any of its rights and powers hereunder.

The Escrow Agent shall not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion or power conferred upon it by this Agreement, nor shall the Escrow Agent be responsible for the consequences of any error of judgment; and the Escrow Agent shall not be answerable except for its own action, neglect, or default, nor for any loss unless the same shall have been through its negligence or want of good faith.

Unless it is specifically otherwise provided herein, the Escrow Agent has no duty to determine or inquire into the happening or occurrence of any event or contingency or

the performance or failure of performance of the Issuer with respect to arrangements or contracts with others, with the Escrow Agent's sole duty hereunder being to safeguard the Escrow Fund, to dispose of and deliver the same in accordance with this Agreement. If, however, the Escrow Agent is called upon by the terms of this Agreement to determine the occurrence of any event or contingency, the Escrow Agent shall be obligated, in making diligence, and in event of error in making such determination the Escrow Agent shall be liable only for its own willful misconduct or its gross negligence. In determining the occurrence of any such event or contingency the Escrow Agent may request from the Issuer or any other person such reasonable additional evidence as the Escrow Agent in its discretion may deem necessary to determine any fact relating to the occurrence of such event or contingency, and in this connection may make inquiries of, and consult with, among others, the Issuer at any time.

Section 13. This Agreement shall terminate when the principal of and interest and redemption premium, if any, on all Refunded Bonds has been paid; provided, that moneys held by the Escrow Agent in the Escrow Fund for the payment and discharge of any of the Refunded Bonds which remain unclaimed for four (4) years after the date when all of the Refunded Bonds shall have become due and payable, either at their stated maturity dates or by call for earlier redemption, shall, at the written request of the Issuer, be repaid by the Escrow Agent to the Issuer as its absolute property and free from the trust created by this Agreement. After the redemption of the final Refunded Bonds on May 1, 2013, any remaining funds shall be remitted to the Issuer by the Escrow Agent. The Escrow Agent shall thereupon be released and discharged with respect thereto and hereto.

Section 14. Except as otherwise provided in Section 7 hereof, this Agreement shall not be repealed, revoked, rescinded, altered, amended, or supplemented in whole or in part without (i) the written consent of the holders of one hundred percent (100%) in principal amount of the unpaid Refunded Bonds at the time such action is made, and (ii) the written consent of the Escrow Agent; provided, however, that the Issuer and the Escrow Agent may, without the consent of, or notice to the holders of the unpaid Refunded Bonds enter into such agreements supplemental to this Agreement as shall not adversely affect the rights of such holders hereunder and shall not be inconsistent with the terms and provisions of this Agreement, for any one or more of the following purposes:

- (a) to cure any ambiguity or formal defect or omission in this Agreement; or
- (b) to grant to or confer upon the Escrow Agent for the benefit of the holders of the Refunded Bonds, any additional rights, remedies, powers, or authority that may lawfully be granted to or conferred upon the Escrow Agent.

The Escrow Agent shall be entitled to rely exclusively upon an unqualified opinion of nationally recognized bond counsel with respect to compliance with this Section 14, including the extent, if any, to which any change, modification, addition, or elimination affects the rights of such holders of the Refunded Bonds or that any

instrument executed hereunder complies with the conditions or provisions of this Section 14.

Section 15. This Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have each caused this Agreement to be executed by their duly authorized officers and their corporate seals to be hereunto affixed and attested as of the date first above written.

IDAHO STATE UNIVERSITY

(SEAL)

By: \_\_\_\_\_  
Chair

ATTEST:

By: \_\_\_\_\_  
Secretary

U.S. BANK NATIONAL ASSOCIATION,  
as Escrow Agent

By: \_\_\_\_\_  
Authorized Officer

EXHIBIT A

GOVERNMENT OBLIGATIONS

Principal Amount

Interest Rate

Maturity Date

%



EXHIBIT B

## FORM OF NOTICE OF REFUNDING

IDAHO STATE UNIVERSITY  
 [STUDENT FACILITIES FEE REFUNDING AND IMPROVEMENT REVENUE  
 BONDS, SERIES 1998]  
 [GENERAL REFUNDING AND IMPROVEMENT BONDS, SERIES 2003]  
 [GENERAL REVENUE BONDS, SERIES 2004A]  
 [GENERAL REVENUE BONDS, SERIES 2004B]

Maturing as follows:

Maturity Date (_____)	<u>Principal Amount</u>	<u>Interest Rate</u>
--------------------------	-------------------------	----------------------

NOTICE IS HEREBY GIVEN that for the payment of the principal and premium, if any, and the interest on all of the outstanding bonds of the above-designated series (the “Bonds”), there have been deposited in escrow with U.S. Bank National Association (the “Escrow Agent”), moneys which, except to the extent maintained in cash, have been invested in United States Treasury Obligations which are direct obligations of the United States of America. The projected principal payments to be received from such Treasury Obligations and the projected interest income therefrom and such cash have been calculated to be sufficient to pay the interest requirements on the Bonds when due through and including the prior redemption date of the Bonds on \_\_\_\_\_ (the “Redemption Date”), the date on which the Idaho State University has elected to redeem all the Bonds then outstanding at a redemption price of 100% of the principal amount of the Bonds to be redeemed, plus accrued interest thereon to the Redemption Date.

In accordance with the terms of a Resolution adopted by the Idaho State University (the “Issuer”) on September 17, 1992, as amended and restated on August 12, 2004, and as supplemented by a Supplemental Resolution of the Issuer adopted on \_\_\_\_\_, 20\_\_\_\_, pursuant to which the Bonds were issued, the Bonds are deemed to have been paid.

DATED this \_\_\_\_\_, 2012.

U.S. BANK NATIONAL ASSOCIATION,  
as Escrow Agent

By: \_\_\_\_\_

Its: \_\_\_\_\_

EXHIBIT C

## NOTICE OF REDEMPTION

IDAHO STATE UNIVERSITY  
 [STUDENT FACILITIES FEE REFUNDING AND IMPROVEMENT REVENUE  
 BONDS, SERIES 1998]  
 [GENERAL REFUNDING AND IMPROVEMENT BONDS, SERIES 2003]  
 [GENERAL REVENUE BONDS, SERIES 2004A]  
 [GENERAL REVENUE BONDS, SERIES 2004B]

Mailing Date: \_\_\_\_\_, 20\_\_

CUSIP NO. \_\_\_\_\_

Notice is hereby given that pursuant to a Resolution adopted by the Idaho State University (the "Issuer") on September 17, 1992, as amended and restated on August 12, 2004, and as supplemented by a Supplemental Resolution of the Issuer adopted on \_\_\_\_\_, 20\_\_, the Issuer has called and does hereby call for redemption on \_\_\_\_\_ (the "date fixed for redemption"), its \_\_\_\_\_, maturing on and after \_\_\_\_\_ (the "Bonds"), at the redemption price of one hundred percent (100%) of the principal amount thereof, plus accrued interest on the Bonds to the date fixed for redemption.

The Bonds were originally scheduled to mature on the dates and in the amounts, and bear interest at the rates as follows:

Maturity Date (_____)	<u>Principal Amount</u>	<u>Interest Rate</u>
--------------------------	-------------------------	----------------------

The principal amount of each Bond shall be paid on or after the date fixed for redemption upon surrender of such Bond as set forth below.

Payment of interest on any Bond shall be made to the registered owner thereof and shall be paid by check or draft mailed to such registered owner at such owner's address as it appears in the registration books of the Issuer.

Bonds shall be surrendered to the Paying Agent, at the following address:

If surrendered by mail:

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If surrendered by hand:

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Notice is further given that (i) the Issuer has caused to be deposited in escrow with U.S. Bank National Association, as escrow agent, certain moneys and U.S. Treasury Securities, the maturing principal amount of which and interest on such obligations are sufficient along with such moneys to pay the redemption price of the Bonds, and (ii) on the date fixed for redemption the redemption price will become due and payable upon the Bonds and the Bonds shall cease to bear interest from and after the date fixed for redemption.

Under the Interest and Dividend Tax Compliance Act of 1983, the Trustee may be required to withhold a specified percentage of any gross payments made to certain owners who fail to provide the Trustee with, and certify under penalties of perjury, a correct taxpayer identification number (employer identification number or Social Security number, as appropriate) or an exemption certificate on or before the date the Bonds are presented for payment. Each Bondholder should provide the appropriate certification when presenting Bonds for payment, unless the appropriate certificate has previously been provided.

Given by order of the Issuer this \_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_, as Paying Agent

By: \_\_\_\_\_

Title: \_\_\_\_\_

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Athletic outdoor practice field renovation project

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) requests approval to add to the 2013 Six-Year Capital Plan, the replacement of grass turf of approximately 81,906 square feet with outdoor synthetic turf at the practice field south of Holt Arena. Renovation of the existing field is a fundamental building block to providing the football program with every component needed for success. Replacing the existing natural grass with field turf will also allow the soccer, softball, golf, and track and field programs access to a year round practice field. In addition, strength and conditioning may be held year round for other sports such as basketball and volleyball. This will also provide a venue to practice when current venues are being used for other events.

The current practice field is uneven and in marginal condition. Maintenance costs for the existing practice field, including mowing, trimming, weeding and watering, have exceeded \$30,000 per year. By installing synthetic turf maintenance costs for the field and surrounding area will be significantly less. ISU proposes to use the Hellas turf system in order to use the maintenance vehicles and equipment that were recently purchased for the Holt Arena indoor turf. Installation of perimeter fencing will prolong the life of the field and help reduce the risk of vandalism.

**IMPACT**

Preliminary project budget and financing plan follow:

Site and field preparation	180,000
Synthetic turf and installation	550,000
Misc (fencing, tower, sprinkler, signage)	100,000
Planning, design, and study	140,000
Contingency	150,000
Sub-total	1,110,000

The funding source is a combination of gift in kind and private donations.

**ATTACHMENTS**

Attachment 1 – ISU's 2013 Six-Year Capital Outlay

Page 3

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 21, 2012**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve Idaho State University's six-year capital construction plan as amended and to authorize the University to proceed with planning and design for an athletic outdoor practice field renovation project for a cost not to exceed \$140,000.

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

## Six-Year Capital Outlay Modification Request

### Capital Improvement Budget Request FY 2013

Location	Description	Budget	Priority	Running Total
College of Education	Remodel basement of Education Building	1,300,000	1	1,300,000
Beckley Nursing	Asbestos mitigation, replace ceiling system and lights.	1,100,000	2	2,400,000
ISU Meridian	Cadaver Room	1,500,000	3	3,900,000
Pocatello - various	Campus wide - Internal Notification System,	1,400,000	4	5,300,000
Oboler Library	Replace HVAC/duct work, ceiling, seismic compliance	6,000,000	5	11,300,000
<u>NE Campus at Holt</u>	<u>Athletic outdoor practice field renovation project</u>	<u>1,500,000</u>	<u>6</u>	<u>12,800,000</u>

### Six Year Capital Improvement Budget Request

Description	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
College of Education - Remodel basement of	1,300,000					
Beckley Nursing – Asbestos mitigation, replace ceiling system and lights.	1,100,000					
ISU Meridian - Cadaver Room	1,500,000					
Campus wide - Internal Notification System,	1,400,000					
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance	6,000,000					
<u>Athletic outdoor practice field renovation project</u>	<u>1,500,000</u>					
Complete renovation ISU-Meridian Phase 3		12,420,000				
Remodel LEL second floor for additional labs		1,050,000				
Campus Housing Renovations & Remodeling		10,000,000				
New Museum of Natural History			22,444,000			
Engineering Research Complex Renovation - Phase 3			2,036,000			
Renovation/Addition of Life Sciences				40,885,920		
Reroute campus traffic					8,000,000	
Addition to Beckley Nursing						14,208,000
Addition to College of Engineering						12,000,000
Renovation of College of Business – front entry						1,300,000
	<del>11,300,000</del> <u>12,800,000</u>	23,470,000	24,480,000	40,885,920	8,000,000	27,508,000



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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Convey a Deed of Dedication for property owned by the Regents to the City of Moscow to repair and improve an existing public street entering campus

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3)

**BACKGROUND/DISCUSSION**

The City of Moscow is proposing to improve and reconstruct the College Street entrance to the University of Idaho (UI) this summer. The road is currently deteriorated, but it still serves as a vehicle and pedestrian entrance to campus. The proposed project would improve pavement condition, remove abandoned railroad tracks and add pedestrian and bike safety features. The project will also place currently overhead utilities underground to improve safety and aesthetics.

To complete the designed project, the City must utilize about 2,268 square feet of fronting Regents' property that is vacant and adjoins recent stream restoration work. An additional 62 square feet needed for the project is currently used as a parking lot at the Art & Architecture East Building. In addition to constructing sidewalks and curbs along UI frontage on both sides of College St, some of the right of way work will result in the reconfiguration of an existing University parking lot that will replace and improve existing landscaping and parking spaces primarily serving the Art & Architecture East Building.

The City's proposed College Street project is budgeted at \$912,000. The University will not pay for any of these improvements, but with approval from the Regents will dedicate the 0.053 acres of land to accommodate the reasonable alignment of these street improvements in a manner that benefits the University interests in improving access and associated infrastructure.

The University did not hire an independent appraisal, but in consideration of the public, campus-related improvements derived from this project, and the characteristics of the subject property, University staff determined that the land values applied by the Latah County Assessor's Office represented a sufficient and cost effective estimate of land value to satisfy the disposal requirements of Section 53-335, Idaho Code. Using the local Assessor's Office estimate of neighborhood commercial land values for parcels over 100,000 sf, and considering the fact that the dedication would only slightly reduce the size of two large University parcels, University staff determined that the dedication would diminish the value to the University's retained parcels by approximately \$10,415. University staff concluded this diminishment is more than compensated by the

**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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value of the road improvements to the campus entrance and the improvement of the small University-controlled parking lot.

**IMPACT**

The University will not pay any construction costs for this improvement project. The University will not receive payment for the 2,330 square feet of land dedicated to the project; however students, staff and visitors will benefit from the improved access to campus and repair and replacement of campus-related public infrastructure.

**ATTACHMENTS**

Attachment 1 - Proposed Deeds of Dedication  
Attachment 2 - Design Drawing

Page 3  
Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve deeds of dedication to the City of Moscow in substantial conformance to the forms submitted to the Board in Attachment 1, and to authorize the University's Vice President for Finance and Administration to execute these documents.

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

**DEED OF DEDICATION**

The University of Idaho, by and through its Board of Regents, GRANTOR, for value received, do hereby convey and dedicate unto the CITY OF MOSCOW, IDAHO, an Idaho municipal corporation, GRANTEE, 206 East Third Street, Moscow, Idaho 83843, for public street, public utilities, and customary related public uses, the following described real property situated in the County of Latah, State of Idaho, to-wit:

A portion of a parcel of land owned by the University of Idaho as described in Quitclaim Deed No.495406, records of Latah County, situated in the north half of the northeast quarter of Section 18, Township 39 North, Range 5 West, Boise Meridian, Latah County, Idaho, as shown on the attached Exhibit 'A', and more particularly described as follows:

Commencing at the northeast corner of said Section 18, from which the north quarter corner of said Section bears S87°45'17"W 2673.50 feet; thence along the north line of said northeast quarter, S87°45'17"W, 1276.12 feet; thence S36°38'03"E 38.64 feet to the intersection of the northeasterly line of the NPRR right-of-way with the south right-of-way line of Sixth Street, said point being the northeast corner of said University of Idaho parcel; thence along the easterly boundary of said parcel, S36°38'03"E 1023.31 feet to the northerly right-of-way line of College Street and the TRUE POINT OF BEGINNING; thence along said right-of-way line, S53°27'42"W 64.76 feet; thence N88°48'51"W 101.27 feet along the northerly boundary of a parcel of land conveyed to the City of Moscow for use as College Street right-of-way by Quitclaim Deed No.495434, records of said Latah County; thence leaving said boundary N01°11'09"E 17.45 feet; thence S88°48'51"E 69.93 feet; thence easterly 86.18 feet along a curve to the left having a radius of 157.76 feet, a central angle of 31°17'50", and a chord bearing N75°32'14"E, 85.11 feet to the easterly boundary of said University of Idaho parcel; thence along said easterly boundary S36°38'03"E 0.99 feet to the TRUE POINT OF BEGINNING. Said portion contains 2268 square feet, more or less.

IN WITNESS THEREOF, GRANTOR has hereunto set his hand and seal this

\_\_\_\_\_ day of \_\_\_\_\_, 2012.

**GRANTOR: REGENTS OF THE UNIVERSITY OF IDAHO**

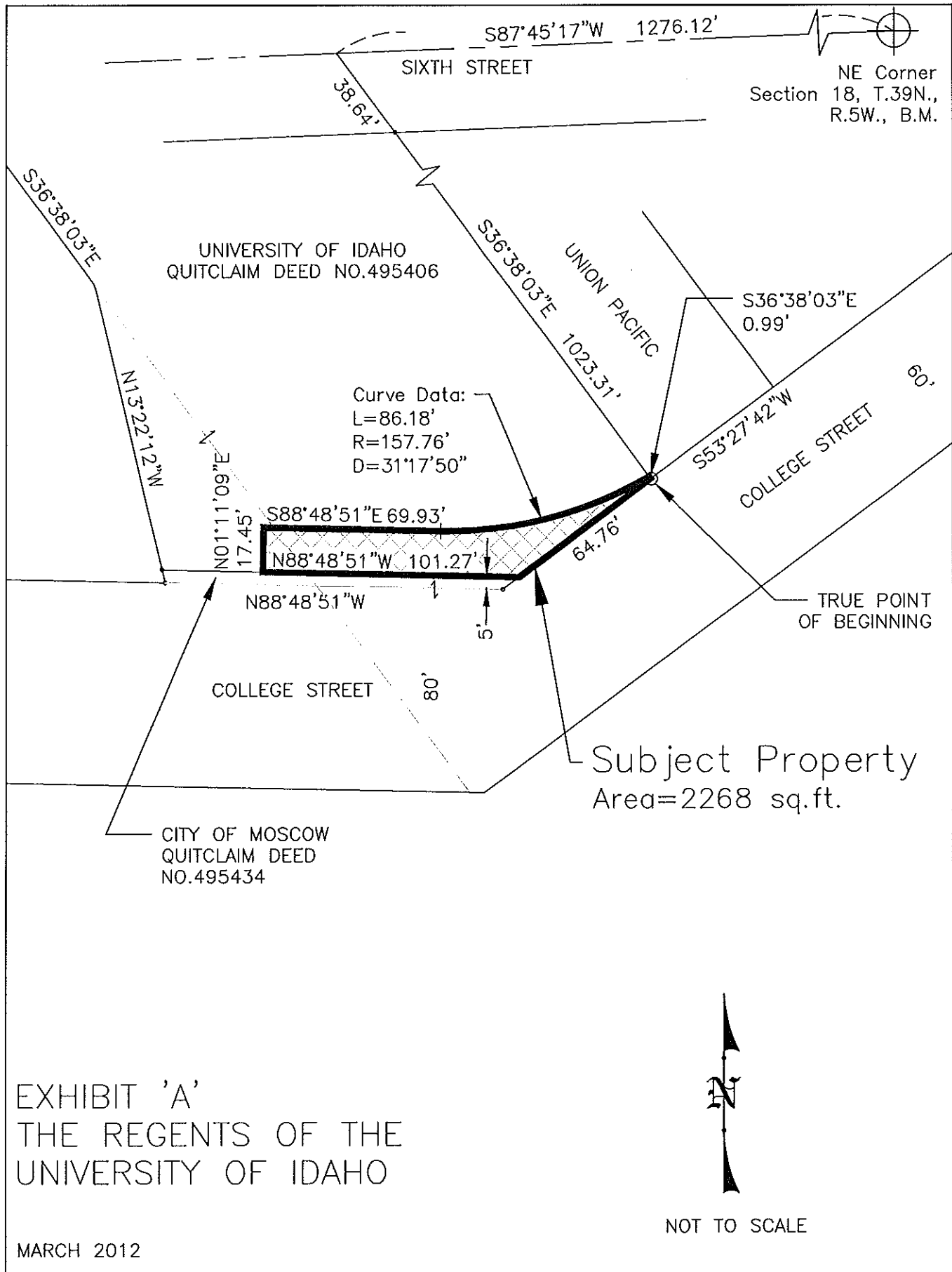
By: \_\_\_\_\_  
 Dr. Ronald E. Smith  
 Vice President, Finance and Administration

ACKNOWLEDGEMENTS

STATE OF IDAHO       )  
                                  : ss.  
County of Latah       )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2012, before me, a Notary Public, personally appeared Dr. Ronald E. Smith, in his official capacity of Vice President for Finance and Administration, and agent for the University of Idaho Board of Regents, known to me to be the person named above, and acknowledged to me that he executed the foregoing document.

\_\_\_\_\_  
Notary Public for the State of Idaho  
Residing at \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_



## DEED OF DEDICATION

The University of Idaho, by and through its Board of Regents, GRANTOR, for value received, do hereby convey and dedicate unto the CITY OF MOSCOW, IDAHO, an Idaho municipal corporation, GRANTEE, 206 East Third Street, Moscow, Idaho 83843, for public street, public utilities, and customary related public uses, the following described real property situated in the County of Latah, State of Idaho, to-wit:

A portion of a parcel of land owned by the University of Idaho as described in Warranty Deed No.412758, records of Latah County, situated in the northeast quarter of Section 18, Township 39 North, Range 5 West, Boise Meridian, Latah County, Idaho, as shown on the attached Exhibit 'A', and more particularly described as follows:

Commencing at the intersection of the south right-of-way line of College Street with the east right-of-way line of Railroad Street; thence along said south right-of-way line of College Street, N89°58'07"E 229.60 feet to the northwest corner of said University of Idaho parcel; thence continuing N89°58'07"E 49.90 feet to an angle point in said right-of-way line; thence continuing along said right-of-way line, N52°15'38"E 37.93 feet to the TRUE POINT OF BEGINNING; thence N52°15'38"E 16.46 feet to the northeast corner of said parcel; thence leaving said right-of-way line, S37°41'22"E 7.19 feet along the easterly line of said parcel; thence westerly 17.96 feet, along a curve to the right, said curve having a radius of 241.76 feet, a central angle of 4°15'25", and a chord bearing S75°52'42"W 17.96 feet, to the TRUE POINT OF BEGINNING. Said portion contains 62 square feet, more or less.

IN WITNESS THEREOF, GRANTOR has hereunto set his hand and seal this

\_\_\_\_\_ day of \_\_\_\_\_, 2012.

**GRANTOR: REGENTS OF THE UNIVERSITY OF IDAHO**

By: \_\_\_\_\_  
 Dr. Ronald E. Smith  
 Vice President, Finance and Administration

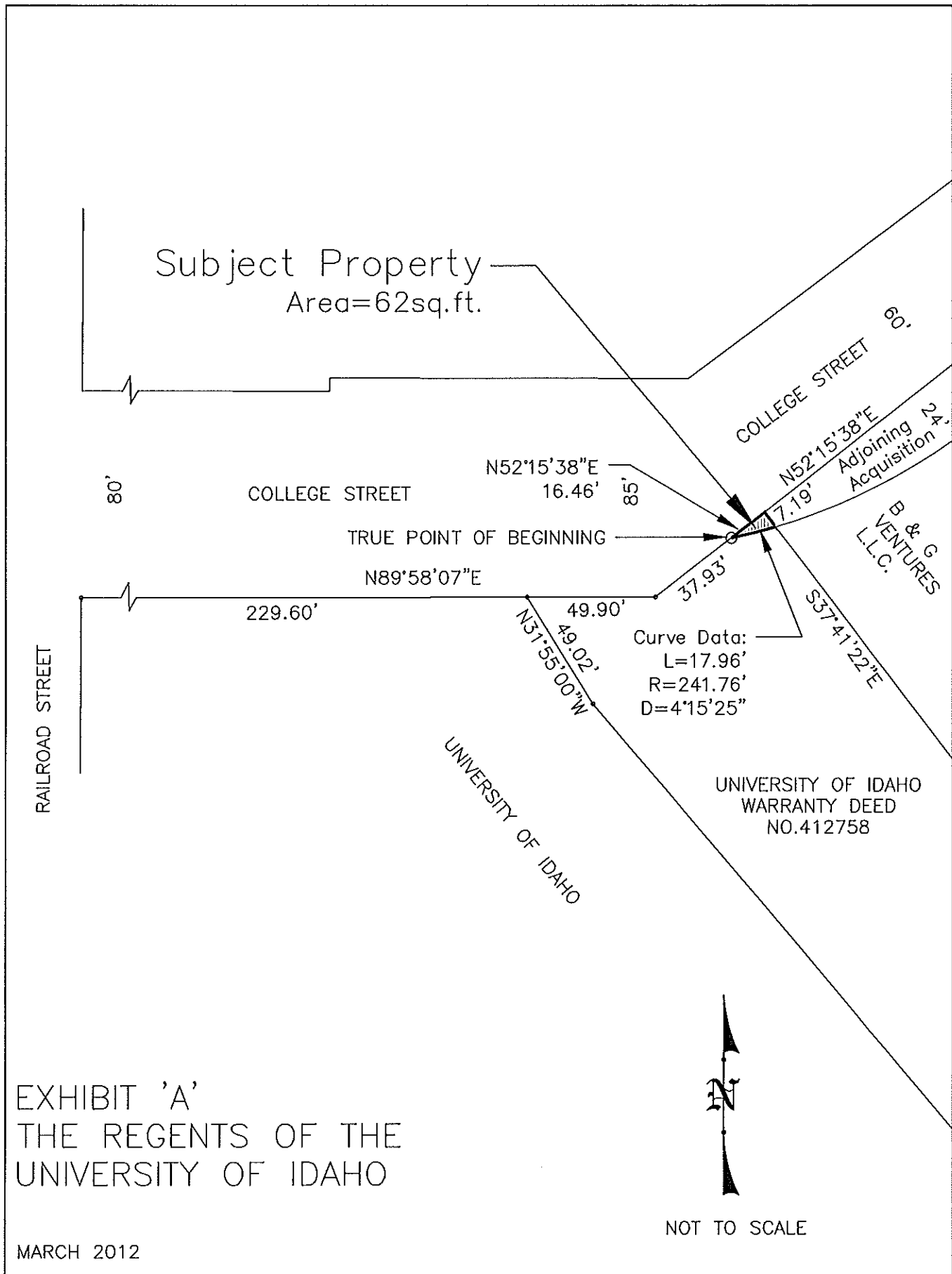
ACKNOWLEDGEMENTS

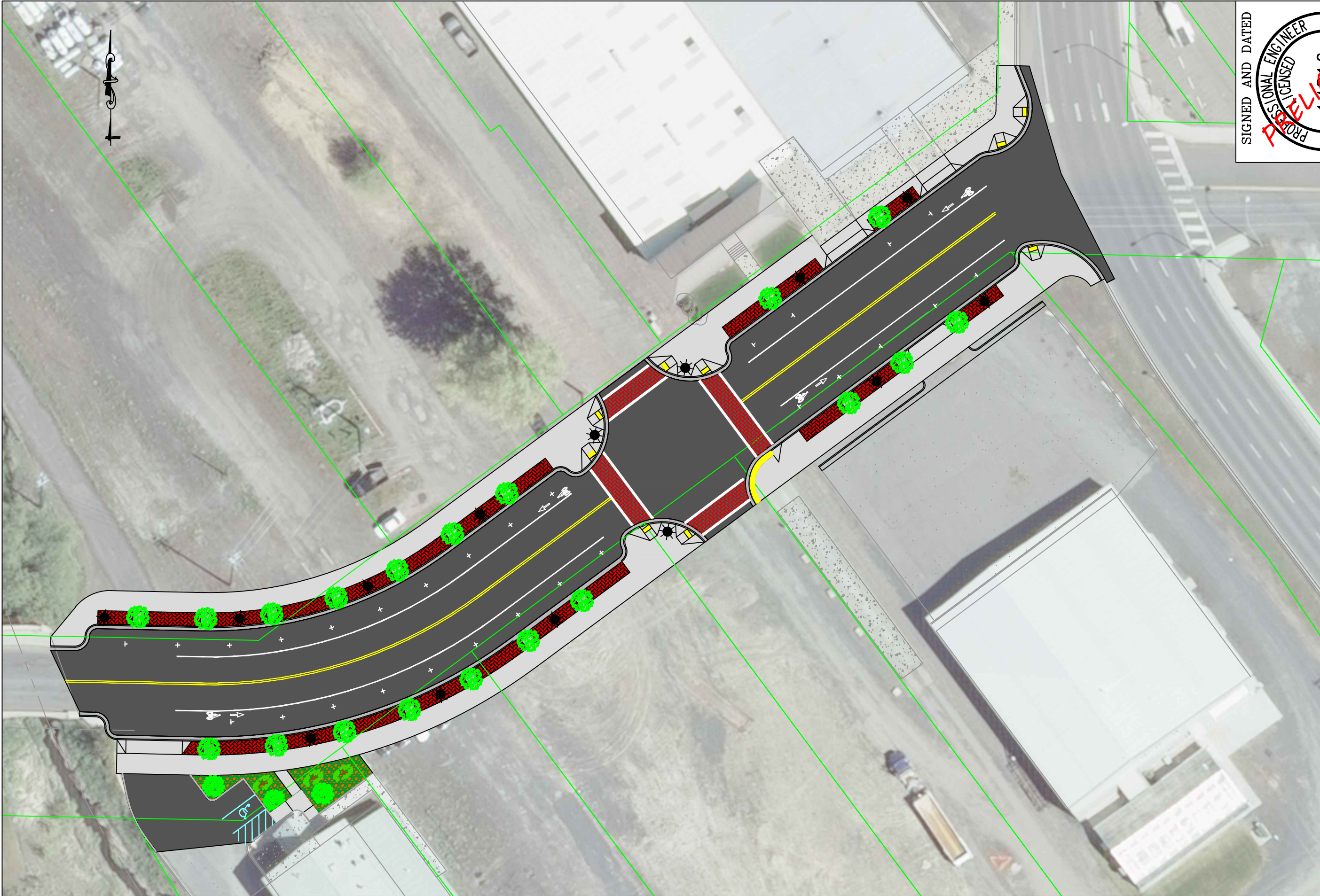
STATE OF IDAHO       )  
                                      : ss.  
County of Latah       )

On this \_\_\_\_\_ day of \_\_\_\_\_, 2012, before me, a Notary Public, personally appeared Dr. Ronald E. Smith, in his official capacity of Vice President for Finance and Administration, and agent for the University of Idaho Board of Regents, known to me to be the person named above, and acknowledged to me that he executed the foregoing document.

\_\_\_\_\_  
Notary Public for the State of Idaho  
Residing at \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_







SIGNED AND DATED  
**PRELIMINARY**  
PROFESSIONAL ENGINEER  
LICENSED  
14816  
STATE OF IDAHO  
BRIAN SCOTT BOYD

DRAWN DATE	BY:	CHK'D. BY:	116-011 CONCEPT PLAN

**COLLEGE STREET  
RECONSTRUCTION  
PROPOSED CONCEPT**  
PROJECT NO. ID-116-011

SCALE: 1" = 40'	DATE: 2-2012	DRAWN BY:	BSB RHBIII	CHK'D. BY:	K. LILLY
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CITY OF MOSCOW  
ENGINEERING DEPARTMENT  
MOSCOW, IDAHO

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Dependent Tuition and Fee Benefit

**REFERENCE**

December 2010                      Board approved two-year pilot dependent fee program for BSU

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.

**BACKGROUND/DISCUSSION**

The University of Idaho faculty proposes a change in the University benefits to allow for a dependent educational tuition and fee reduction benefit.

The dependent educational tuition and fee reduction benefit would provide a 50% reduction in resident student tuition and fees for dependents of eligible employees enrolled in University of Idaho undergraduate or graduate academic credit courses. No other fees are waived by this benefit. For example, the benefit would not include additional fees associated with specific courses (e.g., web-based courses), specific academic programs (e.g., professional fees), or specific services (e.g., insurance or student activities). The benefit also would not apply to noncredit courses, intersession or summer session courses, continuing education courses, or courses offered through, but not limited to, Independent Study in Idaho, the College of Law, the Executive MBA Program, the Doctorate of Athletic Training, Professional Practices Doctorate, the McCall Outdoor Science School, or the WWAMI Medical Program. There is no limitation on the number of credits that may be taken per semester.

A board-appointed University employee on regular appointment who works at least half-time (including those on official leave) is eligible for the dependent educational tuition reduction benefit. A dependent may receive the benefit if the employee is eligible on the first day of the academic term. Only a single dependent per household at a time is eligible for this benefit.

An eligible dependent:

- (a) must be an admitted student who has met all normal academic requirements for the course(s) taken;
- (b) may receive only one 50% dependent educational tuition and fee reduction per semester, and may use the tuition and fee reduction benefit for a maximum of eight semesters (applies to both full and part time students);
- (c) of an employee whose employment terminates due to death or permanent disability shall continue to be eligible for this

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**JUNE 21, 2012**

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program until the dependent meets one of the below, whichever comes first:

- completes a degree
- reaches the maximum number of eight semesters

In accordance with University of Idaho policies, the policy change proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the April 24, 2012, General Faculty Meeting. These policy changes were then presented to the president of the University who has approved them and now presents them to the Regents for approval.

**IMPACT**

The attached spreadsheet represents a cost estimate for the dependent tuition benefit. It is based on two simple premises.

1. A very small increase in enrollment (between 20 and 40 students) results in a modest increase in instructional costs. The Office of Planning and Budget estimates this cost to be around \$50,000. (Note that this is far less than the amount of tuition generated by these students.)
2. The state of Idaho pays \$8,064 dollars per resident student.

Based on these two premises, we conclude the following: if the dependent tuition benefit results in an increase in enrollment among University of Idaho dependents of (approximately ) 35 student then the added tuition revenue from this increase in enrollment will more than make up for the loss of tuition revenue from the tuition reduction.

Thus if we can absorb a few extra students with minimal increase in instructional costs, those added students will more than pay for the benefit.

However, the state of Idaho does not always pay for increased enrollment based on the enrollment adjustment formula. In the years when the State does not pay for increased enrollment, an increase in students due to this program will result in a net loss of revenue for the University. An alternative projection, based on this assumption, suggests that the dependent tuition program could cost upwards of around \$200,000 of lost revenue, assuming these dependents would have otherwise attended the University and paid full tuition and fees. However, the University believes that the benefit of the reduced tuition and fee as a recruitment and retention tool for quality faculty and staff more than outweighs the opportunity cost of this potential loss of revenue.

**ATTACHMENTS**

Attachment 1 – Impact Analysis Spreadsheet

Page 5

Attachment 2 – Proposed Revisions to FSH 1565 (Univ Dist Prof)

Page 7



**STAFF COMMENTS AND RECOMMENDATIONS**

In December 2010 the Board approved a request by Boise State University to pilot a dependent fee program for two years which would provide sufficient data upon which to conduct a cost-benefit analysis. At the time, Board Staff recommended the Board consider the following policy and management issues:

1. While a dependent fee is not unreasonable, it could place pressure on the other institutions to offer the same type of benefit. Each institution has its own unique budgetary and human resource needs and priorities, but regardless, their employees still may very well desire to have access to substantially similar benefits as those offered at a sister institution.
2. Upon what criteria or metrics will the efficacy of the program be measured or evaluated?
3. What pressures will this program place on enrollment and course availability?
4. In this budget environment the Board and the institution must weigh the cost of foregone revenue against the benefit of providing the university with a new recruitment and retention tool.

These questions are still largely germane as applied to UI's request. The UI provided an extensive cost analysis which addresses the issues identified in #3 and #4.

UI intends for this to be a qualified Educational Assistance Program under Internal Revenue Code Section 127 in which "an educational organization can exclude the value of a qualified tuition reduction it provides to an employee from the employee's wages.

A tuition reduction for undergraduate education generally qualifies for this exclusion if it is for the education of one of the following individuals:

1. A current employee.
2. A former employee who retired or left on disability.
3. A widow or widower of an individual who died while an employee.
4. A widow or widower of a former employee who retired or left on disability.
5. A dependent child or spouse of any individual listed in (1) through (4) above.

A tuition reduction for graduate education qualifies for this exclusion only if it is for the education of a graduate student who performs teaching or research activities for the educational organization." (IRS Publication 15-B)

This exclusion from an employee's gross income may not exceed \$5,250 per calendar year. Qualified education expenses include: tuition, fees, books, and supplies.

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**JUNE 21, 2012**

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Staff recommends approval.

**BOARD ACTION**

I move to waive Board policy V.R.3. and to approve the request by the University of Idaho to create a Dependent Tuition and Fee Benefit as set forth in Attachment 2 as submitted to the Board.

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

Dependent Fee Benefit Fiscal Impact Analysis

	Local area high school graduates	Estimated fraction of UI dependents from a graduating class	Estimated number of UI dependents from a graduating class	Estimated fraction of UI dependents that enroll at UI as freshmen	Estimated number of UI dependents that enroll as freshmen		Estimated number of total UI dependents enroll at UI*	UI Fees per student	Revenue generated by UI dependents from fees	State appropriation per student	Revenue generated by UI dependents from state funds	Total revenue generated by UI dependents
without dependent benefit	185	0.6	111	0.3	33	3.4	113	\$5,856	\$661,728	\$8,064	\$911,232	\$1,572,960
with dependent benefit	185	0.6	111	0.38738739	43	3.4	148	\$2,928	\$433,344	\$8,064	\$1,193,472	\$1,626,816
difference between without and with benefit									(\$228,384)	\$0	\$282,240	\$53,856
Instructional Costs												(\$50,400)
net profit from increased enrollment paying for benefit												\$3,456
total number of additional employee dependent students needed to pay for program							35					

Percent increase needed to pay for the program 0.30973451

\*The estimated number of UI dependents attending UI is based on a 90 percent retention rate for UI dependents over a four year period. Of course a lower retention rate will result in fewer UI dependents participating in the fee reduction program.

The Idaho Legislature does not always pay for increased enrollment. Below is an alternative cost analysis based on this assumption.

current	113	\$5,856	\$661,728	\$8,064	\$911,232	\$1,572,960
Proposed II	113	\$2,928	\$330,864	\$8,064	\$911,232	\$1,242,096
	35	\$2,928	\$102,480	\$2,244	\$78,540	\$181,020
total Proposed	148		\$433,344		\$989,772	\$1,423,116
difference			(\$228,384)			(\$149,844)
instructional costs						(\$50,500)
total cost under Proposal II						(\$200,344)



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**3780 - DEPENDENT EDUCATIONAL TUITION AND FEE REDUCTION**

*Preamble: This policy was created in 2012 with employee recruitment and retention purposes in mind as well as improving the culture and climate at the University.*

**A. General:** The dependent educational tuition and fee reduction benefit (benefit) is a 50% reduction in residential (in-state) student tuition and fees for dependents of eligible employees enrolled in University of Idaho undergraduate or graduate academic credit courses. No other fees are waived by this benefit; for example, the benefit does not include additional fees associated with specific courses (e.g., web-based courses), specific academic programs (e.g., professional fees), or specific services (e.g., insurance or student activities). The benefit does not apply to noncredit courses, intersession or summer session courses, continuing education courses, or courses offered through, but not limited to, Independent Study in Idaho, the College of Law, the Executive MBA Program, the Doctorate of Athletic Training, Professional Practices Doctorate, the McCall Outdoor Science School, or the WWAMI Medical Program. There is no limitation on the number of credits that may be taken per semester.

**B. Employee:** A board-appointed University employee on regular appointment who works at least half-time (including those on official leave) is eligible for the dependent educational tuition reduction benefit. A dependent may receive the benefit if the employee is eligible on the first day of the academic term. Only a single dependent per household at a time is eligible for this benefit.

**C. Dependent:** A dependent of a University employee is eligible as defined by the Federal income tax code, Section 152. The University reserves the right to request copies of tax returns or other supporting documentation.

**C-1.** An eligible dependent:

- (a) must be an admitted student who has met all normal academic requirements for the course(s) taken;
- (b) may receive only one 50% dependent educational tuition and fee reduction per semester, and may use the tuition and fee reduction benefit for a maximum of eight semesters (applies to both full and part time students);
- (c) of an employee whose employment terminates due to death or permanent disability shall continue to be eligible for this program until the dependent meets one of the below, whichever comes first:
  - completes a degree
  - reaches the maximum number of eight semesters

**D. Application:** Applications require approvals/signatures of the employee, the dependent, and Human Resources. Applications must be filed before tuition is paid for the semester in which the benefit will be applied. The benefit is not automatically renewed; it must be applied for each semester. Fraudulent certification of dependent eligibility by an employee is grounds for discharge and the employee shall be required to repay all costs associated with the benefit.

**E. Termination:** If an employee's appointment is terminated during a semester for which the employee's dependent is registered for academic work under this policy, the academic work must be terminated unless the applicable tuition is paid, except in the case where employment is terminated due to death or permanent disability.

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>TEMPORARY/PROPOSED RULE – IDAPA 08.02.01.250 – FRACTIONAL ADA</b>	Motion to Approve
<b>3</b>	<b>PROPOSED RULE – IDAPA 08.02.02.016 – MATHEMATICS IN-SERVICE PROGRAM WAIVER</b>	Motion to Approve
<b>4</b>	<b>TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.105, ONLINE LEARNING REQUIREMENT FOR HIGH SCHOOL GRADUATION</b>	Motion to Approve
<b>5</b>	<b>TEMPORARY/PROPOSED RULE – IDAPA 08.02.03.128, ONLINE COURSE PROVIDER REVIEW AND APPROVAL PROCESS OF FEE STRUCTURE FOR ONLINE AND TEXTBOOK APPROVAL PROCESS</b>	Motion to Approve
<b>6</b>	<b>PROPOSED RULE - IDAPA 08.02.03.160 – SAFE ENVIRONMENT AND DISCIPLINE</b>	Motion to Approve
<b>7</b>	<b>ESEA WAIVER, COLLEGE ENTRANCE AND PLACEMENT EXAM BENCHMARKS</b>	Motion to Approve
<b>8</b>	<b>EXCISION – ANNEXATION LAKELAND SCHOOL DISTRICT TO COEUR D' ALENE SCHOOL DISTRICT</b>	Motion to Approve
<b>9</b>	<b>NORTHWEST NAZARENE UNIVERSITY: PROPOSED ONLINE TEACHING ENDORSEMENT PROGRAM</b>	Motion to Approve

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**SUBJECT**

Superintendent of Public Instruction Update to the State Board of Education

**BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

**BOARD ACTION**

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

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**THIRTY DISTRICTS, TWO CHARTER SCHOOLS  
TO PARTICIPATE IN FIRST DEPLOYMENT OF LAPTOP DEVICES**

BOISE – Thirty school districts and two charter schools across Idaho will be the first to achieve 1:1 ratios of laptop devices to students and teachers in the next two years, Superintendent of Public Instruction Tom Luna announced today.

The 1:1 initiative is a part of the bold Students Come First laws, which are comprehensively changing Idaho's education system to ensure every student graduates from high school prepared to go on to postsecondary education or the workforce without the need for remediation.

This first phase of deploying devices will reach large school districts in Boise, Meridian and Idaho Falls as well as small, rural districts in Culdesac, Notus and Oneida.

*"This is an exciting day for schools all across Idaho," Superintendent Luna said. "Reaching a one-to-one ratio of students and teachers to laptop devices in every public high school is just one part of the Students Come First laws. Idaho schools now join thousands of schools across the United States in creating 21st century classrooms where learning opportunities are limitless and will provide equal access to the best educational opportunities for every student – no matter where they live."*

Students Come First puts the programs and policies in place necessary to create the 21st century classroom in every Idaho classroom, to provide equal access to the best opportunities for every Idaho student no matter where they live, and to recruit and retain highly effective teachers in the profession.

Some of these programs include achieving a 1:1 ratio of students and teachers to laptop devices in every high school, improving teacher pay with \$40 million in new funding for pay-for-performance, supporting classroom teachers with \$4 million a year in ongoing funding for professional development, and paying for high school students to take up to 36 dual credits before graduation.

Idaho will begin phasing in the 1:1 initiative for public high schools in Fall 2012 by deploying devices to high school teachers and principals first. They will receive devices along with a year of intensive professional development. The devices will then be deployed to students over the following three years. In Fall 2013, the state will deploy devices to the first round of high schools representing one-third of high school students. The state will continue to deploy devices to high schools over the next two years until a 1:1 ratio is reached in all grades 9-12. All high schools will eventually reach a 1:1 ratio.

*"We are ecstatic to be part of the first third in the 1:1 deployment of technology in Idaho's high schools," said Alan Dunn, Superintendent of the Sugar-Salem School District in eastern Idaho. "We are grateful for the forward thinking of Superintendent Luna and the Idaho State Legislature in helping to provide funding for this initiative. The 1:1 deployment will support the*

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*activities already in progress in our school district. We firmly believe that this program will have a positive impact on the instruction by our teachers and increase student learning."*

Cindy Orr, Superintendent and Elementary Principal of the Highland Joint School District, in north central Idaho, said: *"A year ago, Highland School District was a small, rural school with basic technology tools. Within one year, through Students Come First and the different technology grants, we have been able to bring Highland into the 21st century and provide our students the tools they need to meet their educational goals. Being chosen to be one of the schools in the first third of the 1:1 deployment continues that effort to provide our students similar opportunities provided in larger school districts."*

Linda Clark, Superintendent of Joint School District No. 2 (Meridian), said: *"Joint School District No. 2 is thrilled to be selected to receive the 1:1 student laptops as part of the Phase I roll-out. This will enable us to more aggressively move toward the creation of 21st Century classrooms by putting powerful learning tools into the hands of our teachers and students. Further, these tools will expand student access to the courses offered through the district's Virtual Schoolhouse."*

Because more than 170 high schools representing 84 percent of Idaho's high school students wanted to participate in the first round of deployment, the state developed a competitive application process to determine the schools and districts that were most ready to benefit. A committee made up of educators in Idaho and staff at the State Department of Education conducted a "blind" review of the applications throughout May where the reviewers did not know which schools or districts they were rating. The selections were determined by point rankings on the application by region to ensure school districts in every region of the state would participate in the first deployment.

The 32 school districts and public charter schools selected for the first third will choose which of their high schools will participate, if they have more than one.

Here is the full list of the districts and charter schools selected for the first deployment of 1:1 devices to students, beginning in Fall 2013:

Region 1

- Coeur d'Alene School District
- Coeur d'Alene Charter Academy
- Lakeland School District

Region 2

- Cottonwood School District
- Culdesac School District
- Genesee School District
- Highland School District
- Idaho Distance Education Academy
- Lewiston School District



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Region 3

- Boise School District
- Emmett School District
- Homedale School District
- Kuna School District
- Melba School District
- Meridian School District
- Middleton School District
- Notus School District
- Vallivue School District

Region 4

- Cassia School District
- Kimberly School District
- Minidoka School District

Region 5

- Bear Lake School District
- Grace School District
- North Gem School District
- Oneida School District
- Pocatello School District
- Soda Springs School District
- West Side School District

Region 6

- Bonneville School District
- Fremont School District
- Idaho Falls School District
- Sugar-Salem School District

Here is more reaction from local school districts and public charter schools that were selected to participate in the first deployment of 1:1 laptop devices for students:

George Boland, Superintendent of Idaho Falls School District 91, said: *"We are very excited to be included in the state's initial rollout of the 1:1 initiative. We believe it will enhance our district's efforts to transform education by creating schools with a culture that empowers, instruction that engages and technology that enables. Launching our Compass Academy through the New Tech Network this fall will give us a year of experience in a 1:1 environment, and that will be a tremendous benefit as we work to implement this initiative in high schools across the district."*

Chuck Shackett, Superintendent of the Bonneville School District 93, said: *"We are absolutely thrilled. This award allows Bonneville School District to take the next step in keeping students excited and engaged in 21st Century Learning. It will help us accomplish our goal for every student in 1st-12th grades to have a mobile computing device by 2013!"*

Mary Vagner, Superintendent of the Pocatello/Chubbuck School District, said: *"We are grateful to have Pocatello High School students selected for the first round of distribution of one-on-one devices. We are eager to begin teacher training and planning for the online course requirements. We hope the rest of our high school students will get their devices in year two. We are eager to ensure consistency in teacher training and student use."*

Jamie Holyoak, Superintendent of Grace and North Gem School Districts, said: *"Our students are interacting with electronic media every day; it is their preferred learning modality. The opportunity to be in the first one-third of districts to receive mobile devices in Idaho gives us the chance to deliver our curriculum to students in a way that they find intriguing and exciting. The*

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*potential for increased student engagement and the vast resources available through this initiative will be a great benefit to our students and staff."*

Barbara Taylor, Superintendent of the West Side School District, said: *"We are pleased that West Side was selected to be in the first phase of this technology project. Our teachers are motivated to use the technology to enhance their students' education. Our faculty feels that we can expedite the learning process and prepare our students for the 21st century world, and this grant will provide us that opportunity. Our students are ready to engage with technology, and we are excited for this opportunity. We thank those who reviewed our application and are grateful that our students and staff can be in the first phase."*

Scott Rogers, Superintendent of the Minidoka County School District, said: *"We are very honored and excited to be on the forefront in implementing advanced classroom technology via the first third deployment of 1:1 devices in Idaho. This is an unprecedented opportunity for us to be a leader in engaging 21st Century learners with 21st Century tools. We can now provide our students with equal access to the best educational opportunities that any other district in the state - or the country - can provide."*

Kathleen Noh, Superintendent of the Kimberly School District, said: *"Kimberly School District is pleased to be among the first third of high schools to receive the one-to-one devices for our students. We are anxious for the opportunity to leverage our experience with mobile devices to help develop the 21st century classroom, a vision that blends the efficiency of technology with the proven value of project-based learning."*

Gaylen Smyer, Superintendent of the Cassia School District, said: *"Providing high school teachers and students with mobile computing devices and greater access to electronic media presents an unprecedented opportunity for schools to fundamentally change and expand student learning. Elementary teachers currently focus considerable attention helping students with learning to read. The upper classes will increasingly be less restricted by the limitations of printed materials, many of which are outdated, as teachers assist students in developing the essential skill in reading to learn."*

Andy Grover, Superintendent of the Melba School District, said: *"The Melba School District is excited about the opportunity to have each of our students in the high school receive a computing device. This opportunity will allow us, as a small, rural school district, to open up a new world of learning and equal access to the best educational opportunities that other schools in our region have had for years. This will allow our students equal access and help put us all on the same educational track with the ability to take classes from other schools, universities, and even other states."*

Rich Bauscher, Superintendent of the Middleton School District, said: *"For the last several years, we have taken the steps to bring 21st Century technological innovation to our classrooms across the entire district. Our new High School (opened in the Fall of 2011) has taken that 21st Century technology innovation to a new level. We are embracing the challenges, but more importantly, looking forward to the gains our students will achieve using these 1:1 mobile devices."*

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Wendy Moore, Superintendent of the Genesee School District, said: *“The Genesee School district is excited to be one of the first districts to receive the 1:1 laptop devices. We believe this initiative will help bring greater educational opportunities for our students and help raise academic achievement. We are very grateful for this opportunity to invest in our future....our students.”*

Joy Rapp, Superintendent of the Lewiston School District, said: *“I want to thank our teachers and staff who worked tirelessly on this application. It is because of them that we are now a leader in the State of Idaho in implementing classroom technology and raising student achievement. They put students first every day, and it shows! We know that the real work has just begun, but we are very excited to be selected for the first-third deployment of 1:1 laptop devices.”*

Hazel Bauman, Superintendent of the Coeur d’Alene School District, said: *“We are thrilled by the selection of Coeur d’Alene High School as it takes its place in the first third of students in the state of Idaho to receive the mobile computing devices. Our district is eager to get technology into the hands of our students, and we look forward to tracking the achievements of our students as they utilize these devices in the classroom and beyond.”*

Dan Nicklay, Principal of Coeur d’Alene Charter Academy, said: *“We are very grateful and excited to be included in the first third of the deployment of these devices. Our teachers are eager to implement these new tools in their instruction to improve the educational experience for our students. Thanks to the State Department of Education for making this possible!”*

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**SUBJECT**

Temporary Proposed Rule IDAPA 08.02.01.250, Rules Governing Uniformity, Fractional ADA calculations and payments, and division of ADA for Dual Enrolled Students.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code IDAPA 08.02.01.250  
Section 33-1002A, Idaho Code

**BACKGROUND/DISCUSSION**

Changes to IDAPA 08.02.01.250 are being proposed consistent with Senate Bill 1184. Senate Bill 1184, passed during the 2011 legislative session, and now enacted as Section 33-1002A, Idaho Code, provides that average daily attendance funding be counted and divided based on the “time” spent in multiple school district or public charter school programs, or online courses in which the content provider is not the student’s home school district or public charter school. Since the law does not specify how “time” is to be counted, IDAPA rules must be revised to provide specificity. The 2011 Public School Technology Task Force examined this issue in detail and recommended that credits be used as the basis of dividing “time” spent in various programs or online courses. Of the various methodologies considered by the task force, a credit-based methodology was the only one that offered both uniformity of basis and simplicity of implementation.

This rule also includes language allowing the State Department of Education to determine what constitutes an overload class, within the language of the law, and prescribe consistent schedules to govern the timing of fractional average daily attendance (ADA) payments from students’ home school districts and public charter schools to other multiple enrollments and non-government online course providers.

There is also new language allowing school districts and/or public charter schools to share ADA in the case of dual enrolled students. This language is temporary, applying only to the 2012-2013 school year. This will allow school districts and public charter schools to be funded according to these mutual agreements while a more permanent, systemic approach is developed to address these situations beginning in the 2013-2014 school year.

**IMPACT**

This rule will allow for the proper implementation of Fractional ADA, including specifying the basis for fractional ADA calculations, the timing of payments from students’ home school districts and public charter schools to course providers and the determination of what constitutes an overload course. The rule also allows school districts and public charter schools serving dual-enrolled students to receive funding according to an agreed upon plan for sharing student ADA for the 2012-2013 school year.

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**ATTACHMENTS**

Attachment 1 IDAPA 08.02.01.250

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**STAFF COMMENTS AND RECOMMENDATIONS**

During the 2012 Legislative session additional questions arose regarding the calculation of fractional average daily attendance as it relates to student who may be dually enrolled students. The Idaho Association of School Administrators is currently looking into proposing an amendment to this same section of rule and may bring additional amendments forward at the August Board meeting.

**BOARD ACTION**

I move to approve the temporary and proposed changes to IDAPA 08.02.01.250, Rules Governing Uniformity, Fractional ADA Calculations and Payments as submitted.

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

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**IDAPA 08.02.01250.PUPIL ACCOUNTING AND REQUIRED INSTRUCTIONAL TIME**

(Sections 33-512 and 33-1002A, Idaho Code)

(4-1-97) (06-20-12)

**01. Required Instructional Time.** Excluding transportation to and from school, lunch periods, passing times, and recess, schools must schedule at least the following instructional times: kindergarten, four hundred fifty (450) hours per year; grades one through three (1-3), eight hundred ten (810) hours per year; grades four through eight (4-8), nine hundred (900) hours per year; and grades nine through twelve (9-12), nine hundred ninety (990) hours per year. (4-1-97)

**02. Required Attendance.** All pupils will complete four (4) years of satisfactory attendance in grades nine through twelve (9-12) to graduate from an accredited high school, except those who are approved for early graduation. (4-1-97)

**03. Day in Session When Counting Pupils in Attendance.** (4-1-97)

**a.** A school day for grades one through twelve (1-12) may be counted as a “day in session” when the school is open and students are under the guidance and direction of teachers in the teaching process for not less than four (4) hours of instruction per day. Lunch periods, breaks, passing time and recess will not be included in the four (4) hours. For kindergarten, each session will be at least two and one-half (2 1/2) hours per day. (4-1-97)

**b.** Half-day Session. A half-day in session occurs when the students in grades one through twelve (1-12) are under the guidance and direction of teachers in the teaching process for a minimum of two and one-half (2 1/2) hours of instruction or the teachers are involved in staff development activities for not less than two and one-half (2 1/2) hours. (4-1-97)

**c.** Teacher Inservice Activities. For grades one through twelve (1-12), not more than twenty-two (22) hours may be utilized for teacher inservice activities, based on the district approved calendar. In the event a school district chooses to utilize full days instead of half-days, the attendance reported for these full days will be the average of the attendance for the other days of that same week. (4-1-97)

**04. Day of Attendance - Kindergarten.** A day of attendance for a kindergarten pupil is one in which a pupil is physically present for a period of two and one-half (2 1/2) hours under the direction and guidance of a teacher while school is in session or under homebound instruction. A homebound student is one who is unable to attend school for at least ten consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in half-day increments. Attendance reports for any day in the school year will reflect only those students physically present. Particularly, enrollment figures are not to be used for the beginning nor closing weeks of school. (Section 33-1001(5), Idaho Code.) (4-1-97)

**05. Day of Attendance (ADA) - Grades One Through Twelve (1-12).** A day of attendance is one in which a pupil is physically present for the full day under the guidance and direction of a teacher or other authorized school district personnel while school is in session or is a homebound student under the instruction of a teacher employed by the district in which the pupil resides, with the exception as stated in “day in session” above. A homebound student is one who is unable to attend school for at least ten (10) consecutive days due to illness, accident or an unusual disabling condition. Attendance will be reported in full or half-days. Attendance reports for any day in the school year will reflect only those students physically present or under homebound instruction. (Section 33-1001(4), Idaho Code) (4-1-97)

**06. Average Daily Attendance.** In a given school year, the average daily attendance for a given school is the aggregate days attendance divided by the number of days school was actually in session. (Section 33-1001(2), Idaho Code) (4-1-97)

**07. Average Daily Attendance Sharing Agreements.** For the 2012-2013 school year only, school districts and/or public charter schools may enter into written agreements to share the average daily attendance (ADA) of dual enrolled students, provided that the percentage shares negotiated are proportional to the number of credits in which

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students are enrolled in each school district and/or public charter school, and the total equals no more than one (1.00) ADA per student. A copy of each written agreement shall be provided to the State Department of Education as a condition of receiving ADA funding for such students. (06-20-12)

**08. Fractional Average Daily Attendance.** The basis of Fractional Average Daily Attendance calculations for period-based courses in grades 6-12 shall be credits, as such term is defined in 08.02.03.105.01. Two-thirds of the calculated average daily attendance owed by school districts and public charter schools shall be paid based on the number of eligible students enrolled, and one-third based on the number of students successfully completing courses. The timing of such payments shall be based on a schedule of payments prescribed by the State Department of Education. The State Department of Education shall determine what constitutes an overload course in which school districts and public charter schools are not liable for Fractional Average Daily Attendance payments, pursuant to Section 33-1002A, Idaho Code. (Section 33-1002A, Idaho Code) (06-20-12)

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**SUBJECT**

Proposed Rule IDAPA 08.02.02.016-Mathematics In-Service Program Waiver

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1204, Idaho Code, Idaho Administration Code - IDAPA 08.02.02.016

**BACKGROUND/DISCUSSION**

As part of the Idaho Math Initiative, teachers and administrators must take the Mathematical Thinking for Instruction class (MTI).

**IMPACT**

The proposed rule ensures that state resource sin providing the MTI course are focused on current teachers. Therefore, the proposed rule would offer a waiver to those educators who are not currently employed or live outside of the state of Idaho from taking the MTI course. The rule also offers a standard three year interim certificate for those educators who move to the state and haven't taken the MTI course to be certified while they take the course.

**ATTACHMENTS**

Attachment 1 – Amended IDAPA 08.02.02.016

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**BOARD ACTION**

I move to approve the proposed rule changes to IDAPA 08.02.02.016 Rules Governing Uniformity, providing waivers from the State of Idaho Math In-service Requirement as submitted.

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



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**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.03 – RULES GOVERNING UNIFORMITY**

**016. IDAHO EDUCATOR CREDENTIAL.**

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. (Section 33-1201, Idaho Code) (3-16-04)

**01. Renewal Requirement - Mathematics In-Service Program.** In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (4-7-11)

- a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)
- b. Each teacher holding a Standard Elementary Certificate (K-8); (3-29-10)
- c. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I classrooms; (3-29-10)
- d. Each teacher holding a Standard Exceptional Child Certificate (K-12); and (3-29-10)
- e. Each school administrator holding an Administrator Certificate (Pre K-12), including all school district and public charter school administrators (3-29-10)

**02. Out-of-State Applicants.**

a. Out-of-state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The

“Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)

b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three (3)-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. ( - - )

**03. Waiver of Mathematics In-Service program.** When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual who lives outside of the state of Idaho or who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment

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in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.

( - - )

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**SUBJECT**

Temporary Proposed Rule - IDAPA 08.02.03.105, Online Learning Requirement for High School Graduation and high school math requirements.

**REFERENCE**

November 3, 2011	Board approved Pending Rule Docket 08-0203-1102 - Rules Governing Thoroughness, Online Learning Graduation Requirement
February 16, 2012	Board approved a temporary rule amending the online learning graduation requirement
February 16, 2012	The Board approved a waiver for high school Graduation requirements Idaho Administrative Code, IDAPA 08.02.03.105.01 for one student.
April 19, 2012	The Board approved a temporary and proposed allowing students who have met certain criteria to waive math in their senior year.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative code, IDAPA 08.02.03 – Section 105, High School Graduation Requirements

**BACKGROUND/DISCUSSION**

This rule addresses to areas of high school graduation requirements that must be addressed in the same section of administrative code.

The first is a requirement for students to take two online courses. At the February 2012 Board meeting the Board approved a temporary rule amending the online learning graduation requirement. The amendments allowed for either an asynchronous or synchronous course to be used to meet the two (2) credit requirement. Due to timing issues related to promulgation of rules during the legislative session only a temporary rule could be promulgated at that time. For the rule change to become permanent the Board would be required to approve a Proposed rule after the close of the legislative session.

Due to a technicality in the rule processes the previously approved Temporary rule was made invalid, requiring the Board to reapprove the temporary rule for it to immediately become effective.

In 2007, the State Board of Education approved a number of revisions to IDAPA 08.02.03.105 that were collectively known as High School Redesign. These revisions, in part, require students to take three years of Mathematics. Two of the six credits must be taken in the student's final year of high school.

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Recently, during the February 16 State Board Meeting held at Boise State University, the Boise School District brought three appeals forward, requesting that three students be allowed to waive the requirements outlined in IDAPA 08.02.03.105.01.d.iv which require that two credits of the required six credits of mathematics be taken in a student's last year of high school. At that time, the State Board requested that the State Department of Education put together a temporary and proposed rule that would allow the local school board to waive this requirement if a student had met a certain level of proficiency in mathematics and thereby meeting the intent of the rule. This amendment is in response to that request. The revised rule allows students to petition their local board of trustees to be exempt from the requirement that they take a math course in their last year of high school as outlined in Paragraph 105.01.d.iv. To be eligible for this waiver, a student must have met all of the following criteria:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry,
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school,
- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher.

The temporary and proposed rule passed the State Board of Education in April and districts were notified of the change. Districts have begun to waive requirements for some students for the 2012-2013 school year. However, due to a technicality in the rule processes, the Board must reapprove the rule in order for it to go forward for public comment.

**IMPACT**

The proposed change concerning online graduation requirements will allow those students graduating in 2016 to use either asynchronous or synchronous online classes to fulfill their online learning graduation requirement. For the math graduation requirements, students will be able to appeal to their local school district board of trustees to not take math in their senior year of high school if they have meet the requirements as outlined in the proposed revisions. If only a proposed rule were approved the change would not go into effect until the end of the 2013, legislative session.

**ATTACHMENTS**

Attachment 1 – IDAPA 08.02.03.105 Temporary/Proposed Rule

Page 3

**BOARD ACTION**

I move to approve the Temporary/Proposed rule IDAPA 08.02.03.105, Rules Governing Thoroughness as submitted.

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

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**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**007. DEFINITIONS A - G.**

**01. Achievement Standards.** Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

**02. Advanced Opportunities.** Are defined as Advanced Placement courses, Dual Credit courses, Tech Prep, or International Baccalaureate programs. (4-11-06)

**03. Advanced Placement® (AP) - College Board.** The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

**04. All Students.** All students means all public school students, grades K-12. (4-11-06)

**05. Alternative Assessment (Other Ways of Testing).** Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

**06. Assessment.** The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

**07. Assessment Standards.** Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

**08. Asynchronous Course.** An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school’s computer lab. (3-29-12)

**09. Authentic.** Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

**10. Basic Educational Skills Training.** Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

**11. Blended Course.** A blended course, sometimes called hybrid course, consists of a course having between fifty-one percent (51%) and seventy-nine percent (79%) of the course content delivered through the use of technology, and may include the following models: (3-29-12)

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**a.**        **Flex Model.** Features an online platform that delivers most of the curricula. Teachers provide on-site support on a flexible and adaptive, as-needed basis through in-person tutoring sessions and small group sessions.

**b.**        **Online Lab Model.** Programs rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Paraprofessionals or other staff supervise but offer little content expertise. (3-29-12)

**c.**        **Rotation Model.** Students rotate on a fixed schedule between learning online in a self-paced environment and sitting in a classroom with a traditional face-to-face teacher. (3-29-12)

**12.        Classic Texts.** Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

**13.        Content Standards.** Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

**14.        Context (of a Performance Assessment).** The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

**15.        Cooperative Work Experience.** Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

**16.        Criteria.** Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

**17.        Cues.** Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

**18.        “C” Average.** A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

**19.        Decode.** (4-5-00)

**a.**        To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

**b.**        To change communication signals into messages, as to decode body language. (4-5-00)

**20.        Dual Credit.** Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

**21.        Emergent Literacy.** Development of the association of print with meaning that begins early in a



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child's life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

**22. Employability Skills.** Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

**23. Entry-Level Skills.** The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

**24. Evaluation (Student).** Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

**25. Experiential Education (Application).** Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

**26. Exploratory Experience (Similar to a Job Shadow).** An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

**27. Fluency.** The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

**28. Genre (Types of Literature).** A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

**29. Graphophonic/Graphophonemic.** One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

**008. DEFINITIONS H - S.**

**01. Interdisciplinary or Integrated Assessment.** Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

**02. International Baccalaureate (IB) -** Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

**03. Laboratory.** A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

**04. Learning Plan.** The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

**05. Narrative.** Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

**06. Norm-Referenced Assessment.** Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

**07. On-Demand Assessment.** Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

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**08. Online Course.** A course in which at least eighty percent (80%) of the course content is delivered over the Internet or through the use of technology. An online course may be asynchronous or synchronous. Online teachers may perform the course work from an alternate location while a paraprofessional or other school staff member supervises students in a computer lab environment. (3-29-12)

**09. Online Learning.** Education in which the majority of course content is delivered online or through the use of technology. Courses may be delivered in an asynchronous or synchronous course format and may include blended or hybrid course models or fully online course models. (3-29-12)

**a.** Online learning does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone education software programs that do not have a significant internet-based instructional component. (3-29-12)

**b.** Online learning is not simply computer based instruction, but rather requires that the online teacher and the student have ongoing access to one another for purposes of teaching, evaluating, and providing assistance to the student throughout the duration of the course. All online learning must meet Idaho content standards. (3-29-12)

~~**d.** All online learning must meet the Idaho content standards.~~ (3-29-12)

**10. Online Teacher (Instructor).** The teacher of record who holds an appropriate Idaho certification and provides the primary instruction for an online course. (3-29-12)

**11. Performance Assessment.** Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

**12. Performance-Based Assessment.** The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

**13. Performance Criteria.** A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

**14. Phonics.** Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

**15. Portfolio.** A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

**16. Print Awareness.** In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

**17. Professional-Technical Education.** Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

**18. Proficiency.** Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

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**19. School-to-Work Transition.** A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

**20. Service Learning.** Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

**21. Skill Certificate.** Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

**22. Standards.** Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

**23. Standardization.** A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

**24. Standards-Based Education.** Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

**25. Structured Work Experience.** A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

**26. Student Learning Goals (Outcomes).** Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

**27. Synchronous Course.** A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

**009. DEFINITIONS T - Z.**

**01. Tech Prep.** Tech Prep is a sequenced program of study that combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or

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advanced postsecondary training. (4-11-06)

**02. Technology Education.** A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devices, and other resources found in most communities today. (4-5-00)

**03. Total Quality Management.** A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

**04. Transferable Skills.** Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

**05. 2+2 or 4+2.** A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

**06. Unique Student Identifier.** A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

**07. Writing Process.** The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

**08. Word Recognition.** (4-5-00)

**a.** The quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing; (4-5-00)

**b.** The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

**010. -- 099. (RESERVED)**

**100. BASIC CURRICULUM.**  
(Section 33-118, Idaho Code) (4-1-97)

**101. KINDERGARTEN CURRICULUM.**  
Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-5-00)

**102. INSTRUCTIONAL REQUIREMENTS.**  
All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

**01. Standards.** All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

**103. INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of

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instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

**02. Instructional Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-11-06)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**01. Elementary Schools.** (4-11-06)

**a.** The following section outlines other information required for all elementary students, as well as other required offerings of the school:

Fine Arts (art and music)

Health (wellness)

Physical Education (fitness) (4-11-06)

**b.** Additional instructional options as determined by the local school district. For example:

Languages other than English

Career Awareness (4-1-97)

**02. Middle Schools/Junior High Schools.** (4-11-06)

**a.** No later than the end of Grade eight (8) each students shall develop parent-approved student learning plans for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

**b.** (Effective for all students that enter the sixth grade in the fall of 2006 or later.) A student must have taken pre-algebra before the student will be permitted to enter grade nine (9). (4-11-06)

**c.** Other required instruction for all middle school students:

Health (wellness)

Physical Education (fitness) (4-11-06)

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- d.** Other required offerings of the school:  
Family and Consumer Science  
Fine & Performing Arts  
Professional Technical Education  
Advisory Period (middle school only, encouraged in junior high school) (4-11-06)

**03. High Schools (Grades 9-12) (Effective for all students that graduate prior to January 1, 2012).** Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. The learning plan outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-11-06)

- a.** Other required instructional offerings of the high school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:  
Physical Education (fitness)  
Humanities  
Professional Technical Education (including work-based learning)  
Family and Consumer Science  
Fine and Performing Arts  
Languages other than English (may include indigenous languages or sign language) (4-11-06)

**105. HIGH SCHOOL GRADUATION REQUIREMENTS.**

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

**01. Credit Requirements.** The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. (3-29-12)

**a.** Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

**b.** Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

**c.** Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

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(3-29-10)

**d.** Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school unless the student petitions the LEA or local school board of trustees.

v. A student who meets the following minimum criteria may petition the LEA or local board of trustees to be exempt from the requirement to take two (2) credits of math during their last year of high school:

- (1) Student has taken and passed two (2) credits of Algebra I and two (2) credits of Geometry.
- (2) Student has taken and passed at least six (6) credits of mathematics after entering grade nine (9) prior to entering their final year of high school.
- (3) Student has taken and passed a higher level mathematics course that has Algebra II as a prerequisite with a grade of C or higher. (3-29-10)

**e.** Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

**f.** Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

**g.** Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

**h.** Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

**i.** Online Learning Requirement. (Effective for all students who enter the ninth grade in the fall of 2012 or later.) Students must take Two (2) online learning credits, are required: one credit shall be from an asynchronous online course and the second credit—Credits may be any combination of online course or blended courses as determined by the local school district or LEA. The local school district or LEA may determine which courses are to be used to fulfill this requirement. (3-29-12)

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i. A student who has taken a one (1) credit ~~asynchronous~~ online course and failed to earn the credit may appeal to the school district or LEA and will be given an opportunity to demonstrate proficiency of the technology content standards through some other locally-established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not earned the credits to meet the online learning requirement prior to the fall semester of the student's junior year. All locally-established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans.

Students who: (3-29-12)

(1) ~~Before entering an alternate measure, the student must be:~~ Students who: (3-29-12)

(a) Are enrolled in a special education program and have an Individual Education Plan (IEP)  
; or (3-29-12)

(b) Have ~~Has~~ been identified as eligible to receive services under Section 504 of the  
Federal Rehabilitation Act of 1973; or (3-29-12)

(c) Are enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less:

May enter the school district or LEA alternative plan without taking the (1) credit online course. (3-29-12)

(2) The alternate plan must: (3-29-12)

(a) Contain multiple measures of student achievement; (3-29-12)

(b) Be aligned at a minimum to Idaho technology content standards; and (3-29-12)

(c) Be valid and reliable. (3-29-12)

**02. Content Standards.** Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

**03. College Entrance Examination.** (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) (3-29-12)

**a.** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan. (3-29-12)

**b.** A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is: (3-29-12)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (3-29-12)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (3-29-12)

**04. Senior Project.** (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. (3-29-10)



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**05. Middle School.** If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. in addition to the courses completed in middle school. (3-29-12)

**06. Proficiency.** Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

- a. Before entering an alternate measure, the student must be: (4-2-08)
  - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
  - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
  - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b. The alternate plan must: (4-7-11)
  - i. Contain multiple measures of student achievement; (4-7-11)
  - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
  - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
  - iv. Be valid and reliable; and (4-7-11)
  - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
- c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
  - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
  - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
  - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
  - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

**07. Special Education Students.** A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing

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graduation requirements.

(4-11-06)

**08. Foreign Exchange Students.** A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.

(4-11-06)

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**SUBJECT**

Online course provider review and approval process. Fee structure for both online courses and textbook approval process.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118 Idaho Code, Idaho Administrative code - IDAPA  
08:02.03 subsection 128

**BACKGROUND/DISCUSSION**

Section 33-1627 (2), Idaho code provides that beginning with the 2012-2013 school year, parents and guardians of secondary students shall have the right to enroll such students in any online course provided the course is offered by a provider accredited by an organization that accredits Idaho high schools, the teacher is certificated by the State of Idaho and is qualified to teach the course, and that the course meets the state content standards. Additionally, code specifies that either the State Department of Education (SDE) or the Idaho Digital Learning Academy (IDLA) must verify that the course meets these qualifications. Further section 33-118, Idaho code specifies that the State Board of Education prescribes that the Board shall approved the minimum courses to be taught in all public elementary and secondary schools, including the fees necessary to defray the cost of such adoption process. Amendments made to section 33-118, Idaho code by House Bill 604, during the 2012 legislative session, further specify that the Board shall, by rule, determine the process by which SDE reviews and approves online courses, pursuant to section 33-1627, Idaho code, and the fees necessary to defray SDE's costs. Idaho Administrative code, IDAPA 08.02.03.128 outlines the process for curricula materials selection.

**IMPACT**

The approval process for textbooks has been a fee based system. For approval of text books, there will be no additional fiscal impact, merely a codification of existing practice. For online course review, the funds generated will help defray the cost of completing those reviews

**ATTACHMENTS**

Attachment 1 – IDAPA 08.02.03.118

Page 3

**BOARD ACTION**

I move to approve the proposed rule changes to IDAPA 08.02.03.118 as submitted.

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

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**128. CURRICULAR MATERIALS SELECTION AND ONLINE COURSE APPROVAL (SECTIONS 33-118; 33-118A, IDAHO CODE). (4-18-12)**

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments shall consist of not less than 10 total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local board of education members, members of the Division of Vocational Education, and State Department of Education personnel. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee.

The State Department of Education shall charge publishers submission fees of \$60.00 or equal to the retail price of each textbook, whichever is greater, to defray the costs incurred in the curricular material review and adoption process. (3-20-04) (6-20-12)

**01. Subject Areas.** Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/ technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

**02. Multiple Adoptions are Made in Each Subject Area.** (4-5-00)

**03. Bids.** Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

**04. Depository.** The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

**05. Local Policies.** School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

**06. Online Course Review and Approval Process.** The State Department of Education shall administer the review and approval of online courses delivered by accredited providers. Reviewers shall be certified Idaho classroom teachers. Approved courses are evaluated on a four year cycle. The State Department of Education shall charge online course providers submission

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fees based on the number of courses offered, not to exceed the actual costs incurred in the online course and approval process. (6-20-12)

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**SUBJECT**

Proposed Rule Change IDAPA 08.02.03.160 - Safe Environment and Discipline

**REFERENCES**

October 20, 2011                      Presentation given to the Board on proposed language.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-116, 33-1612, Idaho Code

**BACKGROUND/DISCUSSION**

At the October 19-20, 2011 State Board of Education meeting, the Idaho Coalition Against Sexual and Domestic Violence and the State Department of Education (SDE) presented local and national data about the critical issue of adolescent relationship abuse and its effects on Idaho students. At that time, the SDE indicated that it would come before the Board at a later meeting with a proposed rule change to address the prevention of and response to adolescent relationship abuse and sexual assault in Idaho schools.

Adolescent relationship abuse and sexual assault is a serious problem receiving national and local attention. According to the Center for Disease Control, "one in five women and nearly one in seven men who experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of violence between 11 and 17 years of age" (CDC, 2011). Approximately one in three adolescent girls in the United States is a victim of physical, emotional, or verbal abuse from a dating partner (Davis, 2008). In 2011, 8.7% of Idaho high school students were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend (CDC, 2011). Almost half of all female victims who have been raped experienced their first rape before age 18 (30% between 11 and 17) (CDC, 2011). Promoting healthy adolescent relationships can reduce adolescent risk behaviors, relationship abuse and sexual assault, early sexual activity, alcohol and drug abuse, and other forms of violence (Wolfe et al., 2006). Adolescent relationship abuse and sexual assault, along with other risk behaviors, rarely occurs in a vacuum. Rather, these behaviors almost always take place within a relationship. It is critical for communities and schools to promote healthy relationships and teach adolescents the skills they need to negotiate relationship issues, including responding to pressure to participate in risk behaviors (Wolfe et al., 2006).

Over 40 percent of young people who report they are victims of relationship abuse say that the incidents occurred in a school building or on school grounds (Molidor & Tolman, 1998). In addition to becoming involved in other risk behaviors, victims of relationship abuse or sexual



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assault are more likely to be truant, have lower grades, and drop out of school (Futures Without Violence, 2011). Students who don't feel safe can't learn effectively. It is imperative that school personnel, in concert with parents and the community, have the knowledge and skills to teach healthy adolescent relationship skills and to respond to incidents of abuse.

**IMPACT**

This rule will help to ensure that Idaho public schools provide and support a safe environment conducive to learning that promotes healthy relationship skills and opportunities for Idaho students and addresses the growing problem of adolescent relationship abuse and sexual assault in Idaho schools. Local districts will add adolescent relationship abuse and sexual assault prevention to their comprehensive Safe Environment and Discipline policies and procedures and review these policies annually in light of current research and practice. Training, sample policy language, and resource information/materials will be supported by SDE and community partners, including the Idaho Coalition Against Sexual and Domestic Violence and its project, the Center for Healthy Teen Relationships.

**ATTACHMENTS**

Attachment 1 – Proposed Change to IDAPA 08.02.03 .160  
Attachment 2 – References

Page 3  
Page 5

**BOARD ACTION**

I move to approve the proposed amendment to IDAPA 08.02.03.160, Rules Governing Thoroughness, Safe Environment and Discipline as submitted.

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

08.02.03.160-161 Rules Governing Thoroughness

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**160. SAFE ENVIRONMENT AND DISCIPLINE.**

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools
Substance Abuse – Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-Free School Zones
Building Safety including Evacuation Drills
<u>Relationship Abuse and Sexual Assault Prevention and Response</u>

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612)

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**REFERENCES**

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Black, Michele C., Kathleen C. Basile, Matthew J. Breiding, Sharon G. Smith, Mikel L. Walters, Melissa T. Merrick, Jieru Chen, & Mark R. Stevens. *The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2011. Print.

Center for Disease Control. *2011 Youth Risk Behavior Survey Results Idaho High School Survey*. Atlanta: CDC. 2011. Print.

Davis, Antoinette. "Interpersonal and Physical Dating Violence among Teens." *Focus: Views from the National Council on Crime and Delinquency*. Oakland: NCCD, Sept. 2008. Print.

Futures Without Violence. "The Facts on Reproductive Health and Partner Abuse." Retrieved from [http://www.futureswithoutviolence.org/userfiles/file/Children\\_and\\_Families/Reproductive.pdf](http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/Reproductive.pdf)

Molidor, Christian, Richard M. Tolman. "Gender and contextual factors in adolescent dating violence." *Violence Against Women* 4:2 (1998): 180-94. Print.

Wolfe, David A., Peter G. Jaffe, and Claire V. Crooks. *Adolescent Risk Behaviors: Why Teens Experiment and Strategies to Keep Them Safe*. New Haven: Yale University Press, 2006. 25. Print.

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**SUBJECT**

Elementary and Secondary Education Act (ESEA) Waiver, College Entrance and Placement Exam Benchmarks

**REFERENCE**

February 16, 2012                      Board approved ESEA Waiver for submission to the US Department of Education

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Administrative Code, IDAPA 08.02.03 – Section 112, Accountability

**BACKGROUND/DISCUSSION**

At the February 2012 State Board of Education meeting, the Board approved the ESEA Waiver for submission to the US Department of Education. The waiver included numerous achievement and growth measures for the Idaho Standards Achievement Tests (ISAT) and it also included a measure for College Entrance and Placement Exams under the “Postsecondary and Career Readiness” section. The benchmarks for the four applicable tests to be used in this section (SAT, ACT, ACCUPLACER, COMPASS) would be set at a later date by the State Board of Education. This board agenda item is now bringing those benchmarks before the Board for approval.

The SAT and ACCUPLACER were first administered through the statewide contract on April 18, 2012. The State Department of Education (SDE) has also signed contracts with ACT to obtain ACT and COMPASS data. The steps taken to determine the appropriate recommended benchmarks were:

1. Gathered input from the Idaho university and college provosts about the process to determine the benchmark scores.
2. Obtained ACT and the College Board benchmark recommendations based on national studies done by both groups.
3. Completed a formal standards setting process for the ACCUPLACER with faculty from all state institutions.

Based upon the research outlined previously and because the remediation scores for each institution varies, it was determined that the benchmarks should be set at the nationally recommended scores except for the ACCUPLACER which was recommended specifically by Idaho higher education experts. The nationally recommended benchmarks indicate a plethora of evidence of college success with those scores. Given the impact data for the over 17,000 juniors that took the SAT in spring 2012, the point matrix for the ESEA waiver was set to be rigorous and ambitious, yet attainable.

The ACCUPLACER benchmarks were set through a combination of a standards setting done by English Language Arts and Mathematics faculty from each of the state higher education institutions and consideration of the current higher

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education institution benchmarks. Those recommendations were then discussed with the provosts and considered in relation to the institutional recommended benchmarks. Attachment 2 illustrates the recommended ACCUPLACER benchmarks.

Both the benchmark scores and the point matrix will be evaluated after the first year for potential changes and if needed brought back to the Board for adjustments similar to the graduation rate adjustments done under ESEA in the past two years.

**IMPACT**

The benchmark scores will be put into the Star Rating metric and encompass 10% of the entire score and final star rating for schools with a grade 12 (i.e. K-12 or high schools). From an initial preview of the SAT data, it appears that statewide about 25% of the students meet the benchmarks in one of two ways: 1) hitting the target for each of the subcategories (500); or 2) receiving a 1550 on the composite. In 2011, 26% of the approximately 10,500 self-selected students who took the ACT hit all four sub-scores. Therefore, on the Star Rating point matrix in the first year, all 5 points possible will be awarded to schools that have 25% of their students hit the sub-score or the composite benchmark for any of the four eligible tests: ACT, SAT, ACCUPLACER or COMPASS. The points awarded scale down from there and are included in Attachment 3. Over the next three years, the percentage of students meeting this benchmark is recommended to increase by 10%.

**ATTACHMENTS**

Attachment 1 – Recommended Benchmark Scores for ACT, SAT and COMPASS	Page 3
Attachment 2 – Recommended Benchmark Scores for ACCUPLACER	Page 5
Attachment 3 – College Entrance and Placement Exam Star Rating Point Matrix	Page 7
Attachment 4 -- ACT College Readiness	Page 9
Attachment 5 – SAT Benchmarks	Page 13
Attachment 6 -- SAT/ACT Concordance Table	Page 45

**BOARD ACTION**

I move to approve the College Entrance/Placement Exam Benchmarks and encompassing goals as part of the ESEA Waiver as submitted.

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

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**Idaho Benchmark and Remediation Scores<sup>1</sup>**

COMPASS	Writing Skills	Reading - English	Math - Algebra	ACT	English	Math	SAT	Reading - English	Math	Writing
<b>ESEA Waiver Recommended Benchmarks</b>	<b>77</b>	<b>88</b>	<b>52</b>	<b>21</b>	<b>18</b>	<b>22</b>	<b>1550</b>	<b>500</b>	<b>500</b>	<b>500</b>
<b>COMPASS Benchmark</b>	77	88	52	<b>ACT Benchmark</b>	18	22	<b>SAT Benchmark</b>	500	500	500
<b>BSU</b>		<68	<40	<b>BSU</b>	<18	<18	<b>BSU</b>	<450	<430	
<b>CSI</b>	<70	<80	<41	<b>CSI</b>	<17	<22	<b>CSI</b>	<450	<430	
<b>CWI</b>	<69	<79	<40	<b>CWI</b>	<17	<22	<b>CWI</b>	<450	<430	
<b>EITC</b>	<68	<68	Tech math- <30 Algebra- <44 Pre-Alg - <44	<b>EITC</b>	<18	<19	<b>EITC</b>	<450	<460	
<b>ISU</b>		<67	MAPL <46 MAPL2 <45	<b>ISU</b>	<18	<16/19	<b>ISU</b>	<440	<390/460	
<b>LCSC</b>	<68	<73	<46	<b>LCSC</b>	<18	<19	<b>LCSC</b>	<450	<470	
<b>NIC</b>	<68	<81	<46	<b>NIC</b>	Writing <15	<18	<b>NIC</b>	<470	<430	<450
<b>U of I</b>		<68	Gen Math <36 Chem Math <49	<b>Uofl</b>	<18	Gen Math <19 Chem Math <25	<b>Uofl</b>	<450	Gen Math <470 Chem Math <560	

<sup>1</sup> Benchmarks are scores that indicate a student has a strong probability of success in college courses. Remediation scores are listed for each institution and are the scores that indicate a student may need to take a remedial, non-credit bearing course.

ACT: Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses.

SAT: Students who meet a Benchmark on the SAT, which is a s score of 1550 (critical reading, mathematics and writing sections combined - 500 each section), indicates that a student has a 65 percent likelihood of achieving a B average or higher during the first year of college.



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ACCUPLACER PLACEMENT TEST CUT SCORES												
ACCUPLACER	Arithmetic			Elementary Algebra			Reading Comprehension			WritePlacer		
	Cut	Scale	% College Ready	Cut	Scale	% College Ready	Cut	Scale	% College Ready	Cut	Scale	% College Ready
<b>ESEA Waiver Recommended Benchmarks</b>	116	1-120	1.58%	112	1-120	4.99%	88	1-120	30.05%	4	1-8	83.14%
<b>Idaho Institution Standard Setting Cut Scores</b>	116	1-120	1.58%	112	1-120	4.99%	88	1-120	30.05%	4	1-8	83.14%
40% College Ready	52	1-120	40.31%	65	1-120	40.58%	82	1-120	40.63%	5	1-8	53.00%
60% College Ready	36	1-120	59.39%	47	1-120	60.00%	70	1-120	61%	5	1-8	53.00%
<p>* The Sentence Skills Placement Test will not be given to Idaho's Seniors, due to feedback at the Standard Setting Session</p> <p>**It is typical at many institutions to administer Elementary Algebra to examinees and only branch examinees into Arithmetic who have failed to reach the desired level of competency on the Elementary Algebra test so the majority of examinees who take the Arithmetic test are of very low mathematics ability.</p> <p>*** The Comparison Western States Data is from: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming</p>												

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**Year 1 - School Year 2012-2013**

<b>Percent of Students Meeting College Entrance or Placement Benchmark*</b>	<b>Points Eligible</b>
25% - 100%	5
20% - 24%	4
15% - 19%	3
10% - 14%	2
< 10%	1

**Year 2 - School Year 2013-2014**

<b>Percent of Students Meeting College Entrance or Placement Benchmark*</b>	<b>Points Eligible</b>
35% - 100%	5
30% - 34%	4
25% - 29%	3
20% - 24%	2
<20%	1

**Year 3 - School Year 2014-2015**

<b>Percent of Students Meeting College Entrance or Placement Benchmark*</b>	<b>Points Eligible</b>
45% - 100%	5
40% - 45%	4
35% - 39%	3
30% - 34%	2
< 30%	1

\* Meeting College Entrance or Placement benchmark can be met in two ways. It can be calculated as the percentage of students: 1) meeting the overall composite score, or 2) meeting

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## COLLEGE READINESS



### ISSUES IN COLLEGE READINESS

## What Are ACT's College Readiness Benchmarks?

ACT's College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses—English Composition, social sciences courses, College Algebra, or Biology. In addition to the Benchmarks for the ACT® test, there are corresponding EXPLORE® and PLAN® Benchmarks for use by students who take these programs in the eighth and tenth grades, respectively, to gauge their progress in becoming ready for college. And for students taking COMPASS®, a computer-adaptive course placement assessment used by colleges, we have identified the College Readiness Benchmarks on the COMPASS scale corresponding to success in credit-bearing community college courses.

### ACT's College Readiness Benchmarks

College Course or Course Area	Test	EXPLORE Score	PLAN Score	ACT Score	COMPASS Score*
English Composition	English	13	15	18	77
Social Sciences	Reading	15	17	21	88
College Algebra	Mathematics	17	19	22	52
Biology	Science	20	21	24	n/a

\* The COMPASS English Benchmark refers to the COMPASS Writing Skills Test. The COMPASS Mathematics Benchmark refers to the COMPASS Algebra Test. COMPASS does not contain a science test.

### Why these courses?

English Composition, College Algebra, and Biology are the first credit-bearing courses most commonly taken by first-year college students. Course placement data also show that reading achievement is most closely aligned with success in credit-bearing social sciences courses in college.

### What do we mean by “a high probability of success”?

Students who meet a Benchmark on the ACT or COMPASS have approximately a 50 percent chance of earning a B or better and approximately a 75 percent chance of earning a C or better in the corresponding college course or courses. Students who meet a Benchmark on EXPLORE or PLAN are likely to have approximately this same chance of earning such a grade in the corresponding college course(s) by the time they graduate high school.



**What data were used to establish the Benchmarks for the ACT?**

ACT's College Readiness Benchmarks are empirically derived based on the actual performance of students in college. As part of its Course Placement Service, ACT provides research services to colleges to help them place students in entry-level courses as accurately as possible. In providing these research services, ACT has compiled an extensive database of course grade and test score data from a large number of first-year students and across a wide range of postsecondary institutions. These data provide an overall measure of what it takes to be successful in selected first-year college courses. Data from 98 institutions and over 90,000 students were used to establish the Benchmarks. The data were weighted so that they would be nationally representative of two- and four-year postsecondary institutions nationwide.

**How do the Benchmarks for the ACT differ from minimum college course placement scores?**

As described above, the Benchmarks represent a summary across many colleges and many students. The standards for each individual college may vary depending on the material covered in the course and the grading practices within that course. Therefore, the Benchmarks represent a criterion for success for a *typical* student at a *typical* college. As such, they give students, parents, and counselors useful guidelines to whether a student has mastered the necessary skills to have a reasonable chance of success in college.

ACT will work with any particular postsecondary institution or group of institutions within a state to conduct its own validation studies to establish local benchmarks that, in taking specific institutional and student characteristics into account, can be used as college course placement scores.

**How were the Benchmarks determined for EXPLORE and PLAN?**

The College Readiness Benchmarks for EXPLORE and PLAN were developed using about 150,000 records of students who had taken EXPLORE, PLAN, and the ACT. First, we estimated the probabilities at each EXPLORE and PLAN test score point associated with meeting the appropriate Benchmark for the ACT. We then identified the EXPLORE and PLAN test scores in English, Reading, Mathematics, and Science that corresponded most closely to a 50 percent probability of success at meeting each of the four Benchmarks established for the ACT.

**How were the Benchmarks determined for COMPASS?**

The College Readiness Benchmarks for COMPASS are designed to be comparable to the College Readiness Benchmarks for the ACT. A 2010 ACT/COMPASS concordance study was used to establish these comparable values for COMPASS. The concordance tables in this study are designed to give comparable scores between a COMPASS subject test and the corresponding ACT subject test. For each of the ACT College Readiness Benchmarks, the comparable COMPASS Benchmark was calculated using the corresponding table from the concordance study.

As with the Benchmarks for the ACT, COMPASS Benchmarks might not serve as the appropriate course placement score at all colleges. Rather, the

COMPASS Benchmarks represent a criterion for success for a typical student at a typical college. ACT will work with any particular postsecondary institution or group of institutions within a state to conduct its own validation studies to establish local benchmarks that, in taking specific institutional and student characteristics into account, can be used as college course placement scores.

**How can institutions benefit from using the Benchmarks?**

Colleges can use the Benchmarks for the ACT as one among several criteria for admission or as a foundation for determining course placement scores. States can use the Benchmarks as a tool for establishing minimum standards for high school graduation in statewide assessment contexts that are aimed at preparing high school graduates for postsecondary education.

Middle schools and high schools can use the Benchmarks for EXPLORE and PLAN as a means of evaluating students' early progress toward college readiness so that timely interventions can be made when necessary, or as an educational counseling or career planning tool.

Colleges (especially two-year institutions) can use the Benchmarks for COMPASS to help in efficiently assigning walk-in students to the proper courses and to diagnose student remediation needs.

In all the above cases, the Benchmarks offer users a concise, reliable method of articulating postsecondary expectations to middle schools and high schools so that timely interventions can be made.



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RESEARCH REPORT 2011-5



# SAT Benchmarks

Development of a College Readiness Benchmark and its  
Relationship to Secondary and Postsecondary School Performance

By Jeffrey Wyatt, Jennifer Kobrin, Andrew Wiley, Wayne J. Camara, and Nina Proestler



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## Executive Summary

The current study was part of an ongoing effort at the College Board to establish college readiness benchmarks on the SAT®, PSAT/NMSQT®, and ReadinessStep™ as well as to provide schools, districts, and states with a view of their students' college readiness. College readiness benchmarks were established based on SAT performance, using a sample of approximately 68,000 students across 110 four-year institutions. The college readiness benchmark was calculated as the SAT score associated with a 65 percent probability of earning a first-year GPA of 2.67 (B-) or higher. The SAT benchmark determined in this study was 1550 for the composite<sup>1</sup>. Individual benchmark scores were also calculated for the critical reading, mathematics, and writing sections to provide indicators of student proficiency in each of these subjects, resulting in a benchmark score of 500 on each section. Once the benchmark scores were obtained, a series of analyses were conducted to establish the validity of the benchmarks for indicating college readiness. These analyses examined the relationship between college readiness benchmark attainment and high school academic performance measures (curriculum, HSGPA, and AP performance), along with college indicators including enrollment, FYGPA, and retention. The results showed that students meeting the benchmark are more likely to enroll in college; return for their second and third years of college; earn higher grades in both high school and college; and are more likely to have taken a core curriculum as well as more rigorous courses in high school than those not meeting the benchmark.

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<sup>1</sup> The college readiness benchmark refers to the composite benchmark score of 1550, unless the individual section score benchmarks are mentioned specifically.

## Introduction

Over the past 10 to 20 years, educational attainment of students in the United States has stagnated, while college degree attainment rates in most other industrialized nations have continued to grow. The National Center for Higher Education Management Systems (NCHEMS) estimates that only 39 percent of adults aged 25 to 34 in the United States hold an associate degree or higher (NCHEMS, 2009). In 1995, the United States was ranked second in the percentage of students who received a postsecondary degree, but fell to 15th among 25 countries in 2005 (Organization for Economic Cooperation and Development [OECD, 2010]) as increases in graduation rates failed to keep pace with those of other developed nations (OECD, 2008). In 2007, 31 percent of 25- to 34-year-olds in the United States had attained a bachelor's degree, which represents only a 2 percent increase since the year 2000 (U.S. Department of Education, 2008). These types of trends formed the backdrop when President Obama set a goal for the United States to have the highest proportion of college graduates in the world by 2020 (<http://www.whitehouse.gov/issues/education>).

Previous research has demonstrated myriad economic and societal benefits associated with obtaining a college degree. A college education is related to significantly higher wages and having less of a financial burden on the state (e.g., incarceration, public health, welfare) (Baum & Payea, 2004). In 2005, the typical full-time year-round worker in the United States with a four-year degree earned \$50,900, 62 percent more than the \$31,500 earned by the typical full-time year-round worker with only a high school diploma (Baum & Ma, 2007). A college degree is also associated with better citizenship, political activism, volunteering, and lawful behavior. The presence of such externalities and positive spillover effects for the nation and state are an essential reason for public support of transfer systems in higher education (Goldberg & Smith, 2008).

Although the benefits of obtaining a degree have been widely documented, colleges and universities still struggle with a high percentage of enrolled students who do not complete their degree. NCHEMS (2009) reported that 56 percent of students who entered a four-year U.S. college or university in 2001 graduated within six years, which is only a slight increase from 52 percent of students entering in 1991. Degree attainment rates are even lower at two-year schools as approximately 32 percent of entering students earn either an associate or bachelor's degree within six years (Attewell, Heil, & Reisel, 2010).

Research on college completion has examined a wide range of factors. A present theoretical model posits two factors: academic and social integration (Tinto, 1993). The first factor addresses the match between a student's cognitive skills and abilities and the demands of the academic institution and program, while the second factor concerns a student's social engagement to the institution and other students. A variety of factors have been examined in research on college completion: academic preparation in high school; financial support; student demographic characteristics; employment; remediation; and institutional differences.

Attewell et al. (2010) recently reported that no single dominant factor was associated with college completion and that there is substantial variation in the factors related to graduation within six years from a two-year or four-year institution. Remediation and high school academic preparation were not significant factors in degree attainment at community colleges. Instead, financial support, hours worked, and demographic characteristics were the most significant predictors after controlling for all other factors. At four-year institutions, the results were different. High school academic preparation, as measured by admission test scores, high school grades, and academic rigor, was the most important factor, although remedial courses were only significantly related to degree attainment at the least selective



four-year colleges, after controlling for other factors. The number of hours a student worked was also consistently related to graduation within six years across all types of institutions, and nontraditional status (e.g., part-time, delayed entry) and integration (social and academic) into college were significant predictors of graduation in the least selective and moderately selective four-year institutions.

Students who require remedial course work in college have starkly lower graduation rates than those who enter college prepared for college-level course work. Among 12th-graders attending a postsecondary institution in 1992, 17 percent of those enrolled in a remedial reading course eventually earned a bachelor's degree, and 13 percent earned an associate degree or certificate. Among those taking two or fewer remedial mathematics courses, 27 percent earned a bachelor's degree, and 14 percent earned an associate degree or certificate. Among those not taking any remedial course, 58 percent earned a bachelor's degree and 11 percent earned an associate degree or certificate (Wirt, Choy, Rooney, Provasnik, Sen, & Tobin, 2004).

The exact percentage or number of students who require remediation is hard to pinpoint, with some studies estimating that 28 percent of entering college students are remediated (Wirt et al., 2004). Remediation rates differ by institution type as public two-year schools have remediation rates of 42 percent, while public four-year colleges have remediation rates of 20 percent, and private four-year colleges have remediation rates of 12 percent. Remediation rates are closely related to high school academic preparation as measured by tests, grades, and academic course-taking patterns (Attewell et al., 2010). Remediation rates are also closely associated with other key student demographic variables, such as income, race/ethnicity, and parental education. High school graduates from the highest income levels are three times more likely than students in the lowest income level to be academically prepared for college (Presley & Gong, 2005). A recent report by the National Council for Education Statistics (NCES) divided college students into quintiles based on socioeconomic status (SES) and found that 63 percent of students in the bottom quintile (lowest SES) enrolled in a remedial course, compared to 25 percent in the top quintile (highest SES). Remediation rates also differ by race and ethnicity. NCES estimates that 62 percent of African American and 63 percent of Hispanic students take at least one remedial class, compared to 35 percent of white students (Wirt et al., 2004). Further compounding matters, African American, Hispanic, and low-income students are also more likely to be the first in their family to attend college (Chen & Carroll, 2005). First-generation students have generally been exposed to a less rigorous curriculum during high school than their non-first-generation counterparts. Approximately 55 percent of first-generation students require remediation (at least one remedial class), about twice as often as students whose parent(s) had obtained a bachelor's degree (27 percent) (Chen & Carroll, 2005).

#### [The Need for College Readiness Benchmarks](#)

As the education community pays increasing attention to issues surrounding retention and remediation, objective and fair measures of student preparedness for college become increasingly critical. There is a critical need to inform students, teachers, parents, and counselors about whether students have the academic skills to succeed in college and to design interventions to help students correct deficiencies so that they can enter college prepared to succeed. There has been increasing attention on benchmarking both at the state and national level, as there is widespread recognition of the need to gauge the college readiness of students (McNeil, 2008). Benchmarks can also serve the role of strengthening the college culture and expectations for students (Corwin & Tierney, 2007). One of the most comprehensive and far-reaching initiatives is the Common Core Standards and Assessments,

SAT Benchmarks

which is a major effort to establish consistent content and performance standards related to college readiness.

Several states have incorporated empirically based benchmarks (e.g., NAEP, ACT, College Board) in setting cut scores on state tests to ensure college readiness (Camara, in preparation).

### The Current Study

The current study was part of an ongoing effort at the College Board to establish college readiness benchmarks on the SAT, PSAT/NMSQT, and ReadStep; and to provide schools, districts, and states with a view of their students' college readiness. Kobrin (2007) used a model-based method (i.e., logistic regression) to derive two SAT benchmarks, one corresponding to a 65 percent probability of getting a 2.7 first-year grade point average (FYGPA) and one at a 65 percent probability of getting a 2.0 FYGPA. Kobrin's study was conducted on the pre-2005 SAT, which had only the mathematics and critical reading sections, and was scored on a 400 to 1600 scale. Kobrin determined that scores of 1180 and 800 were associated with a 65 percent probability of obtaining a FYGPA of B- (2.7) or higher and C (2.0) or higher, respectively.

The primary purpose of the current study is to extend the work of Kobrin (2007) by identifying college readiness benchmarks on the SAT; and to collect evidence of the validity of the benchmarks for indicating college readiness by examining the relationship of these benchmarks to other measures of high school performance, college performance, and student demographic characteristics. These benchmarks are intended to provide information on the college readiness of groups of students (e.g., aggregated by school, district, state, or nation). In considering the college readiness of individual students, many factors should be considered in addition to test scores. These may include high school GPA (HSGPA), completed course work, recommendations, and noncognitive factors.

## Method

### Samples

The current study used data from students taking the SAT who were reported to graduate from high school in 2007 and 2010 (hereafter referred to as the 2007 and 2010 graduating seniors cohorts or the 2007 and 2010 cohorts). The students' most recent SAT score was used for all analyses in this study. Three separate samples were created for the analyses in this study.

**Sample 1.** The first sample was derived from the 2007 graduating seniors' cohort and was used to investigate the relationship between SAT benchmark scores and college grades. In order to create this sample, SAT records from the College Board were matched to college performance data for students who entered one of 110 higher education institutions that participated in a national validity study for the SAT (Kobrin, Patterson, Shaw, Mattern, & Barbuti, 2008) and supplied data (i.e., course grades, FYGPA, and retention) for their 2007 entering first-year class. Institutions were recruited to be representative of the target population, which included the 726 four-year institutions that received at least 200 SAT score reports in 2005. The sample of institutions was diverse with respect to region of the U.S., control (i.e., public versus private), selectivity, and size.

Data from the final sample of 110 institutions were matched to College Board records that

included SAT scores, self-reported HSGPA, and demographic information. This sample used the same dataset restrictions specified in prior research reports (Wyatt, Wiley, Camara, & Proestler, in press) and was limited to students who had taken the SAT on or after March 2005 (which included writing), reported their HSGPA, and provided responses to the course work questions on the SAT Questionnaire (SAT-Q). By including only students with HSGPA and course work data, the relationship between benchmark attainment and other measures of high school performance could be investigated. There were 67,644 students in Sample 1.

**Sample 2.** The second sample was also derived from the 2007 SAT graduating seniors cohort. This sample was limited to students from the United States who took the SAT on or after March 2005 and was matched to data from the National Student Clearinghouse (NSC) to obtain initial postsecondary enrollment data for these students. This dataset was used to investigate the relationship between SAT benchmark scores and college enrollment. NSC tracks student enrollment and degree attainment for over 3,100 two- and four-year colleges and universities in the United States (a list of participating institutions is located at [www.studentclearinghouse.org](http://www.studentclearinghouse.org)), equivalent to 91 percent of the U.S. college-going population. This dataset contains 1,419,714 students.

**Sample 3.** The third sample was used to examine the relationship between the SAT benchmark scores and overall student performance, demographic characteristics, and other high school performance measures. The dataset included 1,457,489 students from the 2010 cohort who attended a high school within the United States.

### Measures

**SAT® Scores.** SAT scores were obtained for all three samples. The SAT consists of the critical reading, mathematics, and writing sections; each section has a score scale range of 200 to 800 with 10-point increments. The SAT composite score is the sum of all three section scores and therefore has a score scale range of 600 to 2400. Further information on the SAT can be found at <http://professionals.collegeboard.com/testing/sat-reasoning>.

**Gender.** Students reported their gender (female or male) when they completed the SAT-Q.

**Ethnicity.** Students indicated their race/ethnicity on the SAT-Q in one of eight categories: (1) American Indian or Alaska Native, (2) Asian, Asian American, or Pacific Islander, (3) black or African American, (4) Mexican or Mexican American, (5) Puerto Rican, (6) Other Hispanic, Latino, or Latin American, (7) white, and (8) other. The categories 4, 5, and 6 were combined into a single category titled "Hispanic."

**Best Language.** Students reported their best language on the SAT-Q. Response options included "English Only," "English and Another Language," and "Another Language."

**Highest Parental Education.** Students' highest level of parental education was also derived from self-reported data on the SAT-Q. Student responses were provided for both mother's and father's highest educational level. The highest degree (i.e., No High School Diploma, High School Diploma, Associate Degree, Bachelor's Degree, or Graduate Degree) of either parent was used to create this variable.

**High School GPA (HSGPA).** Cumulative HSGPA was self-reported by students registering to take the SAT. Scores were reported in letter grades ranging from an F (below 65) to an A+ (97–100). High school grades were then converted to a 0–4.33 scale. While HSGPA was self-reported, a number of studies have suggested that the correlation between self-reported HSGPA and actual HSGPA is between 0.74 and 0.85 (Kuncel, Crede, & Thomas, 2005; Maxey

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### SAT Benchmarks

& Ormsby, 1971; Schiel & Noble, 1991; Shaw & Mattern, 2009), indicating that self-reported HSGPA is a reliable measure of high school performance.

**Core Curriculum.** A core curriculum was defined as having completed four years of English, three years of math, three years of science, and three years of social science/history during high school. Students reported the courses that they took or planned to take during high school on the SAT-Q.

**Academic Rigor Index (ARI).** Wyatt et al. (in press) developed an academic rigor index (ARI), scaled from 0 to 25, that is designed to measure the degree of challenge associated with students' high school course work. This index is calculated from students' self-reported high school course work within five academic subjects: English, mathematics, science, social science/history, and foreign/classical languages. Within each of the five subjects, between 0 and 5 points are awarded based on the difficulty of courses, with 5 points indicating the most rigorous curriculum. The number of points awarded within each subject is summed to create the ARI on a 0-25 scale, with 25 representing the highest level of rigor and 0 representing the lowest. For more information see Wyatt et al. (in press).

**Advanced Placement® (AP®) Performance.** AP Exams are traditionally administered at the conclusion of college-level courses taught to high school students within their normal high school setting. These courses must conform to an AP curriculum, which provides guidance on the depth and breadth of content that should be covered during the course. At the completion of the course, students may choose to complete a standardized exam that measures domain-specific college-level knowledge and skills. The exam is scored from 1 to 5, with a 5 representing the equivalent of an A in the corresponding introductory college-level course, a 4 representing a B, a 3 representing a C, a 2 representing a D, and 1 representing an F. Most often, colleges award credit for AP Exam scores of 3 or higher. Data from Sample 3 were matched to students' AP records, and all students from the 2010 graduating seniors cohort who also took an AP Exam in either English or mathematics were included in this analysis. Appendixes C–E provide the number of students who took both the SAT and English or mathematics AP Exams.

**Percent Enrolled in College.** Data from the 2007 SAT graduating seniors cohort were matched to the NSC database (Sample 2). Using the 2007 sample, the percent of students who actually enrolled in a higher education institution was calculated. As a further refinement, the percent of students enrolled in college was disaggregated by college type (two-year and four-year).

**First-Year GPA (FYGPA).** For Sample 1, FYGPA was obtained from participating colleges and universities. The values of FYGPA ranged from 0.00 to 4.19 (mean = 2.93, SD = .73), with only 24 students having an FYGPA greater than 4.00.

**Retention.** For Sample 1, institutions indicated whether students returned for the fall semester of their sophomore year (retention to second year) and whether students returned for their junior year (retention to third year). It should be noted that while this variable does provide a reasonable estimation of student persistence, it does not account for students who have transferred to another institution and persisted at that other institution.

## Analyses

The first phase of the study used Sample 1 and was designed to set a benchmark that could be used to assess college readiness. Logistic regression was used to set the SAT benchmarks, using as a criterion a 65 percent probability of obtaining an FYGPA of a B- or higher within each of the 110 institutions. Logistic regression is a statistical method that uses binary outcome information (e.g., success versus failure) to predict the probability of success based on one or more predictor variables (in this case, an SAT score). Separate logistic regression equations were estimated for each institution, using the sum of SAT critical reading, mathematics, and writing section scores to predict the probability that a student would be successful in terms of earning an FYGPA of 2.67 (or B-) or higher. The 65 percent probability of success was chosen because this level has been used in other research, including research focused on the National Assessment of Educational Progress (NAEP) and other educational studies as an appropriate standard for defining success in a domain. A 65 percent probability level has also been recommended by subject-area experts as an appropriate standard for knowledge or success in a domain (Beaton & Allen, 1992; Zwick, Senturk, & Wang, 2001).

In 2008, the College Board assembled an expert panel of educators and policymakers to participate in a judgmental standard-setting process to recommend both probability and criterion for defining college readiness. The panel agreed that a probability in the range of 60 to 75 percent would be the most appropriate. The FYGPA criterion of 2.67 was also recommended because it represents a B- at most colleges and seems appropriate and sufficiently rigorous when considering academic success of freshmen (Kobrin, Patterson, Wiley, & Mattern, under review). While the expert panel provided a probability level and criterion to define college readiness, they strongly recommended using six-year graduation as an indicator of college success. However, as these data were not available, the committee agreed that an FYGPA of a B- or higher was indicative of future success in college and could be used as a reasonable criterion. Research has established a strong correlation between FYGPA and retention, and the likelihood of continuing college for four years increases substantially for students with higher FYGPAs (Allen, 1999; Murtaugh, Burns, & Schuster, 1999).

Benchmarks were established for each SAT section (critical reading, mathematics, and writing), and for the SAT composite (the sum of the scores on the three SAT sections) within each of the 110 institutions. Separate logistic regression equations were estimated for each of 109 institutions, and benchmark scores were calculated. One institution was not used because 100 percent of their students obtained a FYGPA of 2.67 or higher. After the institution-level benchmarks were computed, any out-of-range values (e.g., lower than 600 or higher than 2400) were excluded, and the estimates were averaged, weighted by the institution-level sample sizes.\*

As a result, the number of valid institutions differed by section: there were 104 valid institutions for critical reading, 102 for mathematics, 107 for writing, and 107 for the composite. Once the SAT benchmark score was computed, it was rounded down to the nearest legitimate interval (e.g., a critical reading score of 504 would be rounded down to 500 since it is not possible for a student to score between 500 and 510).

\*Inverse prediction was used to obtain an estimate of the exact SAT composite score that is associated with a particular probability of success. One potential weakness of this approach is that it is possible to obtain benchmarks that fall outside of the actual SAT score range. This issue was handled by excluding those institutions whose benchmarks were outside the range of scores that a student could actually obtain.

SAT Benchmarks

Once benchmark scores were obtained, a series of analyses were conducted to compare the academic performance of students who met or exceeded the benchmarks and those who did not. These comparisons were made both on high school academic measures (curriculum, HSGPA, and AP performance) and college indicators including enrollment, FYGPA, and retention.

## Results

Table 1 compares the demographic characteristics for all three samples. Sample 1 is largely representative of the SAT taker population (Sample 2 and Sample 3), with slight differences in composition with respect to gender, ethnic/racial, and best language subgroups. The colleges participating in Sample 1 are largely representative of all four-year institutions with respect to size, selectivity, geography, and institutional control (public/private). More detailed information is available in Appendix A.

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### SAT Benchmarks

<b>Table 1</b>							
Demographic Characteristics of the 2007 Sample of Students (Sample 1), the 2007 U.S. Cohort (Sample 2), and the 2010 U.S. Cohort (Sample 3).							
		Sample 1		Sample 2		Sample 3	
		Number	Percent	Number	Percent	Number	Percent
All		67,644		1,419,714		1,457,489	
Gender	Female	39,189	57.9	762,803	53.7	782,804	53.7
	Male	28,455	42.1	651,243	45.9	674,685	46.3
Race/ Ethnicity	American Indian	358	0.5	9,659	0.7	8,295	0.6
	African American	5,796	8.6	155,244	10.9	191,566	13.1
	Asian American	6,809	10.1	119,026	8.4	133,351	9.1
	Hispanic	6,951	10.3	162,633	11.5	215,181	14.8
	White	43,130	63.8	812,551	57.2	817,915	56.1
	Other	1,908	2.8	46,552	3.3	39,769	2.7
	No Response	2,692	4.0	114,049	8.0	51,412	3.5
	English	61,503	90.9	1,215,036	85.6	1,181,661	81.1
Best Language	English and Another Language	4,594	6.8	103,479	7.3	214,827	14.7
	Another Language	732	1.1	27,142	1.9	31,337	2.2
	No Response	815	1.2	74,057	5.2	29,664	2.0

### Determination of College Readiness Benchmarks

As described earlier, college readiness benchmarks were obtained through logistic regression to determine the SAT score associated with a 65 percent probability of obtaining an FYGPA of a B- or higher. Once the SAT benchmark scores were obtained, each score was rounded down to the nearest valid SAT score. The SAT benchmarks were 1550 for the composite and 500 for each section, critical reading (SAT-CR), mathematics (SAT-M), and writing (SAT-W). Table 2 shows the percent of SAT takers from the 2010 cohort that met the Composite benchmark and each of the section score benchmarks. About half of all students met the college readiness benchmark in the critical reading section, while slightly more (54 percent) met the mathematics section benchmark and slightly fewer (46 percent) met the writing section benchmark. About 43 percent of students met the composite benchmark score and were considered ready for college.

<b>Table 2</b>				
SAT Benchmarks and Attainment				
	Composite	Critical Reading	Mathematics	Writing
Benchmark	1550	500	500	500
Number Meeting Benchmark	630,704	734,749	792,448	670,256
Percent Meeting Benchmark	43	50	54	46

Note. There were 1,457,489 students in the sample.

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### SAT Benchmarks

#### SAT® College Readiness Benchmarks and College Enrollment and Performance

Student enrollment data were evaluated using students from Sample 2. Table 3 shows the percentage of students enrolled in a two-year or four-year postsecondary institution, and the percentage of students not enrolled in a postsecondary institution, based on whether or not they met the SAT College Readiness benchmark. For students meeting the benchmark, there was a very high likelihood of initial enrollment (78 percent) in a four-year institution. For students who did not reach the SAT College Readiness benchmark, this percentage was notably lower (46 percent). Students not meeting the benchmark were more than three times as likely to enroll in a two-year institution as those who met the college readiness benchmark. About 25 percent of students who did not meet the college readiness benchmark failed to enroll in any higher education institution compared to 14 percent of students who did meet the benchmark.

**Table 3**

The Percent of Students Enrolled in Postsecondary Education Who Met and Did Not Meet the SAT Benchmark (Sample 2)

Readiness Status	Not Enrolled	Enrolled in 2-Yr.	Enrolled in 4-Yr.	N
Met Benchmark	14	8	78	629,552
Did not Meet Benchmark	25	29	46	790,162

Note: Initial postsecondary enrollment data were obtained from the National Student Clearinghouse (NSC).

Table 4 compares the mean FYGPA for students in Sample 1 based on whether or not they met the SAT College Readiness benchmark. The mean FYGPA for students achieving the benchmark was 3.12, compared to 2.57 for those who did not meet the benchmark. (The overall mean FYGPA for all students in Sample 1 was 2.93). The difference in means between the two groups was 0.55 and was statistically significant ( $t(40,135) = 92.45, p < .001, d = 0.78$ ). The medium-to-large effect size suggests that student attainment of the benchmark score is substantially related to subsequent college performance as measured by FYGPA.

Table 4 also shows that the percent obtaining an FYGPA of 2.67 or higher was considerably higher for students meeting the SAT benchmark score (79.3 percent) than for students not meeting the benchmark (50.4 percent). It is important to note that the students used for this analysis (Sample 1) were all enrolled in a four-year institution and therefore were on average more academically prepared than the general population of SAT takers. As for students who did not meet the benchmark, this sample draws from the 46 percent of those enrolled in a four-year college who have higher average HSGPA and SAT scores than the overall population of students not meeting the benchmark. Thus, fewer than 50.4 percent of the general population of SAT takers not meeting the benchmark would be expected to obtain an FYGPA of 2.67 or higher (Table 4) if enrolled in a four-year college.



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### SAT Benchmarks

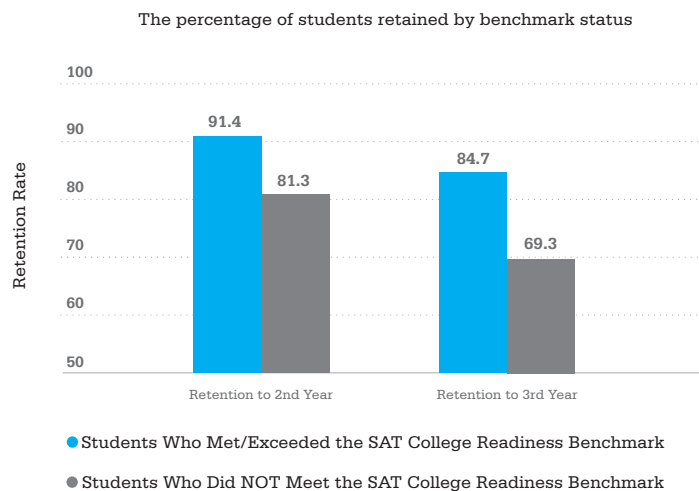
**Table 4**

Mean FYGPA for Students Who Met and Did Not Meet the SAT Benchmark

Readiness Status	Mean	SD	Percent with 2.67 or Higher	Range
Met Benchmark	3.12	.64	79.3	0.00–4.19
Did Not Meet Benchmark	2.57	.76	50.4	0.00–4.03

Retention statistics were also calculated using a subset of Sample 1. Ninety-one of the original 110 institutions participating in the SAT validity study continued their participation through year 2 and up to the beginning of year 3. This subset of 58,287 students was used to obtain retention data. Figure 1 shows the percent of students retained to the second and third years. The retention rate to the second year of college was about 10 percentage points higher for students meeting the benchmark compared to that of students who did not meet the benchmark. For retention to the third year, the gap widened to approximately 15 percentage points.

**Figure 1**



### SAT College Readiness Benchmarks and High School Performance

A retrospective analysis was conducted to determine if students who met the SAT College Readiness benchmark had higher academic achievement during high school. Table 5 reports the percent of students meeting the benchmark across a series of other measures of high school preparation and performance. As would be expected, there is a strong relationship between the SAT College Readiness benchmark and these measures of high school performance. For example, when looking at HSGPA, approximately 9 to 12 percent of students with a HSGPA of C (C+, C, or C-) or lower met the benchmark, compared to over 57 to 84 percent of those with a HSGPA of A (A+, A, or A-).

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College readiness also varied considerably with academic course-taking behavior. One measure of college preparation is a core curriculum which consists of four years of English and three years each of mathematics, science, and social science/history. Half of the students who took a core curriculum met the benchmark, compared to 29 percent of those who did not. The academic rigor index (ARI), which measures the challenge associated with high school course work, is highly related to the core curriculum because students who have taken a core curriculum have a mean ARI score of 11.5 and a median ARI score of 11.0, compared to a mean ARI score of 7.7 and a median score of 7.0 for students who did not take a core curriculum. In general, students with a more rigorous high school curriculum were much more likely to meet the SAT College Readiness benchmark. Approximately 13 percent of students with an ARI of 5 or lower met the benchmark. Each successive increase on the ARI is associated with an increased percent of students considered to be ready for college. For example, 29 percent of students with an ARI between 6 and 10 met the benchmark, compared to 60 percent with an ARI between 11 and 15, 83 percent with an ARI between 16 and 20, and 95 percent of those with an ARI of 21 or more. Thus, as expected, benchmark attainment appears to be highly related to other measures of academic performance during high school. Figure 2 and Appendix B contain the percentage meeting the benchmark by each ARI score point.

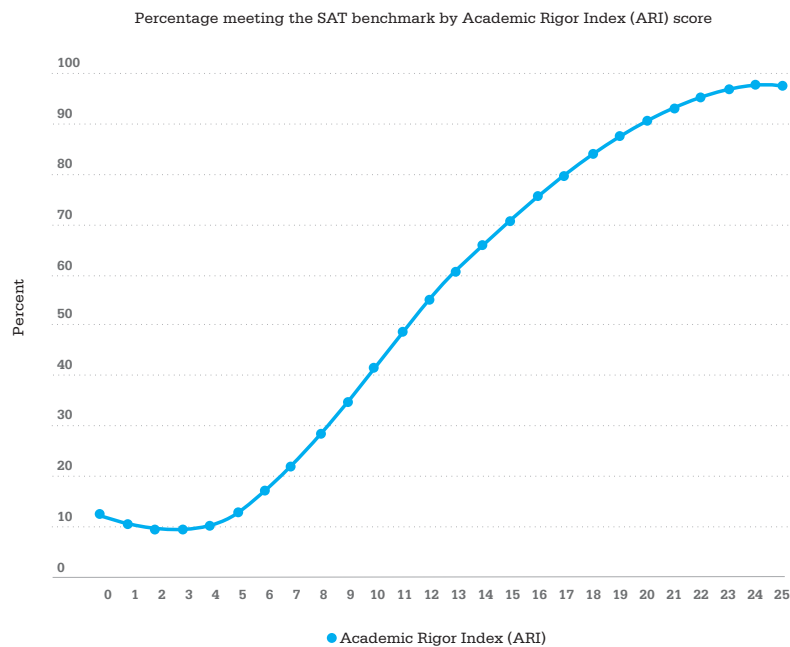
**Table 5**

Percentage of the 2010 Cohort (Sample 3) that Met the Benchmark by Academic Variables

Academic Variables	Number	Met Benchmark (%)
HSGPA	A+	80,417
	A	259,152
	A-	265,289
	B+	264,280
	B	237,944
	B-	125,475
	C+	83,253
	C	46,127
Curriculum	C- or Lower	19,477
		9
Curriculum	Non-Core	271,050
	Core	959,396
Academic Rigor (ARI)		50
	0-5	223,451
	6-10	411,250
	11-15	268,145
	16-20	184,478
Academic Rigor (ARI)	21-25	63,359
		95.1

SAT Benchmarks

Figure 2



While the SAT composite benchmark is used to provide information on general college readiness, the individual section benchmarks provide feedback on student performance on the critical reading, mathematics, and writing sections. Figure 3 and Figure 4 provide the distribution of AP English Language and AP English Literature Exam scores for students who met or exceeded the SAT College Readiness benchmarks in critical reading and writing, and for those who have not. The difficulty of AP courses is on par with that of introductory college-level courses, and so evaluating the relationship between the SAT benchmarks and AP performance is one way to validate the SAT college readiness benchmarks in terms of college outcomes. An AP Exam score of 3 indicates that a student has achieved the equivalent of a “C” (a passing grade) in a college-level course, the minimum score for which most colleges award credit.

Figure 3 shows that 9 percent of students who did not meet the SAT-CR benchmark obtained a 3 or higher in AP English Language, compared to 78 percent of students who met the benchmark. The results are similar for the AP Exam in English Literature, as 6 percent of those not meeting the College Readiness benchmark on SAT-CR obtained a 3 or higher compared to 74 percent of those who met the benchmark.

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SAT Benchmarks

Figure 3

Student performance on English Advanced Placement® (AP®) Exams by college readiness status on the critical reading section



Figure 4 shows the relationship between the College Readiness benchmark on the SAT writing section and performance on the AP English Language and English Literature Exams. Only 14 percent and 12 percent of students who do not meet the SAT-W benchmark scored a 3 or higher on the AP English Language and English Literature Examinations, respectively, compared to 79 percent and 75 percent of those students who met the benchmark.

Figure 4

Student performance on English Advanced Placement (AP) Exams by college readiness status on the writing section

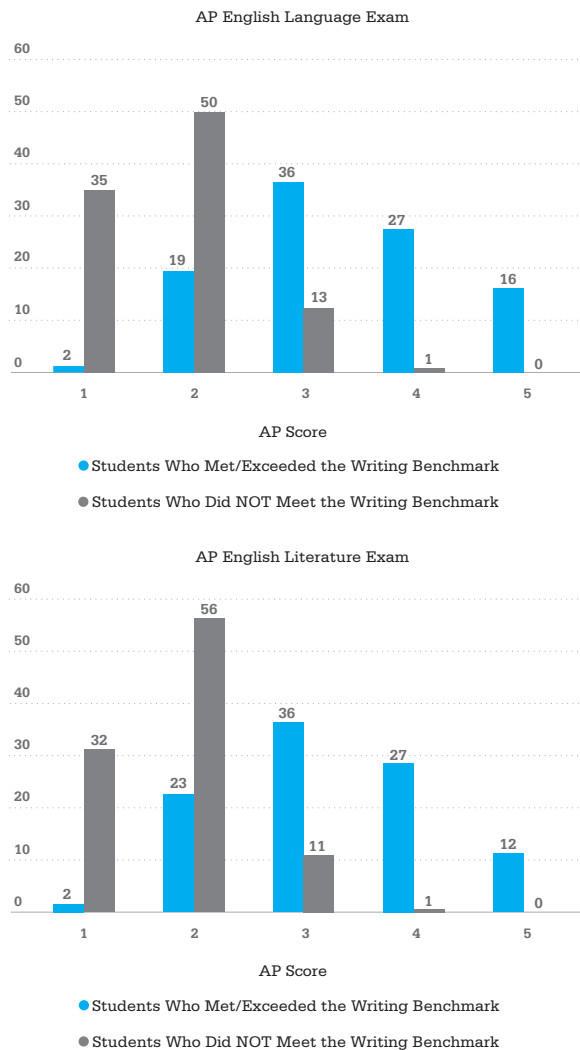


Figure 5 shows the relationship between achieving the college readiness benchmark on the SAT mathematics section and performance on relevant AP Exams. Between 5 percent and 17 percent of those not meeting the SAT-M benchmark scored a 3 or higher on an AP Calculus or AP Statistics Exam, compared to between 61 percent and 83 percent for those who met the SAT-M benchmark. Thus, it appears that students meeting the section score benchmarks are much more likely to successfully complete college-level course work than students not meeting the benchmark.

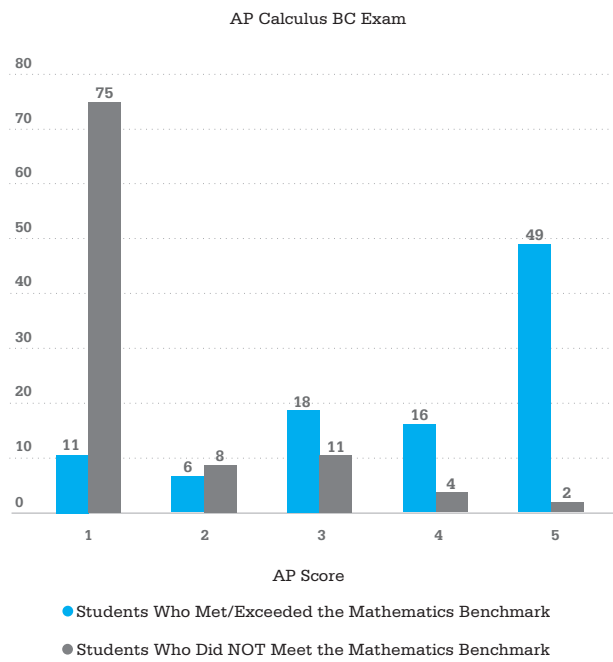
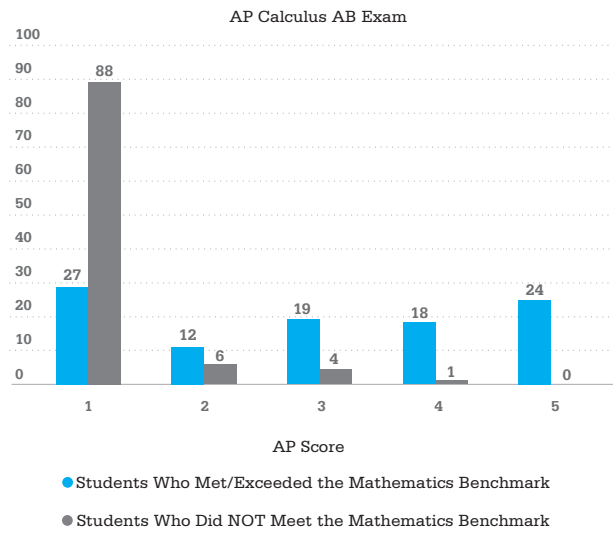
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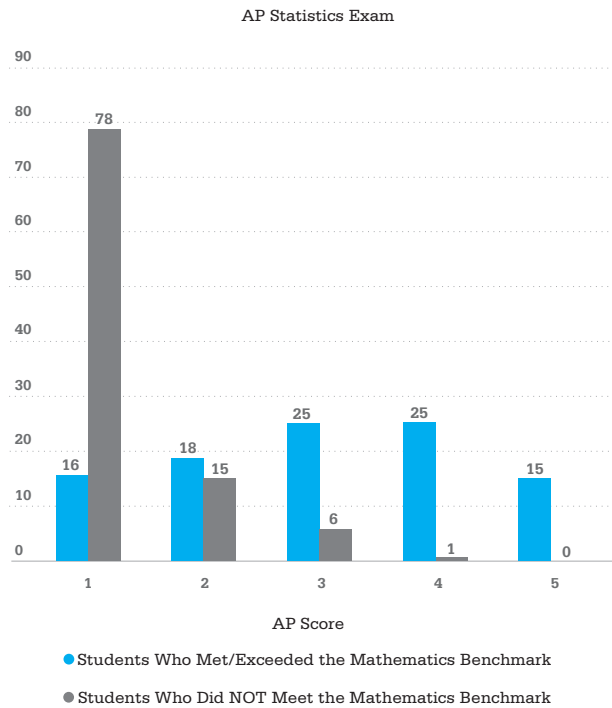
### SAT Benchmarks

Figure 5

Student performance on Math Advanced Placement (AP) Exams by college readiness status on the math section



**SAT Benchmarks**



### SAT Benchmarks and Student Demographics

Table 6 reports the percent of students who met the benchmark by demographic characteristics. Overall, 43 percent of 2010 graduates who took the SAT met the SAT College Readiness benchmark. The results were similar across gender, with a slightly larger percentage of male students meeting the SAT benchmark than female students.

The differences in benchmark achievement among race and ethnicity subgroups are consistent with prior research showing similar gaps on precollege measures, including HSGPA, NAEP, SAT, and ACT (Kobrin, Sathy, & Shaw, 2006; Camara & Schmidt, 1999), college outcomes including remediation rates (Wirt et al., 2004) and degree completion (see, for example, Attewell et al., 2010). The percent of Asian and white students who met the SAT benchmark was more than twice that of Hispanic students and more than three times that of African American students. Students reporting English as their best language were more likely to meet the SAT benchmark than students whose best language was either another language and English or solely another language. College readiness also differed by parental education levels with fewer than one in six students of parents without a high school diploma meeting the SAT benchmark, compared to half of those who have one or more parents with a bachelor's degree and over two-thirds of students with one or more parents with a graduate degree or higher.

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### SAT Benchmarks

**Table 6**

Percentage of the 2010 Cohort (Sample 3) that Obtained the Benchmark: By Demographic Variables

Demographic Variables		Number	Obtained Benchmark (%)
Overall		1,457,489	43
Gender	Female	782,804	41
	Male	674,685	46
Race/Ethnicity	American Indian	8,295	35
	African American	191,566	15
	Asian American	133,531	56
	Hispanic	215,181	24
	White	817,915	53
	Other	39,769	42
	No Response	51,412	44
Best Language	English Only	1,181,661	46
	English & Another	214,827	31
	Another	31,337	26
	No Response	29,664	34
Parental Education	Less than High School	71,653	15
	High School	416,206	27
	Associate Degree	117,701	33
	Bachelor's Degree	393,374	52
	Graduate Degree	327,231	68

## Discussion

In order for the United States to continue to prosper, it is imperative that all students have the access and opportunity to attend college and earn a college degree. Educators, families, communities, and policymakers all have the responsibility to ensure that all students, including those from low-income backgrounds, graduate from high school ready for college success (College Board, 2007). One barrier to achieving this goal is inadequate high school preparation that leaves many students unprepared for college-level work. This may result in students either failing to attend college or remediation for those who do attend. This has become particularly important in a globally competitive setting in which the United States finds its 15 and 16-year-old students failing to keep pace with the gains of international students (OECD Programme for International Student Assessment, 2009). The challenge for the United States will likely increase in the coming years as a larger percent of traditionally underserved students enter the school system.

Given these trends, the College Board has embarked on a series of initiatives centered on increasing the number of students who are ready and able to attend college. One important part of this challenge is to develop empirical measures to identify if students are ready for college. The goal is to provide states, districts, administrators, teachers, parents, and students with information regarding students' preparedness for and ability to succeed in college. The SAT benchmarks described in this report were created to establish a threshold for students that, if met, would ensure a reasonable probability of college success and eventual completion.



**SAT Benchmarks**

The SAT benchmarks are designed to measure the college readiness of high school students, using the SAT, a college entrance examination taken by nearly 1.45 million students in all 50 United States and the District of Columbia. The SAT benchmark determined in this study was 1550 for the composite. Individual benchmark scores were also calculated for the critical reading, mathematics, and writing sections to provide indicators of student proficiency in each of these subjects, resulting in a benchmark score of 500 on each section. In the 2010 cohort of college-bound students, 43 percent met the SAT college readiness benchmark. This report provided evidence to validate the use of the benchmark for assessing college readiness by showing the association of the benchmarks with other measures of student performance in high school and college. Specifically, students meeting the benchmark of 1550 on the SAT:

- are more likely to enroll in college and are more likely to enroll in a four-year as opposed to a two-year college;
- are more likely to be retained for their second and third year of college;
- earn a higher FYGPA, on average, compared to those not meeting the benchmark; and
- are more likely to have earned higher grades in high school, are more likely to have taken a core curriculum, and are more likely to have taken rigorous courses in high school.

In addition, students meeting the benchmark on the SAT critical reading and writing sections are more likely to score a 3 or higher on an AP Exam in English; and students meeting the benchmark on the SAT mathematics section are more likely to score a 3 or higher on an AP exam in mathematics.

The SAT benchmarks have several advantages, including the ability to easily measure the college readiness of students; the potential for enhanced aggregate reporting to assist schools and districts; and the ability to provide early indicators of college readiness. In addition, the SAT benchmark could prove useful in assessing changes in student preparedness over time. Additionally, academic behaviors associated with benchmark attainment could be identified and encouraged on a wide scale. For example, a discovery that a particular course sequence in mathematics is positively associated with achieving the SAT-M benchmark could suggest benefits in introducing the sequence to more students.

PSAT/NMSQT benchmarks in the 10th and 11th grade have also been created by linking PSAT/NMSQT scores to SAT benchmark scores. The goal is to provide information as to whether younger high school students are on track to be ready for college (see Proctor, Wyatt, & Wiley, 2010). By extending indications of college readiness to 10th and 11th grade, more time would be available to assist students in academic need. Because 1.5 million students take the PSAT/NMSQT as juniors and 1.5 million take the exam as sophomores, this tool has the potential to assist a large number of students in becoming ready for college. A 10th-grade PSAT/NMSQT benchmark score of 145 (60–240 scale) and an 11th-grade PSAT/NMSQT benchmark score of 152 indicate that a student is on track to meeting the SAT benchmark. For students testing in the 2009-10 academic year, only 27 percent of sophomores and 38 percent of juniors were on track to meet the SAT benchmark (Proctor et al., 2010). These results provide the opportunity to give increased academic support to students not currently on the path to. Additionally, the College Board has developed ReadinessStep as an assessment for students to be administered in the eighth grade. A link is currently being developed between ReadinessStep and the PSAT/NMSQT benchmark scores, allowing early indicators to be calculated for eighth-grade students. The development of an eighth-grade indicator could provide additional benefits by enabling early intervention for students who may require extra support.

SAT Benchmarks

### Limitations

One limitation of the proposed SAT benchmark is that students intending to attend college are more likely to take the SAT and generally have stronger academic credentials than those not taking the exam. This effect is likely to be magnified in states where a low percentage of the student population take the exam, since SAT takers in those states are likely to be high achievers and are less representative of the total student population. However, in schools, districts, and states where a high percentage of students take the SAT, the college readiness benchmark should be an accurate indicator of group preparedness.

While the SAT college readiness benchmark can be an accurate indicator of the academic preparedness of students, it does not consider other noncognitive factors such as motivation and persistence, which are also linked to success in college. Due to the omission of noncognitive factors and other measures of high school achievement, the benchmark is designed to evaluate the aggregate readiness of a group of students rather than the individual student. When evaluating the individual student, the SAT should not be the only piece of information considered in making decisions on readiness for college. Other measures of academic performance and other factors should be considered in conjunction with the SAT. These factors may traditionally include HSGPA, the difficulty of high school course work, letters of recommendation, a personal statement, and extracurricular activities.

Future research should examine the stability of the benchmarks over time, across different student subgroups, different types of postsecondary institutions, and across college majors. Finally, other outcome measures, in particular college graduation as well as certain nonacademic measures of college success, should be examined in relationship to the benchmarks.

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### Appendixes

## Appendix A

Comparison of Sample 1 to Population of Four-Year Institutions by Key Variables: Variable, Class, Population, Sample, Sample N				
Variable	Class	Population	Sample	Sample N
Region of the U.S.	Midwest	16%	16%	18
	Mid-Atlantic	18%	21%	23
	New England	13%	18%	20
	South	25%	14%	15
	Southwest	10%	13%	14
	West	18%	18%	20
Selectivity	Admits under 50%	20%	19%	21
	Admits 50 to 75%	44%	57%	63
	Admits over 75%	36%	24%	26
Size	Small	18%	22%	24
	Medium to large	43%	37%	41
	Large	20%	17%	19
	Very large	19%	24%	26
Control	Public	57%	46%	51
	Private	43%	54%	59

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### Appendixes

## Appendix B

Percent of the 2010 Cohort (Sample 3) Meeting the SAT Benchmark by Academic Rigor Index (ARI)		
ARI	N	Percent Meeting Benchmark
0	3,439	12
1	8,102	10
2	19,382	9
3	39,604	10
4	65,463	11
5	87,461	13
6	93,649	17
7	92,579	22
8	84,054	29
9	74,231	35
10	66,737	42
11	61,469	49
12	56,719	55
13	53,475	61
14	49,644	66
15	46,838	71
16	43,780	76
17	41,010	80
18	37,310	84
19	33,459	88
20	28,919	91
21	23,505	93
22	17,773	95
23	11,924	97
24	7,205	98
25	3,152	98

## Appendix C

Student Performance on English Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-CR Benchmark

AP Exam		Percent Distribution by AP Score					Number
		1	2	3	4	5	
English Language	Did Not Meet Benchmark	40	51	9	0	0	49,108
	Met Benchmark	2	20	36	26	16	198,713
English Literature	Did Not Meet Benchmark	36	57	6	0	0	47,310
	Met Benchmark	2	24	36	26	12	207,563

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### Appendixes

## Appendix D

Student Performance on English Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-W Benchmark

AP Exam	Percent Distribution by AP Score						Number
		1	2	3	4	5	
English Language	Did Not Meet Benchmark	35	50	13	1	0	57,003
	Met Benchmark	2	19	36	27	16	190,818
English Literature	Did Not Meet Benchmark	32	56	11	1	0	55,545
	Met Benchmark	2	23	36	27	12	199,328

## Appendix E

Student Performance on Mathematics Advanced Placement (AP) Exams for Those Meeting and Not Meeting the SAT-M Benchmark

AP Exam	Percent Distribution by AP Score						Number
		1	2	3	4	5	
Calculus AB	Did Not Meet Benchmark	88	6	4	1	0	10,745
	Met Benchmark	27	12	19	18	24	167,219
Calculus BC	Did Not Meet Benchmark	75	8	11	4	2	513
	Met Benchmark	11	6	18	16	49	61,196
Statistics	Did Not Meet Benchmark	78	15	6	1	0	9,635
	Met Benchmark	16	18	25	25	15	88,555



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### ACT – SAT Concordance Tables

In 2005, the College Board added a required Writing test to the SAT and ACT added an optional Writing test to the ACT. Before 2005, the ACT and the College Board had periodically produced concordance tables to assist admissions officers who wanted to understand how students of comparable ability would score on the two college entrance examinations. Given the changes to both respective tests, the College Board and ACT are now providing updated concordance tables that are appropriate to the current versions of the two tests.

Students who take the SAT receive three separate test scores: Critical Reading, Writing and Mathematics. Students who take the ACT receive a Composite ACT score and four subscores (Reading, English, Math and Science). Students who take the ACT Plus Writing receive the ACT Composite with the corresponding four subscores (Reading, English, Math and Science) and also receive a Writing subscore and a Combined English/Writing subscore.

Two separate concordance tables have been developed:

- Table 1 provides a concordance between the **ACT Composite Score and the sum of SAT Critical Reading and Mathematics** scores for 300,437 students.
- Table 2 provides a concordance between the **ACT Combined English/Writing Score and the SAT Writing Score** for 190,148 students who completed the ACT Plus Writing.

Both tables are based on scores from students who took both tests between September 2004 (for the ACT) or March 2005 (for the SAT) and June 2006. Students in the sample represent the first high school graduating cohort since the introduction of the SAT with Writing and the optional Writing section on the ACT. The sample includes students who completed both tests and were matched across ACT and SAT files.

While the ACT and the SAT are different tests, these two tables are provided to help the education community better understand how students of comparable ability will score on the two tests.

#### NOTES TO CONSIDER

A research report describing the sample, methodology and results will be published by ACT and the College Board in the coming months. Additional information and updates will be made available on the Web sites of ACT ([www.act.org](http://www.act.org)) and College Board ([www.collegeboard.org](http://www.collegeboard.org)). The following notes and cautions should be considered before using the tables.

- Because the SAT score scale has more score points than the ACT, a single ACT Composite score concords to a range of SAT scores. In each of the tables, a range of SAT scores is concorded to a single ACT score. For example, in Table 1, the

**STATE DEPARTMENT OF IDAHO**  
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SAT (Critical Reading plus Mathematics) scores of 980 to 1010 are all concorded to an ACT Composite score of 21. For those users who want to concord an ACT score to a single SAT score point, the most appropriate SAT score point within the range is provided. In this example, an ACT Composite score of 21 is concorded to a single SAT score of 990.

- Many students do not take the ACT Plus Writing. Consequently, the sample used for Table 2 is more restricted than the sample for the other table. Students who took the ACT Plus Writing appear to differ from the total group of ACT test-takers in terms of ability and other relevant factors.
- Concordance tables are dependent upon the sample used to establish the relationship between the two sets of scores. The ACT-SAT tables are based on an entire cohort of students who completed both tests, but this sample is not representative of either all ACT or SAT test-takers. The tables, therefore, may not be appropriate for use with scores from students who take either ACT only or SAT only. Overall, a student who receives a score on one test will not necessarily obtain the concorded score on the other test.

**Table 1**  
**Concordance between ACT Composite Score and**  
**Sum of SAT Critical Reading and Mathematics Scores**

<b>SAT CR+M (Score Range)</b>	<b>ACT Composite Score</b>	<b>SAT CR+M (Single Score)</b>
1600	36	1600
1540-1590	35	1560
1490-1530	34	1510
1440-1480	33	1460
1400-1430	32	1420
1360-1390	31	1380
1330-1350	30	1340
1290-1320	29	1300
1250-1280	28	1260
1210-1240	27	1220
1170-1200	26	1190
1130-1160	25	1150
1090-1120	24	1110
1050-1080	23	1070
1020-1040	22	1030
980-1010	21	990
940-970	20	950
900-930	19	910
860-890	18	870
820-850	17	830
770-810	16	790
720-760	15	740
670-710	14	690
620-660	13	640
560-610	12	590
510-550	11	530

Note: Derived using ACT sum.

**Table 2**  
**Concordance between ACT Combined English/Writing Score**  
**And SAT Writing Score**

<b>SAT Writing (Score Range)</b>	<b>ACT English/Writing Score</b>	<b>SAT Writing (Single Score)</b>
800	36	800
800	35	800
770-790	34	770
730-760	33	740
710-720	32	720
690-700	31	690
660-680	30	670
640-650	29	650
620-630	28	630
610	27	610
590-600	26	590
570-580	25	570
550-560	24	550
530-540	23	530
510-520	22	510
480-500	21	490
470	20	470
450-460	19	450
430-440	18	430
410-420	17	420
390-400	16	400
380	15	380
360-370	14	360
340-350	13	340
320-330	12	330
300-310	11	310

**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

Requesting excision of territory from Lakeland School District for annexation into Coeur d' Alene School District.

**APPLICABLE STATUTE, RULE, OR POLICY**

IDAPA 08.02.01.050 and Section 33-308, Idaho Code

**BACKGROUND/DISCUSSION**

The Coeur d' Alene School District 271 is requesting an excision of territory from Lakeland Joint School District. Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded debt in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which includes criteria for the review of the Petition of Excision and Annexation and a hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition.

A hearing was conducted on May 3, 2012, by the hearing officer for purposes of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho.

Approximately 27 people attended the hearing on May 3, 2012 and 4 of the people in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded the petition qualifies and meets the statutory provisions of Idaho Code 33.308 and further that the Petition is in the best interest of the children residing in the Balsar Estates area and the State Board of Education approve the petition to go to the voters of the area.

**IMPACT**

Balsar Estates is a subdivision consisting of 20 homes and 20 elementary age students. This is equivalent to one support unit in the public schools funding formula. The net taxable value for Balsar Estates is \$4,258,417.

**STATE DEPARTMENT OF EDUCATION  
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It is the south half, Tract 203, Tract 210, being a portion of the NE ¼ Sec. 21, T.51N., R.4W., B.M., City of Hayden, Kootenai County, Idaho.

**ATTACHMENTS**

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations	Page 3
Attachment 2 - Lakeland Joint School District Petition	Page 9
Attachment 3 - Coeur d' Alene School District Petition	Page 11
Attachment 4 – Legal descriptions, boundaries and maps	Page 17

**BOARD ACTION**

I move to accept the findings and conclusions of the hearing officer and to approve the excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.

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

**STATE DEPARTMENT OF EDUCATION  
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**BEFORE THE HEARING OFFICER FOR THE  
STATE BOARD OF EDUCATION**

In the matter of the petition requesting	)	
The excision of territory from	)	
Lakeland School District No. 272,	)	
	)	<b>FINDINGS OF FACT, CONCLUSIONS</b>
	)	<b>OF LAW AND RECOMMENDATION</b>
And annexing said territory into	)	
	)	
	)	
Coeur d' Alene School District No. 271,	)	
	)	
District.	)	
_____	)	

**INTRODUCTION**

A Hearing was conducted on May 3, 2012, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on the proposed change in the boundaries of the Lakeland School District No. 272 and the Coeur d' Alene School District No. 271 at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded debt in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to

**FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATIONS**



**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

Approximately 27 people attended the hearing on May 3, 2012, 23 of people in attendance signed up on the signup sheets which are included in the record. Four people offered comment. The proceedings were tape recorded by the Hearing Officer and the tape is made part of the Record and is transmitted to the State Board of Education.

**FINDINGS OF FACT**

1. A Petition was presented by the property owners within the Balsar Estate subdivision in Hayden, Idaho requesting to excise a portion of the Lakeland School District which lies within Kootenai County, Idaho and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition proposes to excise a small neighborhood known as Balsar Estates just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. The Balsar Estates subdivision is located in the City of Hayden and consists of approximately 20 homes with approximately 20 elementary school age children.
3. Currently the neighborhood is in the Lakeland School District. Atlas Elementary which is in the Coeur d' Alene School District is located approximately two blocks from the Balsar Estate subdivision.
4. Several of the School aged children in the Balsar Estates already attend the Coeur d' Alene School District based upon the Coeur d' Alene School District's open enrollment provisions. However, the remaining school age children residing within the Balsar Estates subdivision are bused to various Lakeland Schools.

**FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATIONS**

2

**STATE DEPARTMENT OF EDUCATION  
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5. The Coeur d' Alene School District considered the Petition on February 6, 2012 and recommended approval of the request for annexation.
6. The Lakeland School District Board of Trustees considered the Petition on February 21, 2012 and voted to recommend the excision of the property from the Lakeland School District.
7. Parents of school age children in the Balsar Estates neighborhood were in favor of their children attending the Coeur d' Alene Schools and on the comments offered at the Hearing.
8. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the limit provided for by law. The Record reflects that a sufficient number of electors signed the Petition pursuant to I.C. § 33-308.

**CONCLUSIONS**

1. There are no issues of bonded indebtedness in excess of the limit provided for by law, IDAPA 08.02.01.050.03A.
2. The Students in the area proposed to be excised and annexed are immediately adjacent to the Atlas Elementary School in the Coeur d' Alene School District. Presently the school age children in the area described are bused a minimum of eight miles to the Lakeland School District. Based upon the safety and distance of the children from the applicable schools, the proposed alteration of the school district boundaries is in the best interests of the students residing in the area described in the Petition. IDAPA 08.02.01.050.03(b)(i).
3. Both School Districts, the Lakeland School District and the Coeur d' Alene School Districts recommended the approval of the excise and annexation. Parents of school age children indicated that a change in boundary would benefit the school age children. The views of the interested parties as to the interests of the children residing the area to be excised are not at

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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issue and such a change in the boundaries would be in the best interests of the children.


IDAPA 08.02.01.050.03(b)(ii).

4. The present boundary arrangement requires the children in the Balsar Estates to travel outside their neighborhood to attend school. It would be in the elementary aged children's best interests to be able to attend a school that is within two blocks of their home consistent with other school age children in the surrounding neighborhood. IDAPA 08.02.01.050.03(b)(iii).
5. The Coeur d' Alene School District Superintendent indicated that there was no concern about the capacity of the Atlas Elementary to accept additional students. Additionally the proposed change in boundaries would not affected the middle or high schools in the Coeur d' Alene School District. Further, the Coeur d' Alene School District and the Lakeland School District Board of Trustees supported the change in boundaries. The proposed boundary adjustment would positively influence the adjustment of the school age children to their home and neighborhood environment. IDAPA 08.02.01.050.03(b)(iv).

**RECOMMENDATION**

The Record supports a conclusion that the statutory and rule provisions to regarding the excision and annexation have been met. It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and further that the Petition is in the best interest of the children residing in the Balsar Estates area. Finally, it is recommended that the Petition be approved and that the election be set for purposes of the elector's consideration of the proposed boundary change.

DATED this 11 day of May 2012.

  
\_\_\_\_\_  
Edwin L. Litteneker  
Hearing Officer

**FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATIONS**

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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I DO HEREBY CERTIFY that a true  
And correct copy of the foregoing  
Document was:

  X   Mailed by regular first class mail,  
And deposited in the United States  
Post Office

       Sent by facsimile.

       Sent by Federal Express, overnight  
Delivery

       Hand delivered

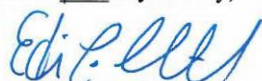
To:

Hazel Bauman  
Coeur d' Alene School District #271  
311 N. 10<sup>th</sup> Street  
Coeur d' Alene, Idaho 83814-4299

Balsar Estates property owners  
c/o of Corey & Rebekah Comstock  
3226 Magistrate Loop  
Hayden, Idaho 83835

Mary Ann Ranells, Lakeland  
Lakeland Joint School District # 272  
15506 N. Washington Street  
P.O. Box 39  
Rathdrum, Idaho 83858

On this   11   day of May, 2012.

  
\_\_\_\_\_  
Edwin L. Litteneker

FINDINGS OF FACT, CONCLUSIONS  
OF LAW AND RECOMMENDATIONS

5

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STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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LAKELAND JOINT SCHOOL DISTRICT #272  
15506 N. Washington Street P.O. Box 39  
Rathdrum, Idaho 83858  
Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

February 22, 2012

Department of Education  
Superintendent Tom Luna  
PO Box 83720  
Boise, ID 83720-0027


Dear Superintendent Luna:

Pursuant to Idaho Code 33-308, we are forwarding to the State Board of Education a petition requesting excision of an area from Lakeland Joint School District 272 and annexation into the Coeur d'Alene School District 271.

The Lakeland Board of Trustees at their regular board meeting held on February 21, 2012 addressed the petition. Trustee Brian Wallace moved to approve the annexation request into the Coeur d'Alene School District No. 271 submitted by the Owners in the Balsar Estates Subdivision as described in the annexation request with no changes. Trustee Tim Skubitz seconded the motion. Upon vote, the motion was approved unanimously by all board members who were present.

If you should have any further questions, please don't hesitate to contact our office at 208-687-0431.

Respectfully,

  
Brook A. Cunningham, Clerk of the Board  
Lakeland Joint School District No. 272

Enclosure: Balsar Estates Annexation Request

RECEIVED

FEB 29 2012

Deputy Attorney General  
State Dept. of Education

*committed to academic excellence ... dedicated to student success*

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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January 11, 2012

To: Dr. Mary Ann Ranells  
Lakeland School District Superintendent  
  
Mr. Brad Murray  
Lakeland School District Assistant Superintendent  
  
Board of Trustees

**RECEIVED**

**JAN 12 2012**

2012

From: Owners in the Balsar Estates Subdivision

Dr. Ranells, Mr. Murray, and Board of Trustees,

Balsar Estates is a small neighborhood just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. We are located in the city of Hayden and pay our taxes to Hayden. We are a small subdivision (twenty homes) of several families with approximately twenty elementary school age children. Currently this neighborhood is zoned for the School District No. 272 of Kootenai County, Idaho commonly referred to as Lakeland School District. Atlas Elementary which is zoned in the Coeur d'Alene School District is only two blocks from where we are. Our children are currently being bused to Lakeland Schools. When the zones were last established this development was open farm land. We would like to see Balsar Estates re-zoned into the School District No. 271 of Kootenai County, Idaho commonly referred to as Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school district because we are Hayden residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city we live in.

We believe that it is in the best interest of the children residing in our neighborhood to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

Balsar Estates Owners

STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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*School District 271*  
DISTRICT ADMINISTRATIVE CENTER  
311 N. 10th Street, Coeur d'Alene, Idaho 83814-4299

OFFICE (208) 664-8241  
FAX (208) 664-1748  
[www.cdaschools.org](http://www.cdaschools.org)

February 13, 2012

Tom Luna, Superintendent of Public Instruction  
Idaho State Department of Education  
PO Box 83720  
Boise, ID 83720-0027

RE: Idaho Code 33-308 Petition to Excise property from Lakeland School District No. 272 and  
annex the same to Coeur d'Alene School District No. 271

Dear Superintendent Luna,

Please be advised that the Board of Trustees of Coeur d'Alene School District No. 271, at a duly noticed and constituted meeting held on February 6, 2012, reviewed the Petition of Petitioners, a copy of which is enclosed, before five members of the Board of Trustees. By Motion, second and unanimous vote, the Board of Trustees approved the petitioners request for annexation.

If you have additional questions, please feel free to contact me.

Sincerely,

  
Lynn M. Towne  
Clerk, Board of Trustees

Encl: Petition for Annexation

**RECEIVED**  
FEB 17 2012  
Deputy Attorney General  
State Dept. of Education

OUR MISSION... To provide every student an academically excellent education.



**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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*Agenda – Page Two  
02-06-12*

**11b. Consideration of Action Items:**

	<b>TOTAL TIME</b>
6:55 F. Petition for Annexation/Balsar Estates – Corey/Rebekah Comstock– Action <i>Board Response 5 min</i>	10 min
7:10 G. Board Policies – Hazel Bauman – 2 <sup>nd</sup> Reading/Action 551 – Drugs, Alcohol & Tobacco 611 – Academic Recognition 677 – Drivers Education 876 – Website District Expenditures 922 – Acquisition & Sale of Real Property 904 – Uniform Public School 568 – Student Suicidal Tendencies 631 – Dual Enrollment 524 – Student Driving Privileges 920 – Acquisition & Sale of Personal Property 927 – Excision & Annexation of Territory <i>Board Response 5 min</i>	10 min
7:25 H. Evaluation/Rehire of Superintendent – Board Chair - Action <i>Board Response 5 min</i>	5 min
7:35 I. New Course Proposals – Matt Handelman - Action Cardio Fit Intro to Digital Design & Yearbook College Prep Pottery 3 <i>Board Response 5 min</i> Percussion/Drumline Walk-Fit	5 min
7:45 J. Emergency Closure Day January 20, 2012 – Hazel Bauman – Action <i>Board Response 5 min</i>	5 min
11c. Reports:	<b>TOTAL TIME</b>
7:50 K. Call for Committee Reports	10 min
8:00 L. Schedule 2 <sup>nd</sup> Board meeting & Community Chat	5 min

**Executive Session:** Idaho Code 67-2345, Subsection (a) to consider hiring a public officer, employee, staff member or individual agent; (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent or public school student; (c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency; (f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

**12. Adjournment**

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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01/23/2012 17:19 208-666-9211

DODSON-RAEON

PAGE 01

**DODSON & RAEON LAW OFFICES  
ASSOCIATES IN THE PRACTICE OF LAW**

Charles M. Dodson, Attorney, ISB #2134  
(208) 864-1577  
James A. Raeon, Attorney, ISB #2075  
(208) 765-5876

Eastlake Professional Suites  
1424 Sherman Avenue  
Suite 300  
Coeur d'Alene ID 83814  
Facsimile (208) 666-9211

January 23, 2012

Lynn Towne, Clerk  
Board of Trustees  
Coeur d'Alene School District No. 271  
311 N. 10th Street  
Coeur d'Alene ID 83814  
Sent via facsimile: 664-1748

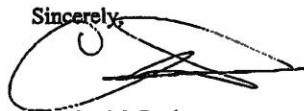
RE: Balser Estates Annexation/Excision

Dear Lynn:

I am in receipt of your fax of January 12, 2012 consisting of 24 pages regarding the Petition for Annexation/Excision of Balser Estates into Coeur d'Alene School District 271 and out of Lakeland Joint School District No. 272. While the cover page dated January 11, 2012 inaccurately portrays the neighborhood as being "zoned for School District No. 272" and Atlas Elementary being "zoned" in Coeur d'Alene School District No. 271, that error is not fatal to the Petition. In my review of the Petition, in accordance with the law I find that the elements of the Petition are appropriately set forth and meet the requirements of Idaho Code 33-308. Therefore, the Petition is valid and meets the statutory requirements. It may be placed on the Board of Trustees' agenda for their next ensuing meeting and addressed at that time. The Board may make its determinations based upon its observations and desires, noting that the Petition does meet the requirements of the law.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,



Charles M. Dodson  
Attorney at Law

CMD/pl

cc: Dr. Mary Ann Ranells, Superintendent  
Lakeland Joint School District No. 272  
(Via facsimile 687-1884)

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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January 11, 2012

To:     Ms. Hazel Bauman  
  
          Coeur d'Alene School District Superintendent  
  
          Mr. Matthew Handelman  
  
          Coeur d'Alene School District Assistant Superintendent  
  
          Board of Trustees

From: Owners in the Balsar Estates Subdivision

Ms. Bauman, Mr. Handelman, and Board of Trustees,

Balsar Estates is a small neighborhood just west of Atlas Road north of Honeysuckle Avenue and south of Hayden Avenue. We are located in the city of Hayden and pay our taxes to Hayden. We are a small subdivision (twenty homes) of several families with approximately twenty elementary school age children. Currently this neighborhood is zoned for the School District No.272 of Kootenai County, Idaho commonly referred to as Lakeland School District. Atlas Elementary which is zoned in the Coeur d'Alene School District is only two blocks from where we are. Our children are currently being bused to Lakeland Schools. When the zones were last established this development was open farm land. We would like to see Balsar Estates re-zoned into the School District No. 271 of Kootenai County, Idaho commonly referred to as Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school district because we are Hayden residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city we live in.

We believe that it is in the best interest of the children residing in our neighborhood to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

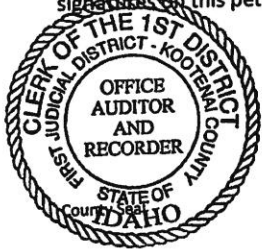
Balsar Estates Owners

STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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STATE OF IDAHO                     )  
  ) ss  
County of Kootenai County        )

To the clerk of \_\_\_Lakeland School District # 272, I, Clifford T. Hayes, County Clerk of  
Kootenai County, hereby certify that   9    
signatures on this petition are those of qualified electors.



Signed:   
County Clerk or Deputy

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STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

Current Boundary  
Description

PROCEDURES: School District 271  
Legal Description  
Page 1 of 2

POLICY NO: 202-E

Kootenai County  
Effective 12/02 (Property transfer)

COEUR D'ALENE SCHOOL DISTRICT NO. 271

*BEGINNING at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE ¼ of the NW ¼ of said Sec. 12; thence north approximately ¼ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¼ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east*

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STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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PROCEDURES: School District 271  
Legal Description  
Page 2 of 2

POLICY NO: 202-E

*approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.*

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Adopted: 11-22-99 Reviewed: 12-06-10 Revised: 08-04-03

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STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

New Legal Boundary

**PROCEDURES: School District 271 POLICY NO: 202-E Legal Description Page 1 of 2**

Kootenai County

Effective 12/02 (Property transfer)

COEUR D'ALENE SCHOOL DISTRICT NO. 271

*BEGINNING at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 3/10 mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N 88° 35' 46" W a distance of 628.61 feet to a point; thence leaving said right-of-way, N 00° 49' 57" E a distance of 973.13 feet to a point; thence, S 88° 30' 58" E a distance of 638.61 feet to the existing West right-of-way of Atlas Road; thence north approximately 9/10 mile to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE ¼ corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east* SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or in part: 1999 © Elaine Eberharter-Maki



STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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**PROCEDURES: School District 271 POLICY NO: 202-E Legal Description Page 2 of 2**  
*approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning. This description reflects the changes implemented with the annexation approved and effective December 12, 2002. Adopted: 11-22-99 Reviewed: 12-06-10 Revised: 08-04-03*

STATE DEPARTMENT OF EDUCATION  
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Legal Name

POLICY TITLE: School District Name  
POLICY NO: 202  
PAGE 1 of 1

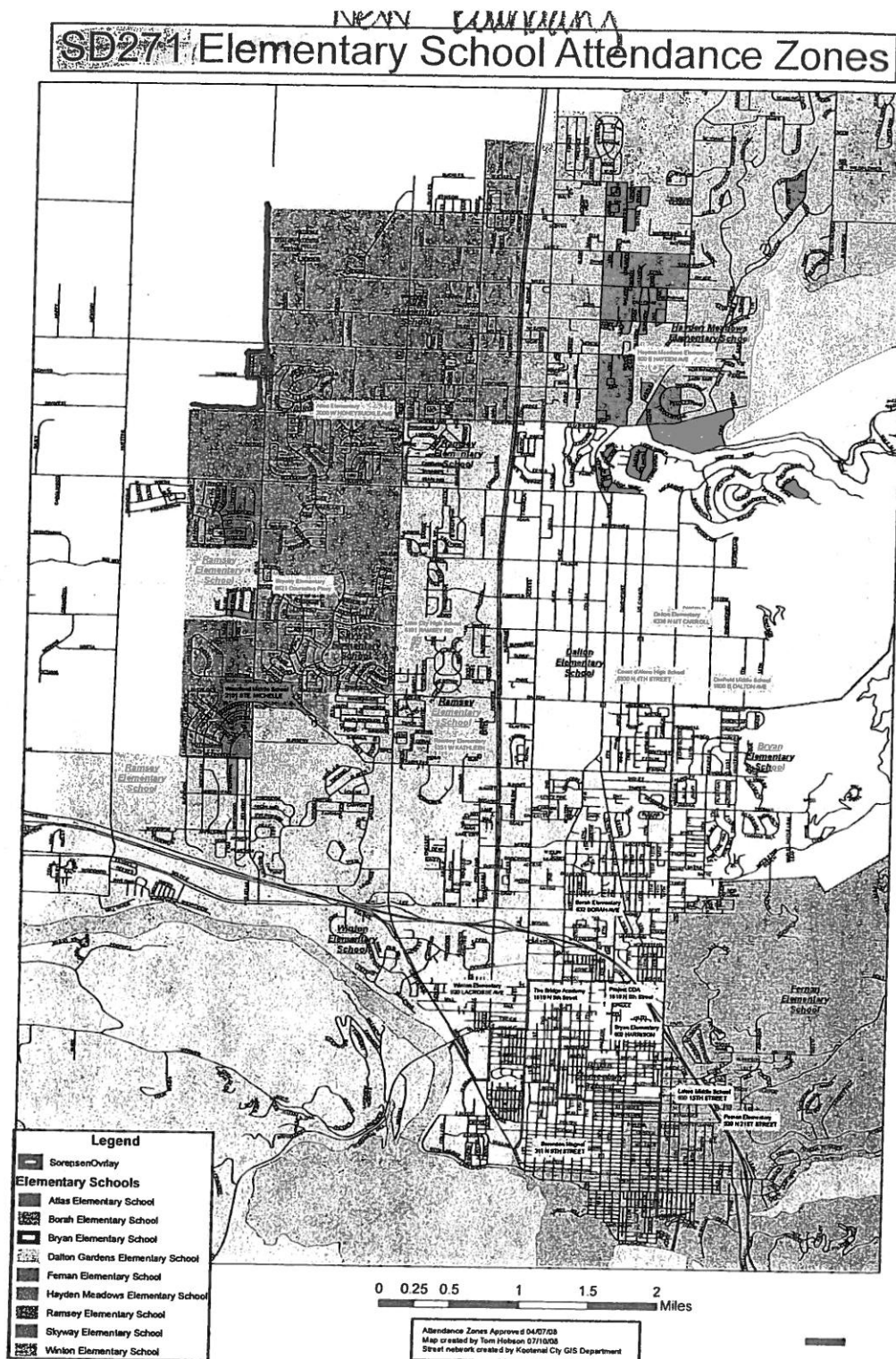
The legal name of the school district will be School District No. 271, Kootenai County, State of Idaho.  
The administrative offices of the school district are located at 311 North 10th Street, Coeur d'Alene,  
Idaho 83814.

**LEGAL REFERENCE:** Idaho Code Section 33-305

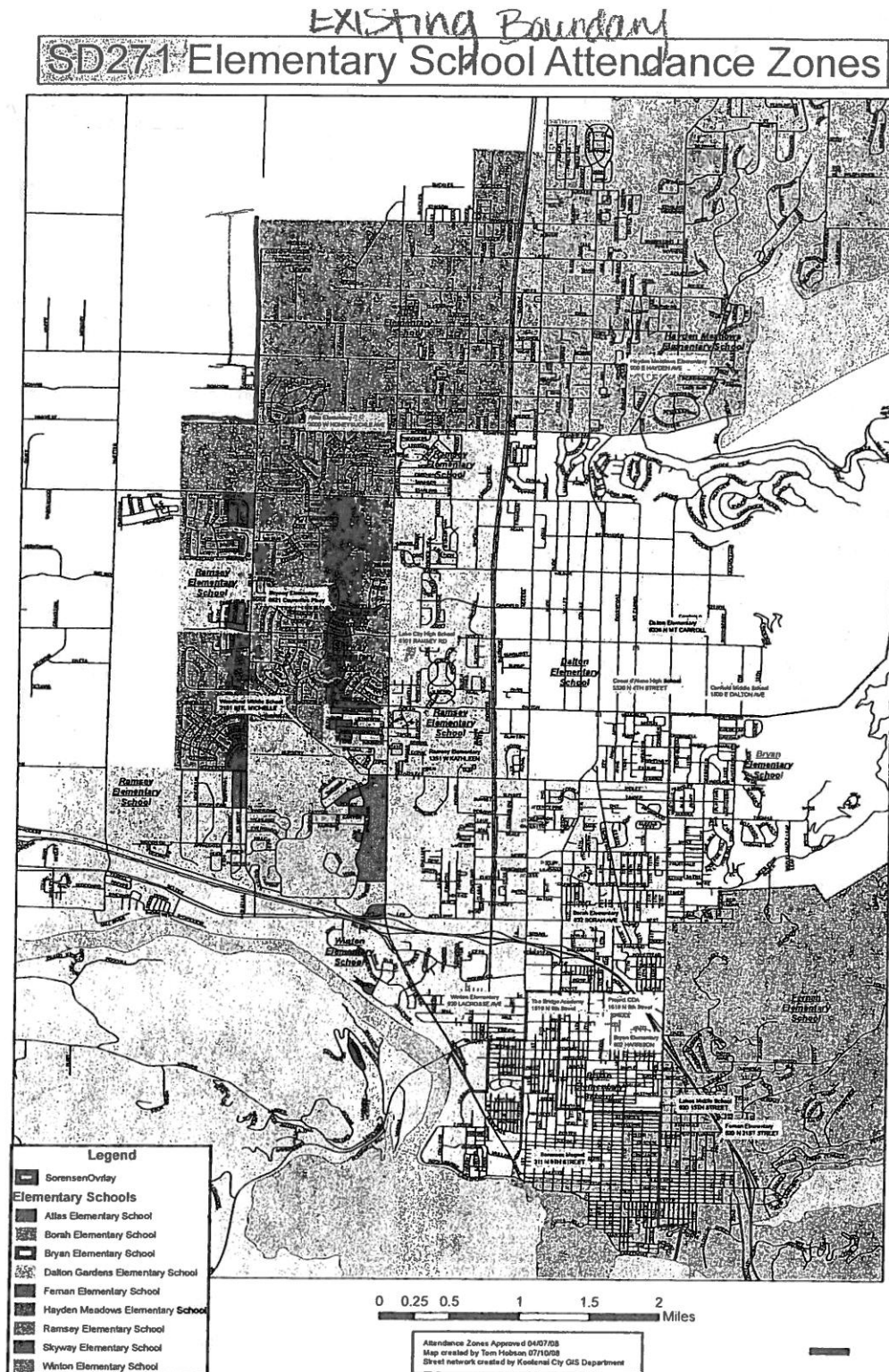
Adopted: 11-22-99 Reviewed: 12-6-10 Revised: \_\_\_\_\_

SECTION 200: SCHOOL BOARD School District 271 Board Policy. The Board acknowledges all or  
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STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012



STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012



STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

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*Legal Name*

**Lakeland Joint School District No. 272**

**THE BOARD OF TRUSTEES**

**1010**

Organization and Classification

The legal name of this District is Lakeland Joint School District No. 272, Kootenai County, State of Idaho. The District is classified as: A joint school district.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the state of Idaho. Its legal powers, duties and responsibilities are derived from the Idaho Constitution and state statutes and rules. Sources such as the school laws of Idaho, and the rules and regulations of the state board of education delineate the legal powers, duties and responsibilities of the Board.

Legal Reference: I.C. § 33-302	Classification of school districts.
I.C. § 33-305	Naming and numbering school districts.
I.C. § 33-506	Organization and government of board of trustees.

Policy History:

Adopted on: August 13, 2007

Revised on:

1010-1

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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*Current Boundary Description*

Lakeland Joint School District No. 272

2011 Trustee Zones

7/15/11

**Lakeland Joint School District No. 272  
School District Legal Description**

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately 7½ miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east ½ of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South ½ of the South ½ of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE ¼ of Section 30, T51N, R4W, except the North ½ of the North ½ of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South ½ and the South ½ of the SE ¼ of the NE ¼, the SW ¼ of the NE ¼, the South ½ of the NW ¼ and the South ½ of the South ½ of the NW ¼ of the NW ¼; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately 5½ miles along the Kootenai-Bonner County line to the SW corner of the SE ¼ of Section 32, T54N, R3W; thence north ½ mile to the center of said Section 32, T54N, R3W; thence east ½ mile to the NE corner of the SE ¼ of Section 32, T54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east 8¼ miles to a point on the NW ¼ of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south ¾ mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west 3½ miles more or less to the SW corner of Section 31, T52N, R3W; thence south ½ to the SE corner of the NE ¼ of Section 1, T51N, R4W; thence west ½ mile to the center of said Section 1, T51N, R4W; thence south ¼ mile more or less to the SE corner of North ½ of the NW ¼ of Section 12, T51N, R4W; thence west ½ mile to the east line of Section 11, T51N, R4W; thence south ½ mile to the SE corner of the SW ¼ of Section 11, T51N, R4W; (Continued Next Page)

JP Stravens Planning Associates, Inc.

1

STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

New Legal Boundary

Lakeland Joint School District No. 272 2011 Trustee Zones 7/15/11  
JP Stravens Planning Associates, Inc.

**Lakeland Joint School District No. 272**

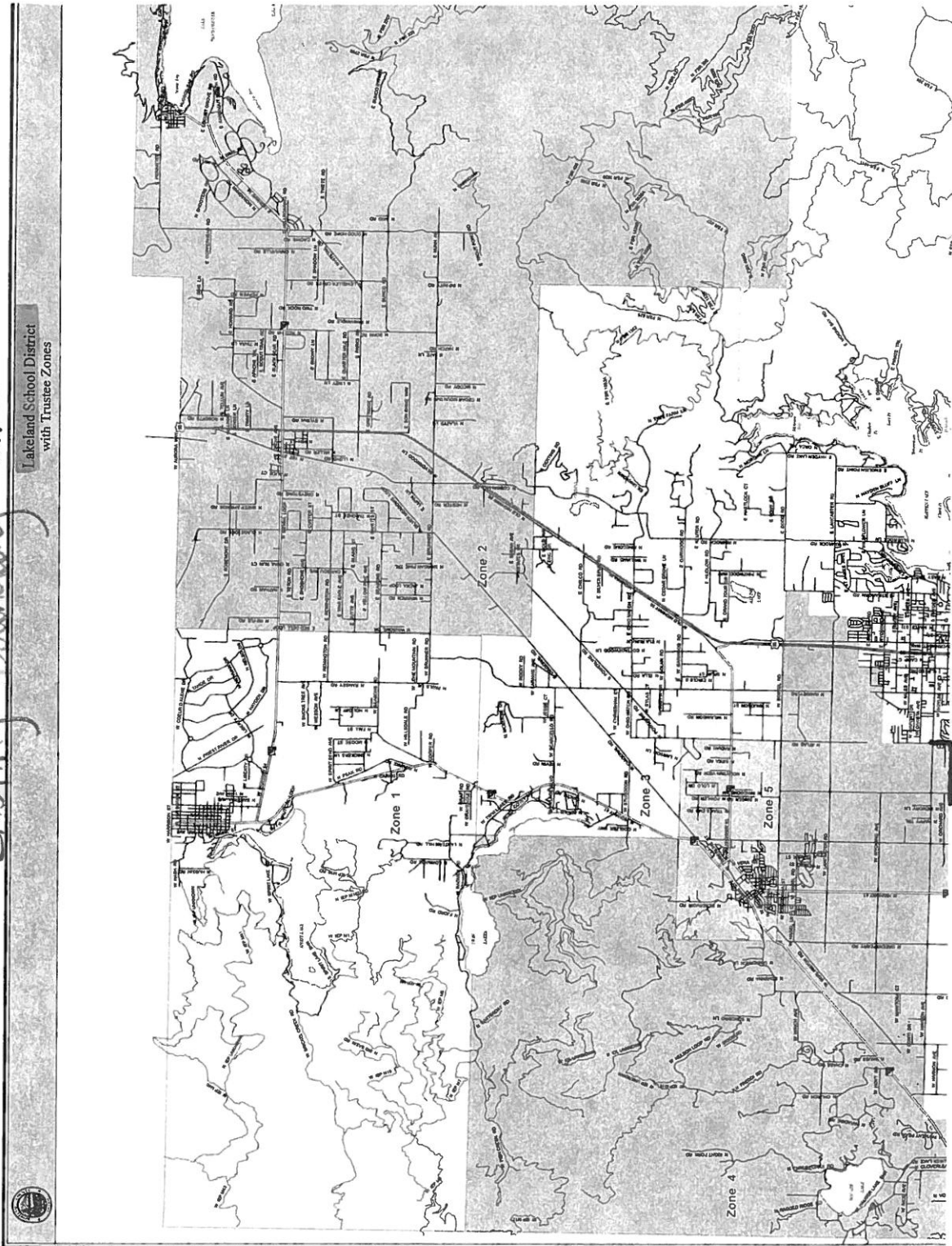
**School District Legal Description**

BEGINNING at the NW corner of Section 1, T53N, R6W on the Idaho-Washington State line; thence east approximately  $7\frac{1}{2}$  miles to the center of Section 31, T51N, R4W; thence north to include all of those parcels of land located in the east  $\frac{1}{2}$  of Section 31, T51N, R4W lying east of Idaho State Highway #41 and southeasterly of Spirit Lake cutoff road, together with the South  $\frac{1}{2}$  of the South  $\frac{1}{2}$  of the SE corner of Section 31, T51N, R4W; thence north to include all those parcels of land located in the NE  $\frac{1}{4}$  of Section 30, T51N, R4W, except the North  $\frac{1}{2}$  of the North  $\frac{1}{2}$  of said NE corner; thence east to include all those parcels of land located in Section 29, T51N, R4W described as follows, the South  $\frac{1}{2}$  and the South  $\frac{1}{2}$  of the SE  $\frac{1}{4}$  of the NE  $\frac{1}{4}$ , the SW  $\frac{1}{4}$  of the NE  $\frac{1}{4}$ , the South  $\frac{1}{2}$  of the NW  $\frac{1}{4}$  and the South  $\frac{1}{2}$  of the South  $\frac{1}{2}$  of the NW  $\frac{1}{4}$  of the NW  $\frac{1}{4}$ ; thence south to include all those parcels lying within Section 32, T51N, R4W; thence east approximately  $5\frac{1}{2}$  miles along the Kootenai-Bonner County line to the SW corner of the SE  $\frac{1}{4}$  of Section 32, T54N, R3W; thence north  $\frac{1}{2}$  mile to the center of said Section 32, T54N, R3W; thence east  $\frac{1}{2}$  mile to the NE corner of the SE  $\frac{1}{4}$  of Section 32, T54N, R3W; thence south to the SE corner of said Section 32, T54N, R3W; thence 4 miles east to the NE corner of Section 1, T53N, R3W; thence north 1 mile on the County line to the NW corner of Section 31, T54N, R2W; thence east 6 miles on the County line to the NE corner of Section 36, T54N, R2W; thence south 7 miles on the County line to the SE corner of Section 36, T53N, R2W; thence east  $8\frac{1}{4}$  miles to a point on the NW  $\frac{1}{4}$  of Section 3, T53N, R1E; thence south 6 miles on the County line to the Township line between 51N and 52N, R1E and the south section of Section 34, T52N, R1W; thence west 14 miles more or less along the Townships lines to the SW corner of Section 31, T52N, R2W; thence north 1 mile to the SE corner of Section 25, T52N, R3W; thence south along the center thread of Hayden Creek to its mouth; thence south  $\frac{1}{4}$  mile more or less to the point where the Township line between 51N and 52N intersect the center of Hayden Lake; thence west  $3\frac{1}{2}$  miles more or less to the SW corner of Section 31, T52N, R3W; thence south  $\frac{1}{2}$  to the SE corner of the NE  $\frac{1}{4}$  of Section 1, T51N, R4W; thence west  $\frac{1}{2}$  mile to the center of said Section 1, T51N, R4W; thence south  $\frac{3}{4}$  mile more or less to the SE corner of North  $\frac{1}{2}$  of the NW  $\frac{1}{4}$  of Section 12, T51N, R4W; thence west  $\frac{1}{2}$  mile to the east line of Section 11, T51N, R4W; thence south  $\frac{1}{2}$  mile to the SE corner of the SW  $\frac{1}{4}$  of Section 11, T51N, R4W; thence west  $1\frac{1}{2}$  miles to the SE corner of Section 9, T51N, R4W; thence south approximately  $9\frac{10}{10}$  mile to a point S  $88^{\circ} 30' 58''$  W in the SE corner of the NE  $\frac{1}{4}$  of Section 21, Twp. 51 N, R 4 WBM; thence west a distance of 638.61 feet to a point; thence south a distance of 973.13 feet to the existing West right-of-way of Atlas Road; thence west approximately  $2\frac{4}{10}$  miles to the SW corner of the NW  $\frac{1}{4}$  of Section 19, T51N, R4W; thence north  $\frac{1}{2}$  mile to the SE corner of Section 13, T51N, R5W; thence west  $4\frac{1}{2}$  miles to the NW corner of NE  $\frac{1}{4}$  of Section 20, T51N, R5W; thence south  $\frac{1}{2}$  mile to the center of Section 20, T51N, R5W; thence west  $\frac{1}{2}$  mile to the NE corner of the SE  $\frac{1}{4}$ , Section 19, T51N, R5W; thence south  $1\frac{1}{2}$  miles to the SE corner of Section 30, T51N, R5W; thence west 2 miles to the point of beginning.



STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

Existing Boundary 272

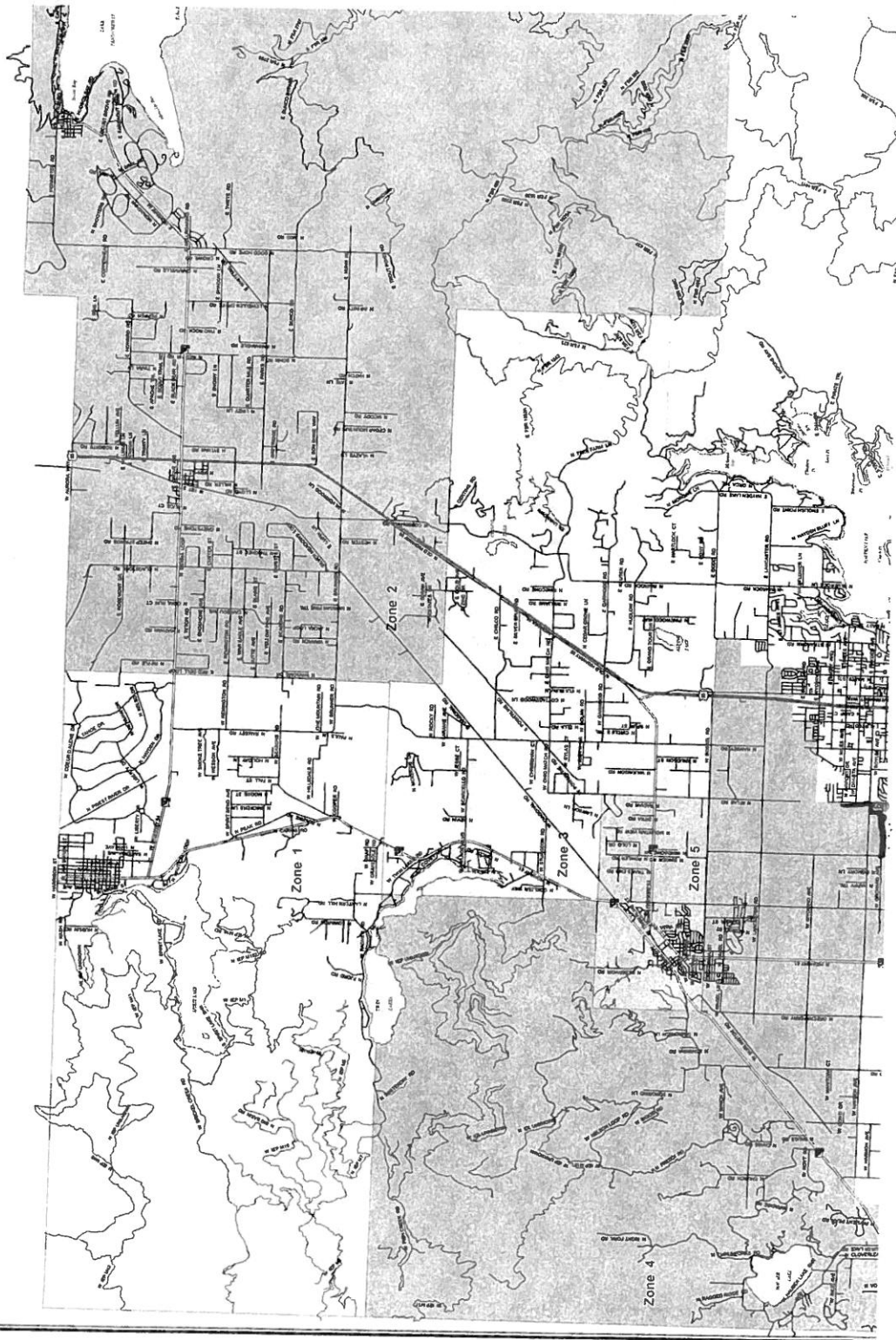




STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012

New Boundary 212

Lakeland School District  
with Trustee Zones



**STATE DEPARTMENT OF EDUCATION**  
**JUNE 21, 2012**

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**SUBJECT**

Northwest Nazarene University; Proposed Online Teaching Endorsement program.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-114 and 33-1258, Idaho Code  
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

**BACKGROUND/DISCUSSION**

The field of online teaching and learning is showing a dramatic increase increasing the need for teachers with hands-on experience in the online environment.. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship in an online environment, identifying ten widely accepted state standards that must be met.

The School of Graduate Education of Northwest Nazarene University (NNU) requested approval from the Professional Standards Commission to implement an *Online Teaching Endorsement* program of study for professional certified teachers. This endorsement program also aligns with NNU's current *Curriculum and Instruction Master of Education* degree to provide an emphasis in *Online Teaching*.

Northwest Nazarene University's School of Graduate Education has mentored and instructed professional teachers and graduate students through the Curriculum and Instruction M.Ed. program since 1989 and through the Reading Online Program since 2004. Both of these graduate programs currently offer online courses, which fulfill the National Council for Accreditation of Teacher Education and Idaho State Education standards and requirements. The Online Teaching Endorsement courses would be offered to teachers to take online courses as a separate endorsement, or certified teachers could take the endorsement courses as part of a Master of Education Degree in Curriculum and Instruction (with an emphasis in online teaching). This would allow K-12 teachers two options to certify and achieve the skills required for an Online Teaching Endorsement.

The Endorsement Core of Online Teaching Courses (5) includes foundational courses based on the graduate curriculum and instruction degree standards as well as new courses specifically designed to assess online teaching artifacts and skills.

The Standards Committee of the Professional Standards Commission (PSC) conducted a new program approval desk review of the Online Teaching Endorsement program proposed by Northwest Nazarene University. Dr. Michael

**STATE DEPARTMENT OF EDUCATION**  
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Poe, Assistant Chair Department of Education, Graduate Studies, and Dr. Mary E. Jones, Director Curriculum and Instruction Online M.Ed. Program proposed their Online Teaching Endorsement program to the PSC Standards Committee. Through their comprehensive presentation, the PSC Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its April 2012 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through Northwest Nazarene University. With the conditionally approved status, NNU may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

**IMPACT**

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, Northwest Nazarene University must have all new programs reviewed for State approval.

**ATTACHMENTS**

Attachment 1 – NNU Proposed Online Teaching Endorsement  
Attachment 2 - Online Teaching Endorsement Matrix

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

This section will be completed by Board staff.

**BOARD ACTION**

A motion to accept the Professional Standards Commission recommendation to conditionally approve the Online Teaching Endorsement program offered through Northwest Nazarene University.

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

# Proposed Online Teaching Endorsement Program of Study



623 S. University Blvd.  
Nampa, ID 83686

208.467.8341

4/5/2012

Dr. Paula Kellerer, Chair  
Department of Education

Dr. Michael Poe, Assistant Chair  
Department of Education, Graduate Studies

Dr. Mary E. Jones, Director  
Curriculum & Instruction Online M.Ed. Program

**STATE DEPARTMENT OF EDUCATION  
JUNE 21, 2012**

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NORTHWEST NAZARENE  
UNIVERSITY

*Department of Education*

*Submitted by:*

Dr. Paula Kellerer, Chair  
Department of Education

Dr. Michael Poe, Assistant Chair  
Department of Education, Graduate Studies

Dr. Mary E. Jones, Director  
Curriculum & Instruction Online M.Ed. Program

The School of Graduate Education of Northwest Nazarene University (NNU) requests approval from the Professional Standards Committee to implement an *Online Teaching Endorsement* program of study for professional certified teachers. This endorsement program would also align with NNU's current *Curriculum & Instruction Master of Education* degree to provide an emphasis in *Online Teaching*.

Northwest Nazarene University's School of Graduate Education has mentored and instructed professional teachers and graduate students through the Curriculum & Instruction M.Ed. program since 1989 and through the Reading Online Program since 2004. Both of these graduate programs currently offer online courses, which fulfill NCATE and Idaho State Education standards and requirements. The Online Teaching Endorsement Courses would be offered for teachers to take online courses as a separate endorsement, or certified teachers could take the endorsement courses as part of a Master of Education Degree in Curriculum & Instruction (with an emphasis in Online Teaching). This would allow K-12 teachers two options to certify and achieve the skills required for an Online Teaching Endorsement.

The Endorsement Core of Online Teaching Courses (5) would include foundational courses based on the graduate Curriculum & Instruction degree standards as well as new courses specifically designed to assess online teaching artifacts and skills. A description of the proposed Online Teaching Endorsement Courses follows.

**Online Teaching Endorsement Course Descriptions:**

EDUC7533. Curriculum and Assessment (3)

This course explores historical, philosophical and contemporary issues of traditional and online curriculum design, including standards-based curriculum. Sound assessment practices will be explored, promoting the effective use of assessment as a teaching tool. Students will develop and analyze curriculum including assessment components.

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JUNE 21, 2012**

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NORTHWEST NAZARENE  
UNIVERSITY

**EDUC 7528 Effective Online Teaching (3)**

This course is designed for faculty who will be facilitating (teaching) an online course. Experiencing the online learning environment from a student's perspective, participants will explore the theoretical foundations and "best practice" principles of teaching and learning online. Topics include applying basic instructional design principles to teaching an online course; selecting pedagogical approaches to facilitate online learning; implementing strategies for conveying instructor presence and building an online learning community; exploring methods for integrating faith online; and using technology to effectively communicate and manage teaching activities in virtual environments. Participants will also explore legal issues related to the online learning environment, identify relevant institutional policies, procedures, support resources, and develop an online teaching philosophy and professional development plan.

**EDUC 7526 Online Course Design (3)**

This course is designed for faculty who are developing or redeveloping an online course. The course will provide an overview of the fundamentals of developing an online course based on best practices in instructional design and teaching and learning online. Participants will begin developing their own online course by defining specific goals and objectives, and creating course units that incorporate activities to address multiple learning styles, facilitate an online learning community, and assess student learning online.

**EDUC 7529 Online Teaching Internship (5)**

Students will demonstrate their ability to meet the needs of online learners using synchronous and asynchronous online learning tools. Students will demonstrate best practices in online instruction by promoting critical thinking in online students as they facilitate online discussions and group projects. Learners will explore various instructional strategies and digital assessments for use in the online classroom.

**EDUC7562 Technology in Education (3)**

This course is designed to help students gain an awareness of current and emerging educational and computer technologies and develop practical skills in integrating these technologies in educational settings. The course focuses on helping students acquire the skills necessary to demonstrate technology proficiency based on the "Proficient" level of the current ISTE NETS-T standards.

**EDUC 7527 Theoretical Foundations of Online Education (3)**

Students will be introduced to the theoretical foundations and current research on virtual learning environments. They will analyze, and discuss the theoretical implications for developing and facilitating successful online student learning.

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**Online Teaching Endorsement Matrix**

Idaho State Department of Education Online Teaching Endorsement Performance Standards:	Courses					
	EDUC7526 Online Course Design	EDUC7562 Technology in Education	EDUC7528 Effective Online Teaching	EDUC7533 Curriculum & Assessment	EDUC7527 Theoretical Foundations of Online Education	EDUC7529 Online Teaching Internship
	<b>Standard #1:</b> Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.					
Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher understands the current standards for best practices in online teaching and learning.	1.2.4 DB Post (Formalize reflection) CDA: Self-Assessment Online Course Design	Classroom Technology Portfolio	Weekly Class readings and assignments	Online Curriculum Unit Project	Education theory and its effect on today's online classroom	Internship ePortfolio; online lesson plans; formative and summative assessments; formal self-reflections after each lesson taught
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.	1.2.4 DB Post (Formalize reflection)	Communication strategies	Online Teaching Philosophy Paper; Weekly online course assignments	Translation activity		Internship ePortfolio



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3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.	1.2.4 DB Post (Formalize reflection)	Unit Self-Assessments	Unit Self-Assessments; Online Teaching Philosophy Paper; Legal Aspects Paper;	Course self-assessment	Read and view materials provided focusing on historical, societal, and critical issues in Educational Technology	Online Toolbox of online instructional strategies; list of resources;
4. The online teacher understands the relationship between online education and other subject areas and real life situations.	CDA: Course Design Map	Classroom Technology Portfolio	Online Teaching Philosophy Paper; Weekly online course assignments	Course self-assessment		Online Toolbox of online instructional strategies; list of resources;
5. The online teacher understands the relationship between online teaching and advancing technologies.		Classroom Technology Portfolio	Self-Assessments; Online student video lesson/presentation	New tools for Assessment Research	Webquest; Reflection papers	Online Toolbox of online instructional strategies; list of resources; Research on online resources for achieving lesson objectives.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.	CDA: Course Design Map	Classroom Technology Portfolio	Online video lesson/presentation	Online Curriculum Unit Project Online/hybrid Technology Tools	Reflection papers; Paper on educational theories and practical applications for online learning	Formal mentor evaluation and student feedback

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7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).	1.2.4 DB Post (Formalize reflection)	Unit 2 Digital Age Learning Experiences + Assistive Tech	Online Teaching Philosophy Paper; Weekly online course assignments	Online Curriculum Unit Project Delivery methods	Online class discussions; Paper on Theories	Formal mentor evaluation and student feedback; Online Toolbox
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.	CDA: Self-Assessment OCD CDA: Course Design Map CDA: Create an alternative online assessment	Classroom Blog; Wiki examples; Classroom Technology Portfolio	Online video lesson/presentation; online teaching evaluation rubric	Research on curriculum and instructional strategies for Online Curriculum Unit Project	Webquest research project	Online Toolbox; research on online formative and summative assessments; formal mentor evaluation and student feedback
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).	CDA: Creating Community CDA: Plan to evaluate course effectiveness (expand)	Jing Videos Discussion group work Webinars Chat	Online video lesson/presentation; online teaching evaluation rubric	Adobe Connect - Video Conferencing Partner Activity	Webquest research project	Internship ePortfolio; Formal mentor evaluation and/or student feedback

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3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).	CDA: Course Design Map CDA: Create an alternative online assessment (?)	YouTube Videos - Webinars - Tool search	Online video lesson/presentation; Technical skills assessments	Online Wiki Lesson	Webquest research project	Three formal online lessons; reflections on selected readings; Internship ePortfolio; Formal mentor evaluation and/or student feedback
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).						Online facilitation and digital assistance for students; Internship ePortfolio; Formal mentor evaluation and/or student feedback
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.	CDA: Create an online unit CDA: Course Design Map	Multimedia, digital story creation assignments are modeled	Online video lesson/presentation; Online teaching evaluation rubric	Lesson Plans; Online Curriculum Unit Project		Lesson Plans with multimedia and technology tools; Toolbox of strategies; Internship ePortfolio; Formal mentor evaluation and/or student feedback

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6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.	Online Syllabus	Digital Citizenship Presentations	Online Legal issues Paper	Accessibility in Lesson Plans		Lesson Plans with multimedia and technology tools; Toolbox of strategies; Internship ePortfolio; Formal mentor evaluation and/or student feedback
<b>Standard #2:</b> <i>Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</i>						
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).	1.2.4 DB Post (Formalize reflection)		Online video lesson/presentation; Online teaching philosophy	Flip Lesson Design and social learning	Webquest Research Project; Class discussions, responses and reflections to readings/articles/online content	Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback

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2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).	CDA: Learner Support Strategies Course Design Map	Readings and examples of using media and visual literacy	Online video lesson/presentation; Discussion and group activities; Online teaching evaluation rubric creation; Online teaching philosophy	Video Peer Review of Learning Strategies		Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.	CDA: Learner Support Strategies			Paper on education theories/theorists in education/motivation/curriculum	Paper on education theories/theorists in education and technology	Mentor evaluation

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4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.	CDA: Analyze Situational Factors CDA: Learner Support Strategies CDA: Create an alternative online assessment		Online legal issues (e.g. accessibility) Paper	Learning Styles Assignment	Reflective history on educational technology	Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
	<b>Standard #3:</b> <i>Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i>					

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Knowledge	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.	Quiz: Issues with MM Online CDA: Create a multimedia segment Online Syllabus		Online legal issues (e.g. accessibility) Graduate Paper	ADA + UD Lesson Plan (Accessibility for special needs students)		Internship ePortfolio; Formal online lesson plans; Formal mentor evaluation and/or student feedback
Performance	Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards					
1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	Online Syllabus	Assistive Technology Blog Post	Online teaching evaluation rubric	Special Needs Student Assignment	Paper on education theories and the practical applications for online course instruction and development	Mentor evaluation; formal online lesson plans with assistive technology adaptations

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2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).	CDA: Learner Support Strategies Course Design Map CDA: Create an alternative online assessment		Weekly online discussion group and small group collaborative sessions on teaching in virtual and blended classroom environments (differentiated instruction).	Differentiated instruction Lesson Plan	Paper on education theories and the practical applications for online course instruction and development	Mentor evaluation; formal online lesson plans with assistive technology adaptations
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).		Parent Field Trip or event letter; blog and/or wiki for school communication		Community involvement + communication strategies displayed in student Curriculum Unit Projects		Reflection on parental or community involvement possibilities; Internship ePortfolio; Formal online lesson creation with parental involvement
	<b>Standard #4:</b> Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.					
<b>Knowledge</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					



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1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).	Course Design Map CDA: Create an alternative online assessment		Online teaching evaluation rubric; class discussions/evaluations; online video lesson/presentation	Discussion Summary Leader and course partner teamwork	Discussion boards; group work; Webquest; collaborative rubric	Internship ePortfolio; Formal online lesson creation; Mentor evaluation
2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.	CDA: Develop an online unit Online Syllabus		Online lesson evaluation in student's CMS; online teaching evaluation rubric		Submit summary of Module 2 assignments and reflect on epistemology.	Internship ePortfolio; Formal online lesson creation; Mentor evaluation
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).	Course Design Map CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; peer review and discussion forums	Peer Review of Online Curriculum Unit Projects; Google Survey Assignment	Webquest; Rubric; discussion boards; peer review; small groups	Internship ePortfolio; Formal online lesson creation; Mentor evaluation

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2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)	Course Design Map Online Syllabus CDA: Create an alternative online assessment		Online teaching evaluation rubric; peer review and discussion forums; online teaching lesson video/presentation	Partner - small group work; discussion group peer review	Students participate in small group work; Webquest; discussions	Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).	Course Design Map Online Syllabus CDA: Create an alternative online assessment	Classroom Technology Portfolio	Self-assessment; skills assessments; online teaching evaluation rubric	Online Assessment tool search + review report	Theories and practical applications for online learning and the LMS are explored through papers, discussions, and small groups	Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
	<b>Standard #5:</b> Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.					
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					

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1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Legal issues graduate paper; online teaching evaluation rubric.	Digital etiquette in discussion forums and as a summary leader		Internship ePortfolio; Online Toolbox of instructional strategies; Formal online lesson creation; Mentor evaluation
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; Online lesson evaluation in student's CMS.			Student Interns tackle one student management task; Internship ePortfolio; Mentor evaluation
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).	Online Syllabus CDA: Plan to evaluate course effectiveness (expand)		Online teaching evaluation rubric; Online lesson evaluation in student's CMS.		Paper on theories and practical applications of online teaching and learning	Internship ePortfolio; Mentor evaluation

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<b>Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</b>						
<b>Knowledge</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.	CDA: Creating community using ANGEL & Connect (expand this to include sync.)		Online teaching evaluation rubric; Online lesson video/presentation; peer review discussions	Self-assessment of Web conferencing + discussion Leadership	Class discussions; Paper on educational theories and practical applications for online teaching and learning	Internship ePortfolio; Online Toolbox of instructional strategies; Discussion forum facilitation; Mentor evaluation
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher is a thoughtful and responsive communicator.		Peer review Web Conference	Peer review, small group, and online discussions		Peer review; small group work; online discussions; papers	Peer review, online discussions; mentor evaluation
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).	CDA: Plan to evaluate course effectiveness		Peer review, small group, and online discussions	Self-assessment of Web conferencing + discussion Leadership	Peer review; small group work; online discussions	Online discussion facilitation and web conferencing

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3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.		Classroom Blog	Peer review, small group, and online and/or digital video discussions; Web presentations		Peer review; small group work; online discussions; graduate papers	Online discussion facilitation and web conferencing
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).		Peer review Web Conference	Peer review and online discussions	Peer review Web Conference		Mentoring communication sessions; Online discussion facilitation and web conferencing
<b>Standard #7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</b>						
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.	CDA: Self-Assessment OCD Online Syllabus CDA: Create an alternative online assessment CDA: Plan to evaluate course effectiveness		Student plans and delivers a lesson/presentation online; peer review of lessons	Online Curriculum Unit Project ; Peer Review of Project; Discussion forum in each unit based on curriculum segments		Internship ePortfolio; Formal online lesson creation and facilitation; discussion group facilitation; Mentor evaluation

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2. The online teacher maintains accuracy and currency of course content, incorporates Internet resources into course content, and extends lesson activities.	CDA: Self-Assessment OCD	Classroom Technology Portfolio	Self-Assessment and peer review of each student's online lesson using the rubric	Student plans and develops an online, multimedia, subject- specific instructional unit.	Webquest; peer review; Paper describing the distinctions between current education theories and the practical applications for online course teaching and learning	Discussion posts are accurate and incorporate Internet resources and/or links.
3. The online teacher designs and develops subject-specific online content.	CDA: Create a multimedia segment (expand) CDA: Create an online unit (expand to fully complete)		Student plans and delivers a lesson online.	Student plans and develops an online, subject-specific instructional unit.		Student develops three formal online lesson plans with subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.	Course Design Map		Online teaching evaluation rubric; Creation of an online lesson	Online Curriculum Unit Project	Webquest; Paper describing the distinctions between current education theories and the practical applications for online course teaching and learning	Student plans and develops three formal multimedia, subject-specific online lessons with discussion and interactive content.
5. The online teacher designs course content to facilitate interaction and discussion.	CDA: Create an online discussion activity Online Syllabus		Self-Assessment and peer review of each student's online lesson with discussion using the rubric	Online Curriculum Unit Project	Peer Review; Small group work; Rubric development	Student plans and develops three formal multimedia, subject-specific online lessons with interactive content and discussion.

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6. The online teacher designs course content that complies with intellectual property rights and fair use standards.	CDA: Create a multimedia segment (expand) Online Syllabus		Legal issues paper	Multimedia and fair use standards are addressed in the Online Curriculum Unit Project		Mentor evaluation of online teaching and lesson plans
	<b>Standard #8:</b> <i>Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i>					
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					

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1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.	Course Design Map CDA: Self-Assessment of OCD CDA: Design an online assessment (require) Online Syllabus CDA: Create an alternative online assessment	A variety of assessments and Student Self-Assessments are modeled.	Online teaching evaluation rubric; self-assessments; peer review; construction of an online lesson;	A variety of formative and summative assessments are included in the Assessment Plan segment of the Online Curriculum Unit Project	Graduate Paper on learning theories and practical applications for online teaching and learning.	Formative and summative assessment techniques are addressed in the Internship ePortfolio; the Toolbox; and online lesson plans. Mentor evaluated.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.	Journal - Academic Dishonesty Online CDA: Student Evaluation Plan CDA: Create an alternative online assessment		Legal issues paper;	Student Security and Safety activity; Research Activity to explore secure data and FERPA guidelines		Formative and summative assessment data security are addressed in the Internship ePortfolio; Mentor evaluated.



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<b>Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.</b>						
<b>Knowledge</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).			Online teaching philosophy + professional development plan	Social media and online networking links assignment	Peer review and small group work modeled	Continuing professional development + PLCs; Mentor collaboration and evaluation.
2. The online teacher knows how educational standards and curriculum align with 21st century skills.	Course Design Map; Online Syllabus	Classroom Technology Portfolio	Demonstrated computer and technology application skills assessments.	Standards segment is aligned within the Online Curriculum Unit Project	Theories and educational standards are addressed in the course's readings, Annotated Bibliography, and discussions.	Internship ePortfolio; Online teaching; Online lesson plans; Mentor evaluated.
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).	Online Syllabus	Classroom Technology Portfolio	Graduate paper on Identify legal issues and challenges related to teaching and learning online.	Research activity to explore secure data, government policies, and FERPA guidelines	Theories, educational policies, and standards are addressed in the course's readings, Annotated Bibliography, and discussions.	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.

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2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.	Successful completion of course Online Syllabus		Online Lesson Delivery + Peer Review	Completion of the Online Curriculum Unit Project with instructional strategies; Discussion Summary Leader	Student experiences online course interaction and discussions. Successful strategies for online teaching are modeled.	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.	Course Design Map; Online Syllabus	Classroom Technology Portfolio	Skills Assessments and the Graduate paper on Identify legal issues and challenges related to teaching and learning online.	Online Curriculum Unit Project	Theories, educational policies, and standards are addressed in the course's readings, Annotated Bibliography, and discussions	Internship ePortfolio; Online teaching during Internship - Mentor evaluated.
	<b>Standard #10:</b> Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.					
<b>Performance</b>	<b>Artifacts and Assessments which meet Online Teaching Endorsement Performance Standards</b>					
	Peer Review of Online Course Design Plan	Blog or Wiki Page Peer Review	Online Teaching Peer Review of lesson facilitation	Professional Development Reflection - lifelong learning and professional relationships		Professional Partnerships, networking, and community resources research paper

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**BUSINESS AFFAIRS & HUMAN RESOURCES**  
**JUNE 21, 2012**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Request for approval of public/private, collaborative research and marketing agreement.

**REFERENCE**

April 2012                      Information Item

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.  
Real and Personal Property and Services

**BACKGROUND/DISCUSSION**

The University of Idaho seeks to enter into a five year contract with Limagrain Cereal Seeds, LLC to establish a reciprocal joint wheat breeding program where the University and Limagrain combine their respective repositories of wheat germplasm to collaboratively create and market new wheat varieties. The University will contribute access to its existing germplasm developed in Pacific Northwest region and Limagrain will contribute its European origin germplasm.

All jointly created germplasm and any wheat varieties developed from the germplasm will be jointly owned by the University and Limagrain. Successful varieties will be marketed throughout Idaho, the Pacific Northwest and beyond through Limagrain's marketing arm with the University and Limagrain sharing net royalty revenues based on the amount of their respective germplasm in each variety.

Over the initial 5 year period, Limagrain will also contribute approximately \$500,000 to fund research endowments at the University and graduate student research support. This funding will allow the University to utilize existing employment lines to continue faculty research positions (from current budgeted faculty lines) which will enhance research in cropping systems and agronomic research for other crops grown in rotation with wheat. The collaboration will result in a comprehensive research, extension and teaching program for small grain cereals at the UI.

Under the contract, University faculty and graduate student researchers will work collaboratively with Limagrain researchers in the development of varieties from the combined germplasm repositories. This will enhance the work the University will be doing under the recently announced faculty research endowments created by the Idaho Wheat Commission. The University's collaboration with Limagrain is strongly endorsed by the Wheat Commission.

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**IMPACT**

Funding from Limagrain under the contract, along with the Wheat Commission funding, will allow the University to continue and enhance its wheat breeding program that recently suffered the loss of the University's wheat for soft white winter wheat. The collaborative program is also anticipated to generate revenues from newly created varieties from the joint germplasm repositories, utilizing Limagrain's superior marketing arm to enhance royalty revenues to the University which will further support research in this area.

**ATTACHMENTS**

Attachment 1 – Proposed Contract

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**STAFF COMMENTS AND RECOMMENDATIONS**

This agenda item was received after the agenda deadline, but the institution asked that it be included as a late item on the agenda. Staff did not have an opportunity to review the contract prior to mail out of the agenda, so any staff comments and/or recommendations will be provided at the meeting.

**BOARD ACTION**

I move to approve the request by the University of Idaho to enter into the collaborative research and marketing agreement with Limagrain Cereal Seeds, LLC in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the university's Vice President for Finance and Administration to execute the Agreement and all necessary documents ancillary to the Agreement.

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

**AGREEMENT FOR JOINT ACCESS TO RESEARCH MATERIAL,  
MUTUAL BREEDING SERVICES AND SUPPORT, AND  
INTELLECTUAL PROPERTY LICENSING  
BETWEEN  
THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO  
AND  
LIMAGRAIN CEREAL SEEDS, LLC.**

THIS AGREEMENT is made and entered into by and between the Board of Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("UNIVERSITY"), and Limagrain Cereal Seeds, LLC ("LCS"), a Delaware limited liability company, having an office at 2040 SE Frontage Rd., Fort Collins, CO. 80525. UNIVERSITY and LCS will be referred to jointly as "PARTIES" and individually as "PARTY".

## **1. DEFINITIONS**

**AFFILIATES:** in relation to LCS, any existing and future legal entity which directly or indirectly Controls, is Controlled by, or is under common Control with LCS, where "Control" (including the terms "Controls", "Controlled by" and "under common Control with") shall mean the direct or indirect ownership of fifty percent (50%) or more of the voting stock of an entity and with respect to any other legal entity, ownership of fifty percent (50%) or more of total equity interests or otherwise the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of an entity, or the power to veto major policy decisions of any such entity through the ownership of voting securities.

**BREEDING:** any and all means by which a new plant variety is created and developed, including, but not limited to, crossing of GERMPLASM research, testing and selection of GERMPLASM, use of molecular marking or any genetic marking techniques to identify genotype or genetic inheritance, but excluding genetic modification, manipulation, or alteration other than through crossing of GERMPLASM.

**COMMERCIAL PURPOSES:** the production, promotion, importation, exportation, sale, offer to sale, lease, license, market, distribution or other commercial exploitation of LCS or UNIVERSITY GERMPLASM, or JOINTLY OWNED GERMPLASM for financial gain or other commercial benefit by a PARTY. COMMERCIAL PURPOSES shall also include RECIPIENT uses of GERMPLASM provided by the other PARTY under this Agreement, or JOINTLY OWNED GERMPLASM to conduct collaborative contract research that result in any sale, lease, license, or transfer of such GERMPLASM, or JOINTLY OWNED GERMPLASM or information derived from such GERMPLASM, to a for-profit organization. However, academic research funded by THIRD PARTY commercial entities involving ORIGINATOR's GERMPLASM, or JOINTLY OWNED GERMPLASM, shall not be considered a COMMERCIAL PURPOSE per se, unless any of the above conditions are met.

**CONFIDENTIAL INFORMATION:** any and all proprietary information (including without limitation, information relating to technical, business, financial information and intellectual property matters), know-how, data, techniques, methods, GERMPLASM, KNOW-HOW, COLLABORATIVE BREEDING EFFORT, PROGENY, INTELLECTUAL PROPERTY, other seed and germplasm and biological material owned or held by either PARTY to this Agreement, which has been disclosed by either PARTY to the other in connection

with this Agreement or which may be disclosed by either PARTY to the other in connection with this Agreement in oral, written, electronic or any other form.

EFFECTIVE DATE: the latest date of signature of this Agreement by the Parties.

EXPORT CONTROLS: U.S. export administration laws and regulations, including but not limited to, the International Traffic In Arms Regulations, 22 C.F.R. §§120-130, implemented by authority granted under the Arms Export Control Act, as amended, and the Export Administration Regulations, 15 C.F.R. §§730-799, implemented by authority granted under Export Administration Act of 1979, as amended.

FISCAL YEAR: the twelve month period beginning each July 1<sup>st</sup> and ending the following June 30<sup>th</sup>.

INTELLECTUAL PROPERTY: any and all intellectual property rights of any description including but not limited to patents, copyright, plant variety protection (PVP) rights, trademarks, trade and business names, database rights and any other intellectual property rights in information, data, technical processes and KNOW-HOW, GERMPLASM, , software, trade secrets, discoveries, improvements, algorithms, studies, procedures, formulae, methods, techniques and specifications, in each case, whether registered or unregistered, and regardless of the form or medium in which they are developed, disclosed or stored.

COLLABORATIVE BREEDING EFFORT: has the meaning ascribed to it in the article 2.

JOINT KNOW-HOW: any and all KNOW-HOW discovered, identified, conceived, created, developed or acquired by any of PARTY or the AFFILIATES under the COLLABORATIVE BREEDING EFFORT.

JOINTLY OWNED GERMPLASM: any and all GERMPLASM and JOINT VARIETIES identified, conceived, created, invented, reduced to practice or otherwise developed by the PARTIES or any AFFILIATE under the COLLABORATIVE BREEDING EFFORT:

- 1) in which the genetic contribution of each PARTY's GERMPLASM represents twenty-five per cent (25%) or more, assessed by pedigree or, if necessary, by use of a set of molecular markers agreed by both PARTIES; or
- 2) which is a unique LINE selected from among SEGREGATING MATERIAL received from the other PARTY; or
- 3) which has been selected from among LINES received from the other PARTY in accordance with a written authorization to make such selection given by the ORIGINATOR

JOINT VARIETY: any LINE (including any improvements and modifications thereto) identified, conceived, created, invented, reduced to practice or otherwise developed by the PARTIES or any AFFILIATE through the use of JOINTLY OWNED GERMPLASM under the COLLABORATIVE BREEDING EFFORT.

KNOW-HOW: any and all proprietary or licensed information, technology and know-how, including without limitation formulae, specifications, techniques, methods, systems, software programs, components, manuals, tests reports, assays, analysis, procedures and information relating thereto or used in connection therewith.

LINE: any wheat inbred line that has been given a final breeder's code, whether or not morphologically described or genetically fingerprinted.

**LCS GERMPLASM:** the GERMPLASM owned by LCS or to which LCS has full rights and authority to grant the rights herein for the purpose of this Agreement and which is listed under the *EXHIBIT B* attached to this Agreement (as may be amended from time to time, consistent with the terms of this Agreement, to consider any adjunction or withdrawal).

**GERMPLASM:** any genetic material including without limitation varieties, LINES, parental lines, populations, SEGREGATING MATERIAL, and other genetic materials that comprise or are comprised of plants, plants parts, tissues, pollen or seeds or other component thereof, as well as any progeny derived therefrom.

**NET ROYALTY:** the amount of royalties actually received by either PARTY, or any of its AFFILIATES, from the sale and other commercial disposition of JOINT GERMPLASM and/or JOINT VARIETIES paid by customers (e.g. farmers ) on either the amount of any class of seeds (e.g. breeder, foundation, registered, certified, or other) or on "farm save seeds," less deduction of royalties paid to any THIRD PARTY in consideration for use of such THIRD PARTY's MATERIAL or technologies.

**NORTHWEST TERRITORY:** the States of Idaho, Oregon and Washington.

**ORIGINATOR:** PARTY providing GERMPLASM subject to the terms of this Agreement.

**RECIPIENT:** PARTY receiving GERMPLASM subject to the terms of this Agreement.

**RELEASE:** to make a variety available for COMMERCIAL PURPOSES as defined herein.

**SEGREGATING MATERIAL:** any and all GERMPLASM or other genetic material contained in wheat plant or seeds which is not a LINE or a VARIETY.

**TERM:** Duration of this Agreement, as defined by section 10.1, and limited by section 10.2.

**THIRD PARTY:** means any entity other than the UNIVERSITY, LCS and its AFFILIATES.

**UNIVERSITY GERMPLASM:** the GERMPLASM owned by UNIVERSITY or to which UNIVERSITY has full rights and authority to grant the rights herein for the purpose of this Agreement and which is listed under the *EXHIBIT C* attached to this Agreement (as may be amended from time to time, consistent with the terms of this Agreement, to consider any adjunction or withdrawal).

**UNIVERSITY ORIGINAL VARIETY :** any wheat LINE or variety of the UNIVERSITY that the UNIVERSITY owns or for which the UNIVERSITY has full rights and authority to license but which is not UNIVERSITY GERMPLASM or JOINTLY OWNED GERMPLASM subject to the terms of this Agreement.

## **2. COLLABORATION PURPOSE**

UNIVERSITY and LCS desire to create a mutual collaboration for wheat research, BREEDING, and educational purposes in the NORTHWEST TERRITORY which will maximize the utilization of both UNIVERSITY's and LCS's wheat research facilities, technologies, and GERMPLASM stocks, promote intellectual synergies between UNIVERSITY and LCS researchers to engage in such activities for the



betterment of the state of Idaho and the development of new performing wheat varieties as set out under this Agreement ("COLLABORATIVE BREEDING EFFORT").

Each PARTY has unique capabilities and resources to bring to bear in the collaboration and each PARTY wishes to make these available to the other PARTY in order to advance wheat BREEDING research and education and facilitate transfer and commercialization of wheat.

### 3. ACCESS AND USE OF GERMPLASM

#### 3.1 GRANT OF LICENSES.

3.1.1 Subject to the terms and conditions of this Agreement, UNIVERSITY agrees to grant and does hereby grant LCS and its AFFILIATES:

- (i) a non-exclusive, worldwide, non-commercial, non-transferable, royalty-free license to use UNIVERSITY GERMPLASM, the JOINTLY OWNED GERMPLASM and the JOINT KNOW-HOW, during the term of this Agreement and solely for BREEDING purposes to create and develop JOINT VARIETIES under the COLLABORATIVE BREEDING EFFORT, provided that LCS and its AFFILIATES shall avoid initiating any BREEDING activities in which UNIVERSITY'S LINE or VARIETY represents more than seventy-five percent (75%) of the genetic pedigree of the breeding population, unless otherwise expressly agreed in writing by the UNIVERSITY;
- (ii) an exclusive, worldwide including the NORTHWEST TERRITORY, royalty-bearing license UNIVERSITY rights in and to JOINT VARIETIES, with the right to sub-license, in order to test, produce, promote, and commercialize the seeds of the JOINT VARIETIES, identified in *EXHIBIT A*, under the conditions set forth under this Agreement, provided that, if LCS or any of its AFFILIATES expressly decline, such declination to be provided to UNIVERSITY in writing no later than ninety (90) days after determination to RELEASE a JOINT VARIETY, those commercial license rights as set forth under this paragraph with regards to any JOINT VARIETY, LCS and UNIVERSITY shall negotiate in good faith to execute a commercial license with a THIRD PARTY with respect to such JOINT VARIETY.

With respect to the rights granted to LCS under this Section 3.1.1(ii), each JOINT VARIETY shall be considered to be independently licensed to LCS and its Affiliates, effective upon the decision of the PARTIES to RELEASE a JOINT VARIETY, consistent with Section 4.3.2, and the inclusion of that JOINT VARIETY in *EXHIBIT A* of this Agreement.

- (iii) with respect to any exclusive license granted by UNIVERSITY to LCS under Section 3.1.1(ii), UNIVERSITY reserves the right to:
  - (1) Publish the scientific findings from research related to the licensed rights, consistent with obligations under Sections 3.6 and 12; and
  - (2) Make, have made, and use the licensed rights for teaching, research, education, and other educationally-related purposes of UNIVERSITY
- (iv) with respect to any exclusive license granted by UNIVERSITY to LCS under Section 3.1.1(ii), if federal funds were used by the University in developing the licensed JOINT VARIETY, the United States Government may be entitled, as a right, under the provisions of 35 U.S.C.

§202-212 and applicable regulations of Title 37 of the Code of Federal Regulations, to a nonexclusive, nontransferable, irrevocable, paid-up license rights in the licensed JOINT VARIETY for governmental purposes, and in instances where the aforementioned federal law applies, any license granted to LCS shall be subject to such government rights.

3.1.2 Subject to the terms and conditions of this Agreement, LCS agrees to grant and does hereby grant UNIVERSITY:

- (i) a non exclusive, non-commercial, non-transferable, royalty-free license to use LCS GERMPLASM, the JOINTLY OWNED GERMPLASM and the JOINT KNOW-HOW, during the term of this Agreement and solely for BREEDING purposes, to create and develop JOINT VARIETIES under the COLLABORATIVE BREEDING EFFORT, provided that UNIVERSITY shall avoid initiating any BREEDING activities in which LCS'S LINE or VARIETY represents more than seventy five percent (75%) of the genetic pedigree of the breeding population, unless otherwise expressly agreed in writing by LCS;

3.1.3 UNIVERSITY shall inform LCS, through the Steering Committee described in Section 4.1, of any UNIVERSITY ORIGINAL VARIETY available for licensing and commercialization. LCS may enter into negotiations with the UNIVERSITY Office of Technology Transfer for commercial licenses to UNIVERSITY ORIGINAL VARIETIES under separate agreement.

### **3.2 LIMITATIONS ON LICENSES.**

The PARTIES agree that those licenses described in and granted under Section 3.1 above shall be limited as follows:

Neither PARTY shall be authorized to use the GERMPLASM received from the other PARTY for any other purpose than as expressly provided under Section 3.1 of this Agreement.

Each PARTY agrees that the licenses granted to it by the other PARTY do not constitute a license, either express or implied, to use or make available to THIRD PARTIES for BREEDING and/or COMMERCIAL PURPOSES the GERMPLASM of the other PARTY.

Except as expressly provided under section 3.1 -, neither PARTY may assign, transfer, give, sublicense or otherwise make available the license rights granted by the other PARTY under this Agreement to any THIRD PARTY other than the AFFILIATES without the prior written authorization of the other PARTY.

Unless expressly stated to the contrary in this Agreement, either PARTY may grant use of its GERMPLASM to private entities or public institutions, including land-grant Universities and USDA-ARS, for any purpose whatsoever, including non-commercial research and BREEDING purposes.

Except as expressly provided under section 3.1, neither PARTY may assign, transfer, give, sublicense or otherwise make available the JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW to any THIRD PARTY without the prior written authorization of the other PARTY. For purpose of clarity, any use of JOINTLY OWNED GERMPLASM or JOINT KNOW-HOW by an LCS AFFILIATE shall be considered a COLLABORATIVE BREEDING EFFORT activity and shall be subject to the rights and obligations assumed by LCS under this Agreement.

Each Parties shall be authorized to use molecular marking or any genetic marking techniques including any genomic and biometrical techniques in order to identify the GERMPLASM and JOINT VARIETIES genotype or the genetic inheritance or any trait inheritance of the GERMPLASM and JOINT VARIETIES received from the other PARTY.

### **3.3 RESTRICTIONS ON USE AND TRANSFER OF GERMPLASM UNDER LICENSES.**

Each transfer of GERMPLASM from a PARTY to the other under this Agreement shall be evidenced by an Implementing Letter, the template for which is provided as *EXHIBIT D*, which specifies the GERMPLASM to be transferred.

Each PARTY shall restrict access and use of the other PARTY's GERMPLASM to its personnel, students, AFFILIATES or authorized subcontractors who are engaged in performing the COLLABORATIVE BREEDING EFFORT under the RECIPIENT's supervision. RECIPIENT may not store or use GERMPLASM provided by the other PARTY at any facility outside the control of the RECIPIENT, any of its AFFILIATES or their authorized subcontractors.

Each PARTY shall procure and be responsible for the adherence and compliance of its personnel, students, AFFILIATES or authorized subcontractors to the terms and conditions of this Agreement.

### **3.4 UPDATES TO EXHIBITS.**

At least once per year during the TERM of this AGREEMENT, UNIVERSITY and LCS agree to update *EXHIBIT A*, after consideration of any adjunction of any JOINT VARIETY, and *EXHIBITS B* and *C*, after consideration of any adjunction or withdrawal of any GERMPLASM. All modifications to any part of this Agreement must be made in writing and signed by both PARTIES.

### **3.5 REPORTING.**

At least once per year, at the occasion of the planning sessions required by section 4.3, each PARTY shall provide to the other PARTY a summary report of results obtained through use of other PARTY's GERMPLASM, including a list of JOINTLY OWNED GERMPLASM, JOINT VARIETIES, and JOINT KNOW-HOW developed during the preceding FISCAL YEAR and disclosed pursuant to Section 6.3, INTELLECTUAL PROPERTY RIGHTS.

### **3.6 CONFIDENTIAL INFORMATION.**

Either PARTY shall keep strictly confidential and shall not disclose to any THIRD PARTY, other than an AFFILIATE, all or part of the CONFIDENTIAL INFORMATION received in accordance with the present Agreement, subject to the terms of Section 12.

Either PARTY shall take all reasonable measures with respect to maintaining the foregoing confidentiality of such information by its personnel and, with respect to LCS, those of its AFFILIATES, participating in the execution of either PARTY's obligations in accordance with the present Agreement. Either PARTY undertakes to have its personnel comply with the present confidentiality obligation.

The obligations of the PARTIES as stated in the present article shall not apply to such information which:

- (a) is disclosed in a printed publication available to the public or is otherwise in the public domain at the time of disclosure;
- (b) becomes known through disclosure by sources other than the PARTY and having the right to disclose such CONFIDENTIAL INFORMATION ;

- (c) was acquired by the non-disclosing PARTY prior to its disclosure as evidenced by the non-disclosing PARTY's written records; or
- (d) is subsequently acquired from any THIRD PARTY, provided such THIRD PARTY did not acquire the information from the non-disclosing PARTY under this obligation of confidentiality.

The obligation as stated in the present article shall not prevent either PARTY from disclosing such information or part thereof to any governmental or other authority or regulatory body or private party as is required by law, provided that the receiving PARTY shall immediately inform the disclosing PARTY and cooperate with the disclosing PARTY, at the disclosing PARTY's expense, in interposing an objection to such requirement, if permitted under mandatory applicable law. The PARTIES agree that UNIVERSITY'S obligations under this section 3.6 are subject to the limitations and conditions of the Idaho Public Records Law (IC 9-337-9-350).

The obligations as stated in the present section 3.6 shall bind either PARTY hereto throughout the duration of this Agreement and for a period of three (3) years from the date of termination or expiration of this Agreement, whatever the reason for termination may be.

### **3.7 COMPLIANCE WITH LAWS.**

3.7.1 The PARTIES agree to use the GERMPLASM, JOINT OWNED GERMPLASM, and JOINT VARIETIES and to otherwise act during the performance of this Agreement in compliance with all applicable statutes, regulations, laws and guidelines, such as those of the Public Health Service, the National Institute of Health, the Animal Plant Health and Inspection Service, and the Center for Disease Control.

3.7.2 EXPORT CONTROL. The PARTIES shall adhere to the U.S. export administration laws and regulations ("EXPORT CONTROLS"). In the event that any technology, technical data, or other information to be provided under this Agreement is subject to EXPORT CONTROLS, the PARTY that intends to supply the controlled item or information shall send the other PARTY written notice identifying the export-controlled nature of each item. The PARTY to receive the export-controlled item or information shall have the right to reject transfer or receipt of any export-controlled item or information, and such rejection shall not be deemed a breach of this Agreement.

## **4. WHEAT BREEDING PROGRAM: PERSONNEL, FACILITIES, TECHNOLOGIES, AND PLANNING**

### **4.1 LCS PERSONNEL AND PROGRAM SUPPORT.**

During the TERM of this Agreement, LCS or any of its AFFILIATES shall employ an experienced wheat breeder ("LCS WHEAT BREEDER"), who shall direct LCS development, selection, and testing of JOINT VARIETIES as stated under this Agreement. LCS may, at its discretion and upon written notice to UNIVERSITY, identify another individual to serve in the capacity of LCS WHEAT BREEDER for purposes of this Agreement. Such LCS WHEAT BREEDER shall have responsibility for managing the reception, traceability and use of UNIVERSITY GERMPLASM provided to LCS under this Agreement. LCS, or any of its AFFILIATES, shall also employ at least one Research Assistant to assist the LCS WHEAT BREEDER in its missions. This shall not prevent the LCS WHEAT BREEDER and Research Assistant from undertaking any other activities for LCS.

LCS shall make all reasonable efforts to provide its LCS WHEAT BREEDER and Research Assistant with operating funds, equipment, and hourly labor, as necessary, to support the COLLABORATIVE BREEDING EFFORT under this Agreement. LCS shall make available a minimum of five (5) field test sites each year

for the COLLABORATIVE BREEDING EFFORT, with trials to be conducted by LCS personnel, or authorized subcontractors of LCS and/or its AFFILIATES.

LCS shall utilize the LCS GERMPLASM and related INTELLECTUAL PROPERTY under the COLLABORATIVE BREEDING EFFORT as provided under this Agreement.

LCS shall be authorized to use molecular marking and/or any other technologies within the COLLABORATIVE BREEDING EFFORT on the UNIVERSITY GERMPLASM and JOINTLY OWNED GERMPLASM including, but not limited to, any genomic and biometrical techniques, doubled haploids technology, and DNA-based molecular markers.

#### **4.2 UNIVERSITY PERSONNEL AND PROGRAM SUPPORT.**

During the TERM of this Agreement, UNIVERSITY shall employ an experienced wheat breeder ("UNIVERSITY WHEAT BREEDER") who shall direct UNIVERSITY development, selection, and testing of JOINT VARIETIES as stated under this Agreement. UNIVERSITY may, at its discretion and upon written notice to LCS, identify a different or additional qualified individual to serve in the capacity of UNIVERSITY WHEAT BREEDER for purposes of this Agreement. Such UNIVERSITY WHEAT BREEDER shall have responsibility for managing the reception, traceability and use of LCS GERMPLASM provided to UNIVERSITY under this Agreement.

UNIVERSITY also agrees to employ, during term of this Agreement, a support scientist to advance the COLLABORATIVE BREEDING EFFORT in Northern Idaho. This shall not prevent the UNIVERSITY WHEAT BREEDER and support scientist from undertaking any other activities for the UNIVERSITY.

UNIVERSITY shall make all reasonable efforts to provide its UNIVERSITY WHEAT BREEDER and support scientist with operating funds, equipment, and hourly labor, as necessary, to support the COLLABORATIVE BREEDING EFFORT under this Agreement. UNIVERSITY shall make available a minimum of five (5) field test sites each year for the COLLABORATIVE BREEDING EFFORT, with trials to be conducted by UNIVERSITY personnel, or authorized subcontractors of UNIVERSITY.

#### **4.3. PROJECT MANAGEMENT**

##### **4.3.1 STEERING COMMITTEE**

The Parties will form a Steering Committee comprised of four individuals, two designated by each PARTY. Each PARTY may, in its sole discretion, replace its assigned representatives at any time as necessary, by providing written notice to the other PARTY of such change. In addition each PARTY shall be entitled, but not bound, to appoint one (1) to three (3) additional individuals to the Steering Committee to act as observers. An observer appointed in such a manner shall be entitled to attend, but not vote, at meetings of the Steering Committee. All significant matters relating to the COLLABORATIVE BREEDING EFFORT will be decided upon by the Steering Committee which will, without limitation:

- (i) determine and coordinate the annual budgets allocated by the PARTIES to the COLLABORATIVE BREEDING EFFORT and administer the COLLABORATIVE BREEDING EFFORT, detailing the personnel, facilities, activities, and technologies required during the course of the upcoming FISCAL YEAR;
- (ii) define, evaluate, and propose the BREEDING strategies for the COLLABORATIVE BREEDING EFFORT;
- (iii) monitor and review the project strategy as well as the progress, results and achievements of the COLLABORATIVE BREEDING EFFORT and the report on use, during the preceding

FISCAL YEAR, of each PARTY'S GERMPLASM and JOINTLY OWNED GERMPLASM, in accordance with the terms contained herein, in particular those set forth under Sections 3.2, 3.3, 3.6, and 12.

- (iv) identify, evaluate and propose RELEASE of any JOINT VARIETIES, and identify BREEDING lead for those JOINT VARIETIES proposed for RELEASE.
- (v) communicate to LCS any UNIVERSITY ORIGINAL VARIETIES available from UNIVERSITY for commercialization and licensing
- (vi) recommend to the UNIVERSITY Office of Technology Transfer and LCS Chief Operating Officer, the royalty rate to be applied under Section 8 with respect to the commercialization of licensed JOINT VARIETIES outside the United States, if the PARTIES mutually agree that the royalty rate schedule set forth in *EXHIBIT D* is not appropriate for such international commercialization; final determination on an alternate royalty rate to be applied under Section 8 with respect to the commercialization of licensed JOINT VARIETIES outside the United States shall be reached by mutual agreement by UNIVERSITY and LCS and effected by amendment of this Agreement.
- (vii) review proposals by LCS and UNIVERSITY for joint sponsored research to be covered by separate agreements.

The STEERING COMMITTEE shall meet no less frequently than three (3) times per year and its meetings may occur by telephone or in-person, as may be appropriate and agreed upon by the STEERING COMMITTEE. Minutes of the meetings of the STEERING COMMITTEE shall be alternatively drafted by each PARTY's representative and transmitted to the other PARTY as soon as practicable and in any event within thirty (30) days of the meeting. The minutes shall be considered as accepted by the PARTIES after signature by both of them. Decisions shall be made by unanimous vote.

#### **4.3.2 RELEASE OF JOINT VARIETIES**

RELEASE of any JOINT VARIETY shall require joint approval of the Director of the Idaho Agricultural Experiment Station (IAES) of the UNIVERSITY and LCS VP for Research, with consideration of input from the STEERING COMMITTEE, and UNIVERSITY variety release committee. If no agreement is reached between the Director of IAES and LCS VP for Research, with respect to a JOINT VARIETY proposed for RELEASE, the PARTIES may:

- (i) delay the RELEASE of the JOINT VARIETY in question for one (1) year; or
- (ii) allow, by mutual agreement of the PARTIES, LCS and/or any of its AFFILIATES or UNIVERSITY to independently RELEASE such JOINT VARIETY. For purpose of clarity, any independent RELEASE by LCS and/or its AFFILIATES under this Section 4.3.2(ii) shall be subject to the exclusive, royalty-bearing license granted to LCS by UNIVERSITY for JOINT VARIETIES under Section 3.1.1(ii) and the use of UNIVERSITY name, trademarks, or other designations in connection with such release shall be expressly prohibited. Independent release by UNIVERSITY under this Section 4.3.2(ii) shall be treated as a waiver of the exclusive license granted by UNIVERSITY to LCS under Section 3.1.1(ii), a grant of an exclusive, royalty-bearing license by LCS to UNIVERSITY for the JOINT VARIETY, which license terms shall be the same as those granted by UNIVERSITY to LCS under Section 3.1.1(ii).

### **5. EDUCATIONAL SUPPORT AND TRAINING**

**5.1 LCS GRADUATE RESEARCH ASSISTANTSHIP AND SUPPORT.**

During the term of this Agreement, LCS agrees to provide funds, not to exceed forty thousand dollars (\$40,000) each year, to support up to two (2) Graduate Research Assistantships for masters- or doctoral-level students to conduct research in areas of mutual interest to LCS and UNIVERSITY, including pathology, entomology, cropping systems, BREEDING, genetic, or related multidisciplinary research ("Graduate Research"). Awarding of the Graduate Research Assistantship and choice of research project will be common decision of the PARTIES, based on recommendations made by the Steering Committee. At the discretion of UNIVERSITY, LCS WHEAT BREEDER may serve as a representative on the GRA advisory committees.

In consideration of the support granted by LCS, UNIVERSITY shall promptly report to LCS any and all results arising from, developed and/or generated by the Graduate Research Assistants within their research project supported by LCS ("Graduate Research Results").

Ownership and licensing of any INTELLECTUAL PROPERTY discovered or developed within their research project by Graduate Research Assistant supported by LCS shall be determined according to and governed by: University of Idaho Board of Regents policy, as set forth in the Idaho State Board of Education Policies and Procedures, Section V., Financial Affairs, Subsection M., Intellectual Property, and UNIVERSITY policy, as set forth in the University of Idaho Faculty Staff Handbook Section 5300, as amended from time to time; ownership of INTELLECTUAL PROPERTY as recognized by and established by the terms of this Agreement; licenses granted under this Agreement in Section 3.1 by the PARTIES with respect to INTELLECTUAL PROPERTY. For purpose of clarity, neither this Section 5.1 nor other Sections of this Agreement shall grant to LCS ownership of or licensed rights in INTELLECTUAL PROPERTY arising from Graduate Research Results when LCS GERMPASM, JOINTLY OWNED GERMPASM, or JOINT VARIETIES were not used in the development of such INTELLECTUAL PROPERTY.

UNIVERSITY agrees to execute with each masters- or doctoral-level students involved in the Graduate Research Assistantships supported by LCS as provided herein a written agreement containing confidentiality and Intellectual Property terms and conditions not less stringent than those contained under the present Agreement and, also, each aforesaid masters- or doctoral-level students shall assign to UNIVERSITY any intellectual property rights over any inventions discovered during the course of their projects conducted under Graduate Research Assistantships supported by LCS.

LCS also agrees to consider UNIVERSITY undergraduate and graduate students for potential internships or research and training opportunities at LCS and/or its AFFILIATES. For purposes of clarity, this paragraph is not intended to obligate LCS or its AFFILIATES to any specific performance or action with regards to this subject matter.

**5.2 ENDOWMENT FOR CROPPING SYSTEMS RESEARCH.**

LCS shall contribute a total of three hundred thousand dollars (\$300,000) to an endowment established at the University of Idaho Foundation to support cropping systems research. Endowment funds to be contributed by LCS shall be paid over a period of four (4) years per the schedule below:

Date	Year	LCS Contribution
Within 30 days of Execution hereof	2012	\$50,000
July 1	2013	\$100,000
July 1	2014	\$100,000
July 1	2015	\$50,000

The obligations assumed by LCS under this section 5.2, respecting contribution by LCS to a UNIVERSITY endowment, shall bind LCS hereto throughout the duration of this Agreement and shall survive termination of this Agreement, unless the Agreement is terminated by UNIVERSITY, consistent with Section 10 . or is breached by UNIVERSITY prior to July 1, 2015.

### **5.3. ADJUNCT FACULTY – LCS WHEAT BREEDER.**

Subject to appropriate academic considerations and consistent with University policy, LCS shall assign the LCS WHEAT BREEDER to UNIVERSITY for the purpose of advising students and serving on graduate students' supervisory committees, with approval by the College of Graduate Studies, within the College of Agricultural and Life Sciences, and shall be designated by UNIVERSITY as an adjunct faculty member. The LCS WHEAT BREEDER serving in the capacity of adjunct faculty shall at all times relevant to this Agreement be an employee of LCS. LCS agrees during the term of this Agreement to pay all compensation to which the LCS WHEAT BREEDER is entitled as an LCS employee, including without limitation full salary and benefits. LCS is solely responsible for payment of income, social security, and other employment taxes, and agrees to indemnify, defend, and hold University harmless from any and all liabilities, losses, claims or judgments relating to the payment of these taxes.

At no time during the performance of this Agreement shall LCS WHEAT BREEDER act in accordance with instructions from, or at the direction of, LCS regarding the work performed on behalf of University as adjunct faculty. LCS WHEAT BREEDER shall to perform duties and assignments associated with his/her adjunct faculty status in accordance with all applicable Department and University policies and procedures, except that University's dismissal and grievance policies shall not apply. LCS and LCS WHEAT BREEDER understand and agree that any failure to adequately perform, as determined by University in its sole discretion, or termination of employment of LCS WHEAT BREEDER by LCS may result in termination of LCS WHEAT BREEDER's assignment under this Section 5.3. Such termination by either PARTY shall not be considered a breach of or termination of this Agreement.

## **6. INTELLECTUAL PROPERTY RIGHTS**

### **6.1 OWNERSHIP OF PARTY GERMPASM.**

The UNIVERSITY GERMPASM and any and all INTELLECTUAL PROPERTY rights related thereto shall remain the sole ownership of the UNIVERSITY, subject to any third party's rights. UNIVERSITY shall own all rights, title, and interest in intellectual property created solely by UNIVERSITY, including without limitation UNIVERSITY GERMPASM and INTELLECTUAL PROPERTY. UNIVERSITY may apply, at its sole discretion and at its own costs, for registration and protection of the UNIVERSITY GERMPASM and /or INTELLECTUAL PROPERTY related to it.

Respectively, LCS GERMPASM and any and all INTELLECTUAL PROPERTY rights related thereto shall remain the sole ownership of LCS, subject to any third party's rights. LCS shall own all rights, title, and interest in intellectual property created solely by LCS and/or its AFFILIATES, including without limitation LCS GERMPASM and INTELLECTUAL PROPERTY. LCS may apply, at its sole discretion and at its own costs, for registration and protection of the LCS GERMPASM and /or INTELLECTUAL PROPERTY related to it.

Notwithstanding the foregoing, prior to first offering for sale any LINE created and developed by either PARTY under this Agreement which is not a JOINTLY OWNED GERMPASM, the PARTY that has created and developed such LINE shall give notice to the other PARTY, including in reasonable detail such



information as may be required to trace back such LINE to the JOINTLY OWNED MATERIAL it was selected from.

## **6.2 COMMON DISPOSITIONS**

The PARTIES will not undertake any activity that may have the effect, directly or indirectly, of challenging or circumventing the other PARTY's proprietary rights in that PARTY's GERMPLASM. The PARTIES shall inform each other about any claim or action brought by any THIRD PARTY who could prevent one PARTY, or both PARTIES, having entire possession of the rights granted hereby.

Each Party shall promptly notify the other in writing of any violation of any and all intellectual and proprietary rights licensed hereunder or unauthorized disclosure of CONFIDENTIAL INFORMATION of which it becomes aware.

LCS is not granted any right of enforcement for the UNIVERSITY GERMPLASM intellectual property rights, and UNIVERSITY is not granted any right of enforcement for the LCS GERMPLASM intellectual property rights. Any and all enforcement of such rights shall be in the sole discretion of each PARTY.

## **6.3 OWNERSHIP OF THE JOINTLY OWNED GERMPLASM.**

UNIVERSITY and LCS shall each own an undivided one-half interest in any JOINTLY OWNED GERMPLASM, including but not limited to JOINT VARIETIES, and JOINT KNOW-HOW. During the term of this Agreement, such JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW shall be within the scope of the licenses granted by the PARTIES to each other pursuant to section 3.1.

Any PARTY that identifies any JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW or other intellectual property generated pursuant to the COLLABORATIVE BREEDING EFFORT shall promptly disclose the same to the other PARTY indicating the respective role of UNIVERSITY GERMPLASM and LCS GERMPLASM and contribution of the PARTIES in creation of such JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW or other intellectual property.

## **6.4 PROTECTION OF JOINT INTELLECTUAL PROPERTY.**

### **6.4.1 INTELLECTUAL PROPERTY REGISTRATION**

LCS and UNIVERSITY shall be co-owners of the JOINT VARIETIES and identified as such on the PVP or patent application, unless one PARTY declines ownership as communicated to the other PARTY in writing within sixty (60) days of approval for co-release.

LCS shall have the right to independently apply for, prosecute, file and maintain Intellectual Property protection such as PVP or patent rights over JOINT VARIETIES and other JOINTLY OWNED GERMPLASM, provided that LCS shall be listed as applicant and LCS and UNIVERSITY as co-breeders/co-inventors and co-owners.

UNIVERSITY shall, at the request of LCS, give technical help and assistance to LCS necessary for the submission of an application for registration and/or official testing and/or certification of JOINT VARIETIES as well as permission to use the UNIVERSITY GERMPLASM under this Agreement. Costs associated with preparing (including but not limited to testing and certifying of JOINT VARIETIES), prosecuting, filing and maintaining Intellectual Property rights over JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW shall be borne by LCS.

Each PARTY shall execute and cause to be executed by its Affiliates, employees and agents all documents and other instruments (including any assignment of rights in and to JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW) and take and cause its Affiliates, employees and agents to take all such other actions as may be necessary or desirable to effectuate the intent of this Agreement.

Without limiting the foregoing, each PARTY shall assist in applying for, prosecuting and maintaining PVP registration or patent, including without limitation by permitting such PVP or patent applications, certificates or filings to be made in such PARTY's name and delivering such instruments and documents as may necessary to confirm the ownership of the JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW in accordance with this Agreement.

#### **6.4.2 CLAIMS AGAINST THE PARTIES**

In the event of the institution of any suit by a THIRD PARTY against UNIVERSITY, LCS or any of its AFFILIATES for infringement of any INTELLECTUAL PROPERTY rights involving the COLLABORATIVE BREEDING EFFORT or the JOINTLY OWNED GERMPLASM, the PARTY sued shall promptly notify the other PARTY in writing. Each PARTY shall separately defend any suit brought by a THIRD PARTY for any infringement claims based on its separate INTELLECTUAL PROPERTY contributed to the COLLABORATIVE BREEDING EFFORT. The PARTIES shall jointly control the defense of and support equally the costs for any infringement suit based on JOINTLY OWNED GERMPLASM or JOINT VARIETIES.

#### **6.4.3 THIRD PARTY INFRINGEMENT**

In the event either PARTY becomes aware of any actual or threatened infringement by a THIRD PARTY of any INTELLECTUAL PROPERTY rights with respect to the JOINTLY OWNED GERMPLASM or of any unauthorized disclosure of CONFIDENTIAL INFORMATION, such PARTY shall promptly notify the other PARTY in writing.

LCS shall have the first right, but not the obligation, to bring a suit or legal proceedings against any THIRD PARTY to prevent or stop such infringement or disclosure ("Infringement"), and UNIVERSITY shall have the right, at its own expenses, to be represented in any such suit by counsel of its own choice. If LCS fails to bring a suit or otherwise take action with respect to any such Infringement within one hundred and twenty (120) days following receipt of notice of the alleged Infringement, UNIVERSITY shall have the right to bring suit or otherwise take action with respect to such Infringement at its own expenses and by counsel of its own choice.

The PARTY conducting such action shall have full control over its conduct, including settlement thereof, provided neither PARTY may enter into any agreement or make any admission with respect to the enforceability or validity of any rights in, to or under INTELLECTUAL PROPERTY owned by the other PARTY without the prior written consent of such PARTY. In any event, each Party shall cooperate with and provide to the other Party enforcing any rights under this Section 6.4.3 reasonable assistance in such enforcement, at such enforcing Party's request and expense. The enforcing Party under this section 6.4 shall keep the other Party regularly informed of the status and progress of such enforcement efforts, and shall reasonably consider the other Party's comments on any such efforts.

Any recovery obtained by either or both Parties in connection with or as a result of any action to enforce any Infringement, whether by settlement or otherwise, shall first be applied to reimburse the costs and expenses of the Party that brought and controlled such action and then to reimburse the costs and expenses of the other Party in connection with such action, if any; and any amounts remaining after such reimbursement shall be retained by the Party that brought and controlled such action.

## 7. IDAHO WHEAT COMMISSION ("IWC")

The PARTIES agree to seek, together or separately, funding from the IWC to support, directly or indirectly, collaborative research and BREEDING including, but not limited to, BREEDING, germplasm development, agronomic and cropping systems research, disease and insect research, and variety development. The terms and conditions of each funding agreement shall direct application and use of IWC funds and ownership of any property acquired through IWC project funds.

## 8. COMMERCIALIZATION AND ROYALTY

### 8.1. ROYALTIES.

8.1.1 In consideration of the licenses granted pursuant to Section 3.1.1 (ii), LCS shall pay to UNIVERSITY a royalty fee equal to a percentage, as determined in accordance with *EXHIBIT D* attached hereto, of the NET ROYALTY received or collected for licensed JOINT VARIETIES that LCS and its AFFILIATES commercialize. The royalty rate schedule set forth in *EXHIBIT D* shall govern the commercialization of all licensed JOINT VARIETIES, unless the PARTIES mutually agree in writing to modify *EXHIBIT D* to establish alternate royalty rates to be applied to the commercialization of licensed JOINT VARIETIES outside the UNITED STATES. Any such alternate royalty rates shall be recommended by the STEERING COMMITTEE, to the UNIVERSITY Office of Technology Transfer and LCS Chief Operating Officer, consistent with Section 4.3.1., and incorporated under a written amendment to this Agreement signed by both PARTIES.

8.1.1.1 Clearfield Varieties. LCS acknowledges that any wheat varieties containing the Clearfield gene(s), developed either jointly or solely by UNIVERSITY, are licensed to Clearfield Seed Associates under the Tri-State Clearfield Agreement and are subject to a commercial license agreement to be signed between LCS and BASF. Royalty share on jointly developed Clearfield varieties shall be divided between UNIVERSITY and LCS according to the relative contribution of each PARTY, per *EXHIBIT D* attached hereto.

8.1.2 Unless otherwise agreed between the PARTIES, the royalty fee shall be due and payable in US dollars currency on or before January 31 for sales achieved during the preceding FISCAL YEAR. Any royalty fees that remain unpaid more than sixty (60) days after they are due to the UNIVERSITY shall accrue interest at one and one-half percent (1.5%). In no event shall this interest provision be construed as a grant of permission for any payment delays.

8.1.3 LCS shall be entitled to withhold from all amounts due to UNIVERSITY under this Agreement, any tax in the nature of an income tax, which LCS is legally required to withhold and pay to the tax authorities. If such income taxes are withheld by LCS, LCS shall forthwith deliver to UNIVERSITY a statement showing the amount of taxes withheld, the date of payment of the tax, the reference to the statutory language on the basis of which the tax was withheld, and a receipt of payment issued by the government authority to which such tax was paid.

UNIVERSITY is exempt from paying income taxes under U.S. law. Therefore, all payments due under this Agreement shall be made by LCS without deduction for taxes, assessments, or other charges of any kind that may be imposed on UNIVERSITY by any government outside of the United States or any political subdivision of such government with respect to any amounts payable to UNIVERSITY pursuant to this Agreement. All such taxes, assessments, or other charges shall be assumed by LCS.

8.1.4 Each PARTY shall keep full, true and accurate books of records containing particulars that may be necessary for the purpose of showing the amounts of royalty fees payable to the other PARTY from time to time under this Agreement.

8.1.5 LCS shall remit to the UNIVERSITY before January 31 each year a report containing, country by country, quantities of unit sold per each VARIETY as well as the NET ROYALTIES received or collected per VARIETY for the preceding year ("Annual Report"). This report shall also include a full accounting showing how any royalty fees due to UNIVERSITY under Section 8.1.1 have been calculated.

8.1.6 UNIVERSITY shall examine the information received under section 8.1.5 above and shall be authorized by the other to inspect LCS's financial records of the last FISCAL YEAR in order to verify the information contained in the Annual Report. Such verification shall be performed by the UNIVERSITY's accredited auditor at LCS's place of business. Access to such LCS's place of business shall be granted by it to the UNIVERSITY upon fifteen (15) days prior written notice. It is agreed that the auditor performing the verification shall be held not to disclose any confidential information regarding THE audited PARTY to a THIRD PARTY.

8.1.7 If a royalty payment deficiency is determined, LCS shall pay the royalty deficiency outstanding within thirty (30) days of receiving written notice thereof.

## **8.2 REGISTRATION.**

8.2.1 LCS and/or its AFFILIATES are responsible for the registration of the licensed JOINT VARIETIES in the official catalogue or any equivalent that may be required in any country when such registration is required for use of the JOINT VARIETIES for COMMERCIAL PURPOSES by LCS and/or its AFFILIATES. UNIVERSITY shall fully cooperate with LCS and/or its AFFILIATES in applying for, prosecuting and maintaining such registration and/or other similar filings.

## **8.3 COMMERCIALIZATION, PROMOTION, AND ADVERTISING.**

LCS, and/or its AFFILIATES, shall earnestly and diligently endeavor to commercialize, develop and promote each licensed JOINT VARIETIES within two (2) years after the license for each JOINT VARIETY becomes effective, and each year thereafter, and in sufficient quantities to meet market demand for each JOINT VARIETY, provided however that each JOINT VARIETY is able to properly compete with THIRD PARTY varieties already available for commercialization on the market. For purposes of clarity, market demand shall be considered the total demand, verifiable by reasonable and customary business practices, for a given licensed JOINT VARIETY. Consistent with Section 10.3, either PARTY may terminate a license granted under section 3.1.1 (ii) for any licensed JOINT VARIETY for which LCS did not realize any sale during a continuous period of twenty-four (24) months.

LCS may distribute and sell the licensed JOINT VARIETIES hereunder through its Affiliates, distributors, partners or agents for its own account, provided that LCS shall remain responsible for the compliance of such Affiliate, distributor, partner or agent with any and all provisions of this Agreement.

Unless otherwise agreed in writing between the Parties, LCS will be responsible for commercial seed production of the licensed JOINT VARIETIES. Notwithstanding the foregoing, the PARTIES agree that Breeder and Foundation seed stocks necessary for production of the basic and commercial seeds which will be marketed and sold by LCS may be produced by Idaho Foundation Seed Program or any other entity the PARTIES may agree in writing. LCS will be responsible for the production of all other

subsequent generations of seed, and purification and maintenance of the wheat varieties for which it has received a license hereunder.

During the term of this Agreement, LCS agrees to consult the UNIVERSITY for the packaging, literature and other promotional materials relating to the licensed JOINT VARIETIES, provided that LCS shall have final decision. UNIVERSITY and LCS agree to do their best endeavors to negotiate in good faith possible variety name, label, or other identification recognizing or acknowledging contributions of both PARTIES under the COLLABORATIVE BREEDING EFFORT.

UNIVERSITY agrees that data and information from UNIVERSITY research and trials can be used in advertising, promotion, and extension publications for licensed JOINT VARIETIES. LCS agrees that data and information from LCS research and trials can be used in advertising, promotion, and extension publications for JOINT VARIETIES.

Nonetheless, per Section 12, neither UNIVERSITY nor LCS shall use the name, trade name, trademark, or other designation of the other, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, publication, or any commercial or promotional purpose without the other's prior written consent in each case, with deadline of thirty (30) days to respond to such requests.

## **9. REPRESENTATIONS AND WARRANTIES; INSURANCE**

### **9.1 REPRESENTATIONS AND WARRANTIES**

Each PARTY warrants that it has full power and authority to enter into this Agreement and to grant the licence and the rights as provided hereunder.

Each PARTY warrants that, to the best of its knowledge, the GERMPLASM provided by it to the other PARTY is not infringing any third party's intellectual property rights.

Neither PARTY makes any representations or warranties of any kind, either express or implied, as to any matter, including without limitation, any warranties of usefulness, efficiency, purity, safety, merchantability, accuracy, performance or fitness of the GERMPLASM supplied to the other PARTY for any particular purpose.

Except for obligations assumed by the PARTIES pursuant to Section 6.6 and to the extent caused by a breach of warranty, gross negligence, or wilful misconduct by the other PARTY, each PARTY agrees to be solely responsible for any and all demands, claims, causes of action or damages, including but not limited to consequential damages, reasonable attorneys fees and expenses, arising out of, resulting from or related to the use of the GERMPLASM received from the other PARTY, the JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW under this Agreement.

Subject to obligations assumed by the PARTIES under Section 6.6, it is further expressly agreed that each PARTY shall hold harmless and indemnify the other PARTY, its AFFILIATES, its Directors, its Officers, its employees and agents from and against any liabilities or claims arising from any material breach of this Agreement by it or its Directors, Officers, employees and agents, or any use of the GERMPLASM received from the other PARTY, the JOINTLY OWNED GERMPLASM and JOINT KNOW-HOW under this Agreement. With respect to UNIVERSITY, limits of liability and this indemnification are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act.

Except to the extent caused by a breach of warranty as set forth herein, neither PARTY shall be liable in contract, tort, or otherwise to the other, or any third PARTY for special, incidental, indirect or consequential damages, including, without limitation, loss of profits or revenue, suffered or incurred by the other PARTY or its AFFILIATES in connection directly or indirectly with this agreement.

**9.2 INSURANCE** LCS is required to carry the types and limits of insurance shown in this insurance clause, and to provide University with a Certificate of Insurance executed by a duly authorized representative of each insurer listed below, showing compliance with the insurance requirements set forth below. If LCS is self-insured, equivalent coverage shall be maintained and evidence of equivalent coverage shall be provided. Certificates shall be provided (30) thirty days after the effective date of this Agreement and annually no later than January 31 of each calendar year.

All insurers shall have a Best's rating of AV or better, or its equivalent at the time of policy subscription, and be licensed and admitted in Idaho. In the event LCS renews a policy when the Best's rating for the policy issuer is below a B+V rating, the University shall have the option to terminate this agreement. All required policies shall be written as primary policies of LCS and not contributing to nor in excess of any coverage UNIVERSITY may choose to maintain.

Additionally and at its option, UNIVERSITY may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the UNIVERSITY's request.

Failure of UNIVERSITY to demand such certificate or other evidence of full compliance with these insurance requirements or failure of UNIVERSITY to identify a deficiency from evidence that is provided shall not be construed as a waiver of LCS's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at UNIVERSITY's option.

No Representation of Coverage Adequacy. By requiring insurance herein, UNIVERSITY does not represent that coverage and limits will necessarily be adequate to protect LCS, and such coverage and limits shall not be deemed as a limitation on LCS's liability under the indemnities granted to UNIVERSITY in this Agreement.

LCS shall obtain insurance of the types and in the amounts described below:

Commercial General and Umbrella Liability Insurance: LCS shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury.

Personal property: LCS shall purchase insurance to cover LCS's personal property. In no event shall University be liable for any damage to or loss of personal property sustained by LCS, whether or not insured, even if such loss is caused by the negligence of University, its employees, officers or agents.

Workers' Compensation: Where required by law, LCS shall maintain all statutorily required coverages including Employer's Liability.

**10. TERM AND TERMINATION.****10.1 TERM.**

The TERM of this Agreement shall be from the EFFECTIVE DATE until July 1, 2015, unless earlier terminated according to section 10.2.

This Agreement will be renewable for additional periods of time upon the mutual consent of the PARTIES by either a new agreement or by an amendment hereto expressed in writing signed by both PARTIES.

**10.2 TERMINATION OF AGREEMENT.**

Each PARTY shall have the right at any time by giving notice in writing to the other PARTY to terminate this Agreement forthwith, without indemnity and without prior award, judgment or any other legal formality, in any of the following events:

- (a) if the other PARTY becomes bankrupt or insolvent, enters into a debt rescheduling or discharge arrangement with its creditors or goes into liquidation; or
- (b) if there is a Change of Control of the other PARTY;
- (c) if the other PARTY commits a material breach of any of the terms or conditions of this Agreement and fails to remedy such breach within sixty (60) days from the date of notification of the breach by the terminating PARTY (such cure period applying provided that the breach is capable of remedy).

For any avoidance of doubt, the failure by either PARTY to maintain the personnel or facilities expressly identified in Section 4 of this Agreement shall constitute a material breach of the terms contained in this Agreement.

The PARTIES acknowledge that UNIVERSITY cannot obligate appropriated funds of the state of Idaho beyond the term of any appropriation and, in the event funding from the state of Idaho is reduced and UNIVERSITY is unable to maintain funding for personnel or facilities, as described in Section 4, the sole remedy shall be termination of this Agreement by LCS pursuant to the provisions set forth in section 10.2 (c).

The PARTIES further agree that any failure by LCS to meet its obligations in connection with JOINT VARIETIES licensed pursuant to Section 3.1.1(ii), which failures constitute the basis for termination of exclusive licenses to JOINT VARIETIES under Section 10.3, shall constitute a material breach of the terms contained in this Agreement.

**10.3 TERMINATION OF EXCLUSIVE LICENSES**

If LCS at any time defaults in the timely payment of any monies due to UNIVERSITY under or fails to meet the diligence requirements established by Section 8 for JOINT VARIETIES licensed pursuant to Section 3.1.1(ii), or commits any material breach of any other covenant herein contained, and LCS fails to remedy any such breach or default within sixty days (60) days, or thirty (30) days in the event of non-payment, after written notice thereof by UNIVERSITY, UNIVERSITY may, at its option, and by giving thirty notice of termination to LCS:

- (a) terminate the license for the JOINT VARIETY that was the basis for the breach or default;
- (b) terminate all licenses to JOINT VARIETIES granted to LCS by UNIVERSITY under Section 3.1.1(ii); and/or
- (c) terminate, consistent with Section 10.2, this Agreement.

LCS may terminate any license to a JOINT VARIETY at any time by giving at least one hundred and eighty (180) days written and unambiguous notice of such termination to UNIVERSITY. Such a notice shall be accompanied by a statement of the reasons for termination. Upon such termination of a license to a JOINT VARIETY by LCS, each PARTY may agree to license its respective rights in the terminated JOINT VARIETY to a THIRD PARTY.

Upon the termination of any license(s), LCS shall remain obligated to provide an accounting for and to pay royalties earned up to the date of the termination.

#### **10.4 EFFECTS OF TERMINATION**

Upon termination of this Agreement:

- (a) each PARTY shall promptly destroy or return, according to the other PARTY's instructions all seed stocks of all remaining GERMPLASM and related CONFIDENTIAL INFORMATION received from the other PARTY in its possession. The RECIPIENT shall certify in writing, within thirty (30) days following the date of termination of this Agreement, that it has complied with the provisions of the present article;
- (b) any remaining seed stocks of JOINTLY OWNED GERMPLASM shall be shared equally between UNIVERSITY and LCS; and
- (c) LCS shall retain commercial license rights as set forth under section 3.1.1 (ii) with respect to the JOINT VARIETIES RELEASED during the TERM of this Agreement, subject to royalty payment to UNIVERSITY in accordance with Section 8, except for any license(s) to JOINT VARIETIES that the UNIVERSITY has terminated consistent with Section 10.3.

In case of termination of this Agreement, the Sections 3.1, 3.6, 3.7, 5.2, 6, 8, 9, 10.3, 12 and 15 shall remain in full force and effect.

#### **11. NOTICES.**

Any notice, disclosure, or communication required or permitted under this Agreement shall be delivered in person, by overnight courier, or by registered or certified mail, postage prepaid and addressed to the PARTY to receive such notice at the address given below or such other address as may hereafter be designated by notice in writing. Notice given hereunder shall be effective as of the date of the recipient of such notice:

**UNIVERSITY:**

Office of Technology Transfer  
P. O. Box 443003  
Morrill Hall 414  
University of Idaho  
Moscow, ID 83844-3003  
Attn: Gaylene Anderson, Licensing Associate

**LCS:** Limagrain Cereal Seeds LLC  
2040 SE Frontage Rd  
Fort Collins, CO 80525



Attn: Legal Department

## **12. PUBLICATION.**

Notwithstanding section 3.6, UNIVERSITY may publish, otherwise publically disclose, or submit for publication an article, manuscript, abstract, report, poster, presentation, or other material that exclusively relates to the use of UNIVERSITY GERMPLASM in research and identifying information regarding the UNIVERSITY GERMPLASM, as would be reasonably be required for purposes of publication in a peer-reviewed scientific journal. Notwithstanding section 3.6, LCS may publish, otherwise publically disclose, or submit for publication an article, manuscript, abstract, report, poster, presentation, or other material that exclusively relates to the use of LCS GERMPLASM in research and identifying information regarding the LCS GERMPLASM, as would be reasonably be required for purposes of publication in a peer-reviewed scientific journal.

UNIVERSITY may publish, otherwise publically disclose, or submit for publication an article, manuscript, abstract, report, poster, presentation, or other material that includes the results of the use of LCS GERMPLASM, JOINTLY OWNED GERMPLASM, JOINT VARIETIES, or JOINT KNOW-HOW in research and identifying information regarding the LCS GERMPLASM, JOINTLY OWNED GERMPLASM, JOINT VARIETIES, or JOINT KNOW-HOW, as would be reasonably be required for purposes of publication in a peer-reviewed scientific journal, subject to prior review by LCS.

Any proposed publication or communication shall be submitted by UNIVERSITY to LCS in writing for review. LCS will then have forty-five (45) days to review and give its opinion. Should LCS determine the publication contains confidential information, UNIVERSITY shall accordingly revise the publication, codify certain information, or delay such publication, in order to avoid disclosure of confidential information. If LCS does not identify for UNIVERSITY confidential information contained in the publication during such forty-five (45) review period, its consent to publication will be deemed to have been given.

The obligations as stated in the present Section shall bind either PARTY hereto throughout the Term of this Agreement and for a period of three (3) years after its termination or expiration, whatever the reason may be.

## **13. NON-USE OF NAMES AND TRADEMARKS.**

Neither UNIVERSITY nor LCS shall use the name, trade name, trademark, or other designation of the other, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, or any commercial or promotional purpose without the other's prior written consent in each case.

## **14. PUBLICITY.**

Neither PARTY shall use the name of the other PARTY, nor any member of the other PARTY's employees, nor either PARTY's Trademarks in any publicity, advertising, sales, promotion, news release, nor other publicity matter without the prior written approval of an authorized representative of the PARTY. The authorized representative shall be person signing this Agreement by the PARTY, unless another individual is otherwise designated in writing.

## **15. GOVERNING LAW AND DISPUTE RESOLUTION.**

15.1 This Agreement shall be subject to and governed by the laws of the **State of Idaho**, without regard to the conflict of laws principles thereof.

**15.2** Any and all claims, disputes or controversies arising under, out of, or in connection with this Agreement and any subsequent amendments of this Agreement, including, without limitation, its formation, validity, binding effect, interpretation, performance, breach or termination, as well as non-contractual claims which the PARTIES hereto shall be unable to resolve within sixty (60) days ('Dispute'), shall be submitted to mediation in accordance with the present clause.

A Party claiming that a Dispute has arisen must notify the other Party to the Dispute giving details of the Dispute ('Notification'). On receipt of a Notification each Party shall endeavor in good faith to resolve the Dispute within thirty (30) days or within a longer period as may be agreed between the Parties following the Notification ("Mediation Period") and, if necessary to resolve the Dispute, involve the Chief Executive Officers or other delegated senior officers of the Parties directly in those negotiations.

If the Dispute involves technical matters and has not been resolved by negotiations under the previous paragraph within the specified time, any Party may refer the Dispute for determination by an independent expert agreed by the Parties or in the absence of agreement with respect to appointment of a single independent expert each Party shall select an independent expert, which experts shall then appoint a third independent expert. Together, these experts shall form a panel to assist in the resolution of the Dispute. The independent expert or panel will have thirty (30) days from formal appointment to form an opinion and assist in resolution of the Dispute. Such independent expert or panel shall act as an expert and not as an arbitrator.

The determination made by the expert or panel shall not be binding upon the parties. The language to be used in the expert determination shall be English.

If the Dispute is not resolved pursuant to the Mediation clause above within the Mediation Period, the Dispute shall be finally settled by arbitration pursuant to the rules and principles set forth hereinafter.

**15.3** The arbitration shall be conducted in accordance with the rules of the American Arbitration Association (AAA) in effect at the time of arbitration, except as modified herein or by mutual agreement of the Parties.

Arbitrators. The arbitration shall be conducted by three arbitrators. The party initiating arbitration (the "Claimant") shall appoint its arbitrator in its request for arbitration (the "Request"). The other party (or the other parties, acting jointly, if there is more than one) (the "Respondent") shall appoint its arbitrator within thirty (30) days of receipt of the Request and shall notify the Claimant of such appointment in writing. If the Respondent fails to appoint an arbitrator within such thirty (30)-day period, the arbitrator named in the Request shall decide the controversy or claim as a sole arbitrator. Otherwise, the two arbitrators appointed by the Parties shall appoint a third arbitrator within thirty (30) days after the Respondent has notified Claimant of the appointment of the Respondent's arbitrator. When the arbitrators appointed by the Claimant and Respondent have appointed a third arbitrator and the third arbitrator has accepted the appointment, the two arbitrators shall promptly notify the Parties of the appointment of the third arbitrator. If the two arbitrators appointed by the Parties fail or are unable so to appoint a third arbitrator or so to notify the Parties, then the appointment of a neutral third arbitrator shall be made by the AAA, which shall promptly notify the Parties of the appointment of the third arbitrator. The third arbitrator shall act as chairman of the panel.

The seat of the arbitration shall be in Moscow, ID (USA), in the event that LCS is the Claimant, and in Fort Collins, CO (USA), in the event that UNIVERSITY is the Claimant, provided that the arbitrators may hold

hearings in such other locations as the arbitrators determine to be most convenient and efficient for all the Parties under the circumstances. Unless otherwise agreed by the Parties, all arbitration proceedings shall be conducted in English.

Award. Any award rendered by the arbitrators shall be in writing and shall be final and binding upon the Parties, and may include an award of costs, including without limitation reasonable attorneys' fees and disbursements. Judgment upon the award rendered may be entered by any court having jurisdiction thereof or having jurisdiction over the Parties or their assets.

**16. SEVERABILITY.**

If any provision of this Agreement or any provision of any document incorporated by reference shall be held invalid, such invalidity shall not affect the other provisions of this Agreement which can be given effect without the invalid provision, if such remainder conforms to the requirements of applicable law and the fundamental purpose of this Agreement, and to this end the provisions of this Agreement are declared to be severable.

**17. NO JOINT VENTURE.**

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

**18. FORCE MAJEURE.**

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or GERMPLASM or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the PARTY obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such PARTY for a period equal to any such prevention, delay or stoppage.

**19. SURVIVAL.**

This Agreement contains all the terms and conditions agreed upon by the PARTIES. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the PARTIES hereto.

**IN WITNESS WHEREOF**, the PARTIES hereto have caused this Agreement to be executed as of the date set forth herein by their duly authorized representatives.

**UNIVERSITY OF IDAHO**

Signature:

Name: John K. McIver

Title: Vice President for Research and Economic Development

Date:

Acknowledged by:

Signature:

Name: John Hammel

Title: Dean, College of Agricultural and Life Sciences

Date:

**LIMAGRAIN CEREAL SEEDS**

Signature:

Name: Michel Debrand

Title: Chief Executive Officer, Limagrain Cereal Seeds, and  
Head, International Business Development, Limagrain Group Holding

Date:

**EXHIBIT A**

[JOINT VARIETIES AND JOINTLY OWNED GERMLASM TEMPLATE TO BE INSERTED]

[illegible]

**EXHIBIT B**

**LCS GERMPLASM**

[LCS GERMPLASM LIST TO BE INSERTED]

## LCS EU Y3-1 (FrV)

					2011 Source	
Nursery	Entry	Rep1	Rep2	Selection	Nursery	GEN
LCS EU Y3-1 (FrV)	1	2501	2561	Stephens	J-B Y3N	check
LCS EU Y3-1 (FrV)	2	2502	2552	Skiles	J-B Y3N	check
LCS EU Y3-1 (FrV)	3	2503	2560	Azimut	J-B Y3N	check
LCS EU Y3-1 (FrV)	4	2504	2553	Norwest 553	J-B Y3N	check
LCS EU Y3-1 (FrV)	5	2505	2544	NSA 2153A	J-B Y3N	check
LCS EU Y3-1 (FrV)	6	2506	2567	NSA09-5211	J-B Y3N	90
LCS EU Y3-1 (FrV)	7	2507	2549	NSA10-8409	J-B Y3N	1016
LCS EU Y3-1 (FrV)	8	2508	2539	NSA10-7471	J-B Y3N	1017
LCS EU Y3-1 (FrV)	9	2509	2537	NSA10-7015	J-B Y3N	1018
LCS EU Y3-1 (FrV)	10	2510	2569	NSA10-7379	J-B Y3N	1020
LCS EU Y3-1 (FrV)	11	2511	2538	NSA10-4621	J-B Y3N	1023
LCS EU Y3-1 (FrV)	12	2512	2554	NSA10-4891	J-B Y3N	1031
LCS EU Y3-1 (FrV)	13	2513	2562	NSA10-4708-A	J-B Y3N	1036
LCS EU Y3-1 (FrV)	14	2514	2547	NSA10-4709	J-B Y3N	1037
LCS EU Y3-1 (FrV)	15	2515	2545	NSA10-8546	J-B Y3N	1039
LCS EU Y3-1 (FrV)	16	2516	2555	NSA10-4074	J-B Y3N	1041
LCS EU Y3-1 (FrV)	17	2517	2565	NSA10-7023	J-B Y3N	1066
LCS EU Y3-1 (FrV)	18	2518	2536	NSA10-8124	J-B Y3N	1215
LCS EU Y3-1 (FrV)	19	2519	2570	NSA10-8111	J-B Y3N	1244
LCS EU Y3-1 (FrV)	20	2520	2566	NSA10-4526	J-B Y3N	1251
LCS EU Y3-1 (FrV)	21	2521	2541	NSA10-4228	J-B Y3N	1261
LCS EU Y3-1 (FrV)	22	2522	2551	NSA10-4072	J-B Y3N	1262
LCS EU Y3-1 (FrV)	23	2523	2558	NSA10-4710	J-B Y3N	1263
LCS EU Y3-1 (FrV)	24	2524	2550	NSA10-5113	J-B Y3N	1267
LCS EU Y3-1 (FrV)	25	2525	2563	NSA10-8544	J-B Y3N	1268
LCS EU Y3-1 (FrV)	26	2526	2546	NSA10-8223	J-B Y3N	1270
LCS EU Y3-1 (FrV)	27	2527	2548	NSA10-5110-B	J-B Y3N	1314
LCS EU Y3-1 (FrV)	28	2528	2568	NSA10-7208	J-B Y3N	1317
LCS EU Y3-1 (FrV)	29	2529	2542	NSA10-4044	J-B Y3N	1341
LCS EU Y3-1 (FrV)	30	2530	2557	NSA10-8259	J-B Y3N	1353
LCS EU Y3-1 (FrV)	31	2531	2564	NSA10-8494	J-B Y3N	1354
LCS EU Y3-1 (FrV)	32	2532	2556	NSA10-7473	J-B Y3N	1363
LCS EU Y3-1 (FrV)	33	2533	2543	NSA10-7090	J-B Y3N	1365
LCS EU Y3-1 (FrV)	34	2534	2559	NSA10-7434	J-B Y3N	1369
LCS EU Y3-1 (FrV)	35	2535	2540	NSA10-7116	J-B Y3N	1382



## LCS EU Y3-2 (Cz)

Nursery	Entry	Rep1	Rep2	2011 Source		
				Selection	Nursery	Stage
LCS EU Y3-2 (Cz)	1	2601	2637	Stephens	Check	Check
LCS EU Y3-2 (Cz)	2	2602	2658	Skiles	Check	Check
LCS EU Y3-2 (Cz)	3	2603	2638	Azimet	Check	Check
LCS EU Y3-2 (Cz)	4	2604	2649	Norwest 553	Check	Check
LCS EU Y3-2 (Cz)	5	2605	2665	NSA 2153A	Check	Check
LCS EU Y3-2 (Cz)	6	2606	2666	Brundage 96	Check	Check
LCS EU Y3-2 (Cz)	7	2607	2652	F04098/1.44	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	8	2608	2656	D04352/1.48	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	9	2609	2636	D04375/1.37	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	10	2610	2642	D04500/1.64	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	11	2611	2662	W03055/70-11	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	12	2612	2663	D03148/50-26	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	13	2613	2667	HEUK5646/1-3.46	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	14	2614	2647	HE9583/35.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	15	2615	2650	HE9586/71.2	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	16	2616	2659	HE9625/30.3	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	17	2617	2640	HE9710/46.3	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	18	2618	2644	HE9722/18.2	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	19	2619	2643	HE9760/47.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	20	2620	2668	HE9817/1.2	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	21	2621	2664	HE9819/26.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	22	2622	2648	HE9819/26.3	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	23	2623	2651	HE9840/37.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	24	2624	2653	HE9841/51.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	25	2625	2657	HE9871/17.1	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	26	2626	2654	HE116-B	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	27	2627	2670	HE243-B	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	28	2628	2645	HE366-A	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	29	2629	2660	HE380-B	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	30	2630	2661	HE549	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	31	2631	2646	HE03308/1.16-2.5	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	32	2632	2655	B00071-0320-3.13	Czech	Prelim Obs T
LCS EU Y3-2 (Cz)	33	2633	2639	HE 00070	Czech	Obs 2
LCS EU Y3-2 (Cz)	34	2634	2669	HE 98066	Czech	Obs 2
LCS EU Y3-2 (Cz)	35	2635	2641	HE 8352	Czech	Obs 2

					2011 Source	
Nursery	Entry	Rep1	Rep2	Selection	Nursery	Stage 2012
LCS EU Y3-3 (FrC)	1	2701	2808	Skiles	Check	Check
LCS EU Y3-3 (FrC)	2	2702	2766	Azimut	Check	Check
LCS EU Y3-3 (FrC)	3	2703	2763	Norwest 553	Check	Check
LCS EU Y3-3 (FrC)	4	2704	2759	NSA 2153A	Check	Check
LCS EU Y3-3 (FrC)	5	2705	2810	NSA09-0045	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	6	2706	2782	NSA09-0165A	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	7	2707	2788	NSA09-0545	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	8	2708	2792	NSA09-0552	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	9	2709	2764	NSA09-0729	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	10	2710	2760	NSA09-0734	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	11	2711	2771	NSA09-0738	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	12	2712	2799	NSA09-0922	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	13	2713	2796	NSA10-0105	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	14	2714	2785	NSA10-0256	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	15	2715	2762	NSA10-0262	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	16	2716	2804	NSA10-0336	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	17	2717	2790	NSA10-0507	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	18	2718	2793	NSA10-0510	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	19	2719	2784	NSA10-0511	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	20	2720	2775	NSA10-0577	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	21	2721	2797	NSA10-0611	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	22	2722	2798	NSA10-0678	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	23	2723	2767	NSA10-2816	JAYNE CVIL	Y3N
LCS EU Y3-3 (FrC)	24	2724	2769	NSA09-0398	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	25	2725	2756	NSA09-0874	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	26	2726	2791	NSA10-0121	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	27	2727	2801	SA10-0639 (pas xin	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	28	2728	2779	NSA10-2192	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	29	2729	2783	NSA10-2530	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	30	2730	2806	NSA10-2605	JAYNE CVIL	Y3N+S
LCS EU Y3-3 (FrC)	31	2731	2789	NSA09-0805	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	32	2732	2805	NSA10-0739	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	33	2733	2772	NSA10-0740	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	34	2734	2776	NSA10-2190	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	35	2735	2781	NSA10-2196	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	36	2736	2765	NSA10-2298	JAYNE CVIL	Y3N+S+ESP
LCS EU Y3-3 (FrC)	37	2737	2778	NSA09-0386	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	38	2738	2780	NSA09-0796	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	39	2739	2777	NSA10-0075	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	40	2740	2794	NSA10-0108	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	41	2741	2809	NSA10-0109	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	42	2742	2802	NSA10-0135	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	43	2743	2761	NSA10-0798	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	44	2744	2786	NSA10-2141	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	45	2745	2787	NSA10-2154	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	46	2746	2773	NSA10-2216	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	47	2747	2768	W3343-05043-0601	JAYNE CVIL	Y3S
LCS EU Y3-3 (FrC)	48	2748	2803	NSA09-0111	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	49	2749	2758	NSA09-0603	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	50	2750	2800	NSA10-2010	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	51	2751	2770	NSA10-2160	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	52	2752	2774	NSA10-2169	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	53	2753	2757	NSA10-2297	JAYNE CVIL	Y3S+ESP
LCS EU Y3-3 (FrC)	54	2754	2795	NHY10-0015-01	JAYNE CVIL	HYBRID
LCS EU Y3-3 (FrC)	55	2755	2807	NHY10-0015-02	JAYNE CVIL	HYBRID

## LCS EU Y3-4 (Gr)

					2011 Source
Nursery	Entry	Rep1	Rep2	Selection	Nursery
LCS EU Y3-4 (Gr)	1	2901	2939	Stephens	Check
LCS EU Y3-4 (Gr)	2	2902	2927	Skiles	Check
LCS EU Y3-4 (Gr)	3	2903	2943	Azimut	Check
LCS EU Y3-4 (Gr)	4	2904	2928	Norwest 553	Check
LCS EU Y3-4 (Gr)	5	2905	2935	NSA 2153A	Check
LCS EU Y3-4 (Gr)	6	2906	2947	NIC04-3377-A	Deutschland
LCS EU Y3-4 (Gr)	7	2907	2944	NIC08-6537-A	Deutschland
LCS EU Y3-4 (Gr)	8	2908	2940	NIC08-6539-A	Deutschland
LCS EU Y3-4 (Gr)	9	2909	2926	NIC09-6840-SB	Deutschland
LCS EU Y3-4 (Gr)	10	2910	2950	NIC08-4039-A	Deutschland
LCS EU Y3-4 (Gr)	11	2911	2948	NIC05-4897-A	Deutschland
LCS EU Y3-4 (Gr)	12	2912	2931	NIC08-4107-SB	Deutschland
LCS EU Y3-4 (Gr)	13	2913	2945	NIC08-4108-SB	Deutschland
LCS EU Y3-4 (Gr)	14	2914	2934	NIC09-6276-B	Deutschland
LCS EU Y3-4 (Gr)	15	2915	2946	NIC08-3622-A	Deutschland
LCS EU Y3-4 (Gr)	16	2916	2936	NIC09-3872-A	Deutschland
LCS EU Y3-4 (Gr)	17	2917	2932	NIC09-3872-B	Deutschland
LCS EU Y3-4 (Gr)	18	2918	2937	NIC09-3873-B	Deutschland
LCS EU Y3-4 (Gr)	19	2919	2941	NIC09-3906-A	Deutschland
LCS EU Y3-4 (Gr)	20	2920	2949	NIC09-6969-SA	Deutschland
LCS EU Y3-4 (Gr)	21	2921	2942	NIC09-6969-SB	Deutschland
LCS EU Y3-4 (Gr)	22	2922	2930	NIC09-6912-SB	Deutschland
LCS EU Y3-4 (Gr)	23	2923	2933	HE 00070	Czech
LCS EU Y3-4 (Gr)	24	2924	2929	HE 98066	Czech
LCS EU Y3-4 (Gr)	25	2925	2938	HE 8352	Czech

				2011 Source	
Nursery	Entry	Rep1	Selection	Nursery	
LCS Spain PYT	1	3001	Stephens	check	check
LCS Spain PYT	2	3002	BERDUN	Spain Varities	winter
LCS Spain PYT	3	3003	CRAKLIN	Spain Varities	winter
LCS Spain PYT	4	3004	ANDELOS	Spain Varities	winter
LCS Spain PYT	5	3005	CAMPEADOR	Spain Varities	winter
LCS Spain PYT	6	3006	BOTTICELLI	Spain Varities	winter
LCS Spain PYT	7	3007	ANDINO	Spain Varities	winter
LCS Spain PYT	8	3008	CHAMBO	Spain Varities	winter
LCS Spain PYT	9	3009	CCINGENIO	Spain Varities	winter
LCS Spain PYT	10	3010	PALEDOR	Spain Varities	winter
LCS Spain PYT	11	3011	NOGAL	Spain Varities	winter
LCS Spain PYT	12	3012	CEZANNE	Spain Varities	winter
LCS Spain PYT	13	3013	AGUILA	Spain Varities	winter
LCS Spain PYT	14	3014	BANDERA	Spain Varities	winter
LCS Spain PYT	15	3015	CAMARGO	Spain Varities	winter
LCS Spain PYT	16	3016	AREZZO	Spain Varities	winter
LCS Spain PYT	17	3017	<b>10-SI-0691</b>	Spain Y2	winter
LCS Spain PYT	18	3018	<b>10-SI-0697</b>	Spain Y2	winter
LCS Spain PYT	19	3019	<b>10-SI-0701</b>	Spain Y2	winter
LCS Spain PYT	20	3020	<b>10-SI-0709</b>	Spain Y2	winter
LCS Spain PYT	21	3021	<b>10-SI-0710</b>	Spain Y2	winter
LCS Spain PYT	22	3022	<b>10-SI-0711</b>	Spain Y2	winter
LCS Spain PYT	23	3023	<b>10-SI-0712</b>	Spain Y2	winter
LCS Spain PYT	24	3024	<b>10-SI-0713</b>	Spain Y2	winter
LCS Spain PYT	25	3025	Skiles	check	check
LCS Spain PYT	26	3026	<b>10-SI-0629</b>	Spain Y2	winter
LCS Spain PYT	27	3027	<b>10-SI-0630</b>	Spain Y2	winter
LCS Spain PYT	28	3028	<b>10-SI-0631</b>	Spain Y2	winter
LCS Spain PYT	29	3029	<b>10-SI-0640</b>	Spain Y2	winter
LCS Spain PYT	30	3030	<b>10-SI-0620</b>	Spain Y2	winter
LCS Spain PYT	31	3031	<b>10-SI-0621</b>	Spain Y2	winter
LCS Spain PYT	32	3032	<b>10-SI-0686</b>	Spain Y2	winter
LCS Spain PYT	33	3033	<b>10-SI-0687</b>	Spain Y2	winter
LCS Spain PYT	34	3034	<b>10-SI-0664</b>	Spain Y2	winter
LCS Spain PYT	35	3035	<b>10-SI-0666</b>	Spain Y2	winter
LCS Spain PYT	36	3036	<b>10-SI-0669</b>	Spain Y2	winter
LCS Spain PYT	37	3037	<b>10-SI-0670</b>	Spain Y2	winter
LCS Spain PYT	38	3038	<b>10-SI-0673</b>	Spain Y2	winter
LCS Spain PYT	39	3039	<b>10-SI-0676</b>	Spain Y2	winter
LCS Spain PYT	40	3040	<b>10-SI-0678</b>	Spain Y2	winter
LCS Spain PYT	41	3041	<b>10-SI-0656</b>	Spain Y2	winter
LCS Spain PYT	42	3042	<b>10-SI-0661</b>	Spain Y2	winter
LCS Spain PYT	43	3043	<b>10-SI-0662</b>	Spain Y2	winter
LCS Spain PYT	44	3044	<b>10-SI-0230</b>	Spain Y2	winter
LCS Spain PYT	45	3045	<b>10-SI-0231</b>	Spain Y2	winter
LCS Spain PYT	46	3046	<b>10-SI-0222</b>	Spain Y2	winter

				2011 Source	
Nursery	Entry	Rep1	Selection	Nursery	
LCS Spain PYT	47	3047	<b>10-SI-0256</b>	Spain Y2	winter
LCS Spain PYT	48	3048	<b>10-SI-0258</b>	Spain Y2	winter
LCS Spain PYT	49	3049	<b>10-SI-0259</b>	Spain Y2	winter
LCS Spain PYT	50	3050	Azimut	check	check
LCS Spain PYT	51	3051	<b>10-SI-0260</b>	Spain Y2	winter
LCS Spain PYT	52	3052	<b>10-SI-0247</b>	Spain Y2	winter
LCS Spain PYT	53	3053	<b>10-SI-0248</b>	Spain Y2	winter
LCS Spain PYT	54	3054	<b>10-SI-0366</b>	Spain Y2	winter
LCS Spain PYT	55	3055	<b>10-SI-0370</b>	Spain Y2	winter
LCS Spain PYT	56	3056	<b>10-SI-0371</b>	Spain Y2	winter
LCS Spain PYT	57	3057	<b>10-SI-0427</b>	Spain Y2	winter
LCS Spain PYT	58	3058	<b>10-SI-0428</b>	Spain Y2	winter
LCS Spain PYT	59	3059	<b>10-SI-0430</b>	Spain Y2	winter
LCS Spain PYT	60	3060	<b>10-SI-0447</b>	Spain Y2	winter
LCS Spain PYT	61	3061	<b>10-SI-0549</b>	Spain Y2	winter
LCS Spain PYT	62	3062	<b>10-SI-0538</b>	Spain Y2	winter
LCS Spain PYT	63	3063	<b>10-SI-0542</b>	Spain Y2	winter
LCS Spain PYT	64	3064	<b>10-SI-0550</b>	Spain Y2	winter
LCS Spain PYT	65	3065	<b>10-SI-0551</b>	Spain Y2	winter
LCS Spain PYT	66	3066	<b>10-SI-0557</b>	Spain Y2	winter
LCS Spain PYT	67	3067	<b>10-SI-0559</b>	Spain Y2	winter
LCS Spain PYT	68	3068	<b>10-SI-0560</b>	Spain Y2	winter
LCS Spain PYT	69	3069	<b>10-SI-0506</b>	Spain Y2	winter
LCS Spain PYT	70	3070	<b>10-SI-0507</b>	Spain Y2	winter
LCS Spain PYT	71	3071	<b>10-SI-0468</b>	Spain Y2	winter
LCS Spain PYT	72	3072	<b>10-SI-0469</b>	Spain Y2	winter
LCS Spain PYT	73	3073	<b>10-SI-0470</b>	Spain Y2	winter
LCS Spain PYT	74	3074	<b>10-SI-0471</b>	Spain Y2	winter
LCS Spain PYT	75	3075	Norwest 553	check	check
LCS Spain PYT	76	3076	<b>10-SI-0472</b>	Spain Y2	winter
LCS Spain PYT	77	3077	<b>10-SI-0473</b>	Spain Y2	winter
LCS Spain PYT	78	3078	<b>10-SI-0474</b>	Spain Y2	winter
LCS Spain PYT	79	3079	<b>10-SI-0476</b>	Spain Y2	winter
LCS Spain PYT	80	3080	<b>10-SI-0485</b>	Spain Y2	winter
LCS Spain PYT	81	3081	<b>10-SI-0489</b>	Spain Y2	winter
LCS Spain PYT	82	3082	<b>10-SI-0494</b>	Spain Y2	winter
LCS Spain PYT	83	3083	<b>10-SI-0451</b>	Spain Y2	winter
LCS Spain PYT	84	3084	<b>10-SI-0452</b>	Spain Y2	winter
LCS Spain PYT	85	3085	<b>10-SI-0453</b>	Spain Y2	winter
LCS Spain PYT	86	3086	<b>10-SI-0454</b>	Spain Y2	winter
LCS Spain PYT	87	3087	<b>10-SI-0457</b>	Spain Y2	winter
LCS Spain PYT	88	3088	<b>10-SI-0460</b>	Spain Y2	winter
LCS Spain PYT	89	3089	<b>10-SI-0461</b>	Spain Y2	winter
LCS Spain PYT	90	3090	<b>10-SI-0464</b>	Spain Y2	winter
LCS Spain PYT	91	3091	<b>10-SI-0465</b>	Spain Y2	winter
LCS Spain PYT	92	3092	<b>10-SI-0466</b>	Spain Y2	winter

				2011 Source	
Nursery	Entry	Rep1	Selection	Nursery	
LCS Spain PYT	93	3093	<b>10-SI-0123</b>	Spain Y2	winter
LCS Spain PYT	94	3094	<b>10-SI-0561</b>	Spain Y2	winter
LCS Spain PYT	95	3095	<b>10-SI-0562</b>	Spain Y2	winter
LCS Spain PYT	96	3096	<b>10-SI-0563</b>	Spain Y2	winter
LCS Spain PYT	97	3097	<b>10-SI-0564</b>	Spain Y2	winter
LCS Spain PYT	98	3098	<b>10-SI-0566</b>	Spain Y2	winter
LCS Spain PYT	99	3099	<b>10-SI-0522</b>	Spain Y2	winter
LCS Spain PYT	100	3100	NSA 2153A	check	check
LCS Spain PYT	101	3101	<b>10-SI-0593</b>	Spain Y2	winter
LCS Spain PYT	102	3102	<b>10-SI-0597</b>	Spain Y2	winter
LCS Spain PYT	103	3103	<b>10-SI-0600</b>	Spain Y2	winter
LCS Spain PYT	104	3104	<b>10-SI-0354</b>	Spain Y2	winter
LCS Spain PYT	105	3105	<b>10-SI-0344</b>	Spain Y2	winter
LCS Spain PYT	106	3106	<b>10-SI-0345</b>	Spain Y2	winter
LCS Spain PYT	107	3107	<b>10-SI-0349</b>	Spain Y2	winter
LCS Spain PYT	108	3108	<b>10-SI-0342</b>	Spain Y2	winter
LCS Spain PYT	109	3109	<b>10-SI-0418</b>	Spain Y2	winter
LCS Spain PYT	110	3110	<b>10-SI-0411</b>	Spain Y2	winter
LCS Spain PYT	111	3111	<b>10-SI-0379</b>	Spain Y2	winter
LCS Spain PYT	112	3112	<b>10-SI-0378</b>	Spain Y2	winter
LCS Spain PYT	113	3113	<b>10-SI-0090</b>	Spain Y2	winter
LCS Spain PYT	114	3114	<b>10-SI-0092</b>	Spain Y2	winter
LCS Spain PYT	115	3115	<b>10-SI-0093</b>	Spain Y2	winter
LCS Spain PYT	116	3116	<b>10-SI-0085</b>	Spain Y2	winter
LCS Spain PYT	117	3117	<b>10-SI-0071</b>	Spain Y2	winter
LCS Spain PYT	118	3118	<b>10-SI-0083</b>	Spain Y2	winter
LCS Spain PYT	119	3119	<b>10-SI-0031</b>	Spain Y2	winter
LCS Spain PYT	120	3120	<b>10-SI-0032</b>	Spain Y2	winter
LCS Spain PYT	121	3121	<b>10-SI-0036</b>	Spain Y2	winter
LCS Spain PYT	122	3122	<b>10-SI-0041</b>	Spain Y2	winter
LCS Spain PYT	123	3123	<b>10-SI-0042</b>	Spain Y2	winter
LCS Spain PYT	124	3124	<b>10-SI-0043</b>	Spain Y2	winter
LCS Spain PYT	125	3125	Brundage 96	check	check
LCS Spain PYT	126	3126	<b>10-SI-0044</b>	Spain Y2	winter
LCS Spain PYT	127	3127	<b>10-SI-0045</b>	Spain Y2	winter
LCS Spain PYT	128	3128	<b>10-SI-0046</b>	Spain Y2	winter
LCS Spain PYT	129	3129	<b>10-SI-0047</b>	Spain Y2	winter
LCS Spain PYT	130	3130	<b>10-SI-0048</b>	Spain Y2	winter
LCS Spain PYT	131	3131	<b>10-SI-0050</b>	Spain Y2	winter
LCS Spain PYT	132	3132	<b>10-SI-0053</b>	Spain Y2	winter
LCS Spain PYT	133	3133	<b>10-SI-0056</b>	Spain Y2	winter
LCS Spain PYT	134	3134	<b>10-SI-0063</b>	Spain Y2	winter
LCS Spain PYT	135	3135	<b>10-SI-0064</b>	Spain Y2	winter
LCS Spain PYT	136	3136	<b>10-SI-0068</b>	Spain Y2	winter
LCS Spain PYT	137	3137	<b>10-SI-0013</b>	Spain Y2	winter
LCS Spain PYT	138	3138	<b>10-SI-0014</b>	Spain Y2	winter

				2011 Source	
Nursery	Entry	Rep1	Selection	Nursery	
LCS Spain PYT	139	3139	<b>10-SI-0015</b>	Spain Y2	winter
LCS Spain PYT	140	3140	<b>10-SI-0026</b>	Spain Y2	winter
LCS Spain PYT	141	3141	<b>10-SI-0027</b>	Spain Y2	winter
LCS Spain PYT	142	3142	<b>10-SI-0029</b>	Spain Y2	winter
LCS Spain PYT	143	3143	<b>10-SI-0018</b>	Spain Y2	winter
LCS Spain PYT	144	3144	<b>10-SI-0019</b>	Spain Y2	winter
LCS Spain PYT	145	3145	<b>10-SI-0020</b>	Spain Y2	winter
LCS Spain PYT	146	3146	<b>10-SI-0021</b>	Spain Y2	winter
LCS Spain PYT	147	3147	<b>10-SI-0022</b>	Spain Y2	winter
LCS Spain PYT	148	3148	<b>10-SI-0002</b>	Spain Y2	winter
LCS Spain PYT	149	3149	<b>10-SI-0006</b>	Spain Y2	winter
LCS Spain PYT	150	3150	Skiles	check	check
LCS Spain PYT	151	3151	<b>10-SI-0007</b>	Spain Y2	winter
LCS Spain PYT	152	3152	<b>10-SI-0008</b>	Spain Y2	winter
LCS Spain PYT	153	3153	<b>10-SI-0009</b>	Spain Y2	winter
LCS Spain PYT	154	3154	<b>10-SI-0010</b>	Spain Y2	winter
LCS Spain PYT	155	3155	<b>10-SI-0196</b>	Spain Y2	winter
LCS Spain PYT	156	3156	<b>10-SI-0203</b>	Spain Y2	winter
LCS Spain PYT	157	3157	<b>10-SI-0209</b>	Spain Y2	winter
LCS Spain PYT	158	3158	<b>10-SI-0324</b>	Spain Y2	winter
LCS Spain PYT	159	3159	<b>10-SI-0327</b>	Spain Y2	winter
LCS Spain PYT	160	3160	<b>10-SI-0292</b>	Spain Y2	winter
LCS Spain PYT	161	3161	<b>10-SI-0295</b>	Spain Y2	winter
LCS Spain PYT	162	3162	<b>10-SI-0339</b>	Spain Y2	winter
LCS Spain PYT	163	3163	<b>10-SI-0269</b>	Spain Y2	winter
LCS Spain PYT	164	3164	<b>10-SI-0271</b>	Spain Y2	winter
LCS Spain PYT	165	3165	<b>10-SI-0141</b>	Spain Y2	winter
LCS Spain PYT	166	3166	<b>10-SI-0142</b>	Spain Y2	winter
LCS Spain PYT	167	3167	<b>10-SI-0143</b>	Spain Y2	winter
LCS Spain PYT	168	3168	<b>10-SI-0145</b>	Spain Y2	winter
LCS Spain PYT	169	3169	<b>10-SI-0155</b>	Spain Y2	winter
LCS Spain PYT	170	3170	<b>10-SI-0163</b>	Spain Y2	winter
LCS Spain PYT	171	3171	<b>10-SI-0189</b>	Spain Y2	winter
LCS Spain PYT	172	3172	<b>10-SI-0128</b>	Spain Y2	winter
LCS Spain PYT	173	3173	<b>10-SI-0130</b>	Spain Y2	winter
LCS Spain PYT	174	3174	<b>10-SI-0131</b>	Spain Y2	winter
LCS Spain PYT	175	3175	<b>10-SI-0132</b>	Spain Y2	winter
LCS Spain PYT	176	3176	<b>10-SI-0133</b>	Spain Y2	winter
LCS Spain PYT	177	3177	<b>10-SI-0136</b>	Spain Y2	winter
LCS Spain PYT	178	3178	<b>10-SI-0137</b>	Spain Y2	winter
LCS Spain PYT	179	3179	<b>10-SI-0138</b>	Spain Y2	winter
LCS Spain PYT	180	3180	Norwest 553	check	check

					2011 Source	
Nursery	Entry	Rep1	Rep2	Selection	Nursery	origin
LCS EU Y3-5 (Blgm)	1	3201	3304	Stephens	check	check
LCS EU Y3-5 (Blgm)	2	3202	3258	Skiles	check	check
LCS EU Y3-5 (Blgm)	3	3203	3294	Azimut	check	check
LCS EU Y3-5 (Blgm)	4	3204	3256	Norwest 553	check	check
LCS EU Y3-5 (Blgm)	5	3205	3299	NSA 2153A	check	check
LCS EU Y3-5 (Blgm)	6	3206	3289	Brundage 96	check	check
LCS EU Y3-5 (Blgm)	7	3207	3285	Altigo	check	check
LCS EU Y3-5 (Blgm)	8	3208	3300	ORPHEUS	Belgium	E1 '10
LCS EU Y3-5 (Blgm)	9	3209	3281	CM 6325	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	10	3210	3260	SALOMO	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	11	3211	3269	MOZES	Belgium	E1 '11
LCS EU Y3-5 (Blgm)	12	3212	3275	SPIRIT	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	13	3213	3290	UNICUM	Belgium	KVP '10
LCS EU Y3-5 (Blgm)	14	3214	3266	CM 2813	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	15	3215	3288	CM 7206	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	16	3216	3303	CM 8201	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	17	3217	3259	CM 13222	Belgium	KVP '11mp
LCS EU Y3-5 (Blgm)	18	3218	3270	CM 13509	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	19	3219	3286	CM 2212	Belgium	E0 '11
LCS EU Y3-5 (Blgm)	20	3220	3280	CM 2807	Belgium	E0 '11
LCS EU Y3-5 (Blgm)	21	3221	3263	CM 3553	Belgium	E0 '11
LCS EU Y3-5 (Blgm)	22	3222	3306	CM 2515	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	23	3223	3279	CM 3201	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	24	3224	3282	CM 8007	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	25	3225	3264	CM 8302	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	26	3226	3302	CM 8408	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	27	3227	3276	CM 8501	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	28	3228	3293	CM 8633	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	29	3229	3274	CM 9013	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	30	3230	3291	CM 9016	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	31	3231	3272	10409124A	Belgium	CMY201/TITI-1204
LCS EU Y3-5 (Blgm)	32	3232	3309	10409124B	Belgium	CMY201/TITI-1205
LCS EU Y3-5 (Blgm)	33	3233	3295	CM 10809	Belgium	KVP '11
LCS EU Y3-5 (Blgm)	34	3234	3265	HOMEROS	Belgium	E3 '10
LCS EU Y3-5 (Blgm)	35	3235	3268	ELIPSA	Belgium	E1 '09
LCS EU Y3-5 (Blgm)	36	3236	3267	AZZERTI	Belgium	KVP '10
LCS EU Y3-5 (Blgm)	37	3237	3296	CM 10501004	Belgium	CMY201/TITI-1208
LCS EU Y3-5 (Blgm)	38	3238	3257	CM 10501301	Belgium	CMY201/TITI-1211
LCS EU Y3-5 (Blgm)	39	3239	3277	CM10501313	Belgium	CMY201/TITI-1213
LCS EU Y3-5 (Blgm)	40	3240	3283	CM10504309	Belgium	CMY201/TITI-1233
LCS EU Y3-5 (Blgm)	41	3241	3310	CM10504314	Belgium	CMY201/TITI-1234
LCS EU Y3-5 (Blgm)	42	3242	3305	CM10504405	Belgium	CMY201/TITI-1236
LCS EU Y3-5 (Blgm)	43	3243	3261	CM1050696A	Belgium	CMY202/TITI-1309
LCS EU Y3-5 (Blgm)	44	3244	3278	CM10507041	Belgium	CMY202/TITI-1313
LCS EU Y3-5 (Blgm)	45	3245	3271	CM10508506	Belgium	CMY202/TITI-1321
LCS EU Y3-5 (Blgm)	46	3246	3262	CM10508608	Belgium	CMY202/TITI-1325
LCS EU Y3-5 (Blgm)	47	3247	3284	CM10508609A	Belgium	CMY202/TITI-1326
LCS EU Y3-5 (Blgm)	48	3248	3308	CM10508609B	Belgium	CMY202/TITI-1327
LCS EU Y3-5 (Blgm)	49	3249	3273	CM10508611	Belgium	CMY202/TITI-1328
LCS EU Y3-5 (Blgm)	50	3250	3287	CM10508613C	Belgium	CMY202/TITI-1330
LCS EU Y3-5 (Blgm)	51	3251	3307	CM10508640	Belgium	CMY202/TITI-1333
LCS EU Y3-5 (Blgm)	52	3252	3297	CM10509510	Belgium	CMY203/TITI-1413
LCS EU Y3-5 (Blgm)	53	3253	3292	CM10509514	Belgium	CMY203/TITI-1414
LCS EU Y3-5 (Blgm)	54	3254	3298	CM10511302	Belgium	CMY203/TITI-1420
LCS EU Y3-5 (Blgm)	55	3255	3301	CM10515009	Belgium	CMY203/TITI-1428



Trial	Name	Entry	Selection	Rep1	Rep2	
LCS EU Y3-6 (UK)	UK Y3	1	Norwest 553	4001	4200	Check
LCS EU Y3-6 (UK)	UK Y3	2	LWW12-7001	4002	4206	
LCS EU Y3-6 (UK)	UK Y3	3	LWW12-7002	4003	4133	
LCS EU Y3-6 (UK)	UK Y3	4	LWW12-7003	4004	4140	
LCS EU Y3-6 (UK)	UK Y3	5	LWW12-7004	4005	4178	
LCS EU Y3-6 (UK)	UK Y3	6	LWW12-7006	4006	4166	
LCS EU Y3-6 (UK)	UK Y3	7	LWW12-7011	4007	4244	
LCS EU Y3-6 (UK)	UK Y3	8	LWW12-7012	4008	4142	
LCS EU Y3-6 (UK)	UK Y3	9	LWW12-7013	4009	4250	
LCS EU Y3-6 (UK)	UK Y3	10	LWW12-7014	4010	4211	
LCS EU Y3-6 (UK)	UK Y3	11	LWW12-7015	4011	4131	
LCS EU Y3-6 (UK)	UK Y3	12	LWW12-7017	4012	4174	
LCS EU Y3-6 (UK)	UK Y3	13	LWW12-7018	4013	4187	
LCS EU Y3-6 (UK)	UK Y3	14	LWW12-7019	4014	4241	
LCS EU Y3-6 (UK)	UK Y3	15	LWW12-7020	4015	4158	
LCS EU Y3-6 (UK)	UK Y3	16	LWW12-7021	4016	4191	
LCS EU Y3-6 (UK)	UK Y3	17	LWW12-7022	4017	4149	
LCS EU Y3-6 (UK)	UK Y3	18	LWW12-7024	4018	4204	
LCS EU Y3-6 (UK)	UK Y3	19	LWW12-7025	4019	4249	
LCS EU Y3-6 (UK)	UK Y3	20	LWW12-7026	4020	4242	
LCS EU Y3-6 (UK)	UK Y3	21	LWW12-7027	4021	4155	Check
LCS EU Y3-6 (UK)	UK Y3	22	LWW12-7028	4022	4127	
LCS EU Y3-6 (UK)	UK Y3	23	LWW12-7029	4023	4245	
LCS EU Y3-6 (UK)	UK Y3	24	LWW12-7034	4024	4229	
LCS EU Y3-6 (UK)	UK Y3	25	Stephens	4025	4197	
LCS EU Y3-6 (UK)	UK Y3	26	LWW12-7037	4026	4223	
LCS EU Y3-6 (UK)	UK Y3	27	LWW12-7038	4027	4181	
LCS EU Y3-6 (UK)	UK Y3	28	LWW12-7039	4028	4147	
LCS EU Y3-6 (UK)	UK Y3	29	LWW12-7040	4029	4182	
LCS EU Y3-6 (UK)	UK Y3	30	LWW12-7041	4030	4188	
LCS EU Y3-6 (UK)	UK Y3	31	LWW12-7042	4031	4173	
LCS EU Y3-6 (UK)	UK Y3	32	LWW12-7043	4032	4202	
LCS EU Y3-6 (UK)	UK Y3	33	LWW12-7044	4033	4221	
LCS EU Y3-6 (UK)	UK Y3	34	LWW12-7045	4034	4225	
LCS EU Y3-6 (UK)	UK Y3	35	LWW12-7046	4035	4152	
LCS EU Y3-6 (UK)	UK Y3	36	LWW12-7047	4036	4175	
LCS EU Y3-6 (UK)	UK Y3	37	LWW12-7048	4037	4231	
LCS EU Y3-6 (UK)	UK Y3	38	LWW12-7049	4038	4207	
LCS EU Y3-6 (UK)	UK Y3	39	LWW12-7050	4039	4193	
LCS EU Y3-6 (UK)	UK Y3	40	LWW12-7051	4040	4145	
LCS EU Y3-6 (UK)	UK Y3	41	LWW12-7052	4041	4238	
LCS EU Y3-6 (UK)	UK Y3	42	LWW12-7053	4042	4198	
LCS EU Y3-6 (UK)	UK Y3	43	LWW12-7054	4043	4224	

LCS EU Y3-6 (UK)	UK Y3	44	LWW12-7055	4044	4203	
LCS EU Y3-6 (UK)	UK Y3	45	LWW12-7056	4045	4184	
LCS EU Y3-6 (UK)	UK Y3	46	LWW12-7057	4046	4148	
LCS EU Y3-6 (UK)	UK Y3	47	LWW12-7058	4047	4137	
LCS EU Y3-6 (UK)	UK Y3	48	LWW12-7059	4048	4136	
LCS EU Y3-6 (UK)	UK Y3	49	LWW12-7060	4049	4134	
LCS EU Y3-6 (UK)	UK Y3	50	Norwest 553	4050	4159	Check
LCS EU Y3-6 (UK)	UK Y3	51	LWW12-7061	4051	4226	
LCS EU Y3-6 (UK)	UK Y3	52	LWW12-7062	4052	4228	
LCS EU Y3-6 (UK)	UK Y3	53	LWW12-7063	4053	4132	
LCS EU Y3-6 (UK)	UK Y3	54	LWW12-7064	4054	4243	
LCS EU Y3-6 (UK)	UK Y3	55	LWW12-7065	4055	4167	
LCS EU Y3-6 (UK)	UK Y3	56	LWW12-7067	4056	4189	
LCS EU Y3-6 (UK)	UK Y3	57	LWW12-7068	4057	4194	
LCS EU Y3-6 (UK)	UK Y3	58	LWW12-7069	4058	4234	
LCS EU Y3-6 (UK)	UK Y3	59	LWW12-7070	4059	4222	
LCS EU Y3-6 (UK)	UK Y3	60	LWW12-7074	4060	4179	
LCS EU Y3-6 (UK)	UK Y3	61	LWW12-7075	4061	4141	
LCS EU Y3-6 (UK)	UK Y3	62	LWW12-7076	4062	4128	
LCS EU Y3-6 (UK)	UK Y3	63	LWW12-7077	4063	4247	
LCS EU Y3-6 (UK)	UK Y3	64	LWW12-7078	4064	4209	
LCS EU Y3-6 (UK)	UK Y3	65	LWW12-7079	4065	4169	
LCS EU Y3-6 (UK)	UK Y3	66	LWW12-7080	4066	4212	
LCS EU Y3-6 (UK)	UK Y3	67	LWW12-7081	4067	4160	
LCS EU Y3-6 (UK)	UK Y3	68	LWW12-7082	4068	4161	
LCS EU Y3-6 (UK)	UK Y3	69	LWW12-7083	4069	4176	
LCS EU Y3-6 (UK)	UK Y3	70	LWW12-7084	4070	4246	
LCS EU Y3-6 (UK)	UK Y3	71	LWW12-7085	4071	4227	
LCS EU Y3-6 (UK)	UK Y3	72	LWW12-7086	4072	4135	
LCS EU Y3-6 (UK)	UK Y3	73	LWW12-7088	4073	4138	
LCS EU Y3-6 (UK)	UK Y3	74	LWW12-7089	4074	4156	
LCS EU Y3-6 (UK)	UK Y3	75	Stephens	4075	4192	Check
LCS EU Y3-6 (UK)	UK Y3	76	LWW12-7090	4076	4150	
LCS EU Y3-6 (UK)	UK Y3	77	LWW12-7091	4077	4177	
LCS EU Y3-6 (UK)	UK Y3	78	LWW12-7092	4078	4185	
LCS EU Y3-6 (UK)	UK Y3	79	LWW12-7093	4079	4248	
LCS EU Y3-6 (UK)	UK Y3	80	LWW12-7094	4080	4157	
LCS EU Y3-6 (UK)	UK Y3	81	LWW12-7095	4081	4215	
LCS EU Y3-6 (UK)	UK Y3	82	LWW12-7096	4082	4170	
LCS EU Y3-6 (UK)	UK Y3	83	LWW12-7097	4083	4171	
LCS EU Y3-6 (UK)	UK Y3	84	LWW12-7098	4084	4186	
LCS EU Y3-6 (UK)	UK Y3	85	LWW12-7099	4085	4230	
LCS EU Y3-6 (UK)	UK Y3	86	LWW12-7100	4086	4164	
LCS EU Y3-6 (UK)	UK Y3	87	LWW12-7101	4087	4162	

LCS EU Y3-6 (UK)	UK Y3	88	LWW12-7102	4088	4199	
LCS EU Y3-6 (UK)	UK Y3	89	LWW12-7103	4089	4129	
LCS EU Y3-6 (UK)	UK Y3	90	LWW12-7104	4090	4180	
LCS EU Y3-6 (UK)	UK Y3	91	LWW12-7105	4091	4143	
LCS EU Y3-6 (UK)	UK Y3	92	LWW12-7106	4092	4196	
LCS EU Y3-6 (UK)	UK Y3	93	LWW12-7107	4093	4216	
LCS EU Y3-6 (UK)	UK Y3	94	LWW12-7108	4094	4144	
LCS EU Y3-6 (UK)	UK Y3	95	LWW12-7109	4095	4172	
LCS EU Y3-6 (UK)	UK Y3	96	LWW12-7110	4096	4220	
LCS EU Y3-6 (UK)	UK Y3	97	LWW12-7111	4097	4240	
LCS EU Y3-6 (UK)	UK Y3	98	LWW12-7115	4098	4126	
LCS EU Y3-6 (UK)	UK Y3	99	LWW12-7116	4099	4210	
LCS EU Y3-6 (UK)	UK Y3	100	Norwest 553	4100	4217	Check
LCS EU Y3-6 (UK)	UK Y3	101	LWW12-7117	4101	4168	
LCS EU Y3-6 (UK)	UK Y3	102	LWW12-7118	4102	4130	
LCS EU Y3-6 (UK)	UK Y3	103	LWW12-7119	4103	4151	
LCS EU Y3-6 (UK)	UK Y3	104	LWW12-7120	4104	4213	
LCS EU Y3-6 (UK)	UK Y3	105	LWW12-7121	4105	4237	
LCS EU Y3-6 (UK)	UK Y3	106	LWW12-7122	4106	4239	
LCS EU Y3-6 (UK)	UK Y3	107	LWW12-7123	4107	4183	
LCS EU Y3-6 (UK)	UK Y3	108	LWW12-7124	4108	4146	
LCS EU Y3-6 (UK)	UK Y3	109	LWW12-7125	4109	4153	
LCS EU Y3-6 (UK)	UK Y3	110	LWW12-7126	4110	4205	
LCS EU Y3-6 (UK)	UK Y3	111	LWW12-7127	4111	4190	
LCS EU Y3-6 (UK)	UK Y3	112	LWW12-7128	4112	4163	
LCS EU Y3-6 (UK)	UK Y3	113	LWW12-7129	4113	4154	
LCS EU Y3-6 (UK)	UK Y3	114	LWW12-7130	4114	4214	
LCS EU Y3-6 (UK)	UK Y3	115	LWW12-7131	4115	4233	
LCS EU Y3-6 (UK)	UK Y3	116	LWW12-7132	4116	4195	
LCS EU Y3-6 (UK)	UK Y3	117	LWW12-7133	4117	4232	
LCS EU Y3-6 (UK)	UK Y3	118	LWW12-7134	4118	4208	
LCS EU Y3-6 (UK)	UK Y3	119	LWW12-7135	4119	4236	
LCS EU Y3-6 (UK)	UK Y3	120	LWW12-7137	4120	4235	
LCS EU Y3-6 (UK)	UK Y3	121	LWW12-7138	4121	4139	
LCS EU Y3-6 (UK)	UK Y3	122	LWW12-7141	4122	4165	
LCS EU Y3-6 (UK)	UK Y3	123		4123	4218	
LCS EU Y3-6 (UK)	UK Y3	124		4124	4219	
LCS EU Y3-6 (UK)	UK Y3	125	Stephens	4125	4201	Check

## 2012 LCS PNW Elite

						2011 Source			
Nursery	Entry	Rep1	Rep2	Rep3	Selection	Nursery	Plot	Entry	
LCS PNW Elite	1	1101	1160	1171	Stephens	McP Adv-1	1501	1	Check
LCS PNW Elite	2	1102	1142	1172	Brundage 96	McP Adv-1	1502	2	Check
LCS PNW Elite	3	1103	1148	1167	Skiles	McP Adv-1	1503	3	Check
LCS PNW Elite	4	1104	1146	1163	Madsen	McP Adv-1	1504	4	Check
LCS PNW Elite	5	1105	1135	1170	OR08047P94	swadv-3	49	49	Check
LCS PNW Elite	6	1106	1150	1164	NSA 05-2153A	FSD			
LCS PNW Elite	7	1107	1149	1168	87-WW-149	McP Adv-1	1505	5	
LCS PNW Elite	8	1108	1131	1181	91-WW-55	McP Adv-1	1506	6	
LCS PNW Elite	9	1109	1157	1186	97-WW-255	McP Adv-1	1507	7	
LCS PNW Elite	10	1110	1153	1182	97-WW-155-102[1]	McP Adv-1	1508	8	
LCS PNW Elite	11	1111	1132	1173	97-WW-155-114[1]	McP Adv-1	1509	9	
LCS PNW Elite	12	1112	1145	1185	97-WW-155-159[1]	McP Adv-1	1510	10	
LCS PNW Elite	13	1113	1154	1180	01-WW-1015	McP Adv-1	1514	14	
LCS PNW Elite	14	1114	1133	1183	01-WW-1110	McP Adv-1	1519	19	
LCS PNW Elite	15	1115	1156	1165	01-WW-1130	McP Adv-1	1521	21	
LCS PNW Elite	16	1116	1144	1179	02-WW-2069	McP Adv-1	1531	31	
LCS PNW Elite	17	1117	1151	1178	04-WW-4009	McP Adv-2	1705	5	
LCS PNW Elite	18	1118	1134	1188	05-WW-5003	McP Adv-3	1709	9	
LCS PNW Elite	19	1119	1158	1166	05-WW-5029	McP Adv-4	1710	10	
LCS PNW Elite	20	1120	1141	1177	07-WW-7047	McP Adv-5	1721	21	
LCS PNW Elite	21	1121	1139	1174	07-WW-7054	McP Adv-6	1723	23	
LCS PNW Elite	22	1122	1159	1175	07-WW-7129	McP Adv-7	1733	33	
LCS PNW Elite	23	1123	1140	1169	Fac / WW slh//Mac-1 /// 2*N	McP Adv-8	1734	34	
LCS PNW Elite	24	1124	1136	1161	10-WW-1005	McP Prelim	1906	6	
LCS PNW Elite	25	1125	1137	1187	10-WW-1018	McP Prelim	1920	20	
LCS PNW Elite	26	1126	1155	1189	10-WW-1059	McP Prelim	1964	64	
LCS PNW Elite	27	1127	1152	1176	10-WW-1060	McP Prelim	1965	65	
LCS PNW Elite	28	1128	1143	1184	P.-LH403H7001	K-Elite	1210	10	
LCS PNW Elite	29	1129	1138	1190	KW023 (KW970022SW023)	K-Elite	1212	12	
LCS PNW Elite	30	1130	1147	1162	KW027	Incr. Strips	Strip		

							Source		
	Entry	Rep1	Rep2	Rep3	Line Name	Origin	Nursery	Entry	Plot
LCS EU Elite	1	1501	1565	1616	Stephens	Check			
LCS EU Elite	2	1502	1569	1588	Skiles	Check			
LCS EU Elite	3	1503	1567	1589	NSA-05-2153A	Check			
LCS EU Elite	4	1504	1576	1606	Norwest 553	Check			
LCS EU Elite	5	1505	1580	1592	Azimut	Check			
LCS EU Elite	6	1506	1551	1581	ALTAMIRA	FR	EEU Elite	6	2306
LCS EU Elite	7	1507	1541	1619	ALTIGO	FR	EEU Elite	7	2307
LCS EU Elite	8	1508	1544	1615	APRILIO	FR	EEU Elite	10	2310
LCS EU Elite	9	1509	1578	1612	ARAMIS	FR	EEU Elite	11	2311
LCS EU Elite	10	1510	1561	1597	ARROCCO	FR	EEU Elite	13	2313
LCS EU Elite	11	1511	1546	1603	ATTITUDE	FR	EEU Elite	14	2314
LCS EU Elite	12	1512	1572	1617	BOTICELLI	FR	EEU Elite	15	2315
LCS EU Elite	13	1513	1566	1601	NAS08-5291	FR	EEU Elite	18	2318
LCS EU Elite	14	1514	1552	1602	<b>NAS08-7208</b>	FR	EEU Elite	19	2319
LCS EU Elite	15	1515	1555	1604	<b>NASA06-4663</b>	FR	EEU Elite	20	2320
LCS EU Elite	16	1516	1549	1587	NSA06-7068	FR	EEU Elite	21	2321
LCS EU Elite	17	1517	1579	1608	<b>NSA07-4398</b>	FR	EEU Elite	24	2324
LCS EU Elite	18	1518	1556	1582	NSA07-7065	FR	EEU Elite	26	2326
LCS EU Elite	19	1519	1559	1585	EDGAR	GDR	EEU Elite	30	2330
LCS EU Elite	20	1520	1550	1609	HERMANN	GDR	EEU Elite	31	2331
LCS EU Elite	21	1521	1573	1610	KALAHARI	GDR	EEU Elite	32	2332
LCS EU Elite	22	1522	1545	1595	KEPLER	GDR	EEU Elite	33	2333
LCS EU Elite	23	1523	1560	1593	NIC05-4711-B	GDR	EEU Elite	36	2336
LCS EU Elite	24	1524	1543	1620	NIC06-4688-SA	GDR	EEU Elite	37	2337
LCS EU Elite	25	1525	1570	1591	NIC06-5210-B	GDR	EEU Elite	38	2338
LCS EU Elite	26	1526	1557	1590	NIC06-5211-B	GDR	EEU Elite	39	2339
LCS EU Elite	27	1527	1571	1614	NIC08-6580-A	GDR	EEU Elite	42	2342
LCS EU Elite	28	1528	1574	1586	OPERETKA	GDR	EEU Elite	44	2344
LCS EU Elite	29	1529	1553	1598	04-si-0456	Spain	SPWW Elite	13	13
LCS EU Elite	30	1530	1563	1583	NSA08-0033	Y3N+S	Jayne's Y3	1	
LCS EU Elite	31	1531	1562	1594	NSA07-0025	Y3S	Jayne's Y3	7	
LCS EU Elite	32	1532	1568	1618	NSA09-0582	Y3N+S	Jayne's Y3	24	
LCS EU Elite	33	1533	1554	1611	NSA09-0698	Y3N	Jayne's Y3	25	
LCS EU Elite	34	1534	1547	1599	NSA09-0855	Y3N	Jayne's Y3	30	
LCS EU Elite	35	1535	1542	1605	NSA08-4083	Fr - Vrn	EU Prelim	3002	
LCS EU Elite	36	1536	1575	1607	NSA09-5098	Fr - Vrn	EU Prelim	3030	

## 2012 LCS EU Elite

### ATTACHMENT 1

							Source		
	Entry	Rep1	Rep2	Rep3	Line Name	Origin	Nursery	Entry	Plot
LCS EU Elite	37	1537	1577	1596	NSA09-5211	Fr - Vrn	EU Prelim	3031	
LCS EU Elite	38	1538	1564	1613	NSA09-5449	Fr - Vrn	EU Prelim	3034	
LCS EU Elite	39	1539	1548	1584	NSA09-5594	Fr - Vrn	EU Prelim	3037	
LCS EU Elite	40	1540	1558	1600	NSA09-5599	Fr - Vrn	EU Prelim	3038	

						2011 Source	
Nursery	Entry	Rep1	Rep2	Rep3		Nursery	Plot
PNW HW Adv 1	1	1301	1344	1389	Norwest 553	McP HRW	1853
PNW HW Adv 1	2	1302	1360	1384	Azumit		
PNW HW Adv 1	3	1303	1340	1372	Whetstone	W Reg	1102
PNW HW Adv 1	4	1304	1348	1364	OR2080111H	W REg	1107
PNW HW Adv 1	5	1305	1353	1374	04-HWW-4008	McP HRW	1857
PNW HW Adv 1	6	1306	1335	1390	04-HWW-4013	McP HRW	1859
PNW HW Adv 1	7	1307	1359	1381	04-HWW-4014	McP HRW	1860
PNW HW Adv 1	8	1308	1354	1378	04-HWW-4033	McP HRW	1863
PNW HW Adv 1	9	1309	1336	1382	04-HWW-4035	McP HRW	1864
PNW HW Adv 1	10	1310	1349	1369	04-HWW-4045	McP HRW	1866
PNW HW Adv 1	11	1311	1332	1379	10-HRW-1024	PB1- HRW Prelim	2126
PNW HW Adv 1	12	1312	1355	1361	10-HRW-1031	PB1- HRW Prelim	2134
PNW HW Adv 1	13	1313	1341	1380	10-HRW-1036	PB1- HRW Prelim	2139
PNW HW Adv 1	14	1314	1356	1385	10-HRW-1038	PB1- HRW Prelim	2141
PNW HW Adv 1	15	1315	1331	1375	10-HRW-1043	PB1- HRW Prelim	2147
PNW HW Adv 1	16	1316	1345	1367	10-HRW-1049	PB1- HRW Prelim	2153
PNW HW Adv 1	17	1317	1337	1383	10-HRW-1050	PB1- HRW Prelim	2154
PNW HW Adv 1	18	1318	1352	1365	10-HRW-1055	PB1- HRW Prelim	2159
PNW HW Adv 1	19	1319	1350	1376	10-HRW-1062	PB1- HRW Prelim	2167
PNW HW Adv 1	20	1320	1351	1388	10-HRW-1065	PB1- HRW Prelim	2170
PNW HW Adv 1	21	1321	1357	1377	10-HRW-1066	PB1- HRW Prelim	2171
PNW HW Adv 1	22	1322	1346	1366	10-HRW-1067	PB1- HRW Prelim	2172
PNW HW Adv 1	23	1323	1338	1368	10-HRW-1068	PB1- HRW Prelim	2173
PNW HW Adv 1	24	1324	1342	1386	10-HRW-1070	PB1- HRW Prelim	2176
PNW HW Adv 1	25	1325	1343	1370	10-HRW-1071	PB1- HRW Prelim	2177
PNW HW Adv 1	26	1326	1358	1363	10-HRW-1075	PB1- HRW Prelim	2181
PNW HW Adv 1	27	1327	1347	1387	10-HRW-1077	PB1- HRW Prelim	2183
PNW HW Adv 1	28	1328	1339	1371	10-HRW-1081	PB1- HRW Prelim	2187
PNW HW Adv 1	29	1329	1333	1373	10-HRW-1084	PB1- HRW Prelim	2191
PNW HW Adv 1	30	1330	1334	1362	10-HRW-1086	PB1- HRW Prelim	2193

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Nusery	entry	Rep 1	Rep 2	Rep 3	Entery	Origin	Nusery	Entry
PNW EU Adv 1	1	1701	1775	1850	Stephens	Check		
PNW EU Adv 1	2	1702	1782	1872	Skiles	Check		
PNW EU Adv 1	3	1703	1818	1870	NSA-05-2153A	Check		
PNW EU Adv 1	4	1704	1816	1874	Norwest 553	Check		
PNW EU Adv 1	5	1705	1805	1867	Azimut	Check		
PNW EU Adv 1	6	1706	1774	1868	W07-10213	Fr - Vrn	EU Prelim	3001
PNW EU Adv 1	7	1707	1789	1891	NSA08-7219	Fr - Vrn	EU Prelim	3005
PNW EU Adv 1	8	1708	1798	1889	NSA08-8160	Fr - Vrn	EU Prelim	3007
PNW EU Adv 1	9	1709	1772	1886	NSA08-8540	Fr - Vrn	EU Prelim	3009
PNW EU Adv 1	10	1710	1784	1846	NSA08-8549	Fr - Vrn	EU Prelim	3010
PNW EU Adv 1	11	1711	1810	1840	NSA08-8555	Fr - Vrn	EU Prelim	3011
PNW EU Adv 1	12	1712	1802	1852	NSA08-8558	Fr - Vrn	EU Prelim	3012
PNW EU Adv 1	13	1713	1795	1843	NSA09-4144A	Fr - Vrn	EU Prelim	3015
PNW EU Adv 1	14	1714	1819	1864	NSA09-4156B	Fr - Vrn	EU Prelim	3016
PNW EU Adv 1	15	1715	1777	1831	NSA09-4245A	Fr - Vrn	EU Prelim	3017
PNW EU Adv 1	16	1716	1791	1849	NSA09-4350	Fr - Vrn	EU Prelim	3019
PNW EU Adv 1	17	1717	1824	1871	NSA09-4701	Fr - Vrn	EU Prelim	3022
PNW EU Adv 1	18	1718	1825	1863	NSA09-4789	Fr - Vrn	EU Prelim	3023
PNW EU Adv 1	19	1719	1785	1853	NSA09-4866B	Fr - Vrn	EU Prelim	3027
PNW EU Adv 1	20	1720	1799	1855	NSA09-4934	Fr - Vrn	EU Prelim	3028
PNW EU Adv 1	21	1721	1803	1865	NSA09-4942	Fr - Vrn	EU Prelim	3029
PNW EU Adv 1	22	1722	1811	1847	NSA09-5388A	Fr - Vrn	EU Prelim	3033
PNW EU Adv 1	23	1723	1773	1873	NSA09-5510	Fr - Vrn	EU Prelim	3036
PNW EU Adv 1	24	1724	1814	1878	NSA09-5635B	Fr - Vrn	EU Prelim	3039
PNW EU Adv 1	25	1725	1828	1859	NSA09-5708	Fr - Vrn	EU Prelim	3040
PNW EU Adv 1	26	1726	1796	1894	NSA08-0283B	Y3S	Jayne's Y3	2
PNW EU Adv 1	27	1727	1771	1857	NSA09-0053	Y3N+S	Jayne's Y3	3
PNW EU Adv 1	28	1728	1801	1881	NSA09-0219	Y3S	Jayne's Y3	4
PNW EU Adv 1	29	1729	1769	1887	NSA09-0788	Y3S	Jayne's Y3	5
PNW EU Adv 1	30	1730	1820	1888	NSA09-1109	Y3N+S	Jayne's Y3	6
PNW EU Adv 1	31	1731	1797	1844	NSA07-2321 B	Y3S	Jayne's Y3	8
PNW EU Adv 1	32	1732	1780	1851	NSA08-0092	Y3N+S	Jayne's Y3	9
PNW EU Adv 1	33	1733	1783	1884	NSA08-0626	Y3S (voir N)	Jayne's Y3	12
PNW EU Adv 1	34	1734	1778	1841	NSA08-0684	Y3N+S	Jayne's Y3	14
PNW EU Adv 1	35	1735	1792	1834	W3343-05043-0604	Y3S	Jayne's Y3	15
PNW EU Adv 1	36	1736	1826	1869	NSA08-0258	Y3N+S+Esp	Jayne's Y3	16
PNW EU Adv 1	37	1737	1779	1848	NSA08-0328	Y3N	Jayne's Y3	18
PNW EU Adv 1	38	1738	1815	1866	NSA08-2019	Y3N+S	Jayne's Y3	20
PNW EU Adv 1	39	1739	1767	1892	NSA09-0710	Y3N	Jayne's Y3	26
PNW EU Adv 1	40	1740	1766	1882	NSA09-0903	Y3N+S	Jayne's Y3	31
PNW EU Adv 1	41	1741	1806	1879	NSA07-0529B	Y3N	Jayne's Y3	36
PNW EU Adv 1	42	1742	1793	1860	B074-0331-0403-2	Y3N+S	Jayne's Y3	39
PNW EU Adv 1	43	1743	1809	1858	Andelos	Spain	SPWW Elite	2
PNW EU Adv 1	44	1744	1804	1832	06-si-812	Spain	SPWW Elite	14
PNW EU Adv 1	45	1745	1827	1875	06-si-0824	Spain	SPWW Elite	17
PNW EU Adv 1	46	1746	1817	1835	06-si-0842	Spain	SPWW Elite	18
PNW EU Adv 1	47	1747	1781	1895	NSA-04-2002	Spain	SPWW Elite	20
PNW EU Adv 1	48	1748	1787	1861	07-si-1067	Spain	SPWW-1	5
PNW EU Adv 1	49	1749	1768	1845	07-si-1219	Spain	SPWW-1	8
PNW EU Adv 1	50	1750	1829	1836	08-si-1534	Spain	SPWW-1	11
PNW EU Adv 1	51	1751	1800	1854	08-si-1535	Spain	SPWW-1	12
PNW EU Adv 1	52	1752	1807	1837	08-si-1542	Spain	SPWW-1	14
PNW EU Adv 1	53	1753	1821	1890	08-si-1314	Spain	SPWW-1	18
PNW EU Adv 1	54	1754	1812	1833	08-si-1322	Spain	SPWW-1	19
PNW EU Adv 1	55	1755	1790	1856	08-si-1374	Spain	SPWW-1	21
PNW EU Adv 1	56	1756	1822	1876	08-si-1377	Spain	SPWW-1	22
PNW EU Adv 1	57	1757	1786	1838	08-si-1440	Spain	SPWW-1	27
PNW EU Adv 1	58	1758	1813	1880	08-si-1476	Spain	SPWW-1	30
PNW EU Adv 1	59	1759	1788	1885	08-si-1477	Spain	SPWW-1	31
PNW EU Adv 1	60	1760	1830	1883	08-si-1502	Spain	SPWW-1	32
PNW EU Adv 1	61	1761	1776	1893	08-si-1504	Spain	SPWW-1	33
PNW EU Adv 1	62	1762	1808	1862	08-si-1509	Spain	SPWW-1	34
PNW EU Adv 1	63	1763	1794	1839	09-si-1648	Spain	SPWW-1	48
PNW EU Adv 1	64	1764	1808	1877	09-si-1654	Spain	SPWW-1	49
PNW EU Adv 1	65	1765	1770	1842	09-si-1680	Spain	SPWW-1	51



## 2012 LCS PNW Adv-1

Nursery	Entry	Rep1	Rep2	Rep3	Selection	2011 Source		
						Nursery	Plot	Entry
LCS PNW Adv-1	1	1201	1255	1261	Stephens	McP Adv-2	1501	1
LCS PNW Adv-1	2	1202	1248	1262	Brundage 96	McP Adv-2	1502	2
LCS PNW Adv-1	3	1203	1231	1286	Skiles	McP Adv-2	1503	3
LCS PNW Adv-1	4	1204	1232	1267	Madsen	McP Adv-2	1504	4
LCS PNW Adv-1	5	1205	1235	1287	OR08047P94	swadv-3	49	49
LCS PNW Adv-1	6	1206	1245	1265	NSA 05-2153A			
LCS PNW Adv-1	7	1207	1246	1290	KW05060 h9001	K-Prelim	1404	4
LCS PNW Adv-1	8	1208	1240	1268	KW05060 h9003	K-Prelim	1405	5
LCS PNW Adv-1	9	1209	1259	1269	KW05060 hr002	K-Prelim	1438	38
LCS PNW Adv-1	10	1210	1238	1281	KW006	K-Prelim	1444	44
LCS PNW Adv-1	11	1211	1241	1282	KW90216 hr016	K-Prelim	1451	51
LCS PNW Adv-1	12	1212	1244	1278	10-WW-1007	McP Prelim	1908	8
LCS PNW Adv-1	13	1213	1249	1279	10-WW-1008	McP Prelim	1909	9
LCS PNW Adv-1	14	1214	1251	1284	10-WW-1009	McP Prelim	1910	10
LCS PNW Adv-1	15	1215	1250	1274	10-WW-1016	McP Prelim	1918	18
LCS PNW Adv-1	16	1216	1239	1280	10-WW-1017	McP Prelim	1919	19
LCS PNW Adv-1	17	1217	1260	1285	10-WW-1020	McP Prelim	1922	22
LCS PNW Adv-1	18	1218	1243	1289	10-WW-1026	McP Prelim	1928	28
LCS PNW Adv-1	19	1219	1252	1288	10-WW-1037	McP Prelim	1940	40
LCS PNW Adv-1	20	1220	1237	1266	10-WW-1056	McP Prelim	1961	61
LCS PNW Adv-1	21	1221	1253	1283	10-WW-1057	McP Prelim	1962	62
LCS PNW Adv-1	22	1222	1254	1272	10-WW-1071	McP Prelim	1977	77
LCS PNW Adv-1	23	1223	1257	1270	10-WW-1073	McP Prelim	1979	79
LCS PNW Adv-1	24	1224	1258	1263	10-WW-1078	McP Prelim	1984	84
LCS PNW Adv-1	25	1225	1256	1264	10-WW-1080	McP Prelim	1986	86
LCS PNW Adv-1	26	1226	1236	1275	10-WW-1082	McP Prelim	1988	88
LCS PNW Adv-1	27	1227	1233	1276	10-WW-1090	McP Prelim	1997	97
LCS PNW Adv-1	28	1228	1242	1273	10-WW-1091	McP Prelim	1998	98
LCS PNW Adv-1	29	1229	1234	1271	10-WW-1098	McP Prelim	2006	106
LCS PNW Adv-1	30	1230	1247	1277	10-WW-1099	McP Prelim	2007	107

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							Source	
	Entry	Rep 1	Rep 2	Rep 3	Entery	Origin	Nusery	Entry
PNW EU Adv 2	1	2001	2072	2183	Stephens	Check		
PNW EU Adv 2	2	2002	2110	2192	09-si-1684	Spain	SPWW-1	52
PNW EU Adv 2	3	2003	2103	2148	09-si-2045	Spain	SPWW-1	54
PNW EU Adv 2	4	2004	2066	2165	09-si-2053	Spain	SPWW-1	55
PNW EU Adv 2	5	2005	2118	2160	09-si-2058	Spain	SPWW-1	56
PNW EU Adv 2	6	2006	2085	2180	09-si-2092	Spain	SPWW-1	58
PNW EU Adv 2	7	2007	2123	2136	09-si-2111	Spain	SPWW-1	59
PNW EU Adv 2	8	2008	2067	2152	09-si-2120	Spain	SPWW-1	60
PNW EU Adv 2	9	2009	2081	2151	09-si-2128	Spain	SPWW-1	62
PNW EU Adv 2	10	2010	2113	2161	09-si-2131	Spain	SPWW-1	63
PNW EU Adv 2	11	2011	2095	2159	09-si-2138	Spain	SPWW-1	64
PNW EU Adv 2	12	2012	2082	2138	09-si-2163	Spain	SPWW-1	67
PNW EU Adv 2	13	2013	2075	2166	09-si-2172	Spain	SPWW-1	68
PNW EU Adv 2	14	2014	2124	2169	09-si-2174	Spain	SPWW-1	69
PNW EU Adv 2	15	2015	2106	2133	Skiles	Check		
PNW EU Adv 2	16	2016	2086	2175	09-si-2197	Spain	SPWW-1	70
PNW EU Adv 2	17	2017	2104	2170	09-si-2221	Spain	SPWW-1	74
PNW EU Adv 2	18	2018	2102	2139	09-si-2223	Spain	SPWW-1	75
PNW EU Adv 2	19	2019	2107	2194	09-si-2237	Spain	SPWW-1	78
PNW EU Adv 2	20	2020	2114	2140	09-si-2248	Spain	SPWW-1	79
PNW EU Adv 2	21	2021	2128	2142	09-si-2252	Spain	SPWW-1	80
PNW EU Adv 2	22	2022	2117	2153	09-si-2254	Spain	SPWW-1	81
PNW EU Adv 2	23	2023	2111	2189	09-si-2259	Spain	SPWW-1	82
PNW EU Adv 2	24	2024	2122	2195	09-si-2266	Spain	SPWW-1	83
PNW EU Adv 2	25	2025	2087	2178	09-si-2309	Spain	SPWW-1	89
PNW EU Adv 2	26	2026	2099	2173	09-si-2374	Spain	SPWW-1	92
PNW EU Adv 2	27	2027	2129	2186	09-si-2395	Spain	SPWW-1	95
PNW EU Adv 2	28	2028	2068	2174	09-si-2405	Spain	SPWW-1	97
PNW EU Adv 2	29	2029	2101	2146	09-si-2437	Spain	SPWW-1	98
PNW EU Adv 2	30	2030	2098	2149	NSA-05-2153A	Check		
PNW EU Adv 2	31	2031	2130	2145	09-si-2448	Spain	SPWW-1	100
PNW EU Adv 2	32	2032	2092	2187	09-si-2458	Spain	SPWW-1	101
PNW EU Adv 2	33	2033	2094	2167	09-si-2485	Spain	SPWW-1	102
PNW EU Adv 2	34	2034	2071	2171	09-si-2489	Spain	SPWW-1	103
PNW EU Adv 2	35	2035	2091	2137	09-si-2619	Spain	SPWW-1	118
PNW EU Adv 2	36	2036	2126	2154	09-si-2620	Spain	SPWW-1	119
PNW EU Adv 2	37	2037	2108	2162	09-si-2633	Spain	SPWW-1	120

LATE ITEM - BAHR - SECTION II

## 2012 PNW EU Adv 2

## ATTACHMENT 1

							Source	
	Entry	Rep 1	Rep 2	Rep 3	Entery	Origin	Nusery	Entry
PNW EU Adv 2	38	2038	2127	2131	09-si-2640	Spain	SPWW-1	122
PNW EU Adv 2	39	2039	2074	2156	09-si-2658	Spain	SPWW-1	123
PNW EU Adv 2	40	2040	2083	2190	09-si-2678	Spain	SPWW-1	126
PNW EU Adv 2	41	2041	2119	2163	09-si-2687	Spain	SPWW-1	127
PNW EU Adv 2	42	2042	2093	2134	09-si-2691	Spain	SPWW-1	128
PNW EU Adv 2	43	2043	2077	2176	09-si-2704	Spain	SPWW-1	129
PNW EU Adv 2	44	2044	2120	2181	10SB0011	Sp. Spring	SPWWP-2	5
PNW EU Adv 2	45	2045	2112	2141	Norwest 553	Check		
PNW EU Adv 2	46	2046	2100	2155	10SB0008	Sp. Spring	SPWWP-2	7
PNW EU Adv 2	47	2047	2069	2143	08SB0169.A.2	Sp. Spring	SPWWP-2	10
PNW EU Adv 2	48	2048	2088	2177	08SB0124.B.2	Sp. Spring	SPWWP-2	12
PNW EU Adv 2	49	2049	2090	2188	08SB0101.B.3	Sp. Spring	SPWWP-2	13
PNW EU Adv 2	50	2050	2073	2179	08SB0008.B.2	Sp. Spring	SPWWP-2	15
PNW EU Adv 2	51	2051	2076	2193	10SB0028	Sp. Spring	SPWWP-2	28
PNW EU Adv 2	52	2052	2105	2191	10SB0122	Sp. Spring	SPWWP-2	33
PNW EU Adv 2	53	2053	2121	2172	10SB0121	Sp. Spring	SPWWP-2	34
PNW EU Adv 2	54	2054	2097	2157	10SB0120	Sp. Spring	SPWWP-2	35
PNW EU Adv 2	55	2055	2070	2184	10SB0064	Sp. Spring	SPWWP-2	41
PNW EU Adv 2	56	2056	2078	2185	10SB0060	Sp. Spring	SPWWP-2	42
PNW EU Adv 2	57	2057	2079	2168	10SB0056	Sp. Spring	SPWWP-2	44
PNW EU Adv 2	58	2058	2084	2150	10SB0054	Sp. Spring	SPWWP-2	45
PNW EU Adv 2	59	2059	2125	2135	10SB0167	Sp. Spring	SPWWP-2	54
PNW EU Adv 2	60	2060	2080	2144	Azimut	Check		
PNW EU Adv 2	61	2061	2109	2147	10SB0148	Sp. Spring	SPWWP-2	56
PNW EU Adv 2	62	2062	2115	2164	10SB0226	Sp. Spring	SPWWP-2	61
PNW EU Adv 2	63	2063	2116	2158	10SB0225	Sp. Spring	SPWWP-2	62
PNW EU Adv 2	64	2064	2089	2182	10SB0228	Sp. Spring	SPWWP-2	89
PNW EU Adv 2	65	2065	2096	2132	10SB0227	Sp. Spring	SPWWP-2	90

## PNW HW Adv-2

						2011 Source	
Nursery	Entry	Rep1	Rep2	Rep3	Selection	Nursery	Plot
PNW HW Adv 2	1	1401	1435	1484	Norwest 553	McP HRW	1853
PNW HW Adv 2	2	1402	1433	1471	Azunit		
PNW HW Adv 2	3	1403	1450	1481	Whetstone	W Reg	1102
PNW HW Adv 2	4	1404	1457	1467	OR2080111H	W REg	1107
PNW HW Adv 2	5	1405	1441	1489	10-HRW-1089	PB1- HRW Prelim	2196
PNW HW Adv 2	6	1406	1439	1461	10-HRW-1090	PB1- HRW Prelim	2197
PNW HW Adv 2	7	1407	1455	1462	10-HRW-1091	PB1- HRW Prelim	2198
PNW HW Adv 2	8	1408	1453	1478	10-HRW-1094	PB1- HRW Prelim	2201
PNW HW Adv 2	9	1409	1446	1490	10-HRW-1096	PB1- HRW Prelim	2203
PNW HW Adv 2	10	1410	1448	1483	10-HRW-1097	PB1- HRW Prelim	2205
PNW HW Adv 2	11	1411	1456	1472	10-HRW-1098	PB1- HRW Prelim	2206
PNW HW Adv 2	12	1412	1443	1488	10-HRW-1100	PB1- HRW Prelim	2208
PNW HW Adv 2	13	1413	1451	1485	kw05016 H7002	K-Elite	1215
PNW HW Adv 2	14	1414	1436	1474	KW90108	K-Elite	1216
PNW HW Adv 2	15	1415	1434	1475	Pilova-TTW037	K-Elite	1218
PNW HW Adv 2	16	1416	1438	1476	KW05025 hr035	K-Elite	1223
PNW HW Adv 2	17	1417	1458	1464	KW90751	K-Elite	1229
PNW HW Adv 2	18	1418	1444	1479	KW90759	K-Elite	1230
PNW HW Adv 2	19	1419	1440	1486	KW90767	K-Elite	1231
PNW HW Adv 2	20	1420	1452	1470	KW9079 h9020	K-Prel	1403
PNW HW Adv 2	21	1421	1445	1468	KW9077 hr001	K-Prel	1420
PNW HW Adv 2	22	1422	1431	1482	KW9077 hr002	K-Prel	1421
PNW HW Adv 2	23	1423	1449	1480	KW9077 hr003	K-Prel	1422
PNW HW Adv 2	24	1424	1447	1465	KW9077 hr004	K-Prel	1424
PNW HW Adv 2	25	1425	1437	1473	KW90225 hr025	K-Prel	1437
PNW HW Adv 2	26	1426	1432	1463	KW90225 hr010	K-Prel	1456
PNW HW Adv 2	27	1427	1454	1469	KW90225 hr017	K-Prel	1459
PNW HW Adv 2	28	1428	1459	1466	KW90225 hr027	K-Prel	1461
PNW HW Adv 2	29	1429	1442	1487	KW90225 hr034	K-Prel	1463
PNW HW Adv 2	30	1430	1460	1477	KW90225 hr036	K-Prel	1464

Check  
Check  
Check  
Check

**EXHIBIT C**

**UNIVERSITY GERMPLASM**

[UNIVERSITY GERMPLASM LIST TO BE INSERTED]

nursery		Entry #	Entry	Pedigree, CI/PI, or PVP No.	
dry land	both	1	Stephens	CI 013740	Check
dry land		2	Madsen		Check
dry land	both	3	Brundage 96	Stephens/Geneva - reselection	Check
dry land	both	4	Bruneau (93-64901A)	85-01008 / 85-02012	
dry land		5	03-22404A	96-07205A / 95-46402A	
dry land		6	03-33604A	91-34302A-Simon // 89-60320A / J99C0009	
dry land	both	7	99-06202A	ID-B-96w / 10085-5	
dry land		8	03-28404A	J99C0009 // J99C0009 / Brundage 96	
dry land	both	9	01-10704A	92-13003A / ID-B-96	
dry land	both	10	02-29001A	Brundage 96 // 94-38506A / OR939526	
dry land	both	11	01-30105A	93-21103A / 93-46907A	
dry land		12	03-26001A	Madsen // S86-375 / 94-24206A	
dry land		13	02-11201A	OR941904 / 91-34302A	
dry land	both	14	03-11404A	J99C0009 / 89-54607A	
dry land		15	03-28702A	J99C0009 // J99C0009 / 89-60308A	
dry land	both	16	02-08806A	89-54607A / 94-58503A	
dry land		17	03-23706A	Finch / Lambert // Brundage 96	
dry land		18	03-08206A	98 Nickerson OSU / Finch WA7853	
dry land	both	19	01-49001A	ID-B-96 // Sultan 95 / ID-B-96	
dry land	both	20	02-10606A	93-64901A / 91-34302A	
dry land	both	21	02-04004A	MT 3528 / Weatherford	
dry land	both	22	98-19502A	Brundage 96 / 89-18102A	
dry land	both	23	02-12901A	91-20503A / 93-64901A	
dry land	both	24	02-45803A	92-22407A // Weatherford / 89-54607A	
dry land	both	25	01-14302A	92-13003A / 87-52814A	
dry land		26	02-09506A	89-60308A / 92-22407A	
dry land		27	03-03605A	Brundage 96 / Rossini-OSU	
dry land	both	28	00-10701A	89-17113A / 92-16705A	
dry land	both	29	03-32407B	91-34302A-Simon // J99C0009 / Brundage 96	
dry land	both	30	96-16702A	86-09015 / Houser // 86-14502B	
dry land		31	02-12304A	Finch / 89-60320A	
dry land		32	02-12005A	89-60320A / ID 92-27511AD	
dry land		33	00-35401A	S86-375 / 89-17113A // 89-17113A	
dry land	both	34	03-29902A	J99C0009 // 93-64901A / J99C0009	
dry land	both	35	04-29505A	91-32502A-16 / 96-09601A	
dry land	both	36	04-26706A	94-32505A / 91-20503A Dune	
dry land	both	37	04-28401A	92-16004A / 93-64901A	
dry land	both	38	04-29307A	Tubbs / 96-09601A	
dry land	both	39	04-30004A	96-09606A / 93-40702A	
dry land	both	40	04-21901AC	Chukar / 99-14407C	
dry land	both	41	04-45704A	92-16004A // J98C0001 / 87-52814A	
dry land	both	42	04-24006A	94-32505A / Brundage 96	
dry land	both	43	04-15805A	Brundage 96 / 96-09601A	
dry land	both	44	04-39601B	Brundage 96 // Brundage 96 / Rossini	

nursery		Entry #	Entry	Pedigree, CI/PI, or PVP No.	
irrigated		1	Brundage	Stephens/Geneva	Check
irrigated	both	2	Brundage 96	Stephens/Geneva - reselection	Check
irrigated	both	3	Stephens	CI 013740	Check
irrigated	both	4	Bruneau (93-64901A)	85-01008 / 85-02012	Check
irrigated	both	5	96-16702A	86-09015 / Houser // 86-14502B	
irrigated	both	6	02-10606A	93-64901A / 91-34302A	
irrigated	both	7	02-04004A	MT 3528 / Weatherford	
irrigated	both	8	98-19502A	Brundage 96 / 89-18102A	
irrigated		9	03-31106A	87-52814A / J99C0009 // 87-52814A	
irrigated	both	10	03-29902A	J99C0009 // 93-64901A / J99C0009	
irrigated	both	11	01-10704A	92-13003A / ID-B-96	
irrigated	both	12	02-29001A	Brundage 96 // 94-38506A / OR939526	
irrigated		13	96-51506A	Lewjain / 87-00314A // 87-00314A	
irrigated	both	14	03-11404A	J99C0009 / 89-54607A	
irrigated		15	99-22705A	ID-B-96w // Brundage / 89-54508A	
irrigated		16	99-07904A	ID-B-96t / 87-52814A	
irrigated	both	17	00-10701A	89-17113A / 92-16705A	
irrigated	both	18	01-14302A	92-13003A / 87-52814A	
irrigated	both	19	99-06202A	ID-B-96w / 10085-5	
irrigated		20	00-34702A	86-10420A / 89-54607A // 89-17113A	
irrigated		21	03-30704A	94-58503A / J99C0009 // J99C0009	
irrigated	both	22	01-49001A	ID-B-96 // Sultan 95 / ID-B-96	
irrigated	both	23	02-08806A	89-54607A / 94-58503A	
irrigated	both	24	03-32407B	91-34302A-Simon // J99C0009 / Brundage 96	
irrigated	both	25	02-45803A	92-22407A // Weatherford / 89-54607A	
irrigated	both	26	02-12901A	91-20503A / 93-64901A	
irrigated		27	00-31501A	ID-B-96w // 88-32103A / ID-B-96t	
irrigated	both	28	01-30105A	93-21103A / 93-46907A	
irrigated	both	29	04-29505A	91-32502A-16 / 96-09601A	
irrigated	both	30	04-26706A	94-32505A / 91-20503A Dune	
irrigated	both	31	04-28401A	92-16004A / 93-64901A	
irrigated	both	32	04-29307A	Tubbs / 96-09601A	
irrigated	both	33	04-30004A	96-09606A / 93-40702A	
irrigated	both	34	04-21901AC	Chukar / 99-14407C	
irrigated	both	35	04-45704A	92-16004A // J98C0001 / 87-52814A	
irrigated	both	36	04-24006A	94-32505A / Brundage 96	
irrigated	both	37	04-15805A	Brundage 96 / 96-09601A	
irrigated		38	04-35804A	Simon // Claire / Lambert	
irrigated	both	39	04-39601B	Brundage 96 // Brundage 96 / Rossini	
irrigated		40	04-39703B	Brundage 96 / 98 Nickerson // Brundage 96	
irrigated		41	04-00405B	94-10902A / J99C0009	
irrigated		42	04-13702A	92-16004A / 96-09103A	
irrigated		43	04-49101A	94-10902A / 96-09608A	
irrigated		44	04-01703A	94-32505A / J99C0009	
irrigated		45	04-10001A	93-64901A / 94-10902A	
irrigated		46	04-09601A	94-10902A / Brundage 96	
irrigated		47	04-28402A	92-16004A / 93-64901A	
irrigated		48	04-16901A	96-09606A / Brundage 96	
irrigated		49	04-29302A	93-64901A / 93-40702A	
irrigated		50	04-24105A	91-32502A-16 / Brundage 96	
irrigated		51	04-09107A	94-10902A / 96-09608A	
irrigated		52	04-31902A	96-09607A / Brundage 96	
irrigated		53	04-19502A	96-09608A / 93-40702A	
irrigated		54	04-18002A	96-09607A / Brundage 96	
irrigated		55	04-29704A	Tubbs / 96-09606A	

UI F3

1112 plot #	09 crosses	pedigree
1	09-001	Simon / Xerpha
2	09-005	99-06202A / Simon
3	09-006	Simon / 99-07904A
4	09-007	99-22501A / Simon
5	09-008	99-22705A / Simon
6	09-009	R04-200 / Simon
7	09-010	5J030662-6 WSU / Simon
8	09-011	Simon / WA 8066
9	09-012	WA 8065 / Simon
10	09-013	WA 8064 / Simon
11	09-014	WA 8093 / Simon
12	09-015	Xerpha / Brundage 96
13	09-016	ORCF-103 / Brundage 96
14	09-017	Brundage 96 / 99-22501A
15	09-018	Brundage 96 / 99-22705A
16	09-019	R04-200 / Brundage 96
17	09-020	5J030662-6 WSU / Brundage 96
18	09-021	Brundage 96 / WA 8066
19	09-022	Brundage 96 / WA 8065
20	09-023	WA 8064 / Brundage 96
21	09-024	WA 8093 / Brundage 96
22	09-026	99-22501A / ID-D-05
23	09-027	R04-200 / ID-D-05
24	09-030	WA 8065 / ID-D-05
25	09-032	WA 8093 / ID-D-05
26	09-033	Xerpha / Bitterroot
27	09-034	Xerpha / 93-64901A
28	09-037	97-09701A / Xerpha
29	09-038	96-282A-1D / Xerpha
30	09-039	Xerpha / 99-06202A
31	09-040	Xerpha / 99-07904A
32	09-041	Xerpha / 99-22501A
33	09-042	Xerpha / 99-22705A
34	09-043	R04-200 / Xerpha
35	09-044	ORCF-103 / 02-859
36	09-045	ORCF-103 / 00-475-2DH
37	09-046	99-22501A / ORCF-103
38	09-047	99-22501A / 92-16004A
39	09-048	99-22705A / 92-16004A
40	09-049	R04-200 / 92-16004A
41	09-050	92-16004A / 5J030662-6 WSU
42	09-051	WA 8066 / 92-16004A
43	09-053	WA 8064 / 92-16004A
44	09-054	WA 8093 / 92-16004A



45	09-055	99-22501A / Bitterroot
46	09-056	99-22705A / Bitterroot
47	09-057	R04-200 / Bitterroot
48	09-058	5J030662-6 WSU / Bitterroot
49	09-059	WA 8066 / Bitterroot
50	09-060	Bitterroot / WA 8065
51	09-061	WA 8064 / Bitterroot
52	09-063	99-22501A / 93-64901A
53	09-064	99-22705A / 93-64901A
54	09-065	R04-200 / 93-64901A
55	09-066	5J030662-6 WSU / 93-64901A
56	09-067	93-64901A / WA 8066
57	09-068	WA 8065 / 93-64901A
58	09-069	WA 8064 / 93-64901A
59	09-070	93-64901A / WA 8093
60	09-071	5J030662-6 WSU / 02-859
61	09-073	WA 8065 / 02-859
62	09-075	WA 8093 / 02-859
63	09-076	5J030662-6 WSU / 00-475-2DH
64	09-077	WA 8066 / 00-475-2DH
65	09-078	WA 8065 / 00-475-2DH
66	09-080	WA 8093 / 00-475-2DH
67	09-081	99-06202A / 96-51506A
68	09-082	99-22501A / 96-51506A
69	09-083	99-22705A / 96-51506A
70	09-084	R04-200 / 96-51506A
71	09-085	5J030662-6 WSU / 96-51506A
72	09-089	WA 8093 / 96-51506A
73	09-090	99-06202A / 98-19010A
74	09-091	99-22501A / 98-19010A
75	09-092	99-22705A / 98-19010A
76	09-093	R04-200 / 98-19010A
77	09-095	WA 8066 / 98-19010A
78	09-099	97-09701A / 99-22501A
79	09-100	97-09701A / 99-22705A
80	09-101	R04-200 / 97-09701A
81	09-102	97-09701A / 5J030662-6 WSU
82	09-103	97-09701A / WA 8066
83	09-104	WA 8065 / 97-09701A
84	09-105	WA 8064 / 97-09701A
85	09-106	97-09701A / WA 8093
86	09-107	96-282A-1D / 99-22501A
87	09-108	96-282A-1D / 99-22705A
88	09-109	R04-200 / 96-282A-1D
89	09-110	96-282A-1D / 5J030662-6 WSU
90	09-111	96-282A-1D / WA 8066
91	09-112	96-282A-1D / WA 8065

92	09-115	99-06202A / 99-22501A
93	09-116	99-22705A / 99-06202A
94	09-117	R04-200 / 99-06202A
95	09-118	5J030662-6 / 99-06202A
96	09-119	WA 8066 / 99-06202A
97	09-120	WA 8065 / 99-06202A
98	09-121	WA 8064 / 99-06202A
99	09-122	WA 8093 / 99-06202A
100	09-123	99-07904A / 99-22501A
101	09-124	99-07904A / 99-22705A
102	09-125	R04-200 / 99-07904A
103	09-126	99-07904A / 5J030662-6 WSU
104	09-127	99-07904A / WA 8066
105	09-128	WA 8065 / 99-07904A
106	09-129	WA 8064 / 99-07904A
107	09-130	99-07904A / WA 8093
108	09-131	99-22705A / 99-22501A
109	09-132	R04-200 / 99-22501A
110	09-133	5J030662-6 WSU / 99-22501A
111	09-134	99-22501A / WA 8066
112	09-137	99-22501A / WA 8093
113	09-138	R04-200 / 99-22705A
114	09-139	99-22705A / 5J030662-6 WSU
115	09-140	WA 8066 / 99-22705A
116	09-141	WA 8065 / 99-22705A
117	09-142	WA 8064 / 99-22705A
118	09-143	99-22705A / WA 8093
119	09-144	R04-200 / 5J030662-6
120	09-145	R04-200 / WA 8066
121	09-146	R04-200 / WA 8065
122	09-147	R04-200 / WA 8064
123	09-148	R04-200 / WA 8093
124	09-149	98-19010A / Simon // Simon
125	09-150	97-10806A / Simon // Simon
126	09-151	R04-200 / Simon // Simon
127	09-155	R04-200 / 96-51506A // Simon
128	09-156	Simon // 98-19010A / Hubbard
129	09-157	R04-200 / Brundage 96 // Brundage 96
130	09-158	98-19010A / ID-D-05 // Brundage 96
131	09-159	R04-200 / ID-D-05 // Brundage 96
132	09-160	98-19010A / Bitterroot // Brundage 96
133	09-161	R04-200 / Bitterroot // Brundage 96
134	09-162	98-19010A / 96-09103A // Brundage 96
135	09-163	96-51506A / 98-19010A // Brundage 96
136	09-164	R04-200 / 96-51506A // Brundage 96
137	09-165	Brundage 96 // 96-282A-1D / 98-19010A
138	09-166	R04-200 / 98-19010A // Brundage 96

139	09-167	98-19010A / Hubbard // Brundage 96
140	09-168	96-282A-1D / R04-200 // Brundage 96
141	09-169	R04-200 / Simon // ID-D-05
142	09-170	98-19010A / Brundage 96 // ID-D-05
143	09-171	R04-200 / Brundage 96 // ID-D-05
144	09-173	R04-200 / ID-D-05 // ID-D-05
145	09-174	98-19010A / Bitterroot // ID-D-05
146	09-175	R04-200 / Bitterroot // ID-D-05
147	09-176	96-16702A / 98-19010A // ID-D-05
148	09-177	R04-200 / 96-16702A // ID-D-05
149	09-178	R04-200 / 98-19010A // ID-D-05
150	09-179	96-282A-1D / R04-200 // ID-D-05
151	09-180	92-16004A // 98-19010A / Simon
152	09-181	92-16004A // 97-10806A / Simon
153	09-183	98-19010A / Bitterroot // Bitterroot
154	09-184	R04-200 / Bitterroot // Bitterroot
155	09-186	96-282A-1D / 96-09103A // 96-51506A
156	09-189	R04-200 / 96-51506A // 96-51506A
157	09-192	98-19010A / ID-D-05 // 98-19010A
158	09-193	98-19010A / Bitterroot // 98-19010A
159	09-199	R04-200 / 98-19010A // 98-19010A
160	09-200	98-19010A / Hubbard // 98-19010A
161	09-201	96-282A-1D / 96-09103A // 96-282A-1D
162	09-203	96-282A-1D / R04-200 // 96-282A-1D
163	09-204	98-19010A / Simon // 99-22501A
164	09-205	99-22501A // 97-10806A / Simon
165	09-206	R04-200 / Simon // 99-22501A
166	09-207	99-22501A // 98-19010A / Bitterroot
167	09-208	99-22501A // 98-19010A / 96-09103A
168	09-209	99-22501A // 96-282A-1D / 96-09103A
169	09-210	99-22501A // 96-16702A / 98-19010A
170	09-211	R04-200 / 96-51506A // 99-22501A
171	09-212	99-22501A // 97-10806A / 98-19010A
172	09-213	R04-200 / Simon // R04-200
173	09-214	R04-200 // R04-200 / ID-D-05
174	09-215	R04-200 // R04-200 / Bitterroot
175	09-216	R04-200 // R04-200 / 96-16702A
176	09-217	R04-200 // R04-200 / 96-51506A
177	09-218	R04-200 // 97-10806A / 98-19010A
178	09-219	R04-200 // R04-200 / 98-19010A
179	09-220	R04-200 // 98-19010A / Hubbard
180	09-221	96-282A-1D / R04-200 // R04-200

UI F6

Entry #	entry
1	05-00903A
2	05-01701A
3	05-06403A
4	05-06601A
5	05-06602A
6	05-06701A
7	05-07002A
8	05-07103A
9	05-07106A
10	05-07107A
11	05-07201A
12	05-07303A
13	05-08303A
14	05-08309A
15	05-08503A
16	05-10401A
17	05-14008A
18	98-19010A
19	05-15201A
20	05-15402A
21	05-16301A
22	05-20502A
23	05-20801A
24	05-27804A
25	05-29201A
26	05-29204A
27	05-30702A
28	05-30704A
29	05-31405A
30	05-32601A
31	05-32602A
32	05-33106A
33	05-35501A
34	05-35507A
35	05-36804A
36	05-36802B
37	05-41503A
38	05-41604A
39	05-41801A
40	05-43102A
41	05-43406A
42	05-43501A
43	05-45402A
44	05-48102A

new

45	05-48106A
46	05-48203A
47	05-48501A
48	05-49507A
49	05-51301A
50	05-51502A
51	05-51903A
52	05-52101A
53	05-52501A
54	05-52601A
55	05-52802A
56	05-52901A
57	05-53101A
58	Brundage 96
59	Bruneau
60	Skiles

UI F5

list #	Entry #	gp #	KOB #	1011Family LINE	pedigree	Sib#
1	1	1	1	1 06-001	Tubbs / 94-26010AD	06-00101A
2	2	1	6	2 06-002	R-316 / Tubbs	06-00203A
3	3	1	10	3 06-003	Tubbs / R-528	06-00302A
4	4	1	25	6 06-006	ORHO10085 / Tubbs	06-00605A
5	5	1	30	7 06-007	Simon / Dune 05	06-00704A
6	6	1	33	8 06-008	Simon / 96-16702A	06-00802A
7	7	1	38	9 06-009	Simon / 96-32901A	06-00904A
8	8	1	42	10 06-010	Simon / 97-01003A	06-01004A
9	9	1	45	11 06-011	Simon / 98-09101A	06-01103A
10	10	1	49	12 06-012	Simon / 98-12607B	06-01202B
11	11	1	52	13 06-013	Simon / 98-19502A	06-01302A
12	12	1	53	14 06-014	Simon / R-316	06-01401A
13	13	1	61	16 06-018	Simon / 99-00208A	06-01801A
14	14	1	67	18 06-020	Simon / 02F A-188	06-02003A
15	15	1	72	20 06-022	Simon / 02F C24	06-02203A
16	16	1	75	21 06-023	02F D-27 / Simon	06-02303A
17	17	1	77	22 06-024	Simon / 02F D-194	06-02402B
18	18	1	81	25 06-028	Simon // Skauz / Hatusha	06-02802A
19	19	1	86	26 06-029	96-16702A / Brundage 96	06-02903B
20	20	1	88	27 06-030A	96-32901A / Brundage 96	06-030A02A
21	21	1	91	29 06-031	97-01003A / Brundage 96	06-03101B
22	22	1	96	30 06-032A	98-09101A / Brundage 96	06-032A04A
23	23	1	100	31 06-032B	98-09101A / Brundage 96	06-032B02B
24	24	1	106	32 06-033	98-12607B / Brundage 96	06-03303B
25	25	1	107	33 06-035	Brundage 96 / R-316	06-03501B
26	26	1	111	34 06-036	R-454 / Brundage 96	06-03601BC
27	27	1	119	35 06-037	R-482 / Brundage 96	06-03703BC
28	28	1	124	36 06-038	R-528 / Brundage 96	06-03803A
29	29	1	125	37 06-038	R-528 / Brundage 96	06-03801B
30	30	1	130	38 06-039	99-00208A / Brundage 96	06-03904A
31	31	1	132	39 06-039	99-00208A / Brundage 96	06-03901B
32	32	1	137	40 06-040	Brundage 96 / 02F A-15	06-04002B
33	33	1	143	41 06-041	Brundage 96 / 02F A-188	06-04103B
34	34	1	147	42 06-042	Brundage 96 / 02F B-114	06-04203B
35	1	2	149	43 06-043	Brundage 96 / 02F C24	06-04302B
36	2	2	152	44 06-044	Brundage 96 / 02F D-27	06-04402A
37	3	2	156	45 06-044	Brundage 96 / 02F D-27	06-04403B
38	4	2	160	46 06-045	Brundage 96 / 02F D-194	06-04503B
39	5	2	170	47 06-046	ORHO12183 / Brundage 96	06-04609A
40	6	2	173	48 06-047	Brundage 96 / ORHO10085	06-04703A
41	7	2	176	50 06-049	Skauz / Hatusha // Brundage 96	06-04902A
42	8	2	183	52 06-051	R-482 / 96-14407C	06-05104C
43	9	2	184	53 06-052	96-16702A / 92-16004A	06-05201A
44	10	2	185	54 06-055	98-09101A / 92-16004A	06-05501A
45	11	2	186	55 06-056	92-16004A / 98-12607B	06-05601B
46	12	2	187	56 06-057	98-19502A / 92-16004A	06-05701A
47	13	2	193	57 06-058	R-316 / 92-16004A	06-05802A
48	14	2	197	58 06-059	92-16004A / R-528	06-05904A
49	15	2	206	62 06-065	92-16004A / 02F D-27	06-06502A
50	16	2	210	64 06-067	ORHO12183 / 92-16004A	06-06702A
51	17	2	212	65 06-068	ORHO10085 / 92-16004A	06-06801A
52	18	2	215	66 06-070	92-16004A // Skauz / Hatusha	06-07002A

53	19	2	220	67 06-071	Dune 05 / 92-22407A	06-07103A
54	20	2	222	68 06-072	92-22407A / 96-16702A	06-07202A
55	21	2	223	69 06-073	92-22407A / 96-32901A	06-07301A
56	22	2	225	70 06-074	92-22407A / 97-01003A	06-07401A
57	23	2	226	71 06-075	98-09101A / 92-22407A	06-07501A
58	24	2	230	72 06-076	92-22407A / 98-12607B	06-07601B
59	25	2	232	73 06-077	92-22407A / 98-19502A	06-07702A
60	26	2	234	74 06-078	R-316 / 92-22407A	06-07801A
61	27	2	238	75 06-079	92-22407A / R-528	06-07902A
62	28	2	241	76 06-080	92-22407A / 99-00208A	06-08002A
63	29	2	243	77 06-081	02F A-15 / 92-22407A	06-08102B
64	30	2	246	78 06-082	02F A-188 / 92-22407A	06-08203A
65	31	2	248	79 06-083	02F B-114 / 92-22407A	06-08301A
66	32	2	253	80 06-085	92-22407A / 02F D-27	06-08502A
67	33	2	257	81 06-086	02F D-194 / 92-22407A	06-08603A
68	34	2	260	82 06-087	ORHO12183 / 92-22407A	06-08702A
69	1	3	262	83 06-088	ORHO10085 / 92-22407A	06-08802A
70	2	3	271	86 06-092	93-64901A / 96-16702A	06-09201A
71	3	3	273	87 06-093	96-32901A / 93-64901A	06-09302A
72	4	3	275	88 06-094	97-01003A / 93-64901A	06-09401A
73	5	3	282	90 06-096	98-12607B / 93-64901A	06-09603B
74	6	3	283	91 06-097	93-64901A / 98-19502A	06-09701A
75	7	3	288	92 06-099	93-64901A / R-528	06-09902A
76	8	3	292	94 06-101	02F A-15 / 93-64901A	06-10101B
77	9	3	294	95 06-102	02F A-188 / 93-64901A	06-10201A
78	10	3	297	96 06-103	02F B-114 / 93-64901A	06-10302A
79	11	3	300	97 06-104	93-64901A / 02F C24	06-10401A
80	12	3	309	99 06-107	93-64901A / ORHO12183	06-10704A
81	13	3	314	100 06-108	ORHO10085 / 93-64901A	06-10804A
82	14	3	316	101 06-109	95-35802-o / 93-64901A	06-10901A
83	15	3	318	102 06-113	94-32505A / 96-32901A	06-11301A
84	16	3	319	103 06-114	94-32505A / 97-01003A	06-11401A
85	17	3	323	104 06-115	98-09101A / 94-32505A	06-11503A
86	18	3	324	105 06-116	98-12607B / 94-32505A	06-11601B
87	19	3	327	106 06-117	94-32505A / 98-19502A	06-11702A
88	20	3	339	111 06-123	02F B-114 / 94-32505A	06-12303A
89	21	3	340	112 06-125	94-32505A / 02F D-27	06-12501A
90	22	3	346	113 06-127	ORHO12183 / 94-32505A	06-12703A
91	23	3	347	114 06-128	ORHO10085 / 94-32505A	06-12801A
92	24	3	350	115 06-130	94-32505A // Skauz / Hatusha	06-13002A
93	25	3	351	116 06-134	95-32807A / 98-09101A	06-13401A
94	26	3	365	124 06-144	95-32807A / 02F D-27	06-14402A
95	27	3	367	125 06-145	95-32807A / 02F D-194	06-14501B
96	28	3	369	126 06-146	95-32807A / ORHO12183	06-14601A
97	29	3	372	127 06-147	95-32807A / ORHO10085	06-14703A
98	30	3	381	131 06-153	98-09101A / 94-10902A	06-15303A
99	31	3	385	132 06-154	98-12607B / 94-10902A	06-15401B
100	32	3	387	133 06-155	94-10902A / 98-19502A	06-15502A
101	33	3	390	134 06-156	R-316 / 94-10902A	06-15601A
102	34	3	392	135 06-157	94-10902A / R-528	06-15702A
103	1	4	394	136 06-158	94-10902A / 99-00208A	06-15801A
104	2	4	399	137 06-161	94-10902A / 02F B-114	06-16102A
105	3	4	401	138 06-164	94-10902A / 02F D-194	06-16401B
106	4	4	411	141 06-175	R-316 / 95-40401A	06-17502A
107	5	4	417	142 06-176	R-528 / 95-40401A	06-17604A

1

108	6	4	419	143 06-180	95-40401A / 02F B-114	06-18002A
109	7	4	423	144 06-181	95-40401A / 02F C24	06-18102A
110	8	4	428	145 06-182	95-40401A / 02F D-27	06-18204A
111	9	4	432	146 06-184	ORHO12183 / 95-40401A	06-18402A
112	10	4	443	150 06-190	94-26010AD / 97-01003A	06-19002A
113	11	4	446	151 06-191	98-09101A / 94-26010AD	06-19103A
114	12	4	450	152 06-193	98-19502A / 94-26010AD	06-19302A
115	13	4	453	153 06-194	R-316 / 94-26010AD	06-19402B
116	14	4	457	154 06-195	94-26010AD / R-528	06-19504A
117	15	4	459	155 06-196	99-00208A / 94-26010AD	06-19601A
118	16	4	463	156 06-197	94-26010AD / 02F A-15	06-19704B
119	17	4	464	157 06-199	94-26010AD / 02F B-114	06-19901A
120	18	4	468	158 06-201	02F D-27 / 94-26010AD	06-20103A
121	19	4	470	160 06-203	ORHO12183 / 94-26010AD	06-20301A
122	20	4	479	162 06-207	96-09103A / Dune 05	06-20705A
123	21	4	485	164 06-212	96-09103A / 98-12607B	06-21202B
124	22	4	486	165 06-213	98-19502A / 96-09103A	06-21301A
125	23	4	488	166 06-214	96-09103A / R-528	06-21401A
126	24	4	490	166 06-214	96-09103A / R-528	06-21403A
127	25	4	496	169 06-220	96-09103A / 02F D-27	06-22004A
128	26	4	504	172 06-224	97-01003A / 96-16702A	06-22402A
129	27	4	507	173 06-225	96-16702A / 98-09101A	06-22502A
130	28	4	508	174 06-226	98-12607B / 96-16702A	06-22601B
131	29	4	512	175 06-227	98-19502A / 96-16702A	06-22703A
132	30	4	513	176 06-228	96-16702A / R-316	06-22801B
133	31	4	517	178 06-231	02F A-15 / 96-16702A	06-23103A
134	32	4	529	184 06-240	98-12607B / 96-32901A	06-24001B
135	33	4	534	185 06-241	98-19502A / 96-32901A	06-24102A
136	34	4	535	186 06-242	R-316 / 96-32901A	06-24201A
137	1	5	536	187 06-243	96-32901A / R-528	06-24301A
138	2	5	542	189 06-245	96-32901A / 02F A-15	06-24502B
139	3	5	546	190 06-246	96-32901A / 02F A-188	06-24604B
140	4	5	552	193 06-249	02F D-27 / 96-32901A	06-24901A
141	5	5	555	194 06-250	96-32901A / 02F D-194	06-25002B
142	6	5	557	195 06-251	95-35802-o / 96-32901A	06-25102A
143	7	5	558	196 06-253	97-01003A / 98-12607B	06-25301B
144	8	5	562	197 06-254	97-01003A / 98-19502A	06-25402A
145	9	5	567	199 06-256	R-454 / 97-01003A	06-25603AC
146	10	5	569	200 06-257	R-482 / 97-01003A	06-25702BC
147	11	5	570	200 06-257	R-482 / 97-01003A	06-25703BC
148	12	5	579	204 06-261	97-01003A / 02F A-15	06-26101B
149	13	5	584	206 06-263	97-01003A / 02F B-114	06-26301A
150	14	5	586	206 06-263	97-01003A / 02F B-114	06-26303A
151	15	5	590	208 06-265	97-01003A / 02F D-27	06-26502A
152	16	5	593	209 06-266	97-01003A / 02F D-194	06-26602B
153	17	5	597	210 06-268	98-09101A / 98-12607B	06-26803B
154	18	5	598	211 06-269	98-19502A / 98-09101A	06-26901A
155	19	5	601	212 06-270	R-316 / 98-09101A	06-27003B
156	20	5	604	213 06-271	R-528 / 98-09101A	06-27103A
157	21	5	609	215 06-273	98-09101A / Claire	06-27301B
158	22	5	612	216 06-274	98-09101A / 02F A-15	06-27403B
159	23	5	613	217 06-275	02F A-188 / 98-09101A	06-27501B
160	24	5	616	218 06-276	98-09101A / 02F B-114	06-27603A
161	25	5	619	219 06-278	02F D-27 / 98-09101A	06-27803A
162	26	5	620	220 06-279	02F D-194 / 98-09101A	06-27901B



# ATTACHMENT 1

163	27	5	624	221 06-281A	98-12607B / 98-19502A	06-281A03A
164	28	5	625	222 06-281B	98-12607B / 98-19502A	06-281B01B
165	29	5	627	224 06-283	98-12607B / R-528	06-28301B
166	30	5	631	225 06-284	99-00208A / 98-12607B	06-28403B
167	31	5	633	226 06-285	98-12607B / Claire	06-28502B
168	32	5	636	227 06-286	98-12607B / 02F A-15	06-28603B
169	33	5	637	228 06-287	98-12607B / 02F A-188	06-28701B
170	34	5	640	229 06-288	02F B-114 / 98-12607B	06-28801A
171	1	6	643	230 06-288	02F B-114 / 98-12607B	06-28801B
172	2	6	646	231 06-289	02F C24 / 98-12607B	06-28902B
173	3	6	649	232 06-290A	98-12607B / 02F D-27	06-290A02A
174	4	6	652	233 06-290B	98-12607B / 02F D-27	06-290B02B
175	5	6	655	234 06-291	02F D-194 / 98-12607B	06-29102B
176	6	6	657	235 06-292	98-19502A / R-316	06-29201A
177	7	6	661	236 06-293	98-19502A / R-528	06-29302A
178	8	6	663	237 06-294	98-19502A / Claire	06-29402A
179	9	6	667	238 06-295	98-19502A / 02F A-15	06-29501B
180	10	6	669	239 06-296	98-19502A / 02F A-188	06-29601B
181	11	6	671	240 06-297	98-19502A / 02F B-114	06-29701A
182	12	6	675	241 06-299	02F D-27 / 98-19502A	06-29902A
183	13	6	678	242 06-300	02F D-194 / 98-19502A	06-30002B
184	14	6	682	245 06-304	99-00208A / 02F B-114	06-30401A
185	15	6	684	246 06-306	99-00208A / 02F D-27	06-30601A
186	16	6	687	248 06-309	99-00208A / ORHO10085	06-30901A
187	17	6	692	252 06-315	Claire / 02F C24	06-31502A
188	18	6	693	253 06-315	Claire / 02F C24	06-31501B
189	19	6	694	254 06-316	02F D-27 / Claire	06-31601A
190	20	6	697	257 06-319	Claire / ORHO10085	06-31901A
191	21	6	698	258 06-321	Claire // Skauz / Hatusha	06-32101B
192	22	6	699	259 06-323	95-35802-o / ORHO10085	06-32301A
193	23	6	705	262 06-327	Istabraq / Simon // Simon	06-32702A
194	24	6	708	264 06-330	Claire / 92-22407A // Simon	06-33002A
195	25	6	711	265 06-332	92-22407A / J99C0009 // Simon	06-33203A
196	26	6	713	266 06-333	92-22407A / W1-3 (OSU) // Simor	06-33301A
197	27	6	716	267 06-334	93-19804A / Claire // Simon	06-33402A
198	28	6	719	268 06-335	93-19804A / J99C0009 // Simon	06-33501A
199	29	6	721	269 06-336	93-19804A / 25R26 // Simon	06-33601A
200	30	6	725	270 06-337	93-19804A / Istabraq // Simon	06-33704A
201	31	6	727	271 06-338	Simon // 93-19804A / W1-3 (OSU)	06-33802A
202	32	6	731	272 06-339	93-64901A / Claire // Simon	06-33903A
203	33	6	734	273 06-340	100 Nickerson / 93-64901A // Sirr	06-34003A
204	34	6	737	274 06-341	Simon // 93-64901A / J99C0009	06-34101A
205	1	7	739	275 06-342	94-32505A / Claire // Simon	06-34201A
206	2	7	742	276 06-343	94-32505A / 98 Nickerson // Simc	06-34302A
207	3	7	746	277 06-344	J99C0009 / 94-32505A // Simon	06-34402A
208	4	7	749	278 06-345	Simon // 95-32807A / Claire	06-34503A
209	5	7	754	279 06-346	94-10902A / Claire // Simon	06-34602B
210	6	7	756	280 06-347	94-10902A / 98 Nickerson // Simc	06-34701A
211	7	7	758	281 06-349	Claire / 94-23607AD // Simon	06-34901A
212	8	7	764	283 06-354	J99C0009 / 95-40401A // Simon	06-35401A
213	9	7	766	284 06-355	Simon // 94-26010AD / Claire	06-35502A
214	10	7	771	285 06-355	Simon // 94-26010AD / Claire	06-35502B
215	11	7	774	286 06-356	96-09103A / 02-CAMR5 // Simon	06-35601A
216	12	7	777	288 06-359	96-09103A / W1-7 (OSU) // Simor	06-35902A
217	13	7	778	289 06-363	97-01001A / Claire // Simon	06-36301A

218	14	7	782	290 06-364	97-06106A / Claire // Simon	06-36403A
219	15	7	786	291 06-365	Claire / 97-07203A // Simon	06-36502A
220	16	7	787	292 06-368	98 Nickerson / 97-01001A // Simc	06-36801A
221	17	7	792	293 06-369	97-06106A / 98 Nickerson // Simc	06-36904A
222	18	7	793	294 06-370	Simon // 97-07203A / 98 Nickersc	06-37001A
223	19	7	796	295 06-373	Brundage 96 / 02-CAMR5 // Brun	06-37303B
224	20	7	798	296 06-374	25R26 / Brundage 96 // Brundage	06-37401B
225	21	7	799	297 06-375	Istabraq / Brundage 96 // Brunda	06-37501B
226	22	7	801	298 06-377	Brundage 96 // 25R26 / Dune	06-37701B
227	23	7	805	299 06-378	Dune / Istabraq // Brundage 96	06-37803B
228	24	7	807	300 06-379	W1-3 (OSU) / Dune // Brundage 9	06-37902B
229	25	7	820	306 06-388	100 Nickerson / 99-03403C // 96-	06-38803CA
230	26	7	826	308 06-391	Claire / 92-22407A // 92-22407A	06-39101A
231	27	7	828	309 06-392	92-22407A / 98-Nickerson // 92-2	06-39201A
232	28	7	832	312 06-395	92-22407A // 92-22407A / W1-3	(06-39501A
233	29	7	834	313 06-396	93-64901A // 93-64901A / Claire	06-39601A
234	30	7	836	314 06-396	93-64901A // 93-64901A / Claire	06-39601B
235	31	7	837	315 06-397	93-64901A // 98 Nickerson / 93-6	06-39701A
236	32	7	840	316 06-398	93-64901A / J99C0009 // 93-649C	06-39801A
237	33	7	844	317 06-399	93-64901A / 25R26 // 93-64901A	06-39901A
238	34	7	849	319 06-401	94-32505A // 94-32505A / Claire	06-40102A
239	1	8	852	320 06-402	94-32505A // 94-32505A / 98 Nicl	06-40203A
240	2	8	855	321 06-403	J99C0009 / 94-32505A // 94-325C	06-40301A
241	3	8	856	322 06-405	94-32505A // 94-32505A / 25R26	06-40501A
242	4	8	857	323 06-408	95-32807A // 98 Nickerson / 95-3	06-40801A
243	5	8	861	324 06-409	95-32807A // 95-32807A / J99C0C	06-40901A
244	6	8	864	325 06-411	94-10902A / Claire // 94-10902A	06-41102A
245	7	8	865	326 06-412	94-10902A / 98 Nickerson // 94-1	06-41201A
246	8	8	869	327 06-413	94-10902A / J99C0009 // 94-109C	06-41301A
247	9	8	872	328 06-415	94-10902A / W1-3 (OSU) // 94-10	06-41502A
248	10	8	877	332 06-420	94-26010AD / Claire // 94-26010A	06-42001B
249	11	8	880	333 06-421	94-26010AD // 98 Nickerson / 94-	06-42103A
250	12	8	882	334 06-422	94-26010AD // 94-26010AD / 02-	06-42201A
251	13	8	884	336 06-425	96-09103A / Istabraq // 96-09103	06-42501A
252	14	8	887	338 06-427	96-09103A // 96-09103A / W1-16	06-42702A
253	15	8	890	339 06-428	Claire / Hiller // R-454	06-42803CB
254	16	8	893	340 06-430	99-03403C / 96-53804C // R-454	06-43003CA
255	17	8	895	341 06-431	Claire / 96-53804C // R-454	06-43102CA
256	18	8	897	342 06-432	R-454 // 98 Nickerson / 96-53804	06-43201CA
257	19	8	899	343 06-433	99-03403C / 96-14407C // R-454	06-43301CA
258	20	8	901	344 06-434	R-454 // 98 Nickerson / 99-03403	06-43402CB
259	21	8	906	348 06-439	R-482 // 98 Nickerson / 96-53804	06-43901CB
260	22	8	911	351 06-442	99-03403C / J99C0009 // R-482	06-44204CB
261	23	8	912	352 06-446	92-22407A / J99C0009 // Dune 05	06-44601A
262	24	8	915	353 06-447	Dune 05 // Istabraq / 92-22407A	06-44701A
263	25	8	918	356 06-450	Dune 05 // 93-19804A / Istabraq	06-45001B
264	26	8	922	357 06-452	93-64901A / Claire // Dune 05	06-45203A
265	27	8	923	358 06-453	Dune 05 // 98 Nickerson / 93-649	06-45301A
266	28	8	934	362 06-458	Dune 05 // 94-32505A / 98 Nickel	06-45802A
267	29	8	938	363 06-459	J99C0009 / 94-32505A // Dune 05	06-45902A
268	30	8	943	366 06-463	Dune 05 // 98 Nickerson / 94-236	06-46302A
269	31	8	945	367 07-047	92-16004A / 98-09602A	07-04702A
270	32	8	949	368 07-160	Simon /// 92-16004A // Skauz / Hat	07-16003A
271	33	8	953	369 07-214	Simon // Claire / 99-00208A	07-21404A
272	34	8	956	370 07-247	Claire / 99-00208A // Brundage 96	07-24703B

UI F4 from '08 cross		
plot #	pedigree	Total cups
1 08-004	98-19502A / Simon	60
2 08-007	97-10806A / Simon	60
3 08-008	Simon / 98-19504B	60
4 08-010	R04-200 / Simon	60
5 08-011	Simon / ORHO10927	59
6 08-012	Simon / ORHO40728	59
7 08-014	96-51506A/ Brundage 96	60
8 08-016	98-19504B / Brundage 96	60
9 08-017	96-282A-1D / Brundage 96	60
10 08-018	R04-200 / Brundage 96	48
11 08-019	ORHO10927 / Brundage 96	60
12 08-026	ID-D-05 / 98-19504B	48
13 08-028	R04-200 / ID-D-05	60
14 08-032	98-19010A / Bitterroot	60
15 08-033	R04-200 / Bitterroot	60
16 08-035	ORHO40728 / Bitterroot	60
17 08-036	ORHO20651 / Bitterroot	60
18 08-037	93-64901A / 96-51506A	60
19 08-038	98-19010A / 93-64901A	60
20 08-039	R04-200 / 93-64901A	60
21 08-040	ORHO10927 / 93-64901A	60
22 08-041	93-64901A / ORHO40728	60
23 08-042	ORHO20651 / 93-64901A	60
24 08-045	R04-200 / 96-09103A	60
25 08-047	ORHO40728 / 96-09103A	60
26 08-048	ORHO20651 / 96-09103A	59
27 08-051	96-282A-1D / 96-16702A	60
28 08-052	R04-200 / 96-16702A	60
29 08-053	ORHO10927 / 96-16702A	60
30 08-054	ORHO40728 / 96-16702A	60
31 08-055	ORHO20651 / 96-16702A	60
32 08-058	97-10806A / 96-51506A	60
33 08-065	98-19502A / 97-10806A	60
34 08-066	96-282A-1D / 98-19502A	60
35 08-067	R04-200 / 98-19502A	60
36 08-069	ORHO40728 / 98-19502A	60
37 08-070	ORHO20651 / 98-19502A	60
38 08-072	98-15306A / 97-10806A	60
39 08-073	98-15306A / 98-19504B	60
40 08-073	98-15306A / 98-19504B	60
41 08-077	ORHO40728 / 98-15306A	60
42 08-080	98-19504B / 98-19010A	60
43 08-087	97-10806A / 98-19504B	60
44 08-088	96-282A-1D / 97-10806A	59
45 08-089	R04-200 / 97-10806A	57

46 08-091	ORHO40728 / 97-10806A	51
47 08-093	R04-200 / 98-19504B	60
48 08-094	96-282A-1D / R04-200	60
49 08-095	96-282A-1D / ORHO10927	60
50 08-096	96-282A-1D / ORHO40728	60
51 08-097	ORHO10927 / R04-200	41
52 08-098	R04-200 / ORHO40728	48
53 08-099	R04-200 / ORHO20651	42
54 08-100	98-19010A / Simon // ID-D-05 /	60
55 08-101	Tubbs 06/ Simon // 98-19010A /	59
56 08-107	98-19010A / Simon // Simon	60
57 08-109	Simon // Brundage 96 / ORHO10920	60
58 08-111	Simon // ID-D-05 / ORHO10920	60
59 08-112	Simon // ID-D-05 / 02F B-114	60
60 08-113	98-15306A / 92-16004A // Simon	60
61 08-115	92-16004A / ORHO10920 // Simon	60
62 08-117	92-22407A / 98-19010A // Simon	60
63 08-118	92-22407A / ORHO10920 // Simon	60
64 08-119	98-15306A / 93-64901A // Simon	60
65 08-120	Simon // 93-64901A / 98-19010A	60
66 08-121	Simon // 93-64901A / ORHO10920	60
67 08-124	Simon // 94-32505A / ORHO10920	60
68 08-129	Simon // 95-40401A / 98-15306A	59
69 08-130	95-40401A / 98-19010A // Simon	36
70 08-131	98-15306A / 96-51506A // Simon	60
71 08-133	Simon // 98-19010A / 98-15306A	60
72 08-135	Simon // 98-15306A / ORHO10920	47
73 08-139	98-19010A / 02F C24 // Simon	47
74 08-140	Tubbs 06 / ID-D-05 // Brundage	60
75 08-141	Brundage 96 / ORHO10920 // Brundage	60
76 08-143	Tubbs 06 / Simon // ID-D-05	60
77 08-149	92-16004A / ORHO10920 // ID-D-05	60
78 08-150	92-16004A / ORHO10920 // Bittner	60
79 08-151	92-22407A / 98-15306A // Bittner	48
80 08-152	92-22407A / 98-19010A // Bittner	60
81 08-153	92-22407A / ORHO10920 // Bittner	60
82 08-157	93-64901A / 98-19010A // 93-64901A	60
83 08-158	93-64901A / ORHO10920 // 93-64901A	60
84 08-159	92-22407A / 98-19010A // 96-09103A	48
85 08-160	96-09103A // 92-22407A / ORHO10920	44
86 08-167	96-15306A / Simon // 98-15306A	60
87 08-168	98-15306A / ID-D-05 // 98-15306A	60
88 08-170	98-15306A / 93-64901A // 98-15306A	38
89 08-177	98-15306A / ORHO10920 // 98-15306A	49
90 08-178	98-15306A / ORHO10085 // 98-15306A	39
91 08-191	98-19010A // 98-15306A / 93-64901A	60
92 08-193	98-19010A // 93-64901A / ORHO10920	60

93 08-209	98-19504B // 98-19010A / Brundage 96 / ORHO10A	60
94 08-210	98-19504B // Brundage 96 / ORHO10A	60
95 08-213	R04-200 // 96-282A-1D / Tubbs	60
96 08-214	R04-200 // 98-15306A / Simon	48
97 08-235	R04-200 // 98-19010A / ORHO10A	47
98 08-216	R04-200 // Brundage 96 / ORHO10A	60
99 08-216	R04-200 // Brundage 96 / ORHO10A	60
100 08-217	R04-200 // ID-D-05 / 02F B-114	60
101 08-218	R04-200 // 98-15306A / 92-1600A	60
102 08-220	R04-200 // 92-22407A / 98-15306A	58
103 08-221	R04-200 // 92-22407A / ORHO10A	60
104 08-223	R04-200 // 94-32505A / 98-15306A	48
105 08-226	R04-200 // 95-32807A / 98-15306A	31
106 08-227	R04-200 // 95-32807A / 98-19010A	39
107 08-228	R04-200 // 94-10902A / 96-51506A	48
108 08-229	R04-200 // 94-10902A / 98-15306A	41
109 08-230	96-282A-1D / 95-40401A // R04-200	60
110 08-231	98-15306A / 96-51506A // R04-200	60
111 08-232	R04-200 // 98-19010A / 98-15306A	60
112 08-233	R04-200 // 98-15306A / ORHO10A	52
113 08-234	R04-200 // 98-15306A / ORHO10A	54

UI F4 from '07 cross		Head	Total cups
Line #	pedigree		
07 cross			
1 07-006	Tubbs 06 / 93-64901A	A	48
2 07-007	Tubbs 06 / 94-32505A	A	32
3 07-015	Tubbs 06 / 98-09101A	A	48
4 07-018	Tubbs 06 / 98-09602A	A	48
5 07-023	Simon / 98-09602A	A	48
6 07-027	98-15306A / Brundage 96	A	54 ????
7 07-027	98-15306A / Brundage 96	B	54 ???
8 07-029	Brundage 96 / 98-09602A	A	24
9 07-029	Brundage 96 / 98-09602A	B	42
10 07-031	Brundage 96 / ORHO10920	A	54
11 07-031	Brundage 96 / ORHO10920	B	60
12 07-037	96-16702A / ID-D-05	A	36
13 07-048	96-282A-1D / 92-16004A	A	24
14 07-050	92-22407A / 96-51506A	A	24
15 07-051	92-22407A / 98-15306A	A	24
16 07-053	92-22407A / 98-09602A	A	24
17 07-054	96-282A-1D / 92-22407A	A	24
18 07-057	98-15306A / 93-64901A	A	48
19 07-059	93-64901A / 98-09602A	A	48
20 07-061	93-64901A / ORHO10920	A	48
21 07-062	94-32505A / 96-51506A	A	24
22 07-063	94-32505A / 98-15306A	A	24
23 07-065	94-32505A / 98-09602A	A	24
24 07-067	94-32505A / ORHO10920	A	24
25 07-077	94-10902A / 98-09602A	A	24
26 07-078	96-282A-1D / 94-10902A	A	36
27 07-079	94-10902A / ORHO10920	A	48
28 07-091	94-26010AD / ORHO10920	A	48
29 07-049	92-16004A / ORHO10920	A	54
30 07-093	96-16702A / 96-51506A	A	54
31 07-094	98-15306A / 96-16702A	A	48
32 07-095	98-19010A / 96-16702A	A	54
33 07-096	98-09602A / 96-16702A	A	48
34 07-098	ORHO10920 / 96-16702A	A	24
35 07-101	98-09602A / 96-51506A	A	24
36 07-104	96-51506A / ORHO10085	A	60
37 07-107	98-19502A / 98-15306A	A	24
38 07-108	98-19010A / 98-19502A	A	54
39 07-109	98-09602A / 98-19502A	A	24
40 07-110	96-282A-1D / 98-19502A	A	24
41 07-111	ORHO10920 / 98-19502A	A	48
42 07-112	02F B-114 / 98-19502A	A	48
43 07-114	98-15306A / 98-09101A	A	24
44 07-116	98-09602A / 98-09101A	A	30

45	07-117	96-282A-1D / 98-09101A	A	24
46	07-118	98-09101A / ORHO10920	A	48
47	07-120	98-15306A / 98-09602A	A	30
48	07-122	98-15306A / ORHO10920	A	30
49	07-123	98-15306A / ORHO10085	A	54
50	07-124	98-15306A / 02F B-114	A	48
51	07-130	98-19010A / 02F B-114	A	48
52	07-092	96-09103A / 96-51506A	A	24
53	07-133	98-09602A / ORHO10920	A	48
54	07-137	96-282A-1D / ORHO10920	A	48
55	07-138	96-282A-1D / ORHO10085	A	48
56	07-141	ORHO10920 / 02F B-114	A	54
57	07-143	02F B-114 / ORHO10085	A	54
58	07-145	Tubbs // Brundage 96 / 02F D-27	A	48
59	07-146	Tubbs // 02F D-194 / 98-19502A	A	48
60	<b>07-147</b>	<b>Simon // Simon / 02F A-15</b>	<b>A</b>	48
61	07-148	Simon // Simon / 02F A-188	A	48
62	07-149	Simon // 02F D-27 / Simon	A	54
63	07-150	Simon // Simon / 02F D-194	A	48
64	<b>07-152</b>	<b>Simon // Brundage 96 / 02F A-15</b>	<b>A</b>	48
65	07-152	Simon // Brundage 96 / 02F A-15	B	24
66	07-153	Simon // Brundage 96 / 02F A-188	A	48
67	07-153	Simon // Brundage 96 / 02F A-188	B	24
68	07-154	Simon // Brundage 96 / 02F D-27	A	24
69	<b>07-154</b>	<b>Simon // Brundage 96 / 02F D-27</b>	<b>B</b>	48
70	07-156	Simon // 92-16004A / 02F A-15	A	24
71	07-158	Simon // 92-16004A / 02F D-27	A	24
72	07-159	Simon // 02F D-194 / 92-16004A	A	24
73	07-159	Simon // 02F D-194 / 92-16004A	B	30
74	07-132	96-282A-1D / 98-09602A	A	48
75	07-163	Simon // 92-22407A / 02F D-27	A	48
76	07-164	Simon // 02F D-194 / 92-22407A	A	42
77	07-165	Skauz / Hatusha // 92-22407A /// Sim	A	48
78	07-166	Simon // 02F A-15 / 93-64901A	A	48
79	07-166	Simon // 02F A-15 / 93-64901A	B	24
80	07-167	Simon // 02F A-188 / 93-64901A	A	48
81	07-167	Simon // 02F A-188 / 93-64901A	B	30
82	<b>07-168</b>	<b>Simon // 02F D-27 / 93-64901A</b>	<b>A</b>	48
83	07-170	Simon /// Skauz / Hatusha // 93-64901A	A	48
84	07-171	Simon // 02F A-15 / 94-32505A	A	48
85	<b>07-173</b>	<b>Simon // 94-32505A / 02F D-27</b>	<b>A</b>	48
86	07-174	Simon // 94-32505A / 02F D-194	A	24
87	07-175	Simon /// 94-32505A // Skauz / Hatu: A	A	36
88	07-176	Simon // 95-32807A / 02F A-15	A	48
89	07-177	95-32807A / 02F A-188 // Simon	A	48
90	07-178	Simon // 95-32807A / 02F D-27	A	48
91	07-182	Simon // 02F A-188 / 94-10902A	A	24

92	07-183	02F D-27 / 94-10902A // Simon	A	24
93	07-187	Simon // 95-40401A / 02F A-188	A	30
94	07-193	02F D-27 / 94-26010AD // Simon	A	48
95	07-196	Simon // 96-09103A / 02F A-188	B	24
96	07-198	Simon // 02F D-194 / 96-09103A	A	48
97	07-198	Simon // 02F D-194 / 96-09103A	B	24
98	07-162	Simon // 02F A-188 / 92-22407A	A	48
99	07-199	02F A-15 / 96-16702A // Simon	B	24
100	07-200	Simon // 96-16702A / 02F A-188	B	24
101	07-201	Simon // 02F D-27 / 96-16702A	A	48
102	07-202	Simon // 96-16702A / 02F D-194	A	54
103	07-202	Simon // 96-16702A / 02F D-194	B	24
104	07-205	98-09101A / 02F A-15 // Simon	A	48
105	07-205	98-09101A / 02F A-15 // Simon	B	24
106	<b>07-206</b>	<b>Simon // 02F D-27 / 98-09101A</b>	<b>A</b>	48
107	07-207	Simon // 02F D-194 / 98-09101A	A	48
108	07-209	Simon // 98-19502A / Claire	A	48
109	07-210	98-19502A / 02F A-15 // Simon	A	30
110	07-210	98-19502A / 02F A-15 // Simon	B	24
111	07-211	Simon // 98-19502A / 02F A-188	A	24
112	07-212	Simon // 02F D-27 / 98-19502A	A	48
113	07-213	Simon // 02F D-194 / 98-19502A	A	48
114	07-213	Simon // 02F D-194 / 98-19502A	B	24
115	07-214	Simon// Claire/ 99-00208A	B	36
116	07-216	02F A-188 / Claire // Simon	A	24
117	07-217	Simon // Claire / 02F B-114	A	36
118	07-217	Simon // Claire / 02F B-114	B	24
119	07-220	Claire / 02F D-194 // Simon	A	36
120	07-220	Claire / 02F D-194 // Simon	B	30
121	07-226	Brundage 96 / 02F A-15 // Brundage	B	54
122	07-228	Brundage 96 / 02F D-27 // Brundage	B	54
123	07-199	02F A-15 / 96-16702A // Simon	A	24
124	07-230	Brundage 96 // 92-16004A // Skauz / B		54
125	07-231	Brundage 96 /// Skauz / Hatusha // 9 A		54
126	07-231	Brundage 96 /// Skauz / Hatusha // 9 B		24
127	07-232	Skauz / Hatusha // 93-64901A /// Bru	A	48
128	<b>07-232</b>	<b>Skauz / Hatusha // 93-64901A /// Bru</b>	<b>B</b>	54
129	07-233	94-32505A // Skauz / Hatusha /// Bru	A	54
130	07-233	94-32505A // Skauz / Hatusha /// Bru	B	48
131	07-237	Brundage 96 /// 94-26010AD // Skau:	A	48
132	07-237	Brundage 96 /// 94-26010AD // Skau:	B	54
133	07-238	96-09103A / 02F A-15 // Brundage 96	A	54
134	07-239	96-09103A / 02F A-188 // Brundage	B	48
135	07-240	96-09103A / 02F D-27 // Brundage 96	A	48
136	07-240	96-09103A / 02F D-27 // Brundage 96	B	54
137	<b>07-241</b>	<b>02F D-194 / 96-09103A // Brundage</b>	<b>A</b>	54
138	07-241	02F D-194 / 96-09103A // Brundage	B	24



139	07-242	Brundage 96 // 97-01003A / Claire	A	24
140	07-242	Brundage 96 // 97-01003A / Claire	B	15
141	07-245	Brundage 96 // 98-19502A / Claire	A	48
142	07-245	Brundage 96 // 98-19502A / Claire	B	48
143	07-248	Brundage 96 /// 99-00208A // Skauz , A		54
144	07-249	Claire // Skauz / Hatusha /// Brundag B		24
145	07-255	02F D-194 / 96-09103A // ID-D-05	A	48
146	07-259	98-19502A / 02F A-15 // ID-D-05	A	54
147	07-229	Brundage 96 / 02F D-194 // Brundage	B	42
148	07-264	Simon / 02F A-188 // 92-16004A	A	48
149	07-266	92-16004A // Simon / 02F D-194	A	48
150	07-268	Brundage 96 / 02F A-15 // 92-16004A	A	48
151	07-268	Brundage 96 / 02F A-15 // 92-16004A	B	30
152	07-269	92-16004A // Brundage 96 / 02F A-15	A	54
153	07-270	Brundage 96 / 02F D-27 // 92-16004A	A	48
154	07-271	92-16004A // Brundage 96 / 02F D-194	A	24
155	<b>07-271</b>	<b>92-16004A // Brundage 96 / 02F D-194</b>	<b>B</b>	42
156	07-272	92-16004A / 02F A-15 // 92-16004A	A	30
157	07-273	92-16004A / 02F A-188 // 92-16004A	A	24
158	07-273	92-16004A / 02F A-188 // 92-16004A	B	24
159	07-274	92-16004A / 02F D-27 // 92-16004A	A	30
160	07-276	92-16004A // Skauz / Hatusha /// 92- A		30
161	07-278	02F A-188 / 92-22407A // 92-16004A	A	48
162	07-278	02F A-188 / 92-22407A // 92-16004A	B	24
163	07-279	92-16004A // 92-22407A / 02F D-27	A	54
164	<b>07-280</b>	<b>92-16004A // 02F D-194 / 92-22407A</b>	<b>A</b>	54
165	<b>07-280</b>	<b>92-16004A // 02F D-194 / 92-22407A</b>	<b>B</b>	48
166	07-281	92-16004A // 02F A-15 / 93-64901A	A	24
167	07-282	02F D-27 / 93-64901A // 92-16004A	A	30
168	07-284	92-16004A // 02F A-15 / 94-32505A	A	54
169	07-285	02F A-188 / 94-32505A // 92-16004A	A	24
170	07-286	92-16004A // 94-32505A / 02F D-27	A	24
171	07-287	92-16004A // 94-32505A / 02F D-194	A	30
172	07-288	95-32807A / 02F A-15 // 92-16004A	A	54
173	07-291	94-10902A / 02F A-15 // 92-16004A	A	24
174	07-292	92-16004A // 02F A-188 / 94-10902A	A	24
175	07-293	02F D-27 / 94-10902A // 92-16004A	A	54
176	07-294	92-16004A // 94-10902A / 02F D-194	A	54
177	07-294	92-16004A // 94-10902A / 02F D-194	B	24
178	07-299	92-16004A // 94-26010AD / 02F A-15	A	24
179	07-301	92-16004A // 02F D-27 / 94-26010AD	A	30
180	07-303	92-16004A // 02F A-15 / 96-16702A	A	30
181	07-306	92-16004A // 96-16702A / 02F D-194	A	48
182	07-307	92-16004A // 97-01003A / Claire	A	24
183	07-309	92-16004A // 98-09101A / 02F A-15	A	30
184	<b>07-311</b>	<b>92-16004A // 02F D-27 / 98-09101A</b>	<b>A</b>	54
185	07-314	92-16004A // 98-19502A / Claire	A	48

186	07-316	92-16004A // 98-19502A / 02F A-188 A	24
187	07-319	Claire / 99-00208A // 92-16004A A	42
188	07-321	02F A-188 / Claire // 92-16004A B	30
189	07-329	Claire // Skauz / Hatusha /// 92-1600 A	18
190	07-332	92-22407A // 02F D-27 / Simon A	24
191	07-333	92-22407A // Simon / 02F D-194 A	24
192	07-335	92-22407A // Brundage 96 / 02F A-15 B	46
193	07-336	Brundage 96 / 02F A-188 // 92-22407 B	48
194	07-337	92-22407A // Brundage 96 / 02F D-27 A	48
195	07-337	92-22407A // Brundage 96 / 02F D-27 B	30
196	07-338	92-22407A // Brundage 96 / 02F D-15 A	30
197	07-338	92-22407A // Brundage 96 / 02F D-15 B	24
198	07-341	92-22407A // 92-16004A / 02F D-27 A	48
199	<b>07-342</b>	<b>92-22407A // 02F D-194 / 92-16004A A</b>	54
200	<b>07-344</b>	<b>02F A-15 / 92-22407A // 92-22407A A</b>	30
201	07-346	92-22407A // 92-22407A / 02F D-27 A	24
202	07-347	92-22407A // 02F D-194 / 92-22407A A	24
203	07-350	92-22407A // 02F A-188 / 93-64901A A	30
204	<b>07-351</b>	<b>92-22407A // 02F D-27 / 93-64901A A</b>	54
205	07-353	92-22407A /// Skauz / Hatusha // 93- A	48
206	07-354	92-22407A // 02F A-15 / 94-32505A A	30
207	07-357	92-22407A // 94-32505A / 02F D-194 A	30
208	<b>07-360</b>	<b>92-22407A // 95-32807A / 02F A-188 A</b>	48
209	07-367	92-22407A // 94-10902A / 02F D-194 A	24
210	07-335	92-22407A // Brundage 96 / 02F A-15 B	30
211	07-376	02F D-27 / 94-26010AD // 92-22407A A	30
212	07-379	92-22407A // 02F A-15 / 96-16702A A	24
213	07-385	92-22407A // 98-09101A / 02F A-15 A	24
214	<b>07-386</b>	<b>92-22407A // 02F D-194 / 98-09101A A</b>	54
215	07-387	92-22407A // 98-12607B / Claire B	54
216	07-390	92-22407A // 98-19502A / 02F A-188 A	24
217	07-391	92-22407A // 02F D-27 / 98-19502A A	24
218	07-392	92-22407A // 02F D-194 / 98-19502A A	54
219	07-394	92-22407A // 02F A-15 / Claire A	54
220	07-397	92-22407A // Claire / 02F C24 A	24
221	07-398	02F D-27 / Claire // 92-22407A A	24
222	07-402	92-22407A /// Claire // Skauz / Hatus A	54
223	07-404	02F A-188 / 93-64901A // 93-64901A B	54
224	<b>07-405</b>	<b>02F D-27 / 93-64901A // 93-64901A A</b>	48
225	07-406	93-64901A / 02F D-194 // 93-64901A A	48
226	07-409	94-32505A /// Skauz / Hatusha // 93- A	24
227	<b>07-410</b>	<b>02F A-15 / 94-32505A // 94-32505A A</b>	30
228	07-413	94-32505A // 94-32505A / 02F D-194 A	30
229	07-422	02F A-188 / 94-10902A // 94-10902A A	48
230	07-428	95-40401A / 02F D-27 // 94-10902A A	48
231	07-438	96-09103A // Simon / 02F D-194 A	54
232	07-442	96-09103A // Brundage 96 / 02F D-15 B	24

233 07-445	96-09103A // 02F A-15 / 92-22407A B	24
234 07-448	96-09103A // 02F A-188 / 93-64901A A	54
235 07-454	96-09103A // 95-32807A / 02F D-27 A	30
236 07-455	02F A-188 / 94-10902A // 96-09103A A	24
237 07-457	96-09103A // 95-40401A / 02F A-15 A	48
238 07-460	94-26010AD / 02F A-15 // 96-09103A B	30
239 07-463	96-09103A // 94-26010AD / 02F D-19 A	48
240 07-466	96-09103A // 96-09103A / 02F D-27 A	24
241 07-468	96-09103A // 02F A-15 / 96-16702A A	30
242 07-469	96-09103A // 96-16702A / 02F A-188 A	30
243 07-470	96-09103A // 02F D-27 / 96-16702A A	48
244 07-472	96-09103A // 98-09101A / Claire A	12
245 07-476	96-09103A // 98-19502A / 02F A-188 A	24
246 07-479	96-16702A // 02F A-15 / 96-16702A A	24
247 07-485	98-19502A / 02F A-15 // 98-19502A A	30
248 07-486	98-19502A / 02F A-188 // 98-19502A A	24
249 07-488	02F D-194 / 98-19502A // 98-19502A A	24
250 07-492	02F A-188 / 98-09101A // 98-09101A A	30
251 07-492	02F A-188 / 98-09101A // 98-09101A B	30
252 07-493	02F D-27 / 98-09101A // 98-09101A A	24
253 07-496	02F A-188 / Claire // 02F B-114 B	48
254 07-502	Claire / ORHO10085 // 02F B-114 A	54
255 07-502	Claire / ORHO10085 // 02F B-114 B	48

Entry	Source	Mkt	ID	Pedigree	KWT
1206	INC	HWS	IDO696		38.1
1207	Border	HWS	IDO858		35.1
1208	1203	HWS	IDO855	Lolo/HJ98	32.9
1209	1206	HWS	A02734S	JFSN//Verde/IDO470	31.2
1210	1210	HWS	A02646S	IDO593/IDO594	40.2
1211	1217	HWS	A03145S	IDO594*2/IDO545	33.0
1212	1218	HWS	A03148S-I	IDO594/2*JFSN	34.3
1213	1219	HWS	A03107S	IDO602/IDO594	35.9
1214	1222	HWS	A03155S	JFSN/2*IDO470*2//IDO545	49.6
1215	1223	HWS	A03699S	JFSN/2*IDO470//IDO594	38.3
1216	1229	HWS	A01523S-3B	Sunstate/JFSN	38.2
1217	1231	HWS	A05967D	UCRD01-5(1A.1D2+12-2/3*WB881)/Kronos	41.8
1218	1237	HWS	A04819S	BZ998-447WP/IDO612	48.9
1219	1239	HWS	A04701S	Keystone/Ivan, CA-901-735//2*IDO594	33.3
1220	1253	HWS	A040164S	UC1361/2*IDO594	37.0
1221	1261	HWS	A02652S	IDO594//JFSN/2*IDO470	37.6
1222	1262	HWS	A02652S	IDO594//JFSN/2*IDO470	36.6
1223	1263	HWS	A02652S	IDO594//JFSN/2*IDO470	39.7
1224	1270	HWS	A00029S-D-2B	Treasure/Express//IDO555	39.4
1225	1272	HWS	IDO594	Pristine/IDO470	35.2
1226	1278	HWS	A06064S	Lolo Fuerte*2//Yr5/6*Avocet	37.6
1227	1279	HWS	A05859S	Lochsa/Yr15/6*Avocet	33.8
1228	2210	HWS	Lolo Fuerte-26	[McNeal/Lolo]F3 seln//2*Lolo	34.0
1229	2212	HWS	Lolo Fuerte-36	[McNeal/Lolo]F3 seln//2*Lolo	36.8
1230	2215	HWS	Lolo Fuerte-41	[McNeal/Lolo]F3 seln//2*Lolo	36.8
1231	2232	HWS	Lolo Brazo-33	[McNeal/Lolo]F3 seln//2*Lolo	30.0
1232	2233	HWS	Lolo Brazo-33	[McNeal/Lolo]F3 seln//2*Lolo	32.4
1233	2259	HWS	A06064S	Lolo Fuerte*2//Yr5/6*Avocet	39.9
1234	2267	HWS	A04871S	IDO560/HardRedCalcutta//3*Lolo	33.3
1235	2271	HWS	A01508S-5	IDO584/Jerome	37.6
1236	2272	HWS	A01517S-6	IDO586/Jerome	34.1
1237	2273	HWS	A01517S-3-1	IDO586/Jerome (NIL selec)	32.7
1238	2276	HWS	A01517S-6-1	IDO586/Jerome	31.0
1239	2278	HWS	A01517S-6-3	IDO586/Jerome	35.2
1240	Composite from F5	HWS	IDO694c	Blanca Grande/Jerome	32.0

Entry	Source	Mkt	ID	Pedigree	KWT	
1301	1301	HRS	Lassik		31.3	Check
1302	1302	HRS	Jefferson	JFSN	35.9	Check
1303	1304	HRS	UI Winchester	WPB926/WA7702	39.1	Check
1305	1309	HRS	IDO865	IDO558*2/JFSN	36.1	
1306	1310	HRS	A00009S-9	JFSN*2/IDO557	32.3	
1307	1312	HRS	IDO868	JFSN*4/IDO584	33.3	
1308	1313	HRS	IDO867	JFSN*2/Alsen	34.8	
1310	1315	HRS	A03813S-A-6	[McNeal/JFSN]F3 seln//2*JFSN	33.6	
1311	1323	HRS	A00618S-2	96WY51407/Jerome	37.6	
1312	1324	HRS	A00070S-3	Hank//Minivet/2*Sunstar 1/3/IDO558	28.7	
1313	1328	HRS	A040286S	[[JFSN*3/4/P29/IDO521//Lolo/3/I DO545] F2(+/-)/JFSN]F2/JFSN	35.6	
1314	1348	HRS	A040239S	UC1037HGP/IDO592	33.7	
1315	1353	HRS	A06037S	JFSN*2//Yr5/6*Avocet	38.9	
1316	1354	HRS	A06054S	IDO647*2//Yr15/6*Avocet	33.1	
1319	1363	HRS	A03767S-IJ-3	JFSN*4/IDO584	34.6	
1320	1364	HRS	A03813S-A-1	[McNeal/JFSN]F3 seln//2*JFSN	35.7	
1322	1380+81	HRS	IDO703com (IDO703-7+8)	Jerome/JFSN	34.7	
1323	1386	HRS	IDO862L (IDO862- 1)	Hank/JFSN//IDO558	32.2	
1324	1387+90	HRS	IDO862E (IDO862- 2 + 5)	Hank/JFSN//IDO558	32.0	
1325	1388+89	HRS	IDO862T (IDO862- 3 + 4)	Hank/JFSN//IDO558	34.6	
1327	2312	HRS	A06038S	JFSN*2//Yr5/6*Avocet	36.4	
1328	2313	HRS	A06038S	JFSN*2//Yr5/6*Avocet	34.5	
1329	2314	HRS	A06054S	IDO647*2//Yr15/6*Avocet	35.2	
1330	2315	HRS	A06061S	IDO626//Yr15/6*Avocet/3/Jerome	35.5	
1332	2317	HRS	A05393S	JFSN*2/Alsen(++)/2*JFSN	38.7	
1333	2318	HRS	A05845S	Yr5/6*Avocet//Jubilee Lr47	32.0	
1335	2322	HRS	A03767S-IJ-3	JFSN*4/IDO584	37.0	
1336	2323	HRS	A03767S-IJ-3	JFSN*4/IDO584	32.1	
1337	2324	HRS	A03813S-A-6	[McNeal/JFSN]F3 seln//2*JFSN	36.2	
1338	2327	HRS	A03812S-C-4	[McNeal/JFSN]F3 seln//2*JFSN	39.7	

Entry	Source	Mkt	ID	Pedigree	KWT
1101	1104	SWS	Alturas	Whitebird/CNTL	30.6
1102	1105	SWS	UI Pettit	Pomerelle*2/Fujimi Komugi	26.0
1103	1107	SWS	IDO671	Alturas*2/WPB936	32.2
1104	1109	SWS	IDO850	Alturas*2/Hank	35.3
1105	1110	SWS	IDO687	Alturas//IDO541/Vanna	33.9
1106	1111	SWS	IDO851	Alturas*2/Cadoux	33.6
1107	1112	SWSC	A00057S-1	IDO556*2/WA7854	29.4
1108	1113	SWS	IDO686	Js-12-Mu-6/Jubilee (F3 Seln)//Jubilee	31.4
1109	1115	SWS	IDO688	IDO581/Alturas	38.5
1110	1116	SWS	IDO854	Alturas/IDO582	36.3
1111	1117	SWS	A01017S-13	Alturas*2/AC PHIL	32.4
1112	1118	SWS	A01423S-6	Katunga/2*Alturas	30.8
1113	1119	SWS	IDO599	Pomerelle*2/Tui	32.0
1114	1120	SWS	A01910S-1	IDO599/IDO569	28.9
1115	1124	SWS	A01017S-1	Alturas*2/AC PHIL	34.6
1116	1131	SWS	A01476S-N-Resel	Jubilee/Sunstate	35.6
1117	1133	SWS	A01501S-5	IDO583/Alturas	34.5
1118	1134	SWS	A02695S-1	IDO599/IDO556	28.4
1119	1137	SWS	A01423S-11	Katunga/2*Alturas	33.8
1120	1138	SWS	A01027S	Blanca Grande/Jubilee	32.9
1121	1140	SWS	A00050S-E-3B	Alturas/4/Tan/Vee//Opata/3/2*Galvez/5/IDO541	36.0
1122	1144	SWS	A03629S	IDO606/IDO599	30.9
1123	1148	SWS	A03672S	M2/IDO470//IDO488/3/Alturas	31.8
1124	1149	SWS	A01804S	Alsen/JFSN	29.3
1125	1152	SWS	A02707S	Challis/IDO598	30.9
1126	1153	SWS	A02707S	Challis/IDO598	32.6
1127	1154	SWS	A040130S	CNTL*2/Sava*2//IDO599	32.2
1129	2105	SWS	A04716S	IDO495/P29//Treasure/3/IDO624	35.8
1135	2131	SWS	A06027S	IDO646*2//Yr5/6*Avocet	33.5
1136	2132	SWS	A06027S	IDO646*2//Yr5/6*Avocet	29.7
1138	2138	SWS	A05804S	IDO646//Yr5/6*Avocet	33.9
1142	2151	SWS	A05880S	Jubilee Lr47//Yr5/6*Avocet	30.5
1144	2160	SWS	A040264S	Jubilee*2/MT9959/3/IDO507/P29//IDO506/4/IDO506//IDO495/P29/3/2*Jubilee/5/Jubilee/6/IDO560*2/MT9958/3/P29/IDO521//Lolo/7/2*Jubilee	28.8
1146	2166	SWS	A06045S	Jubilee/Sunstate(++)//2*IDO645/3/IDO599	31.6
1147	2169	SWS	A06045S	Jubilee/Sunstate(++)//2*IDO645/3/IDO599	33.3
1148	2174	SWS	A01344WS-1-2	Kanto 79/2*IDO488//I8917113	30.6
1149	2179	SWS	A06056S	Pettit/3/Jubilee/Sunstate(++)//2*IDO645	30.7
1150	2182	SWS	Alturas09	Reselection in 2009 and need to plant them in 2011	32.1
1151	2183	SWS	Cataldo09	Reselection in 2009 and need to plant them in 2011	33.8
1154	2189	SWS	A05847S	Yr5/6*Avocet//IDO645	30.5

# ATTACHMENT 1

UI Small increases

Planted at Walla Walla

B96-1	B96-1	B96-1	B96-1	B96-1	B96-1			02-106	02-106	02-106	02-106	02-106	02-106	02-106
B96-2	B96-2	B96-2	B96-2	B96-2	B96-2			02-106	02-106	02-106	02-106	02-106	02-106	02-106
CFB-3	CFB-3	CFB-3	CFB-3	CFB-3	CFB-3			Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau
CFB-4	CFB-4	CFB-4	CFB-4	CFB-4	CFB-4			Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau
CFB-5	CFB-5	CFB-5	CFB-5	CFB-5	CFB-5			Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau
CFB-6	CFB-6	CFB-6	CFB-6	CFB-6	CFB-6	BLANK AREA		Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau	Bruneau
02-095	02-095	02-095	02-095	02-095	02-095			Lambert	Lambert	Lambert	Lambert	Lambert	Lambert	Lambert
02-123	02-123	02-123	02-123	02-123	02-123			01-107	01-107	01-107	01-107	01-107	01-107	01-107
03-299	03-299	03-299	03-299	03-299	03-299			03-284	03-284	03-284	03-284	03-284	03-284	03-284
96-167	96-167	96-167	96-167	96-167	96-167			00-315	00-315	00-315	00-315	00-315	00-315	00-315
96-167	96-167	96-167	96-167	96-167	96-167			99-227	99-227	99-227	99-227	99-227	99-227	99-227
00-354	00-354	00-354	00-354	00-354	00-354			00-107	00-107	00-107	00-107	00-107	00-107	00-107
99-062	99-062	99-062	99-062	99-062	99-062			02-129	02-129	02-129	02-129	02-129	02-129	02-129
99-062	99-062	99-062	99-062	99-062	99-062			Brundage	Brundage	Brundage	Brundage	Brundage	Brundage	Brundage
Bitterroot	Bitterroot	Bitterroot	Bitterroot	Bitterroot	Bitterroot			Simon	Simon	Simon	Simon	Simon	Simon	Simon
Bitterroot	Bitterroot	Bitterroot	Bitterroot	Bitterroot	Bitterroot			CFL	CFL	CFL	CFL	CFL	CFL	CFL

## EXHIBIT D

**ROYALTY SHARING BETWEEN PARTIES  
FOR JOINT VARIETIES AND LICENSED UNIVERSITY ORIGINAL VARIETIES**

<i>Material</i>	<i>BREEDING LEAD</i>	<i>MARKETING LEAD</i>	<i>Share of Royalty (%) UNIVERSITY / LCS</i>
UNIVERSITY GERMPLASM	UNIVERSITY	UNIVERSITY	100 / 0
JOINT VARIETY	UNIVERSITY	LCS/AFFILIATES	50 / 50
JOINT VARIETY	LCS/AFFILIATES	LCS/AFFILIATES	40 / 60
LCS GERMPLASM	LCS/AFFILIATES	LCS/AFFILIATES	0 / 100



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